



On being a literature educator

& welcome to LLED 449!

Goals for today:

- ❖ Introductions and community building
- ❖ Identify and communicate what you need and want from the course
- ❖ Consider the value of teaching literature
- ❖ Ruminare on how you are authoring yourselves as literature educators
- ❖ **Decide: Do you want two ten minute breaks or leave early at 10:40 am?*



Welcome to LLED 449!

Invitation: Take a few moments to reconnect with your classmates, enjoy some treats, play with table topics, and so on!

With adolescents, I always like starting the first class with treats, providing an opportunity for students to catch up with one another, expel nervous energy, etc. while I take attendance, introduce myself to everyone, and get a sense of the group.



Who am I?

I met some of you during guest lectures in Drs. Ahn and Davidson's classes this past year, but if I'm a stranger to you, a few things about me:

- ❖ My early teaching experiences included working as an English lit TA and as a volunteer educator on the Mishkeegogamang First Nation reserve
- ❖ I completed my teacher training in Toronto
- ❖ I worked as a high school English teacher for six years in Alberta
- ❖ I'm now a UBC PhD candidate in LLED and my research is focused on bringing trauma literature into the English classroom.



My teaching context

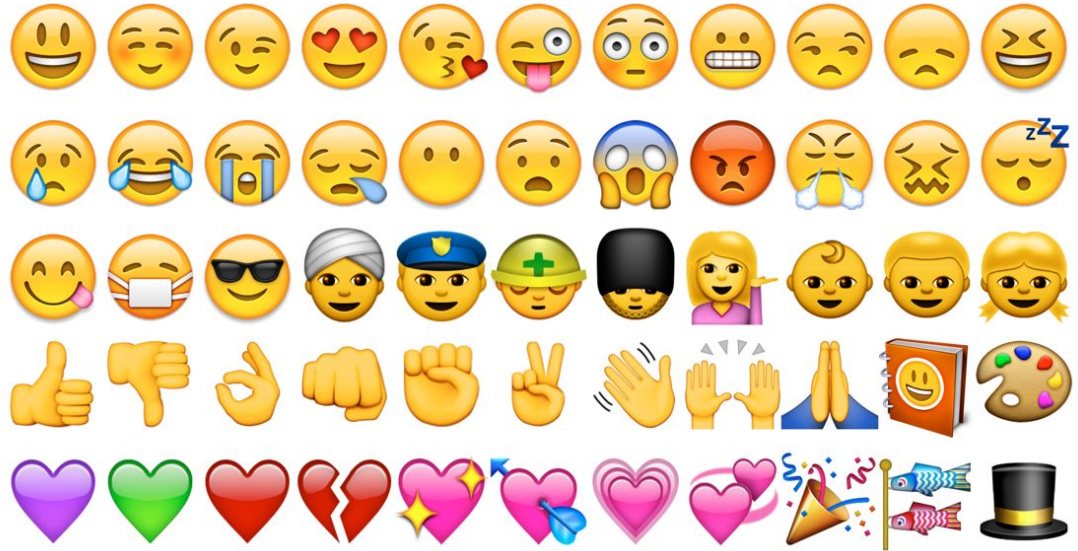
- ❖ I taught in one school for six years in Alberta, English 9-12
- ❖ Our school was in a small city outside of Calgary
- ❖ The school had a mix of students, but many kids came from a lower socioeconomic background
- ❖ Generally, myself and my colleagues had to work really hard to engage students in learning



Take the room's temperature (check-in activity)

Instruction: Describe your current mood using emojis. Open a new message on your phone, enter as many emojis as you wish, and show your neighbour. Explain your choices.

This can be a really humorous and helpful activity to begin a class with - especially with kids you don't know well yet.



THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF LANGUAGE AND LITERACY
LLED 449 SECTION 951
SUMMER SESSION 2018

LLED 449: TEACHING ADOLESCENTS LITERATURE

Instructor: Amber Moore
E-mail: amber.moore@ubc.ca
Office Hours: By appointment.

