ENGL 5335: Teaching Literature

Semester: Fall 2021
Course/Section: ENGL 5335-001
Meets: Mondays 6:00-8:30
Meeting place: Ferg 292 and ZOOM
Class format: hybrid (real-time and Brightspace)

Instructor: Dr. Elizabeth Tasker
Office: 260 Liberal Arts North
Office hours: Mon. 4:30-5:45 p.m.; Tues 11:00 a.m.- 12:15 pm and 3:15-4:30 p.m.; Thur 11:00 a.m.- 12:15 p.m.
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Course Description
According to the SFA General Bulletin, ENGL 5335 Teaching Literature (3 credits) consists of “A study of the theory and practices relevant to the teaching of literature at the secondary and post-secondary levels. Includes a study of the history of the American English department with an emphasis on the development of teaching materials, including syllabi, lesson plans and course assignments.”

ENGL 5335 "Teaching Literature" (3 credits) typically meets once every week in 150 minute segments for 15 weeks, and also meets for a 2-hour final teaching presentation. Students are expected to complete weekly reading assignments of primary, secondary, and tertiary materials and to create their own teaching demo and materials. Completion of readings is assessed regularly through seminar style discussions and a series of writing assignments, including response papers, critical summaries, and pedagogical analysis essays. Students are required to create a teaching portfolio, which typically includes a teaching philosophy, course syllabi, assignments, and lesson plans. Formal written work over the course of the semester ranges from 30-35 pages. These activities average at a minimum 10 hours of work each week to prepare outside of classroom hours.

Get ready to think deeply about the pedagogy of teaching literature. First, I am assuming that you have a deep connection to at least some works and forms of literature already. My hope is that this class will facilitate personal reflection for all of us as readers, teachers, and researchers—to think about how best we can nurture others in the study of literature.

Textbook(s)
Assignments
Participation 20%
Historical Pedagogy Presentation and Reflection 20%
Synthesis Essay with Annotated Bibliography 20%
Teaching Demo and Reflection 20%
Teaching Portfolio 20%

Participation
This is a graduate seminar, and class discussion is a major activity of the course. You will receive 15 participation grades for the semester, one for every class period. These grades will be assigned on a 10-point scale. Those who are active in the class discussion and demonstrate that they have read and thought about the readings will receive a grade of 9 or 10. Those who participate somewhat will receive a grade of 8. Simply attending class will count for 7 points. Those who miss class will receive a zero. I will drop the lowest grade, and, therefore, you are essentially allowed one absence without penalty.

Historical Pedagogy Presentation and Reflection
During the first half of the semester, each student will lead a discussion about one of the assigned readings. This will require the student to prepare an informal presentation of key concepts from the reading and a set of “touchpoint” discussion prompts to engage the class in these concepts. The class meeting will be recorded, and the student will watch themselves in action and then write a short reflection on their presentation. I will provide more information in a separate assignment sheet.

Synthesis Essay with Annotated Bibliography
You will write an 8-10 page essay synthesizing and evaluating six to seven critical sources about teaching literature. Before writing the essay, you will need to write a 200-300 word annotation for each source. These annotations will be submitted as an Annotated Bibliography following your essay. I will provide more information in a separate assignment sheet.

Teaching Demo, Reflection, and Portfolio
During the last month of the semester, you will design a unit of study for an undergraduate literature course. You will present your unit and give a teaching demo to the class. You will watch a recording of your teaching demo and write a reflection. You will also package all of the materials for your unit in a portfolio, which you will turn in at the end of the semester. I will provide more information in a separate assignment sheet.

Grading
For each assignment, I calculate grades on a numeric scale first: I use a 10-point scale for discussions, replies, and abstracts. I use a 100-point scale for papers and projects. Based on the numeric score, each assignment will also receive a letter grade, based on an A-F scale that uses plus and minus distinctions. According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). If your grade is borderline, class participation, enthusiasm, and punctuality can help your final grade; lack of participation, disrespectfulness, and tardiness can hurt your final grade.

All of your writing for this course should adhere to the rules of standard written English grammar, punctuation, and spelling (American). Here is a general description of my letter grades:

A—90-100% On essays and written responses, this grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B—80-89% On essays and written responses, this grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in
others. The paper is not heavily impacted by mechanical errors.

