



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: Engl 4220

Course and Section #: 4220-001

Course Title: Methods in Teaching Reading and Literature

Credits: 3

Course Description

Emphasizes the teaching of reading and literature in the secondary English classroom. Includes an introduction to the field of English Education and to lesson planning. Presents strategies for teaching skills and concepts outlined in state and national standards. Explores issues and research related to adolescent literacy through reading and discussion including social and cultural influences on literacies and learning. Requires students to create lesson plans and teaching materials.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Mandy Luszeck, Dr. Luszeck

Student Learning Outcomes

1. Create pedagogically sound lesson plans individually and in small sequences.
 2. Create unique teaching materials to aid in teaching reading and literature to secondary students.
 3. Evaluate existing teaching materials for appropriateness and effectiveness.
 4. Apply current pedagogical theories and models of learning to lesson ideas involving diverse students.
 5. Use research on adolescent literacy and learning in their educational planning practices.
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Course Materials and Texts

Beers, K. (2023). *When Kids Can't Read: What Teachers Can Do*. Second Edition. Portsmouth, NH: Heinemann.

Luszeck, A. (2019) *Those who stay: A narrative inquiry of four English teachers who continue to teach*. Tempe, AZ: Arizona State University.

Course Requirements

Course Assignments, Assessments, and Grading Policy

- Weekly Assignments/ Discussion Posts 25%
- Teacher Journey Narrative/Concept Map 5%
- Teacher Interview Project 15%
- Reading Strategy/ Scaffold Presentation 15%
- Book Project 10%
- Final Lit Links and Lesson Plan Project 20%
- Attendance 10%

Required or Recommended Reading Assignments

All required readings are listed and align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Week 1	Module 0 Intros Syllabus Introduction to the Field	
	Why do you want to be a teacher? What does it mean to read? Academic Lit Circle Intro	□ <u>Readings Due:</u> Read and Annotate course syllabus AND read Forewords/ Intros Beers text AND Beers Chpt 1
Week 2	Why do teachers stay? What are reading scaffolds? Intro to Reading Strategy/Scaffold Assignment Begin Lesson Plan Intro	□ <u>Readings Due:</u> Luszeck Chpt 1
	What are reading behaviors? How do we scaffold reading in a lesson plan? Lesson Plans continued/ workshop	□ <u>Readings Due:</u> Beers Chpt 2 AND Beers Chpt 3 -Academic Lit Circle 1 (ALC)
Week 3	Why do teachers leave the field? Instructional Scaffolding -Reading skill -Lesson Plan review -Your Teacher Story -Intro to Teacher Journey assignment	□ <u>Readings Due:</u> Luszeck Chpts 2 AND 4 -Scaffold presentation 1
	How do we choose texts best for our students' needs? How do we foster a love of reading?	□ <u>Readings Due:</u> Beers chpt 19 AND Kittle, "Let them Read" AND Kittle "Opening Doors" -Scaffold presentations 2,3 -ALC 2 (Beers) -Book Speed dating activity
Week 4	The findings: What makes teachers stay? Teacher Interview Assignment	□ <u>Readings Due:</u> Luszeck Chpt 5 -Scaffold presentations 4,5
	How do we motivate students to read more?	□ <u>Readings Due:</u> Beers chpt 16 AND Ripp Podcast AND Gallagher Reversing Readicide

