

EDUC 280
English and Reading: Secondary
April 10-18 2017, Dadaab Education Centre
Course Syllabus

Instructors: Teresa Dobson and Joash Johannes
Emails: teresa.dobson@ubc.ca; joashj2010@gmail.com
Faculty of Education
University of British Columbia

Course Description

This course about teaching literature in secondary school proceeds from the assumption that teachers are expected to be able to create lively and engaging learning activities for a range of students and to support their understanding and interpretation of a variety of texts in print, oral and multimedia forms. The Kenyan Secondary English curriculum states that literature is important because it

- 1) provides genuine and expressive samples of language in context;
 - 2) provides a rich context in which learners can acquire new vocabulary and knowledge of the rich possibilities of language use;
 - 3) increases communicative competence of readers;
 - 4) develops learners' critical thinking;
 - 5) gives a window on life (values, conflicts, human nature); and,
 - 5) is a good avenue to providing suggestions on how to resolve life challenges.
- (KCSE English Syllabus)

In this course, we will consider these benefits while pursuing the following **course objectives**:

Course participants will review, consider, and discuss topics such as the following:

- Literature selection and justification of literature selection
- Curriculum design, focusing particularly on the KSCE English Syllabus
- Planning for instruction
- Approaches to teaching literature, including cultural, language-based, personal-growth, and reader-response models
- Strategies for engaging students in responding to literature
- Strategies for supporting struggling readers
- Approaches to assessment and evaluation in English literature classrooms

Reading

The full content of this course is compiled in the course textbook:

Dobson, T.M. (2017). *Some Approaches in Teaching Reading and Literature*. Vancouver, BC: FutureBook Printing, Inc.

Proposed Course Schedule: April 2017

The course textbook contains all readings and activities. Please make sure to bring yours to class every day. **Read the daily readings as well as the questions and activities for each topic in advance.** Spend some time thinking about the questions and activities for the day ahead of time and make notes about your thinking. You should come to class having already thought about the questions and activities, ready to discuss your ideas with your peers in groups and as a class.

Monday, 10 April, 1 – 4pm

Topic: **Literature Selection and Rationales for Teaching Literature**
Activities: (1) orientation to the course;
 (2) discussion of questions on pages 11-12;
 (3) discussion and sharing of teaching rationales
Reading: Course Text, pages 7-16

Assignment 1 DUE: Teaching Rationale (submit via email; discuss in class)

Tuesday, 11 April, 8:30am – 4pm

Morning topic: **Curriculum Design**
Activities: See activities and questions on page 20
Reading: Course Text, pages 17-33

Afternoon topic: **Lesson and Unit Planning for Literature Instruction**
Activities: (1) See activities and questions on page 41;
 (2) Lesson plan assignment preparation
Reading: Course Text, pages 34-41

Wednesday, 12 April, 8:30am – 4pm

Topic: **Teaching Literature**
Activity: (1) In groups, engage with activities listed on pages 61-62
 (2) Present Lesson Plans (see Assignment 2)
Reading: Course text, pages 42-61

Assignment 2 (Group): Lesson Plan (present to peers in class; **DUE 15 April before class**)

Thursday, 13 April, 1 – 4pm

Topic: **Strategies for Supporting Readers**
Activities: See activities and questions on page 73
Reading: Course text, pages 63-73

Saturday, 15 April, 8:30 – 4pm

Topic: **Evaluation in English Language and Literature Classrooms**
Activities: (1) In groups, prepare a rubric for evaluation (see page 82, Activity 5)
 (2) Discuss the rubrics in class
 (3) Discuss challenges of school-leaving exams (see page 82, Activity 6)
 (4) Review, exam preparation, time to complete outstanding assignments
Reading: Course text, pages 74-82; see also Kenyan School Leaving Papers, pages 83-153

Assignment 3 (Group): Assessment Rubric (present to peers in class; **DUE 18 April before exam**)

Tuesday, 18 April, 8:30am: Final Exam **Bring your textbook: you may consult it in the exam.

Assignments and Final Exam

****Student names and numbers must be on all assignments.****

1. Writing a Rationale (see page 15-16 of the course text; individual assignment) **10%**

Prepare: Read pages 9-16 of the course text and follow the assignment guidelines on page 15-16.