C – 70-79% On essays and written responses, this grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% The student did not do the work as assigned.

Course Goals
Upon completion of this course, students will be able to:

• Describe historical movements and developments in the pedagogy of English as a discipline in U.S. universities of the 19th, 20th, and 21st centuries.
• Produce a synthesized response evaluating pedagogical research on the teaching of literature and related findings from studies of teaching archives.
• Compose a teaching portfolio and demonstrate their plans for teaching a college literature course.

This course fulfills these Texas program learning outcomes:
1. The student will demonstrate the ability to read complex texts, closely and accurately.
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
3. The student will demonstrate knowledge of literary history in regard to particular periods of World, British and American literature.
4. The student will demonstrate ability to effectively conduct literary research.

Attendance & Punctuality
Please come to class on time. See the Participation grade about how I will count attendance.

Missed Class and Late Work
I will not repeat information given in class to those who were late or absent, and you cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence. Regarding assignments, if you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the class meeting in which the assignment is due and have what I view as a compelling reason to be granted an extension (depending on the circumstances). Otherwise, late work will be accepted for up to one week after the due date, but I will deduct 5 points for every day it is late.

Other Classroom Policies
The number one rule in my classroom is to treat others respectfully. The number two rule is to put your best efforts toward enjoying what we are doing. I welcome lively conversation on the topic of discussion. You should stay for the entire meeting—before and after the break. If you have to leave early, please provide me an explanation. I prefer that if you attend via Zoom that you keep your video ON.

Academic Honesty
Acts of plagiarism and/or cheating are against university policy and can result in failure and/or disciplinary action. According to the SFA policy manual, “Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3)
Helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.” Please be aware that I must and will report any infractions of this policy. For more specifics, please refer to the university’s policy on academic honesty: http://www.sfasu.edu/policies/academic_integrity.asp.

Disability Services
SFA has the resources to assist students with disabilities and provide them “equal opportunity to participate in the courses, activities or programs.” If you need assistance, see Disability Services in room 325 of the Human Services building or at http://www2.sfasu.edu/disabilityservices/.

AARC
The AARC Writing Center offers in-person tutoring and online services too. For information about writing services, scroll to the bottom of this page: http://www.sfasu.edu/aarc/tutoring. Information about online services can be found at: http://www.sfasu.edu/aarc/online-resources.

Weekly Schedule
Readings must be completed on the date listed. Changes may be made as the course proceeds.

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<th>Assignments</th>
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| 1    | M 8/23 | Intro Assumptions and Myths about teaching literature  
Introduction to course terms and projects |
| 2    | M 8/30 | Guest speaker: Dr. Lynee Gaillet, Professor at Georgia State University  
Histories and methods for discussion:  
| 3    | M 9/6  | Histories and methods for discussion:  
3. Showalter’s Teaching Literature, chapters 1 |
| 4    | M 9/13 | Histories and methods for discussion:  
3. Showalter’s Teaching Literature, chapters 2  
Student Presentations |
| 5    | M 9/20 | Histories and methods for discussion:  
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| 6    | M 9/27 | Histories and methods for discussion:  
1. *The Teaching Archive*, pages 182-214: “Chapter 7: Simon J. Ortiz, Native American Arts” and “Conclusion: The Past We Need Now”  
3. Critical essays to be determined  
Student Presentations |
| 7    | M 10/4 | Fiction  
1. *Oroonoko*  
2. Showalter’s *Teaching Literature*, chapter 6 – “Teaching Fiction” |
| 8    | M 10/11 | Poetry  
1. Selected Poems – to be determined  
2. Showalter’s *Teaching Literature*, chapter 4 – “Teaching Poetry” |
| 9    | M 10/18 | Drama  
2. Showalter’s *Teaching Literature*, chapter 5 – “Teaching Drama” |
**Synthesis Essay due Friday 10/29** |
| 11   | M 11/1 | Teaching Demos |
| 12   | M 11/8 | Teaching Demos |
| 13   | M 11/15 | Teaching Demos  
**Draft Teaching Portfolio** |
| 14   | M 11/22 | Thanksgiving – NO CLASS |
| 15   | M 11/29 | Teaching Demos |
|      | M 12/6 | **Final Portfolios and Reflections Due** |