

Course Number: **English 560:01**
Course Title: **Seminar in Literature & Culture**
Professor: Jan Susina
Credit Hours: 4
Class Meeting: Stevenson 214
Meeting Time: Monday--Thursday 9-12, May 17—June 10, 2010
Email: <jcsusina@ilstu.edu
Website: <http://ghostofthetalkingcricket.squarespace.com>
Office hours: Monday 12:10-1:10 and Thursday 12:10-1:10

Tentative Schedule:

- May 17: Introduction and overview to the course. What we talk about when we talk about literature and teaching; “What is English Studies?” (handout); iTunes University lectures & lectures on YouTube
- May 18: Scholes’s *The Rise and Fall of English*, William Chase’s “The Decline of the English Department: How it Happened and What could be Done to Reverse it”
Bring a syllabi from a literature and culture course that you have enjoyed.
- May 19: Scholes’s *The Rise and Fall of English*; Adam Gopnik’s “Last of the Metrozoids” (handout) Sign up for Teaching Presentation
- May 20: Memoir of Influential Teacher essay **Due** (5-8 pages)
- May 24: Hall’s *The Academic Self*
- May 25: Hall’s *The Academic Self*
- May 26: Assignments and Assessments in a Literature course
Sign-up for chapter in *Academic Cultures* to lead class discussion
- May 27: Undergraduate Literature & Culture Syllabi (100 or 200 level course) **Due**
- May 31: Memorial Day: No Class
- June 1: Murphy’s *Academic Cultures* (15 to 20 minute class discussion on selected chapter)
Gabriela Montella “How to Write a Statement of Teaching Philosophy”; Chris O’Neal, Deborah Meizlish, and Matthew Kaplan “Writing a Statement of Teaching Philosophy for the Academic Job Search”; teaching philosophy statements samples (handouts)
- June 2: Murphy’s *Academic Cultures* (15-20 minute class discussion on selected chapter)
Teaching Presentation 1
- June 3: Graduate Literature & Culture Syllabi (300 or 400 level course) **Due**
Teaching Presentation 2
Teaching Presentation 3

June 7 Rosenblatt's *Literature as Exploration*; Teaching Philosophy Statement **Due**
Teaching Presentation 4
Teaching Presentation 5

June 8: Rosenblatt's *Literature as Exploration*
Teaching Presentation 6
Teaching Presentation 7

June 9: Coles's *The Call of Stories*
Teaching Presentation 8
Teaching Presentation 9

June 10: Coles's *The Call of Stories*
Teaching Presentation 10
Teaching Presentation 11

Required Texts:

Robert Schools. *The Rise and Fall of English: Reconstructing English as a Discipline*. Yale University Press.

Donald E. Hall. *The Academic Self: An Owner's Manual*. Ohio University Press.

Sean P. Murphy. *Academic Cultures: Professional Preparation and the Teaching Life*. Modern Language Association.

Louise Rosenblatt. *Literature as Exploration*. Modern Language Association.

Robert Coles. *The Call of Stories: Teaching and the Moral Imagination*. Houghton Mifflin.

Lewis Carroll. *Alice's Adventures in Wonderland & Through the Looking-Glass*.
ed. Hugh Haughton. Penguin.

Additional primary & critical readings as handouts and on reserve at Milner Library.

Goals of the Course:

Socrates has suggested that an unexamined life is not worth living. This course will examine the reasons to enter a life of teaching literature. Some of the questions that this course will attempt to address include the following: What do we talk about when we talk about literature and why? What are the reasons that anyone would want to spend a significant portion of their life to the teaching of literature? Why teach literature in contemporary culture? What do you hope to accomplish and share with the students who are enrolled in your literature courses? What are your academic goals and priorities? How can one combine one's teaching to a research agenda in ways that will be productive to both the instructor and the students? The course will allow you to explore your reasons and motivations for becoming a teacher of literature and encourage you further develop your professional self-identity.

I am assuming that the majority of graduate students enrolled in this course are seasoned teachers, although not necessarily that you have had the opportunity to teach literature courses on your own. As a class we are going to use this seminar as an opportunity to step back and examine the various reasons and methods that we do what we do. Sometimes in the busy and complicated process of teaching literature and writing, especially for graduate students, we don't have the time or the space to reflect on why we chose to do what we do in the classroom. I hope this class will provide you an opportunity to reflect, revise, and perhaps reconsider some of your teaching goals and practices. This course is not intended to (re)train you on how you should teach literature, but to encourage you to reconsider your current teaching practices, to share them

with other motivated teachers, and, hopefully, coming away with a richer understanding and new approaches to presenting literature in the classroom.

Format of the Course:

This course will be conducted as a seminar. All students are asked to read the material prior to class and come prepared to discuss and to engage in a thoughtful discussion. Students need to show respect for colleagues' ideas and opinions and allow all members of the class to engage in class discussion. Students will be asked to provide constructive criticism of other peers' class presentation.

Class Attendance:

Active participation in the class is essential. This is a summer school course and a rather concentrated summer school course; so don't miss class unless you have a compelling reason for missing a class. Remember this a graduate seminar on the teaching of literature and one of the basic expectations of teaching is being in class and being prepared. You can't be two places at the same time. Avoid scheduling other activities during class time. No use of cell phones, pagers, or texting devices in class. Please turn them off prior to class time.

Critical Assignments:

Each student will be asked to compose a teaching philosophy statement (500-700 words) Students will construct two different syllabi for a literature and culture courses in their area of specialization: one at the undergraduate level and a second one at the graduate level. Students will write a short memoir on an influential college or graduate school teacher (5-8 pages). There will be several short writing assignments linked to the readings and course discussion. All work submitted for this class must be original and created for this specific course. Students are asked to keep copies of their own work for their files.

Teaching Presentations:

Each student will lead a 30-minutes in class teaching presentation based on Lewis Carroll's *Alice* books. The student may select the pedagogical and theoretical approach to the topic as long as it is approved by instructor. The classroom will have a technology cart and students can use that if they find it appropriate. The course presentation should be considered as part of an undergraduate literature & culture course. Students will be asked to evaluate and give feedback on their peer's teaching. Each student will also lead a 15-20 minute class discussion on a chapter selected from *Academic Cultures*.

Plagiarism/Cheating:

Please review the section titled "Academic Integrity" in the *Illinois State University Graduate Catalogue* as well as chapter 2 "Plagiarism and Academic Integrity" in the *MLA Handbook for Writers of Research Papers*. Plagiarism and cheating are serious academic offenses that will be punished by failure on paper, project, and in some cases result in the failure in the course and/or expulsion from the university. All written work submitted for this course needs to be our own and produced for this specific course. Please consult the *MLA Handbook* for appropriate format for use of quotations and citations in your written work.

Grading:

Teaching Philosophy Statement 10%
Undergraduate Literature & Culture Syllabi 10%

Graduate Literature & Culture Syllabi 10%

Teaching Memoir 10 %

Teaching Presentations 15%

Class Assignments 15%

Participation 30%