

34B
89-90

NEW COURSE PROPOSAL

Part I. Title/Author of Change

EN 323 Teaching Literature and Reading in the Secondary School

Department: English

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Part IV. Description of Curriculum Change

[The body of the page is almost entirely obscured by dense, horizontal black lines, likely representing a corrupted scan or redaction. Only a few faint, illegible fragments of text are visible.]

Appendix A

Course Syllabus

Teaching Literature and Reading in the Secondary School

EN 323

Course Description:

This course will introduce students to the theory and research on teaching literature and reading in the secondary school. It will review reader-response literary theory and classroom-based research on teaching literature. It will also review socio-psycholinguistic reading theory and classroom-based research

202)

Texts:

Berger, Allen, & Robinson, H. Alan. (1982). Secondary school reading: What research reveals for classroom practice. Urbana, IL: National Conference on Research in English

Literature" given pre & post-instruction.

- 3) The student will demonstrate a more professional view of

Continuing

- 1) Learning Log--students will make entries after each reading and each class. They will meet for one hour per week outside of class to respond to peers. The teacher will respond during weeks 4, 8 and 12.

Mid-Term

- 1) essay examination on topics 1-6.
- 2) 10-12 page publishable/presentable paper

in individual conferences)

Final

- 3) - essay examination on topics 7-14
- 4) 10-12 page publishable/presentable paper (the nature of this paper will be worked out by the student and teacher in individual conferences)

Course Reading Schedule:

1/1 -- Introduction and Pretest

- 6/2 -- (Mid-Term Paper Due)
Probst, C.1 (R & A), The reader and the text
- 7/1 -- Probst, C.2 (R & A), The reader and other readers
- 7/2 -- Hansbury, C.8 (LITC), Readers making responses

response

- 8/2 -- Probst, C.3 (R & A), The text and other texts
- 9/1 -- Watson & Davis, C.5 (LITC), Readers and texts
- 9/2-- Knipping & Andre, C.6 (LITC), Responses in a literature-based literacy strategy

Course Bibliography

Alcorn, M. & Bracher, M. (1985). Literature, Psychoanalysis, and the re-formation of the self. PMLA, 98, 342-354.

Applebee, A. N. (1977). Studies in the spectator role: An

or do not know and how that difference affects their response to literature.

Beach, R. (1983). Attitudes, social conventions and response to literature. Journal of Research and Development in Education, 16 (2) 47-54

The impact of high school and college students' prior knowledge of literary and social conventions on their attitudes toward fictional characters is examined. Differences were found in attitudes toward the teaching of literature and in evaluations of a fictional teacher's behavior. A model for research in this area is proposed.

Beach, R. (1985). Dissonance, conventions and researches

Blatt, G. T. & Rosen, L. M. (1984). The writing response to literature. Journal of Reading, 28 (1), 8-12.

Describes a number of ways students can write in response to

Bleich, D. (1975). Readings and feelings. Urbana, IL: NCTE.

Bleich, D. (1980). The identity of pedagogy and research in the study of response to literature. College English 42 (1)

Shows how subjective

Cooper, C. R. & Petrosky, A. R. (1976). A psycholinguistic view of the fluent reading process. Journal of Reading, 20, 184-207.

Cooper, C. R. (Ed.). (1985). Researching response to literature and the teaching of literature: Points of departure. Norwood, NJ: Ablex.

This volume is a collection of essays which emphasize theories and general methodology for studies of response to literature.

Suggests that inappropriate book selections, the book report/test syndrome, and ineffective assignments turn

Discusses the definition of response to literature, the kinds of responses English educators are interested in facilitating, and how to measure those responses.

Harste, J. C., Short, C. G., & Burke, C. L. (1987). Reading, writing, reasoning: The authoring cycle at work in the classroom. Portsmouth, NH: Heinemann.

Hickman, J. (1980). Children's response to literature: What happens in the classroom. Language Arts, 57 (5), 524-529.

Shows how ethnographic classroom research contributes to an understanding of children's response to literature, providing opportunities for the study of response in context, for the analysis of unsolicited expressions of response, and for observation of how expressions of response to literature fit into larger developmental patterns.

Mallick, D. (Ed.) & Others. (1980). New essays in the teaching of literature. Proceedings of the 3rd Literature Commission International Conference on the Teaching of English. Sydney, Australia. (ERIC ED 239 250)

This volume is divided into 3 sections, each devoted to various aspects of literature instruction. The first part includes essays on the nature of reading, expressive response to literature, decentering abstractions, and the future of English instruction. Section two presents lengthy pieces on student culture in relationship to

Rosenblatt.

Zaharias, J. A. & Mertz, M. P. (1983). Identifying and validating the constituents of literary response through modification of the response preference measure. Research in the Teaching of English, 17 (3), 231-241.

Refers to Cooper and Michalak (1981) who sex-analyzed Cooper

Appendix B

Course Analysis Questionnaire

Section A: Details of the Course

A1. This course will give English Education majors in depth training in the teaching of writing and reading areas that make up at

English department offers EN 324, Teaching and Evaluating Writing in the Secondary School, as a course intended to give English Education majors in depth training in the teaching of writing. This new course is intended to parallel EN 324, giving majors a two course sequence in their third year that introduces them to the major issues of teaching English--teaching literature and reading and teaching writing. This course is for English Education majors, and it is not intended for inclusion in the liberal studies course list.

A2. This course does not require changes in any other English

to the secondary school include: the reading process.

- C4. There will be one section of this course.
- C5. Twenty-five students will be accommodated in this course. This number was not determined by any limit of resources.
- C6. No professional organization recommends enrollment limits.
- C7. This course will be required of all English Education majors. This will reduce the number of free electives by one. This course

Appendix C

Catalog Description for Catalog Editor

300.000 Literature and Reading in the Secondary School

to include knowledge of authors, readers and the

of literary resources emphasizing the usefulness of both in