

LLED 366 Teaching Reading and Literature **(3 credits: 3hrs x 13 weeks)**

COURSE DESCRIPTION/OBJECTIVES

This methodology course introduces teacher candidates to a number of perspectives relating to how adolescents may develop higher-level literacy skills, improve language knowledge and engage in critical, theoretically grounded interpretations of a wide variety of texts. Covering important aspects of literature selection, multicultural perspectives and challenges to readers, ESL support for readers, it provides teacher candidates with an overview of the knowledge, skills and attitudes teacher candidates require to implement a language and literacy program appropriate to the needs of youth in secondary classrooms. It bridges the literacy divide by giving equal importance to the development of receptive language skills based on listening and readerly reception and response to texts. Narrowing the intellectual distance between discourse theories and specific textual and linguistic engagements, this course is designed to assist teacher candidates in forging links between the theory and practice of teaching language and literature.

The course is required for all B.Ed. Secondary Teacher Education students with English Concentration.

COURSE OBJECTIVES

During this course teacher candidates will review, consider, discuss and be able to apply:

- Major theories and concepts, ranging from reader response to nonlinear narrative, related to reading and interpretation at the secondary level
- The provincial curriculum and various resources to support teaching reading and learning
- The relationship between reading, language development and discipline-specific learning
- An understanding multi-genre and discipline-specific demands on students and how to support them for academic success
- How to assess students reading ability and the complications and challenges faced by students from homes where English is not normally spoken or read.
- Inclusive literature selection to suit diverse interests and needs of students
- The structuring of lesson plans and the development of units to increase reading proficiency across the secondary years.

Links to Thematic Strands

1. Field Experience

- See *school based practicum* above
- Working knowledge of how to plan language learning through engagement with a wide variety of texts
- Understanding of relevant B.C. Ministry of Education documents

2. Inquiry

- In keeping with Inquiry seminar Part Two (*Immersion in the inquiry practices of the profession*) that states students *experience scholarly inquiry around a particular theme, a particular curriculum emphasis or a current educational issue.*
 - Emerging issues related to inclusive language and literacy learning, literature selection, and thematic unit planning
- 3. *Social and Ecological Justice***
- Inclusive and generative approaches to English curricula
 - Literature as a catalyst for social action
 - Understanding the ways in which language and society (at the cultural level) and literacy and identity (at the individual level) are linked
- 4. *Problematics in Pedagogy, Curriculum and Assessment***
- Understanding the role reading plays in learning across all areas of the curriculum
 - Ability to support readers across the curricula and to assess and respond to needs of less proficient pupils
- 5. *Language and Learning as Social Practice***
- Factors that influence language learning and development
 - Perspectives of reading that have historically informed and presently influence reading instruction
 - Relationship between language and learning
 - Understanding of how youth learn and grow as language users and the ways that teachers can support this growth

Suggested Structure:

Teacher candidates will develop their knowledge, skills, understanding and curiosities through:

1. Classes and workshops that stress student participation and active learning. These typically involve lectures, review, group presentations and both instructors and students developing creative projects relevant to curriculum individually and in group projects. Frequently workshops are supplemented by guest speakers who lead single classes on special topics.

2. School Based Practicum I (2): 2 weeks

This practicum provides teacher candidates with an orientation to secondary schools and opportunities to engage in some language and literacy focused experiences in the classroom. The emphasis is on observation, interaction and reflection with limited instructional responsibility. However, students will be given specific tasks and determine workloads for the long practicum in Term 2. Based on these expectations, students will develop integrated unit plans that prepare them for the instructional responsibilities and demands of the long practicum.

COURSE OUTLINE

Unit 1/Weeks 1 and 2: Creating the Literature Curriculum: Texts, Units, Planning

Topic: Choosing Literary Works at the Secondary Level (Classic, multicultural, young adult)

Guiding Questions: How do we choose literary works at the secondary level? What considerations are important?

