

# English 2331 – World Literature Literature for Educators

Spring 2021

Tuesdays and Thursdays 11:00 a.m. to 12:15 p.m.

CM 117

Dr. Roy Bearden-White – Department of English

## Required Texts and Resources:

Achebe, Chinua. *Things Fall Apart*. Penguin Books, 2010. ISBN: 0385474547

Satrapi, Marjane. *Persepolis*. Pantheon, 2007. ISBN: 9780375714832

Shakespeare, William. *Romeo and Juliet*. Edited by Barbara A. Mowat and Paul Werstine, Simon & Shuster, 2011. ISBN: 0743477111

Wiesel, Elie. *Night*. Edited by Marion Wiesel, Hill and Wang, 2006. ISBN: 9780374500016

Other texts and materials will be distributed in class.

Access to a computer with printer and Internet access

An active email account

**Required means of communication:** All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

**Departmental Course Description and Purpose:** This course is a survey of world literature from the ancient world to the present geared toward future teachers. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. ENGL 2331 is recommended for AAT majors and future teachers seeking certification in EC-4 and desiring to teach English in 4-8 and 7-12 grades. Not only will the course focus on texts often taught in middle and high school English classrooms, but it will also provide students the opportunity to design and present lesson plans and learning activities they can use in their future profession. In addition, the course will help prepare future educators for their state content certification exams.

**Course Description:** Exclusively for future high school teachers, this class is designed for students who are majoring in English and minoring in Education or students majoring in Education and minoring in English. All others are strongly urged not to take this class. We will discuss in a workshop format some of the classic literature texts from around the world that you will likely to be asked to teach in high school. Students will have a chance to work in groups and to present material to the class as a whole for commentary, suggestions, and helpful criticism. The idea behind the class is to give you some deep background in these texts, to generate some practical strategies for teaching them (and literature in general), and to anticipate and solve potential classroom problems before they arise. First-year teaching, regardless of institution, can be incredibly hectic and a beginning teacher who already has teaching materials and definitive strategies for a particular text in hand will be at a distinct advantage.

**Prerequisite:** English 1301 and English 1302

**Student Learning Objectives:** Upon successful completion of this course, students will: (1) identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions; (2) analyze literary works as expressions of

individual or communal values within the social, political, cultural, or religious contexts of different literary periods; (3) demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions; (4) articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities; (5) write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature; and (6) demonstrate the use of best practices in teaching literature.

**Course work:** This is a reading-intensive course that is focused on both the theoretical and the practical aspects of teaching literature. Students will read and consider texts that examine and critique various pedagogical approaches. Through the assigned readings, class discussions, students will then consider their own views on teaching. They will be provided opportunities to create actual classroom assignments and to lead class discussions through student teaching sessions. The final exam will be in the form of a formal reflective paper on their evolving and developing teaching approaches and strategies. Regular attendance and participation in class discussion is absolutely required.

**Optional Reading Material:** The optional reading material is just that—optional. This material is provided for those who wish to explore certain topics in greater depth. In some cases, the optional material highlights important ideas, theories, or texts which we will not have time to cover during class. The optional reading material may be used as outside sources for the Critical Response Paper.

**Grading of Course work:**

Teaching Journal (8 entries/each two full pages)	24%
Assignment Creation (4 small assignments)	12%
Assignment Creation (4 large assignments)	12%
Student Teaching Sessions (2 sessions)	22%
Participation	10%
Final Exam Essay	20%

**How to Contact me:**

Office: Levelland Campus, CM 100

Office Hours: Mondays and Wednesdays 11:00 a.m. to 12:15 p.m.  
Tuesdays and Thursdays 9:00 a.m. to 10:45 p.m.  
Fridays 9:00 a.m. to 12:00 p.m.