Room: 107 in the West Mall Swing Space
Time: July 3-27th, Mon-Fri, 10 am – 12 noon
Class Blog: blogs.ubc.ca/lled449blog

COURSE DESCRIPTION

“Thinking with literature helps” (Britzman, 2012, p. 46)

The teacher is “an artist. But being an artist does not mean that [they] can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves” (Freire, 1990, p. 181)

“Story, especially personal story, is one of those powerful ways to educate, to create community in a classroom” (hooks, 2010, p. 56)

This course is designed to help prepare literature educators for developing their teacher identities and pedagogies. Please note that this course is geared especially toward preparing to work with secondary-level students, and it is a graded course. We will begin by exploring what it means to be a literature educator – why and how we do this dynamic work – work that Leggo (2013) astutely asserts is “a profound responsibility” (p. 126). For the majority of the course, we will move through a variety of different kinds of texts: literature that is produced by and/or privileges marginalized voices such as those from LGBTQ+ and Indigenous communities, both print and spoken word poetry, nonfiction such as memoir and personal essays, graphic novels, picture books, film, drama, short fiction, young adult (YA) literature, and what we might call ‘risky’ texts. Such texts include trauma literature, and specifically, we will spend some time near the end of the course (2 classes) considering the pedagogical potential of bringing sexual assault narratives into middle and secondary-level literacy learning spaces (see content note in week 4, p. 9). Throughout our work with all of the texts in this course, we will consider how we might best select and teach literature so that we can create meaningful literacy learning experiences for adolescent learners. Finally, this course is created so that there is significant space for student voice and input, and so we will take time to learn from one another through ongoing projects. Students will also have an opportunity to decide what we learn or explore in more depth during a ‘flex day.’

COURSE OBJECTIVES

- Develop our teaching identities and personal pedagogies
- Explore major ideas and theories helpful for reading and teaching literature
- Experience and contemplate classroom strategies for literacy learning
- Read a diverse collection of texts that might be used with middle and secondary adolescent learners
- Think about and plan for how we might foster critical literacy classrooms
- Plan for designing literacy learning that is inclusive
- Consider how students’ differences can inform how they respond to texts
- Gather ideas for how literature educators might create meaningful programming with and beyond the curriculum

Welcome to LLED 449!

Let’s review the syllabus together.

Difficult article

(introductory activity)

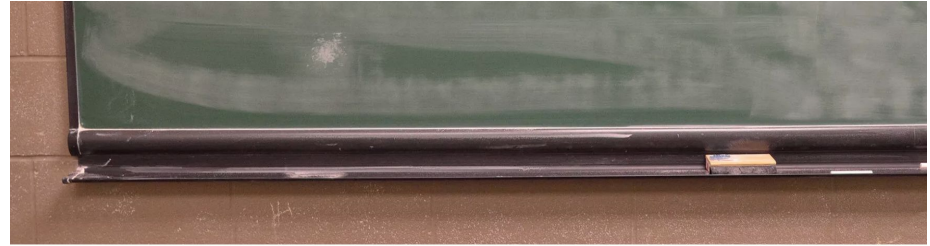
This can be a great exercise to use near the beginning of a literature course. It quickly foregrounds the idea that reading is really hard work, and we should never feel ashamed to admit when we don't understand something, aren't connecting with a piece of literature, and so on.

When the teacher asks if you have any questions but you sit in silence because you don't even know what you don't even know



Reflecting on: “7 things I wish people understood about being a teacher” ~ 1

- **Instruction:** Break into seven groups and reflect on one item on the list. In your discussion and based on your teaching experiences, consider the following questions:
 - Did this resonate with you? Why or why not?
 - Do you have anything to add?
 - What questions might you have regarding what to expect when you become a literature teacher?



