



**ENG 300.01—Reading, Analyzing, Teaching Literature  
“Articulating the Middle and Secondary English Classroom”**

**Spring 2013  
M—4:30 pm-7:10 pm  
Room: HL 201**

**Instructor:** (Christopher Gonzalez, PhD – Assistant Professor)  
**Office Location:** Hall of Languages (HL) 225  
**Office Hours:** MWF 1:00 pm-2:30 pm and by appointment  
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NOTE: I reserve the right to revise the contents of this syllabus as I deem necessary.

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

***Textbooks Required:***

*A Short Guide to Writing About Literature* (12<sup>th</sup> ed.), Sylvan Barnet and William E. Cain, editors.  
ISBN-13: 978-0-205-11845-8

*Deeper Reading: Comprehending Challenging Texts, 4-12*, by Kelly Gallagher. ISBN-10: 1-57110-348-8

*Literature: A Pocket Anthology* (5<sup>th</sup> ed.), R.S. Gwynn, editor. ISBN-13: 978-0-205-03219-8

*Bless Me, Ultima*, by Rudolfo Anaya. [Any edition will work for purposes of our class.]

**(ENG 300 catalogue description):** This course introduces students who are pre-service teachers to the reading process and critical reading strategies designed to better prepare them to understand the reading/writing connection, literary terminology, literary analysis, and research skills, in both pedagogical and analytical modes. In addition to examining the TEKS and TExES competencies for middle school and secondary English/Language majors, the course will provide support for pre-professional development through a variety of substantive projects. Prerequisite Eng 333, two upper level Literature courses and preferred completion of one of the required Reading courses.

**Course Description:**

ENG 300 is designed to prepare those students who are preparing to teach English/Language Arts in middle and secondary schools. In addition to honing students' skill set in *critically understanding* literature, students will be actively engaged with creating activities, lessons, and evaluation instruments for use in actual classrooms of their own. Thus, students enrolled in ENG 300 must be prepared to “wear two hats”—while they are students for most of the course, they will always be challenged to assume a teacher's stance in thinking about potential students they may have in a classroom one day.

While the professor will lead students through the course, this is not the type of English class where a professor lectures for the entire class period. ENG 300 fosters a collaborative learning environment, and such a learning environment cannot work if students do not come to class prepared to engage in the activities and discussion topics. As the course is comprised of students who aspire to be leaders in a classroom of their own, this course functions best with bold participation from students. Students will be evaluated based on their performance on written essays, class activities, and a culminating project. Note: student performance in this course will determine whether approval to take the certifying exam is granted.

**Course Objectives:**

- Students will demonstrate their familiarity of literary elements and terminology
- Students will demonstrate effective analysis of literary texts.
- Students will engage in research on literature and teaching literature
- Students will develop teaching resources relating to a specific textbook and grade level.

**Student Learning Outcomes:**

- Students will demonstrate effective analyze of literary texts as measured by writing three analytical essays (Fiction Essay, Poetry Essay, and Constructed Response Essay).
- Students will develop teaching resources relating to a specific textbook and grade level as measured by the culminating course project known as the “Teaching Packet.”

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. By the end of this course the class will read and discuss several short stories and poems, one novel, and many practical pedagogical readings.

**NOTE: According to departmental policies, students must make a minimum of a B in this course in order to receive approval for internship.**

During the semester you will complete several major assignments designed to build on each other intellectually and conceptually. These assignments are:

**Fiction Essay**

**15%**

This essay is analytical in nature, using a selected short story to explore a literary theme and a host of literary elements using textual evidence to support your claims. This essay will be a minimum of five (5) full pages and will follow MLA style.

**Poetry Essay****15%**

This essay will follow the exact parameters as the “Fiction Essay” except that the primary source material will be two poems selected from our literature anthology.