Beach, Richard (2010) *Teaching Literature to Adolescents*. New York: Routledge.

Topic: Creating units and lesson plans

Guiding Questions: What are the components of a unit/lesson plan? What considerations are important in constructing curricula?

BC Ministry of Education English Language Arts IRPs

http://www.bced.gov.bc.ca/irp/irp_ela.htm

Field question: Observe a literature lesson and request a unit/lesson plan from the teacher. What texts were chosen? What kinds of activities did the teacher use to engage students in reading and responding to literature?

Unit 2/Weeks 3-5: Reader Response and other Literary Theoretical Perspectives/Approaches

Topic: Literary reading and interpretation

Guiding Question: How do readers construct meaning from literary works?

Rosenblatt, Louise, (1978) *The Reader, The Text, The Poem: The Transactional Theory of the Literary Work*. Southern Illinois Univ. Press.

Topic: What are the cognitive and cultural and critical aspects of literary reading?

Guiding Question: What is the relationship between comprehension, interpretation and critical reading?

Lewis, Cynthia (2000) Critical issues: Limits of identification: the personal, pleasurable, and critical in reader response. *Journal of Literacy Research*, 32 (2), 253-266.

Cherland, M. Gendered Readings: Cultural restraints upon response to literature. *The New Advocate*, 5 (3) 187-198

Topic: Literary critical perspectives and teaching literature in the secondary classroom

Guiding Question: What are some literary critical approaches to teaching literature?

Appleman, Deborah. (2009) *Critical Encounters in High School English. Teaching Literary Theory to Adolescents*. Teachers College Press, New York, ISBN: 0-8077-3974-X

Soter, A.O., Faust, M. and Rogers, T. (2008) *Interpretive Play: Using critical perspectives to teach young adult literature*. Norwood, MA: Christopher Gordon

Field question: Observe several literature lessons in your school and based on what you saw and heard, what would you say was approach was the teacher using to engage students in literary interpretation, and what might be the underlying theory of literary reading?

Unit 3/Weeks 6-8: Language and Reading Across Genres and Disciplines

Topic: Reading across Genres and disciplines

Guiding Question: What literacy strategies do adolescents need to read across genres and disciplines?

Moje, E. (2008) Foregrounding the Disciplines in Literacy Teaching, JAAL October

Schoenbach, R. and Greenleaf, C. (2009) Fostering Adolescents' Engaged Academic Literacy. In Christenbury, L, Bomer, R, and Smagorinsky, P (2009) *Handbook of Adolescent Literacy Research*. New York: Guilford, pp 98-112.

Topic: Learning across genres and disciplines

Guiding Question How do adolescents synthesize knowledge across genres and disciplines?

Shanahan, Cynthia (2008). Reading and Writing Across Multiple Texts. *In Best Practices in Adolescent Literacy Instruction, Hinchman, KA and Sheridan-Thomas, H. (Eds), pp. 297-312. New York: Guilford Press.*

Topic: Displaying learning across genres and disciplines

Guiding Question: How can adolescents display their understanding of texts across genres and disciplines?

Kucan, Linda (2008) Multigenre Reading/Writing in the Content Areas. In Lapp, D, Flood, J. And Farnan, N. *Content Area Reading and Learning*, New York: Lawrence Erlbaum, pp 515-535.

Field question: If possible, follow a group of students across several classes: What is the range of texts (genres) that those students are expected to read or have read and understand? How do the teachers gauge understanding of these texts?

Unit 4/Weeks 9-11/: Support for Struggling/Striving and EAL Learners in the English Classroom

Topic: Struggling readers in the English classroom

Guiding Question: How can we support struggling readers in the English classroom?

Hinchman, K.A. (2008). Intervening when older youths struggle with reading. In Conley, M.W. Friedhoff, J.R. Sherry, M. and Tuckey, S. *Meeting the Challenge of Adolescent Literacy*. New York: Guilford, pp 11-35.

Topic: EAL learners in the English classroom

Guiding Question: How can we support EAL learners in the English classroom?