Other times by Appointment

Office Phone: 806-716-4030      Email: [rbeardenwhite@gmail.com](mailto:rbeardenwhite@gmail.com) or [rbeardenwhite@southplainscollege.edu](mailto:rbeardenwhite@southplainscollege.edu)

**Late Work:** Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

**Attendance:** According to the *South Plains College General Catalog*, “Punctual and regular class attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences. Any student who misses two consecutive weeks will be dropped from the class. Anytime absences become excessive, and, in the instructor’s opinion, minimum course objectives cannot be met, students may be dropped.” Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

**Absence Policy:** Any student who misses more than four class sessions may be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F.” In special cases because of extenuating circumstances, a

student may miss more than four absences and not be dropped, but the student must **immediately** notify me of the attendance difficulty and submit **proof** of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. Students should consult the *South Plains College General Catalog* on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

- If you are absent, you are still required to complete the assigned work by the indicated due date.
- Students involved in school-sponsored activities need to show me their documentation from the appropriate coach/sponsor before they are absent from class. Students will make arrangements at that time for completing any in-class assignments they may miss.
- I expect you to be on time to class. Tardiness is disrespectful of your classmates and of me. I take attendance at the beginning of class. If you arrive late to class, you may inform me of the fact at the end of class, so I can change your absence to a tardy. If you are 10 or more minutes late to class, you remain marked absent for the day. Three tardies equal one absence.
- If you leave class before you have been dismissed, you will be counted absent.
- Ultimately, your attendance is your responsibility.

**Cell Phones, Ipods, Blackberries, Laptops, etc.:** I don't know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Plagiarism and Cheating:** Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;

2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

**Students with Disabilities:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

**Statement of Nondiscrimination:** It is my policy not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:** In this class, I will continually strive to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Title IX Pregnancy Accommodations:** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

**Campus Concealed Carry:** South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the Natatorium. For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

**Closed Door:** The door to the classroom will be closed and locked shortly after each class session begins. This policy is intended solely as a safety precaution in case of a campus crisis. If you are late, simply knock and I, or another student, will let you in.

**Health and Wellness:** Any student needing individual counseling for issues such as depression, anxiety, adjustment to college, stress management, and substance abuse may visit the Health and Wellness Center to chat, confidentially, with licensed mental health professionals who provide services free of charge to current SPC students. Call or visit on Levelland Campus 806-716-2529 from 8:00 am – 4:00 pm. Students wanting to set up a counseling session will have an option to be seen face-to-face or teleconference session via Doxy.me or Zoom platform. Both students and Health and Wellness employees will wear a mask during face-to-face appointments. The number of people in an office will be limited to allow for safe social distancing. Signs are posted on the front door advising students not enter if they are showing signs of illness. Students will be

escorted to an appropriate office to ensure social distancing is maintained. Any student in need of food or other essentials may visit the food pantry on Levelland Campus. Students can contact Dee Dee Odorizzi (806-716-2236) for more information.

**Other concerns:** I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

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**Covid-19:** It is the policy of South Plains College for the Spring 2021 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation. Students who believe they have been exposed or may be COVID-19 positive, must contact Health Services, DeEtte Edens, BSN, RN at (806) 716-2376 or [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu). The full "Return to Campus Plan, Fall 2020" may be found at <https://www.southplainscollege.edu/emergency/SPCReturnToCampusPlans.pdf>

**Face masks:** all students will properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Face masks need to be worn so as to cover both the student's nose and mouth. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

**Accommodations:** The Americans with Disabilities Act (ADA) regulations do not require or allow the college to alter operating policy as an accommodation. Anyone with concerns regarding health and the face covering policy may contact DeEtte Edens, BSN, RN at 806-716-2376 to request a reasonable accommodation. Reasonable accommodations may include allowing a person to wear a scarf, a loose face covering, or face shield instead of a face mask, offering appointments by telephone or video calls, or offering enrollment in online courses.

**Personal Hygiene:** All students are encouraged to implement good hygiene measures such as washing hands regularly, using hand sanitizer, and covering coughs/sneezes. Hand sanitizing stations will be installed across all SPC locations.

