



**ENG 300.01B (20169)—Reading, Analyzing, Teaching Literature  
“Successful Strategies for the Middle and Secondary English Classroom”  
Spring 2018  
M-5:00-7:40 p.m.  
Room: HL 208**

**Instructor:** Angel Martinez

**Office Location:** One Stop Shop-University College

**Office Hours:** Online or by appointment

**Office Phone:** 903.468.8174

**University Email Address:** [Angela.Martinez@tamuc.edu](mailto:Angela.Martinez@tamuc.edu) (preferred method of communication)

**NOTE:** I reserve the right to revise the contents of this syllabus as I deem necessary.

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

***Textbooks Required:***

- ***The English Teacher’s Companion, Fourth Edition: A Completely New Guide to Classroom, Curriculum, and the Profession***, Jim Burke, ISBN 978-0-325-02840
- ***Notice & Note: Strategies for Close Reading***, Kylee Beers & Robert E. Probst, ISBN 290-0325046937
- ***Empowering Students to Write and Rewrite: Standards-Based Strategies for Middle and High School Teachers***, Warren E. Combs, ISBN 978-1596671232
- ***The Outsiders***, S.E. Hinton
- ***The Immortal Life of Henrietta Lacks***, Rebecca Skloot ISBN 978-1400052172
- There will be additional readings such as poems, journal articles and supplemental reading to add to the quality of our learning experience during the semester. To be determined

**(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, a written teaching philosophy, and the presentation of a signature teaching unit. **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 an analytical essay (Constructed Response Essay).
- Students will develop a signature teaching unit relating to a specific textbook and grade level as measured by the creation of functional materials for the English classroom.

### **COURSE REQUIREMENTS**

#### **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, two novels, 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:

#### **Participation 10%**

This course relies heavily on class participation, which is measured by attendance and engagement with discussion topics during class meetings.

#### **Constructed Response Essay 40%**

This essay is analytical in nature, using selected short stories and poetry to explore a literary theme and a host of literary elements using textual evidence to support your claims. This essay will follow MLA style.

You will select either two short stories or a short story and poem from a list provided and will perform a comparative analysis of them. This essay must be a minimum of seven (7) full pages plus a Works Cited page. **NOTE: According to departmental policies, students must make a minimum of a B on this assignment in order to receive approval for internship.**

#### **Statement of Teaching Philosophy 10% (Beginning and End of Semester)**

This statement is no more than two single-spaced pages in length in which you will convey your approach to teaching. Note: this assignment is Pass/Fail, and will be workshopped and reworked until it meets the

“Pass” standard.

#### **Signature Teaching Unit and Presentation 40% (Weekly)**

This is a challenging assignment of the course, not because it is necessarily difficult but because it is lengthy and cumulative. You will be expected to design a Signature Teaching Unit that you could use in an actual classroom. This will be an ongoing project and presentation.

## **Grading**

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

Participation 10%

Constructed Response Essay 40%

Statement of Teaching Philosophy 10%

Signature Teaching Unit/Presentation 40%

**Total: 100%**

**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 a blended course which means will have a hybrid class model utilizing both face to face and online instruction through ecollege. Do not allow a technological problem or question keeps 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 class equates to participation in the discussions and is important to the success of this class and to your development as a writer and teacher. 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 show up for class. Your active participation, in the form of discussion responses and questions, is vital for success in this course. 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.

### **Grievances**

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant

Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

### **Data Collection**

Collection of Data for Measuring Institutional Effectiveness: In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness,"

<http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

### **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 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 18: TBD**

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7
- Week 8
- Week 9
- Week 10
- Week 11
- Week 12
- Week 13
- Week 14
- Week 15
- Week 16