Catalog Description: 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.

Course Description: During the next five weeks, we will complete a strong march through the teaching of Literature. I have designed the course to move from the macro level to the micro level. We will begin the summer with a study of the history of the English department and literary study. The different units of the class will pursue the following topics/questions:

1) Where do we teach? In other words, who are “we”—the we being English departments?
2) Why do we teach? An exploration of different teaching philosophies connected to literary study. This will also lead us to the drafting and development of our own teaching philosophy—again, specifically as it pertains to the study and teaching of literature.
3) How do we teach? The hardest part about a class on teaching is that we are studying theories of education and possible practices—not exactly “testing” such practices. I think of this in the same way as teaching drama—is it not something meant to be seen rather than read? But, it is important for us to quickly explore the different possible practices that may be employed in the classroom. These specific practices will help in planning the specific unit for your own teaching portfolio.
4) What do we teach? Yes, we teach literature, but how do we choose texts? During this unit, we will discuss the development of the literary canon and how larger philosophical or personal/political decisions impact anthology development and text choice, respectively. As you might imagine, the discussions that evolve here may encourage revision of your teaching philosophy.
5) Finally, we will look at bringing these conversations together in the context of an Introduction to Literature course.
As you can see, the class is cumulative in nature; while we will reach certain understandings and conclusions by the end of each unit, those conclusions will likely change with the information covered in the next unit.

In terms of workload, this will be a very demanding course. We have a great deal to cover in such a short period of time. I have tried to be realistic in how much I am asking you to read per night and the different assignments that will be completed each week. The readings that you are expected to complete will come from the books that I have asked you to order or from articles/book chapters/essays that I make available via D2L. As for our assignments, there will be a mixture of in-class discussion, class presentations, outside writings, outside discussions, and a final (multi-piece) teaching portfolio.

Required Texts:
1) Gerald Graff, *Professing Literature*
2) Elaine Showalter, *Teaching Literature*
3) Robert DiYanni and Anton Borst, *The Craft of College Teaching*
5) As you will see, there are many articles included on our D2L page as PDFs. I have collated these articles in an effort to save you some money and to make our own class text. You will need to have access to these articles during our class meetings. So, you may wish to download and save them on your own desktops or print them off from the site.

Course Policies:

*Attendance and Late Work*: As this is graduate school, attendance should not be an issue. Everyone has registered to take this class via a certain modality—f2f or ZOOM—and is thus expected to attend the class via that chosen modality (switching back and forth will not be permitted unless previously cleared by me). As this is an accelerated class (one week of class being the equivalent of three weeks during a regular semester), it is my expectation that everyone is in regular attendance and actively participates during class discussions. This being said, I do understand that we all may have off or quieter days, but that cannot become a regular happening. As for attendance, I will allow for one absence without penalty. However, should any one miss more than one class meeting, his/her final grade will be dropped one full letter for each additional absence (2 absences, no higher than a B; three absences, no higher than a C; four absences, no higher than a D; five absences, no higher than a F). If there is a specific reason/situation that arises in your life, please do speak with me. Also, remember attendance is quite different from participation—thus, we will return to the issue of participation in the “Course Requirements” section of this syllabus.

In terms of assignments, the calendar will clearly state when all work is due. Furthermore, we will discuss due dates and drop-boxes during class sessions. This being said, I do expect that all work will be turned in on time. Again, should something happen that will impact your ability to complete an assignment on time, we may be able to work something out IF I know beforehand.

*Academic Integrity (A-9.1):*
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. I will consider deceptive use of any AI program as plagiarism—deceptive use falls into one’s use of such programs without first discussing the possibility with your professor (me).

Stephen F. Austin State University defines academic dishonesty as:

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. 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 read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp

In terms of this class, any student caught plagiarizing or cheating will automatically fail the course and the incident will be reported.

Free Speech and Class Conduct:
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions. Furthermore, as this is a seminar class, I will expect regular participation by all members of the seminar. I see my purpose in a graduate class to be that of facilitator and “questioner”; in other words, I will regularly ask you to clarify and support ideas and arguments. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but don’t simply react, do not speak over one another, and disagree with respect. Furthermore, I believe that it is important that we all be open to criticism and new ideas. In other words, when engaging in discussion and debate, we should be open to our own ideas being questioned and moving outside our comfort zones and beyond “known answers.”