**Constructed Response Essay****25%**

This essay will follow the parameters as the previous essays with a few exceptions. You will select either two short stories or a short story and poem and will perform a compare/contrast analysis of them. You must make your selections from our literature anthology. This essay must be a minimum of seven (7) full pages. **NOTE: According to departmental policies, students must make a minimum of a B on this assignment in order to receive approval for internship.**

**Practice In-class Responses****10%**

Occasionally, you will complete a practice in-class response. These constructed responses will mirror the types of constructed responses that are found on the TExES ELA certifying exam. These will be graded using a “pass/fail” rubric. You will not have an opportunity to make these up if you are absent in class.

**Various Writing Activities****10%**

Throughout the course, you will be called upon to respond to activities and to prepare materials similar to those that will comprise your Teaching Packet. These writing activities will be graded using a “pass/fail” rubric.

**Teaching Packet****35%**

This is the most challenging assignment of the course, not because it is necessarily difficult but because it is lengthy and cumulative. You will be expected to complete the Teaching Packet in stages well before it is due the final week of the course. This assignment will culminate in a presentation of your packet to the class (15 minutes) on our final class meeting. The Teaching Packet contains fifteen (15) discrete elements, so it is not something you can wait until the end to complete. (See the description of the “Teaching Packet” assignment parameters.)

**Grading**

Students’ assignment and course grades will be determined by the following:

Fiction Essay	15%
Poetry Essay	15%
Constructed Response Essay	25%
In-class Responses	10%
Writing Activities	10%
Teaching Packet	<u>35%</u>
<b>Total:</b>	<b>100%</b>

**Scale used to compute final letter grades:**

**Percentage**

A: 100-90

B: 89-80

C: 79-70

D: 69-60  
F: 59-0

## Technology

This course is conducted face to face (f2f). However, some aspects of the course (e.g., grades, discussions, dropbox, virtual office) are accessed via eCollege, the Learning Management System used by TAMUC. The majority of your assignments will be submitted through eCollege, so it is essential to your success that you be able to access eCollege in a relatively convenient manner. Because the university provides students access to computers and other technologies, please make use of these items if you do not have a computer of your own. If you have technical questions, please contact Technology Services at 902-468-6000 or at [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). Do not allow a technological problem or question keep you from a successful outcome in this course. Technology is designed to facilitate your learning experience in this class, not to hinder it.

*There will be no extra credit assignments. As a rule, I do not accept late work.*

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Academic Honesty Policy*

Texas A&M University-Commerce and the Department of Literature and Languages do not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

#### **Attendance Policy**

Attendance in this online class equates to participation in the discussions and is important to the success of this class and to your development as a writer. Therefore, it is of utmost importance that you notify me of potential conflicts with course expectations. The expectation is that you will do more than simply log on to the course site. Your active participation, in the form of discussion responses and questions, is vital for success in this course. You must begin engaging in course discussions by Tuesday evening in order to stay current with the material. Deadline extensions and other allowances can often be accommodated before they are required, but this requires advance notice. Related to this, SEE ASSIGNMENT POLICY

#### **Assignment Policy**

Student work must be completed and submitted on time. All assignments should be turned in during the class period when they are due. Students who know they will miss class when an assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment.

All papers should conform to the MLA style guidelines.

**Late Work**

I will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of zero (0).

**Drop a Course**

A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

**Incompletes**

Incompletes (grade of "X") are granted only under rare and extraordinary circumstances.

**Administrative Withdrawal**

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

**University Specific Procedures:***ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. It is next to impossible to explore ideas in a classroom setting if students and instructors do not feel safe or otherwise supported. I will not tolerate discrimination in all its forms. Likewise, rudeness has no place in any classroom, and I will ensure that my classroom remains a rudeness-free environment. (See *Code of Student Conduct from Student Guide Handbook*).

*Responsibility*

You are responsible for understanding all of the material contained in this syllabus, as well as any announced changes to this syllabus. You are also responsible for understanding instructions and directives related to assignments, exams, and grades. This means visiting your professor during office hours if instructions and/or directives remain unclear. Unless you state otherwise, I will assume that you have understood what is expected of you in this class.