	How do we avoid readicide? How do we foster a culture of reading in our classrooms?	-Scaffold presentation 6 -ALC 3(Beers) -JigSaw Activity
Week 5	Conclusion: Why do teachers STAY in the field?	□ <u>Readings Due:</u> Luszeck 6 -Scaffold presentation 7 -Socratic Seminar
	What does it mean to comprehend?	□ <u>Readings Due:</u> Beers chpt 4 -Scaffold presentations 8,9 -ALC 4 (Beers) -Five-Finger Rule -Beers Chpt 5, struggling through reading
Week 6	How do the standards inform my work?	□ <u>Readings Due:</u> View Overview of CC in ELA AND Review UEN Secondary Standards AND ILA Standards Guidance -Scaffold presentation 10 -Deconstructing the Standards online workshop
	What does it mean to make an inference?	□ <u>Readings Due:</u> Beers Chpt 6 -Scaffold presentation 11,12 -ALC 5 (Beers)
Week 7	How do we teach with multiple literacies in mind? What are Conventional vs. Unconventional reading Assessments? -multi-genre -Multiliteracies/ George Lucas	□ <u>Readings Due:</u> Elaine Wang "Art as Meaning-Making" OR Leah Reed "NL and DV Poems" -Scaffold presentation 13 -multi-genre -Multiliteracies/ George Lucas
	How do we help students identify as readers? -Dialectical Journals	□ <u>Readings Due:</u> Beers Chpts 17 and 18 -Scaffold presentations 14,15 -ALC 6
Week 8	How do I plan literature & Reading instruction?	□ <u>Readings Due:</u> Gallagher & Kittle, 180 Days Ch 3: "Map a Year of READING" -In Class: Fisher and Ivey-- Deemphasizing the whole class novel
	Intro to Book Project	-Scaffold presentations 16,17 -Share Teacher Interview Assignment
Week 9	How do I plan literature & Reading instruction? How do I include informational text? How do I use themes and linked text sets?	□ <u>Readings Due:</u> Using Nonfiction AND Elish-Piper, Scaffolding HS Reading -Scaffold presentations 18,19
	How do I assess student mastery of the standards? What are authentic assessments?	□ <u>Readings Due:</u> Gallagher & Kittle, "Assessing the Growth of a Reader" p. 114-121 (180 Days) AND Authentic Assessment -Scaffold presentation 20, 21 -Watch Darling-Hammond TED Talk -ALC 7

Week 10	Spring Break	
Week 11	How do we make reading skills timely and relevant? A Different Type of Reading Response.	<ul style="list-style-type: none"> □ <u>Readings Due:</u> Reading Responses, Pryle -Scaffold presentation 22 - Landlady activity -Lesson Plan Peer Work
	How do we make reading relevant to our students?	<ul style="list-style-type: none"> □ <u>Readings Due:</u> Beers chpt 20 -Scaffold presentation 23 -ALC 8 (either reading)
Week 12	What is culturally relevant/ sustaining teaching?	<ul style="list-style-type: none"> □ <u>Readings Due:</u> Watch Cultural Pedagogy Ted Talk AND Kibler, Six Tips for Using Culturally Relevant Texts AND Kirkland “The Rose that Grew...” -Scaffold presentation 24 -Big 3 Questions
	How do we teach the reading of Poetry?	<ul style="list-style-type: none"> □ <u>Readings Due:</u> Why Teach Poetry? OR Poetry for Literacy Instruction -Fish in A Tree Socratic Seminar -ALC 9 -RAPPEL/ SOAPStone
Week 13	How do we create engaging and supported reading instruction around a novel?	Book Presentations
	Final Project Instructions	(Book Presentations cont.) Class work/ plan time
Week 14	How do I plan literature & Reading instruction? Literature Circles	<ul style="list-style-type: none"> □ <u>Readings Due:</u> Daniels, What’s the Next Big Thing with Literature Circles? OR Edmondson, “Wiki Literature Circles: Creating Digital Learning Communities”
	How do we teach in ways that engage diverse learners?	<ul style="list-style-type: none"> □ <u>Readings Due:</u> Rejecting Senseless Things by Mariam Karis Cronin AND Website: Differentiated Reading Instruction -ALC 10 -video “Differentiated Instruction: How to Plan Your Lessons”
Week 15	How do we blend the old with the new? Canon vs. YAL	<ul style="list-style-type: none"> □ <u>Readings Due:</u> Chadwick Chpt 5 AND The Old and the New AND Speaking Truth to Power In Class: Critical Literature Pedagogy Carpe Librum Scaffolding Canon Audio: Is there Value? -Fishbowl Activity
	Teacher conferences	
Week 16	Teacher conferences	<ul style="list-style-type: none"> □ <u>Readings Due:</u> “The List” by Tim Gillespie Final Reflection Final Project Work

Week 17	Final Exam Week	
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Required Course Syllabus Statements

Generative AI

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions

of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.