**Social Distancing:** Face coverings are not a substitute for social distancing. Students shall observe CDC approved distancing guidelines in all instructional spaces, both indoors and outdoors. Students should avoid congregating around instructional space entrances before and after class sessions. Students should exit the instructional space immediately after the end of class to help ensure social distancing and to allow for those attending the next scheduled class session to enter.

**Exposure:** If you believe that you have been exposed to COVID-19, you should remain off campus. Contact your instructor or Health Services, DeEtte Edens, BSN, RN. If you are tested positive, please contact Health Services, DeEtte Edens, BSN, RN at 806-716-2376 or [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) for quarantine guidance.

**Attendance:** If you test positive for Covid-19, you will not be penalized for absences as long as you've submitted appropriate documentation. However, you will still need to turn in all assignments in a responsible manner and keep up with the rest of the class.

# English 2331 – Class Schedule

## Spring 2021

All assignments are to be completed before the day they are listed. For example, not only should you have read “Theories of Teaching Literature,” by Elaine Showalter before Thursday, January 21<sup>st</sup> but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

### Week One

Tuesday 1/19

**In Class:** Introduction to class

Thursday 1/21

**Read:** Showalter, Elaine. “Theories of Teaching Literature.” *Teaching Literature*. Blackwell, 2014. 21-41. (On Blackboard as Showalter\_2.pdf)

**In Class:** Why teach Literature?

### Week Two

Tuesday 1/26

**Read:** Clark, Miriam Marty. “Beyond Critical Thinking.” *Pedagogy* 9.2 (2009): 325-330. (On Blackboard as Clark\_Beyond)

Guillory, John. “On the Presumption of Knowing How to Read.” *ADE Bulletin*, 2008, pp. 8–11. (On Blackboard as Guillory\_Presumption)

**Optional Reading:** Bloom’s Taxonomy Handout. (On Blackboard as Blooms-Taxonomy.pdf)

**Write:** Journal Entry #1 – In 2 full pages (at least 500 words in MLA format) discuss the following:  
Why do you want to teach? What sparked your interest? (Specific examples will help)

**In Class:** What do we want students to learn?

Thursday 1/28

**Read:** Krystal, Arthur. “What Is Literature? In defense of the canon” *Harper’s Magazine*, 18 Aug. 2014, 89-94. [harpers.org/archive/2014/03/what-is-literature/](http://harpers.org/archive/2014/03/what-is-literature/). (On Blackboard as Krystal\_Literature.pdf)

**Optional Reading:** Pekoll, Kristin. *2019 Banned & Challenged Books*, The Office for Intellectual Freedom of the American Library Association, 2019. (On Blackboard as BannedBooksList2019.pdf)

**In Class:** What exactly is Literature?

### Week Three

Tuesday 2/2

**Read:** Rabinowitz, Peter J., “Where We Are When We Read.” *Authorizing Readers: Resistance and Respect in the Teaching of Literature*. Teachers College Press, 1998. (On Blackboard as Rabinowitz\_Read.pdf)

**Write:** Journal Entry #2 – In 2 full pages (at least 500 words in MLA format) discuss the following:  
What is literature (please use specific examples)?

**In Class:** How do students read literature?

Thursday 2/4

**Read:** Showalter, Elaine. “Methods of Teaching Literature.” *Teaching Literature*. Blackwell, 2014. 42-61. (On Blackboard as Showalter\_3.pdf)

**In Class:** What’s the best way to teach literature?

## Week Four

Tuesday 2/9

**Read:** hooks, bell. “Embracing Change: Teaching in a Multicultural World.” *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, 2017. 35-44. (On Blackboard as hooks\_Embracing.pdf)

**Write:** Journal Entry #3 – In 2 full pages (at least 500 words in MLA format) discuss the following: Looking back on your own education, what teaching approach helped you the most in learning about literature?