## COURSE OUTLINE / CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur.

Spring 2013

Date	Agenda
Week 1 Jan 14	Introduction, syllabus overview, in-class writing, topics and themes Read: <i>SG</i> 1-2
Week 2 Jan 21	No class meeting Read: <i>SG</i> 3-4; <i>PA</i> “A Very Old Man with Enormous Wings” by Gabriel García Márquez (pp. 220-26)
Week 3 Jan 28	Read: <i>SG</i> 10; <i>PA</i> “This Is What It Means to Say Phoenix, Arizona” by Sherman Alexie (pp. 385-96); <i>PA</i> “A Temporary Matter” by Jhumpa Lahiri (pp. 397-410)
Week 4 Feb 4	Draft of Fiction Essay due in class—bring for peer review Read: <i>SG</i> 6-8
Week 5 Feb 11	<b>Fiction Essay due</b> Read: <i>SG</i> 13; <i>PA</i> “Ode to a Nightingale” by John Keats (pp. 537-39); “Ulysses” by Alfred, Lord Tennyson (pp. 556-57); “We Wear the Mask” by Paul Laurence Dunbar (p. 591); “Dulce et Decorum Est” by Wilfred Owen (p. 628); “The Latin Deli: An Ars Poetica” by Judith Ortiz Cofer (pp.773-74); “The Purpose of Altar Boys” by Alberto Ríos (pp. 779-80)
Week 6 Feb 18	Draft of Poetry essay due; peer review Read: <i>SG</i> 16 Complete <i>Bless Me, Ultima</i> by today
Week 7 Feb 25	Read: <i>DR</i> 1-2 Identify five (5) questions to get students to think in “bigger terms” regarding <i>Bless Me, Ultima</i> ; Provide rationale (300 words) Identify an activity to help focus the reader regarding <i>Bless Me, Ultima</i> ; Provide rationale (300 words) In essay form, explain the use of metaphor in <i>Bless Me, Ultima</i> (1,500 words); include quotations from the text
Week 8 March 8	<b>Poetry essay due</b> Read: <i>DR</i> 3 Develop an Anticipation Guide for <i>Bless Me, Ultima</i> ; Provide a rationale (300 words) Develop a Theme Spotlight for <i>Bless Me, Ultima</i> ; Provide a rationale (300 words) Choose one chapter from <i>Bless Me, Ultima</i> and develop Daily Focus Questions (text-dependent and text-independent)
Week 9 March 18	Draft Constructed Response; peer review Read: <i>DR</i> 4 Choose three (3) chapters from <i>Bless Me, Ultima</i> and create a text frame with gaps for each chapter
Week 10 March 25	Read: <i>DR</i> 5 Create your own Time Line with Questions and Predictions (cite passages for evidence) for <i>Bless Me, Ultima</i> .

	Create your own Mystery Envelope, consisting of twenty (20) questions for <i>Bless Me, Ultima</i>
Week 11 April 1	<b>Constructed Response due</b> Read: <i>DR 6-7</i> Create your own Theme Triangle for <i>Bless Me, Ultima</i> Create your own Metaphorical Graphic Organizer for <i>Bless Me, Ultima</i>
Week 12 April 8	Read: <i>DR 8-9</i> Create an Issues Graphic Organizer for <i>Bless Me, Ultima</i> Conduct an internet search and find three (3) articles that might be applicable to <i>Bless Me, Ultima</i> . Provide a rationale for why you selected those articles and how you would integrate them into your classroom.
Week 13 April 15	Read: <i>DR 10</i> Design a Major Assessment for <i>Bless Me, Ultima</i> Create an End of the Unit Exam for <i>Bless Me, Ultima</i>
Week 14 April 22	Broad discussion on observations and exploration of questions
Week 15 April 29	All revisions completed; Teaching packet due; Presentation of teaching packet (15-20 min)