7 things I wish people understood about being a teacher

By Andrew Simmons | Updated Aug 25, 2016, 9:06am EDT

Reflecting on “7 things I wish people understood about being a teacher” ~ 2

- Try creating this list:

“Things I wish people understood about being a teacher candidate and/or early teacher”



25 THINGS

YOU SHOULD KNOW ABOUT BECOMING A

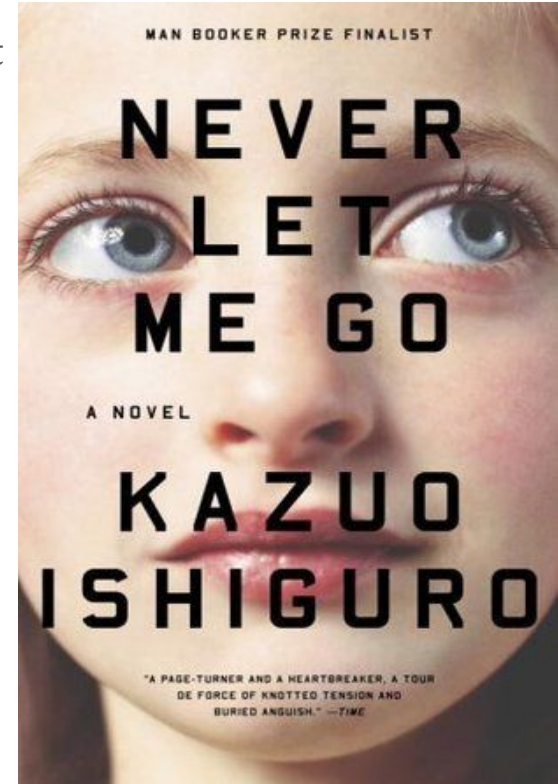
TEACHER



Janice, Grade 12 student

Carefully read Grade 12 student (Janice's) text on the novel "Never let me go" by Kazuo Ishiguro and discuss the following questions:

- ❖ What kind of literature do you think this student is reading?
- ❖ How might the teacher have 'front-loaded' the reading of this book?
- ❖ What instructions do you think the student was given?
- ❖ What kinds of resources did Janice likely draw on to write this piece of the text?
- ❖ If Janice were here, what kind of feedback would you give her on the content of her text?
- ❖ If you were teaching this type of literature, what type of assignment might you design?



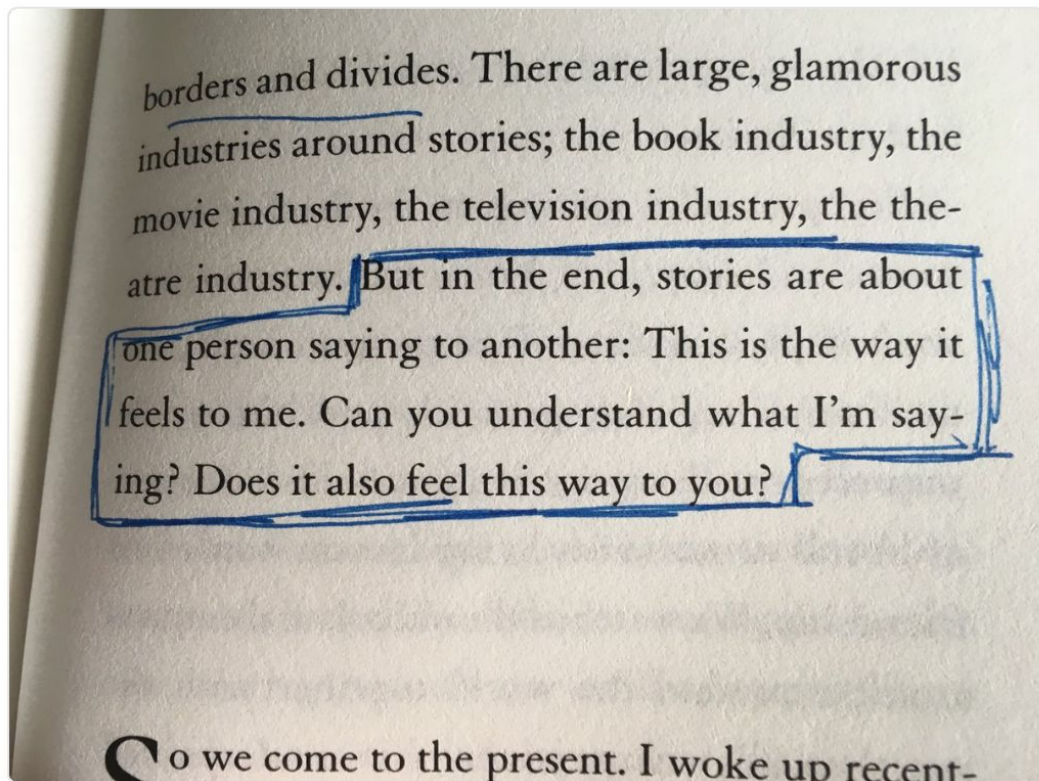
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Tara Westover @tarawestover · Apr 28