Ernst-Slavit, G., Moore, M, and Maloney, C. (2002). Changing lives: Teaching English and literature to ELL students. *Journal of Adolescent and Adult Literacy*, 46 (2).

Roessingh, H. and Kover, P. (2002) Working With Younger-Arriving ESL Learners in High School English: Never Too Late to Reclaim Potential. *TESL Canada Journal*, 19 (2) pp 1-20.

Topic: Individualized and differentiated instruction

Guiding Question: How can we provide individual and differentiated instruction for learners in the English classroom?

Heydon, R. (2003). Literature circles as a differentiated instructional strategy for including ESL students in mainstream classrooms. *The Canadian Modern Language Review*, 59 (3), 463-475

Field question: Observe several English classrooms and note how the teachers support learners who struggle with reading or who have more limited English proficiency. What are the alternative forms of instruction used (in addition to whole class lecture and discussion) to support these learners, if any?

Unit 5: Weeks 12 and 13: Evaluating Reading in the English classroom

Topic: Tools for evaluating reading and interpretation in the English classroom

Guiding Question: What is the range of assessments used in the secondary English classroom?

Conley, M.W. (2008). Literacy Assessment for Adolescents. In *Best Practices in Adolescent Literacy Instruction*, Hinchman, KA and Sheridan-Thomas, H. (Eds), New York: Guilford Press, pp. 297-312

NCTE Framework for 21st Century Curriculum and Assessment
www.ncte.org/governance/21stcenturyframework

Topic: Informal and classroom assessment

Guiding Question: What are some informal and classroom evaluation tools we can use in the English classroom?

The Reading Assessment District 36 (RAD)
Ministry Performance Standards for Grades 8-10 and 11-12

Field question: Interview 3 English teachers about their approaches to evaluating reading in their classroom. What more formal and more informal approaches to they rely on? (Standardized testing, district level testing, teacher made tests, quizzes, journals, discussions in large and small groups, rubrics, checklists, etc.) How do they use this information for reporting and marking?

This is graded according to the **Pass / Fail** system.

Regarding pass/fail evaluation, achieving a pass is contingent on a high standard of performance. The standard for a pass within the B.Ed. program is equivalent to a B+ (76%) in UBC's standard marking system.

Attendance policy:

If you must miss a class, notify your instructor immediately. The nature of the Teacher Education Program is participatory. Teacher candidates who miss a significant amount of class time (i.e. more than 15% of course hours) are normally required to repeat the course. Teacher candidates are not able to proceed to practicum until all prior courses are successfully completed. See <http://teach.educ.ubc.ca/publications/pdfs/BEd-Policy-Handbook-2010.pdf>

Students will complete the following assignments (with links to the [UBC Attainment of Standards Report](#) and [BC College of Teachers Standards](#)):

A Strategic Lesson Plan (25%)

Lesson plans situate students within the context of planning and rationalizing, developing and theorizing the delivery of classroom instruction that will provide students with valuable reading skills and satisfy criteria useful for assessing and monitoring reading comprehension and language acquisition among their students. This lesson plan is based on an adaptable, departmentally standardized template for both structuring lessons and providing systematic analysis of reading comprehension.

Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting. □

Evidence of competence □

- The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making □

- The following competencies within their practicum and other placements (or on-campus contexts): □

.....selecting appropriate goals/objectives in accordance with I.R.P.s; □

.....designing units/lessons that support identified goals and objectives;

.....demonstrating an understanding of current pedagogy; □

.....modeling correct written and oral language.

Literature Response Groups (25%)

Literature responses present on a work of adolescent literature selected from a list of literary works suitable for adolescent readers and commonly found in the 8-12 curriculum. Students are encouraged to develop this list by bringing new works and justifying its place within the English curriculum.

Standard 6: Educators have a broad knowledge base and understand the subject areas they teach. □

Evidence of competence □

- A substantial engagement in the subject areas relevant to the positions they intend to pursue. □
- An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.