Assignment summary:

- (1) Choose a text (oral or written) or film you think students would benefit from reading/viewing.
- (2) Provide information about the source (author, date, title, publisher, or source of oral literature).
- (3) Summarize the text you have selected.
- (4) Write a rationale of 400-500 words explaining a) what level the text is appropriate for, b) why it is significant, c) the purposes of using the text (what concepts or theories will students learn or engage with), and d) potential problems as well as how they can be mitigated or dealt with.

DUE: 10 April by email to teresa.dobson@ubc.ca

2. Lesson Plan and Peer Teaching (see page 41 of the course text; group assignment) **10%**

Prepare: Read pages 17 – 61 of the course text and follow the guidelines on page 41 (point 6).

Assignment summary:

- (1) In groups of about 3, select a short literary text. You may select a poem, story, drama, or essay from Appendix A (school leaving exams), or select a poem from Appendix B (Poetry Selections).
- (2) Prepare a short lesson plan for teaching this text (see lesson plan elements on page 36). Your plan should include not more than 15 minutes of direct instruction (lecturing). Teach the first 15 minutes of your lesson to peers and then take 5 minutes to explain your goals and plans for guided practice, assessment and adaptation.

DUE: In-class work on this project 12 April (Wednesday); submit, at the latest, before class on 15 April

3. Preparing an Assessment Rubric (see page 82 of the course text; group assignment) **10%**

Prepare: Read pages 74 – 82 of the course text and follow the guidelines on page 82 (point 5).

Assignment summary:

In groups of about 3, select a question from Paper 3 of the school-leaving exams found in Appendix 3. Design a rubric for evaluation of student writing in response to that question. Explain why you selected this rubric type and be sure to provide detail in respect to what points you are evaluating.

DUE: In-class work on this project 15 April (Saturday); submit before the exam on 18 April (Tuesday)

4. Final Exam: 18 April 2017 **70%**

Prepare: Read the course text and become familiar with the resources it includes. *You may use your book in the exam: please bring it on the day.*

Exam summary: You will be asked to apply the concepts in the book to answer questions that will be in long-answer form.

Grading Policy

Below is an explanation of grading practices in this course.

90-100%: Unusually high achievement demonstrating exceptional analytical ability, creativity, and clarity of expression; a grade rarely given.

80-89%: Consistently excellent work demonstrating high degree of analytical ability, creativity, and clarity of expression.

75-79%: Excellence noted in many aspects of the work, which demonstrates analytical ability, creativity and clarity of expression.

70-74%: Work demonstrating diligence and effort above basic requirements.

65-69%: Solid work meeting the basic course requirements.

60-64%: Acceptable work meeting the minimum of expectations but demonstrating limited performance.

55-59%: Work which casts doubt as to the student's ability or readiness to meet course requirements.

50-54%: Work barely permitting a pass.

00-49%: Work does not meet expectations. (A mark below 50% constitutes a failure in this programme.)

Attendance Policy and Late Assignments

Participation in class and completion of assignments is mandatory. Students who do not attend class and submit course assignments will not be invited to sit the final exam. If you have personal challenges during the week of the course that prevent you from attending class or submitting assignments on time, you must communicate your difficulty immediately to both of the course instructors. Students who miss class should choose an activity from those set for the day and submit a written response in lieu of attendance. Late assignments will likely be given a late penalty.

Important: There are two group assignments in this course (Assignments 2 and 3). If you miss class, you must complete these assignments on your own and submit them via email to teresa.dobson@ubc.ca

Statement of Inclusion

Education is a multidisciplinary field that brings together faculty, teacher candidates and students from diverse academic and personal backgrounds, ways of learning, communicating and responding. This diversity is an intellectual asset that can benefit from common principles of critical thinking and academic guidelines in evaluation procedures across all Education courses. Inclusive language (that is, language that avoids the use of certain expressions or words that exclude particular groups of people) is used in this book and in other course materials, and is expected of all course participants. Students, instructors, visitors, readings and media in Education courses may raise controversial issues. All learners and educators are to be treated respectfully at all times and in all interactions. Disagreements may occur among course participants; in such cases, debates should proceed according to the spirit of informed and respectful academic discussion, with attention to the fact that this learning environment is an inclusive, safe space for all. You are encouraged to contact your instructor and any teaching assistants to let them know if you have any special learning needs or preferences, and also to clarify your preferred name and how you wish to be addressed.