**In Class:** What about students’ reactions to literature?

Thursday 2/11

**Read:** Thomas, Peter. *Approaches to Learning and Teaching Literature in English: a Toolkit for International Teachers*. Cambridge University Press, 2018. 47-69. (On Blackboard as Thomas\_Assessment)

**Optional Reading:** Shabani, Karim, et al. “Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development.” *English Language Teaching*, vol. 3, no. 4, 2010. & Excerpt from Billings, Elsa, and Aida Walqui. “Zone of Proximal Development: An Affirmative Perspective in Teaching ELLs.” *WestEd*, Office of Bilingual Education and World Languages, [www.wested.org/resources/zone-of-proximal-development/#](http://www.wested.org/resources/zone-of-proximal-development/#). (On Blackboard as zone\_proximal\_development.pdf)

Bearden-White, Roy. “Online Course Framework.” South Plains College. 2020. (On Blackboard as Online\_Framework.pdf)

**In Class:** What about grades?

## Week Five

Tuesday 2/16

**Optional Reading:** Yee, Kevin. “Interactive Techniques.” *University of South Florida, Academy for Teaching and Learning Excellence*.

**In Class:** Session reserved for general questions, but will include a discussion of assignment creation

Thursday 2/18

**Read:** William Shakespeare. *Romeo and Juliet* (1595)

**Write:** Journal Entry #4 – In 2 full pages (at least 500 words in MLA format) discuss the following: How important is assessment in the literature classroom? Why? (Again, include specific examples)

**In Class:** Reading and discussion workshop

## Week Six

Tuesday 2/23

**Read:** William Shakespeare. *Romeo and Juliet* (1595)

**In Class:** Reading and discussion workshop

**Optional Reading:** <https://myshakespeare.com/>

Thursday 2/25

**Read:** William Shakespeare. *Romeo and Juliet* (1595)

**Guest Speaker:** Heather Medley, Instructional Designer

**In Class:** Reading and discussion workshop

## Week Seven

Tuesday 3/2

**Read:** Showalter, Elaine. “Teaching Drama” *Teaching Literature*. Blackwell, 2014. 42-61. (On Blackboard as Showalter\_4.pdf)

**Write:** Create one assignment for teaching Shakespeare’s *Romeo and Juliet* that addresses low level skills (factual) and create one assignment that addresses higher level skills (analytical)

**In Class:** How do we foster students’ interest in literature?

Thursday 3/4

**In Class:** Student Teaching Sessions (six ten-minute sessions available – over the semester, each student must—sign up for two sessions, each on a different text)

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

**Week Eight**

Tuesday 3/9

**Read:** Elie Weisel. *Night* (1956)

**Write:** Journal Entry #5 – For those who student taught Shakespeare, in 2 full pages (at least 500 words in MLA format), did your session work as you predicted? What would you change if you had to do it again? Why?

For those who did not student teach Shakespeare, in 2 full pages (at least 500 words in MLA format), how would you have approached teaching *Romeo and Juliet*?

**In Class:** Reading and discussion workshop

Thursday 3/11

**Read:** Elie Weisel. *Night* (1956)

**Guest Speaker:** Linda Young, Disability Accommodations Specialist.

**In Class:** Reading and discussion workshop

**Spring Break**

Tuesday 3/16

**No Class**

*Spring Break*

Thursday 3/18

**No Class**

*Spring Break*

**Week Nine**

Tuesday 3/23

**Read:** Carello, Janice, and Lisa D. Butler. “Practicing What We Teach: Trauma-Informed Educational Practice.” *Journal of Teaching in Social Work*, vol. 35, no. 3, July 2015, pp. 262–278. (On Blackboard as Carello\_Trauma.pdf)

**Write:** Create one assignment that addresses low level skills (factual) and create one assignment that addresses higher level skills (analytical)

**In Class:** How do we address trauma and hate in the literature classroom?

Thursday 3/25

**In Class:** Student Teaching Sessions (six ten-minute sessions available – over the semester, each student must—sign up for two sessions, each on a different text)

- 1)
- 2)
- 3)

- 4)
- 5)
- 6)

### Week Ten

Tuesday 3/30

**Read:** Chinua Achebe. *Things Fall Apart* (1958)

**Read:** Yeats, William Butler. "The Second Coming." *Literary Traditions*. Laughing Dogs Press, 2014. 384. (On Blackboard as Yeats.pdf)

**Write:** Journal Entry #6 – For those who student taught Weisel, in 2 full pages (at least 500 words in MLA format), did your session work as you predicted? What would you change if you had to do it again? Why?

