Course Purpose

This course is designed for individuals who are interested in teaching reading and literature, grades 5-12. This course provides beginning teachers with the knowledge, pedagogy, and attitudes about teaching reading and literature. The course is based upon the theories and research, professional association guidelines (NCTE/IRA), national and state standards (CCSS and MT Common Core Standards), and best practices in the teaching of reading and literature. The course prepares teachers to design, implement, and evaluate methods of teaching reading and literature. Reading strategy workshops, small and large group discussions/activities, demonstrations, and presentations are used to create a positive, challenging, and respectful learning environment for reading, responding to, and understanding literature. Students experience and reflect upon their responses to, and engagements with, a variety of literary genres.

This methods course embodies the UM College of Education’s Conceptual Framework through 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

Course Objectives

To provide beginning teachers with the knowledge of and experience with teaching reading and literature, including an understanding and practice in the following:
--the reading processes and strategies
--response to literature: theory and practice
--different genres, structures, and forms of literature
--different theories of teaching reading and literature
--inquiry projects with literature
--the effect of language, culture, gender, prior knowledge, and background upon readers
--identifying and assessing the developmental stages and abilities of readers
--formative and summative assessments of reading

To provide beginning teachers with opportunities to practice and develop the following abilities:
--design, implement, and evaluate lessons that teach reading strategies and explore literature
--design curriculum units and year-long curriculum for literature
--use classroom management strategies (group size, pacing, etc.) that support students’ literacy learning
--design and teach integrated language arts lessons that support readers as they develop their responses to literature
--design and use response strategies to assess students’ abilities and accomplishments
--interpret assessment of students’ reading abilities for students, parents, and supervisors

To develop in beginning teachers the following professional behaviors and dispositions:
--affirm that all readers have value and worth
--understand the developmental stages of growth in reading literature
--know how to invite, develop, accept, and respect responses to literature
--encourage all readers to value their own and others’ ideas
--help students grow as critical, creative readers, writers, and thinkers
--model the value of literacy, lifelong learning, and collaboration
Course Topics
--reading and viewing as literacy processes
--reading strategies and response to literature strategies
--reading workshops and literature discussions
--inviting, extending, and responding to students’ responses and critical inquiry
--classroom management strategies
--types of literary genres and their characteristics
--helping students develop, trust, and extend their responses
--multiple intelligences and differentiated instruction
--literature circles and grouping methods for reading/responding
--nurturing student-to-student responses and collaborative learning
--classroom and large scale reading assessments
--lesson design and curriculum development
--integrating inquiry and different literary theories into lesson plans
--research in literature and response to literature and critical pedagogy
--Montana’s Indian Education for All and teaching Native American Literature writing by and about Native Americans
--guidelines for selecting literature/censorship issues
--state and national standards for reading and literature (Common Core State Standards)

Requirements and Assignments
1. Regular class attendance. If you must be absent, please inform the instructor. Also, contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting.

2. Completion of weekly homework assignments, written responses to course texts, and final synthesis paper.

3. Full, respectful participation in class, including literature circles, reading workshops, presentations, response groups, and whole class discussion.

4. Completion of major assignments, including:
   --designing, presenting, and reflecting on lessons to teach literature (poetry)
   --designing, presenting, and reflecting on a thematic or inquiry unit of literature, with an emphasis on effective reading instruction
   --designing, presenting, and reflecting on a year-long literature curriculum

Each of the major assignments is described in a separate handout.

GRADUATE STUDENTS: Students enrolled for graduate credit must complete and present an additional project related to the course. Graduate students may read an additional text and write a response paper. They may also complete (in consultation with the instructor) an independent project related to the course content.

5. Professional membership:
   Students in the English Teaching Program are required to join National Council of Teachers of English <www.ncte.org>.
   Students are also encouraged to join NCTE’s state affiliate, Montana Association of Teachers of English Language Arts <www opi mt gov MATELA>.

6. Course evaluation: On the final day of class, you will complete the university evaluation form and an open-ended written evaluation of the course and instructor.
Criteria for final course grade
Lesson plan for teaching literature (written) 15%
Teaching presentation and reflection of lesson plan 15%
Thematic/Inquiry literature unit with reading strategies (written) 15%
Teaching presentation and reflection of unit 15%
Year-long literature curriculum (written and oral presentation) 15%
Reflection papers on course texts and Final Synthesis Paper 15%
Attendance, participation, homework 10%

Graduate students are required to complete a graduate project.

Course Policies
1. Regular attendance and full, respectful participation are expected. Absences and/or lack of participation will affect the final grade.
2. You must elect to take this course for a traditional letter grade.
3. Plagiarized work results in an automatic F in the course. Please see the university catalog for definition and consequences of plagiarism.
4. Late assignments may be penalized.
5. Please consult this semester’s university class schedule for deadlines on fee payments, withdrawal deadlines, and other important dates.
6. A grade of “Incomplete” may be assigned at the discretion of the instructor when a student has petitioned in writing to receive this incomplete grade. The instructor may consider an incomplete grade only when a student a) has been in regular attendance, b) has participated fully in class, and c) is currently passing the course. Please see university catalog for circumstances regarding incomplete grades.

Required Course Texts
WHAT’S THE BIG IDEA? by Jim Burke (Heinemann, 2010)
READING NATIVE AMERICAN LITERATURE by Bruce Goebel (NCTE, 2004)
THE GIVER by Lois Lowry (Bantam, 1993)

Choose 1 of the 2 following texts on teaching reading:
DEEPER READING: COMPREHENDING CHALLENGING TEXTS, 4-12 by Kelly Gallagher (Stenhouse, 2004)
WHEN KIDS CAN’T READ, WHAT TEACHERS CAN DO by Kylene Beers (Heinemann, 2003)

Also choose 1 of the 3 following texts on teaching literature:
DOING LITERARY CRITICISM by Tim Gillespie (Stenhouse, 2010)
CRITICAL ENCOUNGERS IN HIGH SCHOOL ENGLISH by Deborah Appleman (Teachers College Press, 2009)
FRESH TAKES ON TEACHING LITERARY ELEMENTS by Jeff Wilhelm (Scholastic, 2010)
Other Course Resources

TEACHING MULTICULTURAL LITERATURE: A WORKSHOP FOR THE MIDDLE GRADES by Beverly Ann Chin, Editorial Director/Lead Content Advisor (Annenberg Media and Thirteen WNET, 2005)
http://www.learner.org/resources/series203.html You then enter the series web site.

THE EXPANDING CANON: TEACHING MULTICULTURAL LITERATURE IN HIGH SCHOOL with Beverly Ann Chin, Scholar and Educator (Annenberg Media and Thirteen WNET in collaboration with NCTE, 2003)
http://www.learner.org/resources/series178.html You then enter the series web site.

STANDARDS FOR THE ENGLISH LANGUAGE ARTS (NCTE and IRA, 1996)
<http://www.ncte.org/standards>

COMMON CORE STATE STANDARDS http://www.corestandards.org

MONTANA COMMON CORE STANDARDS http://opi.mt.gov/MontCAS/GetReady.php
Or http://opi.mt.gov/Curriculum/ELA