Individual Presentations (25%)

Presentations are intended to foreshadow contributions to the coordinated unit plan and demonstrate the student's capacity to invest a particular passage of text with meaning and to explicate that meaning so that its significance is accessible to students at a grade level predetermined by the teacher candidate.

Standard 7: Educators engage in career-long learning. □

Evidence of competence □

- Participation in, and reflections about, university and school-based professional development. □
- A commitment to professional development. □
- Goal setting and plans to pursue ongoing development of understandings. □
- Reflection about and an ability to improve practice.

Coordinated Unit Plans (25%)

Unit plans meet requirements for all three secondary English methods courses. These can be assigned as group projects that articulate with the practicum expectations of students. This project is introduced after the short practicum and must feature significant components for the teaching of reading, writing and multiple literacies within the English classroom. Students are encouraged to develop their unit plans for application in the long practicum.

Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting. □

Evidence of competence □

- The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making □
- The following competencies within their practicum and other placements (or on-campus contexts): □
 -selecting appropriate goals/objectives in accordance with I.R.P.s; □
 -designing units/lessons that support identified goals and objectives;
 -demonstrating an understanding of current pedagogy; □
 -modeling correct written and oral language.

Assigned Readings and self directed inquiry is required of all students to supplement classroom instruction. These readings cover basic theoretical concepts and support further inquiry into strategies and methods for the delivery of instruction that will motivate and accelerate students ability to critically assess, interpret and deliver coherent instruction regarding teaching critical reading skills and comprehension of various genres of texts.

Additional Resources:

Related Journals on Criticism, English Teaching and Reviews of Young Adult Literature

Bookbird: <http://www.ibby.org/>

Jeunesse: Canadian Children's Literature: <http://jeunessejournal.ca/index.php/yptc>

Children's Literature in Education: <http://www.springerlink.com/content/104754/>

English Journal: <http://www.ncte.org/pubs/journals/ej>

Journal of Adolescent and Adult Literacy:

<http://www.reading.org/publications/journals/jaal/index.html>

English Quarterly: <http://www.cctela.ca/eq2.html>

The ALAN Review: <http://scholar.lib.vt.edu/ejournals/ALAN/>

Looking up Lists and Awards for Young Adult Literature:

University of Calgary's Award Links: www.acs.ucalgary.ca/~dkbrown/awards

Phoenix Award, Children's Literature Association http://www.childlitassn.org/Phoenix_Award.html

Newbery Medal:

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberymedal.cfm>

National Book Award <http://www.nationalbook.org/nba2008.html>

Michael Printz award <http://www.ala.org/ala/yalsa/booklistsawards/printzaward/Printz.cfm>

Young adult choices (International Reading Association)

http://www.reading.org/resources/tools/choices_young_adults.html

International Board on Books for Young People: <http://www.ibby.org/>

Young Adult Library Services Association

Quick Picks for Reluctant Young Adult Readers—Top Ten Lists

<http://www.ala.org/ala/yalsa/booklistsawards/quickpicks/quickpicksreluctant.htm>

Readers written expressly for ESL students -- Cambridge English Readers and Penguin Readers

<http://www.cambridge.org/elt/readers/>

<http://www.penguinreaders.com/>

Wired for Youth. Novels in verse: A booklist

<http://www.wiredforyouth.com/books/index.cfm?booklist=verse>

Wired for Youth. Graphic novels: A booklist

<http://www.wiredforyouth.com/books/index.cfm?booklist=graphic>

Time Magazine Top 10 Graphic Novels

http://www.time.com/time/2005/100books/0,24459,graphic_novels,00.html

Instructional Resources:

BC Ministry of Education English Language Arts IRPs

http://www.bced.gov.bc.ca/irp/irp_ela.htm

Reading response journals http://literacy.kent.edu/eureka/strategies/types_of_journals.pdf

Literature Circles <http://www.literaturecircles.com/>