For those who did not student teach Weisel, in 2 full pages (at least 500 words in MLA format), how would you have approached teaching *Night*?

**In Class:** Reading and discussion workshop

Thursday 4/1

**Read:** Chinua Achebe. *Things Fall Apart* (1958)

**In Class:** Reading and discussion workshop

### Week Eleven

Tuesday 4/6

**Read:** Chinua Achebe. *Things Fall Apart* (1958)

**Guest Speaker:** Jessica Miesner, Public Services Librarian

**In Class:** Reading and discussion workshop

Thursday 4/8

**Read:** Achebe, Chinua. "Teaching *Things Fall Apart*." *Approaches to Teaching Achebe's Things Fall Apart*. MLA, 1998. 20-24. (On Blackboard as Achebe\_Teaching)

**Write:** Create one assignment that addresses low level skills (factual) and create one assignment that addresses higher level skills (analytical)

**In Class:** How do we introduce seemingly and often literal foreign texts to students?

### Week Twelve

Tuesday 4/13

**In Class:** Student Teaching Sessions (six ten-minute sessions available – over the semester, each student must—sign up for two sessions, each on a different text)

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Thursday 4/15

**Read:** Marjane Satrapi. *Persepolis* (2000)

**Write:** Journal Entry #7 – For those who student taught Achebe, in 2 full pages (at least 500 words

in MLA format), did your session work as you predicted? What would you change if you had to do it again? Why?

For those who did not student teach Achebe, in 2 full pages (at least 500 words in MLA format), how would you have approached teaching *Things Fall Apart*?

**In Class:** Reading and discussion workshop

### Week Thirteen

Tuesday 4/20

**Read:** Marjane Satrapi. *Persepolis* (2000)

**In Class:** Reading and discussion workshop

Thursday 4/22

**Read:** Marjane Satrapi. *Persepolis* (2000)

**In Class:** Reading and discussion workshop

### Week Fourteen

Tuesday 4/27

**Read:** Witek, Joseph. "Seven Ways I Don't Teach Comics." Tabachnick, Stephen Ely. *Teaching the Graphic Novel*. The Modern Language Association of America, 2009. 217-222. (On Blackboard as Witek\_Comics.pdf)

**Write:** Create one assignment that addresses low level skills (factual) and create one assignment that addresses higher level skills (analytical)

**In Class:** What's the best way to teach visual literature?

Thursday 4/29

**In Class:** Student Teaching Sessions (six ten-minute sessions available – over the semester, each student must—sign up for two sessions, each on a different text)

1)

2)

3)

4)

5)

6)

### Week Fifteen

Tuesday 5/4

**Read:** to be determined

**Write:** Journal Entry #8 – For those who student taught Satrapi, in 2 full pages (at least 500 words in MLA format), did your session work as you predicted? What would you change if you had to do it again? Why?

For those who did not student teach Satrapi, in 2 full pages (at least 500 words in MLA format), how would you have approached teaching *Persepolis*?

**In Class:** How do we put what we do in the literature classroom into the larger curriculum?

Thursday 5/6

**In Class:** Wrap up

### Week Sixteen – Finals week

**Final Exam:** The final exam will be in the form of a Formal Reflective Paper. The paper will be a four to five page essay that explains your own approach towards teaching literature. The paper

should provide a compelling argument about the purposes of teaching literature, how best to achieve those purposes, and how to determine if, and how well, those purposes are achieved. In essence, the essay should explain your own teaching philosophy