From Kazuo Ishiguro's Nobel acceptance speech. Stories are about one person saying to another, This is the way it feels to me? Does it feel the same to you?



59



7.5K



20K



Introduction to blog & sign up



Please send me an email

Please send me an email so that (1) I have yours, (2) you might let me know 'where you're coming from' - are you a teacher candidate? A working teacher? An MA or MEd student? And (3) include either a title of a book you love or a genre you typically read.

Also, if you have any private questions, concerns, thoughts, please let me know so that I can do my best for you.



YA Text Presentation sign-up

- ❖ Take some time to find your groups of 4
- ❖ Once in your group of 4, sign up for a day to present
- ❖ Take a bit of time to discuss text possibilities



1. Text Presentations 30% - Ongoing

Working in groups of four, you will be responsible for introducing a **new** YA text.

- “New” means a text you have never read and taught before, preferably a text that has been published recently. Perhaps try a different genre that you have been wanting to try to teach?
- Each group/individual will present on a different text.

Prepare a presentation of your text of no more than 15 minutes where:

a. In the first five minutes, you provide the following information:

- *Briefly* review the plot.
- State the age (grade range) for which the book might be appropriate.
- Outline the dominant (top 3 or 4) themes/issues of the book.
- Discuss the merits and/or challenges of the book for teaching (top 3 or 4 each).

b. Outline or take the class through a short or condensed version of an activity you might implement in your classroom with your chosen text. This should consist of the majority of your presentation, which should be about 8 minutes. Depending on your planning, it may work to combine some of the items above with the activity. The activity should clearly connect to the text.

c. Provide about 2-3 minutes at the end for questions, quick discussion, feedback, etc.

d. Post any resources, etc. to the class blog by the next day.

****** With the number of students and classes, please be cognizant of the time you have to present so that everyone has an equal opportunity.

The presentation will be assessed on:

- Addressing the required elements.
- All group members lead an equal part of the presentation.
- A clear, coherent, thoughtful, engaging presentation that covers the outlined areas in the time allotted.

**Please note: If you need resources to check out to help you decide on a text, be sure to take a peak at the “Recommended Resources” section of Thursday, July 19th. I have a few good links to lists of interesting YA texts.*

“Driving to school, the English teacher”

Donald Junkins

Driving to School, the English Teacher

plays the station with the song
that stings, switches
to Berlioz on the tape deck (*words
are only sounds that sound like words*).
She worries the pedal at the light, switches
back (*at least I have the song*).

Driving to school, the English teacher plays
with words: wonders
if Eleanor will show today, or ever; if
James will be sober in the Beowulf class; if
Hunt will turn on in the teacher's room. She wonders
where she'll be in June, if she'll play

out the song. Driving, the English teacher
runs over the words, drives
the landscape of her mind.
The song insists. She doesn't want to mind
it when she gets this far (*drive,
drive*). The English teacher

plays the station with the song
that turns her down, switches
to Mozart, drives in cruise control (*words
have always done me in, words
will always do me*). On the final hill she switches
out of cruise, the car riding like a song.