Now, as for class discussion. When a class is run via f2f and ZOOM at the same time, discussion can be difficult. Those attending via ZOOM are limited to a camera view of the class and those in the class (including the instructor) can tend to forget to look to the TV to connect with those on ZOOM. In terms of discussion, classroom dialogue tends to be free flowing, thus making it hard for those on ZOOM to find a moment to jump in the conversation. So, I would like to recognize the following. First, in order to help connect everyone, I would prefer that all those attending ZOOM keep their cameras on during the entire class, become adept at the mute/unmute button, use the “raise hand” feature when possible, and jump in the conversation when you wish. I will also do my best to step into the conversation every so often to ask if the “ZOOMERS” have anything they would like to add—this will give you a more controlled environment to enter.
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

In the case of this course, disruptive behavior will include the following: consistent use of cell phones/texting during class, consistent participation in side discussions that are not part of classroom dialogue, referring to your teacher or peers in an inappropriate way or verbally assaulting your teacher or peers, physically threatening your teacher or peers, and completing homework assignments for another class. Students participating in such activities can be asked to leave the class and will be counted as absent.

Withheld Grades:

“Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.”

For the complete policy, http://www.sfasu.edu/policies/semester_grds.asp

Students with Disabilities:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Course Requirements:

Weekend Postings: For three out of the four weekends, you will be responsible for writing a discussion board posting and responding to those postings made by your peers in your assigned group—you will find these groups in D2L. You will have a single discussion posting due on July 9th, a posting and set of responses due on July 15/17, and a posting and set of responses due on July 22/24 (for these last two, the first date is when your original posting is due and the second date is when you have to have responded to your peer’s posts). While I have not stipulated a specific length on any of these pieces, I do expect you to be a dedicated graduate student—in other words, these are not discussions that are simply short, quick, and fired from the hip. At the same time, I am not expecting essay length, researched, academically voiced
writings. Instead, I am looking for real, open, honest, exploratory posts and conversations. These writings will be averaged together and count for 20% of your final grade.

**Class Participation:** I have designated 12 days as participation days—this does not include those days that I have you doing other activities or our final presentations. These days are July 5, 10, 11, 12, 13, 17, 18, 19, 20, 24, 25, 26th. During these class meetings, we will be running full class discussions. One some days, I may call on certain individuals to lead, on other days I have set paired presentations (Monday, July 17th), and other days we will just have open conversation. While I typically do not grade participation, as this is a summer course and one centered on teaching, our success will depend on one another. Therefore, I will “grade” daily participation. Each day will be worth 10 points—I will drop your lowest grade (in other words, this avoids you being penalized should you use your one absence during the semester). During our class meetings, I will be listening for your engagement. I am not listening for “right” or “wrong” responses, but for your own critical engagement with the ideas from our readings and those being espoused by one another. I will look for your ability to respond to questions posed by myself and your peers. Those who remain engaged in the discussion and whose responses demonstrate that they have read and thought about our readings will receive between either a 9 or 10. For those who participate somewhat during class but display less acknowledgement of our readings, statements of others, and previous readings (remember, in many ways this class is cumulative) will reactive an 8. For those who simply choose to attend and be awake during class, you will receive a 7. This will account for 20% of you overall grade.

**Teaching Demo/Discussion:** During our last week of class, each student will give a demonstration and discussion of a teaching strategy that they would employ during a particular class meeting. This will be a 40-minute presentation. A longer description of this presentation will be provided. This demonstration/discussion will count for 20% of your overall grade.

**Teaching Portfolio:** On the day of our final meeting, every student will turn in a Teaching Portfolio. This portfolio will include your teaching philosophy, a syllabus for an Introduction to Literature course, a 4-week plan for one genre unit of the course, an assignment sheet for the major essay students will complete during that unit, a copy of any quizzes to be given in that unit, and a copy of the exam that you will give at the end of the unit. Following all these documents, you will include an analysis of how your teaching philosophy and understanding of the purpose of the intro to literature course are embedded into your course syllabus and specific unit—through textual choices, policies, assignments, etc. As you can imagine, this final project is one that you will be thinking about, sketching about, outlining, drafting, etc., throughout the entire summer session. While certain documents, such as the teaching philosophy, will be drafted and commented on during the course, other documents will not be formally workshopped. The overall analysis that will follow all these documents should be seen a formal, researched, supported analysis. In other words, this will be an analysis of your intentions and whether or not they are directly found in the course. This should be a lengthy analysis (6-7 page essay) that is well supported and clearly developed. This portfolio will count for 40% of your overall grade.