

Syllabus ED 262b
Curriculum and Instruction in English
STEP, Fall 2003
Pam Grossman and Christa Compton
Tuesdays 3:15-6:05
CERAS 204

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Overview of class:

This class is the second in a three-part sequence on teaching English in middle and high school. The course builds upon the summer quarter, in which you were introduced to some of the basic issues involved in teaching English/language arts, with a focus on the teaching of writing. This course continues to grapple with questions raised in the summer regarding the teaching of English. This quarter, however, we will focus specifically on the teaching of reading and literature.

Some of the questions we will explore include:

- What do we teach when we teach literature?
- How do we decide what literature to include in the curriculum?
- What are some of the challenges students face in reading literature?
- How do we teach literature using various forms of discussion?
- What does "understanding" of literary texts look like?
- How can we support all students in becoming skilled readers of literature?
- How do we facilitate productive discussions of literature, in both large group and small group settings? What is the teacher's role in discussion? What is the student's role?

The readings for this class are designed to provide both a framework for you to use in thinking about the teaching of literature, as well as ideas for the classroom. Our goal is for you to develop *principled practice*, classroom practices that reflect deep principles about teaching and learning in language arts. We will be using the model of instructional scaffolding as a way to look at classroom practices for teaching reading and writing. Class time will alternate between a discussion of the principles that inform our teaching, and models of how these principles might look in practice.

Required Texts:

Course Reader

Abrams, M. H. (1999). *A Glossary of Literary Terms, Seventh Edition*. New York: Harcourt Brace College Publishers.

Gordon, K. (1993). *The Deluxe Transitive Vampire: The Ultimate Handbook of Grammar for the Innocent, the Eager, and the Doomed*. New York: Harcourt Brace Publishers.

Schoenbach, Greenleaf, Cziko, & Hurwitz. (1999). *Reading for Understanding*. San Francisco, CA: Jossey Bass.

Weaver, C. (1998). *Teaching Grammar in Context*. Portsmouth, NH: Heinemann Press.

Wilhelm, J. (19) *Strategic Reading* . New York, NY: Teachers College Press.

Wolf, D. P. (1988). *Reading Reconsidered*. Princeton, NJ: College Board.

Assignments:

#1: Exploring student reading/teaching reading strategies. In this two-part assignment, you will first be working with an individual student to understand how he/she reads and understands a literary text. This assignment will require you to grapple with what it means to understand literature and what makes literary text difficult for students to read. In the second part of the assignment, you will identify a strategy used by skilled readers of literature that would benefit your particular student and create a lesson designed to teach that strategy to students. Full guidelines will be handed out in class. **Due 10/28**

#2: Investigating how to teach using discussion: For this assignment, you will investigate a question related to how a teacher implements discussion-based teaching in an English classroom. You will be using a common example of teaching, based on the scholarship of Yvonne Divans Hutchinson, for your investigation. After exploring Ms. Hutchinson's website and presenting your findings to the class, you will then identify a strategy for leading discussions to try out in your own classroom. Full guidelines for this assignment will be handed out in class. **First part due 11/18, Second part due 12/2**

#3: Planning around a text: In this assignment, you will need to choose a core text and explore how you might use the text as an opportunity to teach: 1) strategies for reading literature; 2) a trait or mode of writing; 3) some aspect of grammar or language use; 4) speaking/presentation skills. Full details to follow. **Due 12/9**

#4 Booktalks on Young Adult novels: You will be choosing a young adult novel to present to the class in a booktalk format. Booktalks will be scheduled across

the quarter. Our purpose for this assignment is to increase all of our familiarity with young adult literature.

Grading:

Exploring student reading	30%
Investigation of teaching	30%
Planning around a text	30%
Booktalk	10%

Expectations:

We expect that you will have the required readings completed before each class session and that you come to class prepared to engage actively in class discussions. We also expect people to listen carefully and respectfully to their colleagues. Because we expect that learning will occur primarily from engagement in class activities and discussions, we assume regular attendance. If, for any reason, you must miss a class, be sure to inform an instructor and arrange for a colleague to take notes and pick up readings or assignments.

Calendar

The Teaching of Literature

9/30	Introduction: Why teach literature?	<i>Reading Reconsidered</i> , p. 1-61	
10/7	Instructional scaffolding revisited: Teaching reading	Langer & Applebee, CR Duffy, Roehler, Pearson, CR <i>Reading for Understanding</i> , ch. 2	
10/14	What do we teach when we teach literature?	Appleman, pg. 1-24, CR <i>Reading for Understanding</i> , ch. 4-6	
10/21	What strategies do skilled readers use? How can we help students develop these strategies ?	Lee, CR Wilhelm ch. 2	
10/28	What literature should we include in the curriculum?	Graff, CR Prose, CR "Jasmine" CR	Assignment #1 due
11/4	How do we teach literature? Leading large-group Discussions	"Yellow Wallpaper" CR Gray, CR Palmer, CR Yvonne Hutchinson website http://kml.carnegiefoundation.org/gallery/yhutchinson	
11/11	More on discussion: investigating the classroom of Yvonne Divans Hutchinson	http://kml.carnegiefoundation.org/gallery/yhutchinson	
11/18	Alternatives to large--group discussions: From book clubs to literature circles	Nystrand & Gamoran, CR Wilhelm, ch. 8	Assignment #2 part 1 due
11/25	Using literature as a vehicle for teaching the language arts	Wiggins, ch 1-4	
12/2	Teaching grammar in context	Weaver, pp. 1-101 Burke, pp. 62-70	Assignment #2 part 2 due
12/9	Teaching grammar in context	Weaver, pp. 102-236	Assignment #3 due

