

Independent Studies Course Syllabus

ELA 917/LEN 900: Teaching Poetry 7-12

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Number of Units: 3

Grade Level: 7-12

Course Description

This online course is designed to help teachers gain an understanding of the nature of poetry and how they can successfully incorporate poetry in their classroom. Teachers will have the opportunity to discover new poets as well as a variety of resources for teaching poetry, finding appropriate poems and creating teaching units that emphasize poetry. Teachers will also have the opportunity to investigate their own responses to poetry as well as design activities which for their students to discuss, respond, and write about poetry. The texts selected for this course present both theory regarding poetry in the classroom and practical experiences and effective teaching strategies for incorporating poetry in the English classroom. Students will be responsible for obtaining these texts, as they are not included in the course fees.

This course is strongly aligned with the standards established by the National Council of Teachers of English. The required textbooks (*Teaching Poetry in High School* and the *High School Literature Series*) are NCTE publications. The assignments are designed to help teachers implement the objectives of the standards in their own classroom. The ultimate goal is to create an environment in which students are comfortable reading, discussing, and analyzing poetry in a manner that gives them a better understanding of their own world and a new appreciation for literature.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

High School Literature Series (Students are to select one title from series to read – please see “Required Readings” in Module 1 of online course). Urbana, Illinois: National Council of Teachers of English.

- Alice Walker 0-8141-0114-3
- Langston Hughes 0-8141-2561-1
- Nikki Giovanni 0-8141-5212-0
- Judith Ortiz Cofer 978-0-8141-2535-9
- Raymond Carver 0-8141-3831-4
- Sandra Cisneros 0-8141-4231-1
- Sherman Alexie 978-0-8141-4457-2

Somers, Albert. *Teaching Poetry in High School*. Urbana, Illinois: National Council of Teachers of English, 1999. ISBN: 0-8141-5289-9

Moodle Site Login and password –

Students will be required to work in the Moodle environment. Login and passwords will be issued by the instructor soon after course registration.

Technology Requirements:

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle, click here. (http://docs.moodle.org/en/Student_tutorials)

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Getting Help:

If you need help logging on to the Moodle site, contact The Help Desk as Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

Course Requirements

Students will be required to complete the detailed assignments outlined in the schedule of topics and assignments. Students will be required to reflect and evaluate both the assigned reading and their own teaching experiences. Students will also design and implement lesson plans that reflect the teaching strategies and approaches discussed in the course texts. Reflecting and evaluating the hands-on strategies discussed is an integral part of the course curricula.

National Content / Common Core Standards

The course addresses the National Council of Teachers of English, standards #1-6, 8, 9, 11 and 12. The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative.

Learning Objectives / Outcomes

It is the goal of the instructor that students will have a greater understanding of the importance of poetry in the classroom as well as multiple strategies for approaching both the reading and writing of poetry in the high school classroom. Please note the national standards (as discussed previously) addressed by each objective.

Students of this course will be able to:

1. Define literary terminology and utilize literary terms in their lesson plans. (1, 3, 6) (NBPTS 1-4)
2. Provide critical analysis of various poems. (1, 3, 6) (NBPTS 1-4)
3. Create lesson plans that engage students with poetry.(1, 2, 3, 6, 9,12)(NBPTS 1-4)
4. Design lesson plans that foster the development of students' own poetry. (1, 2, 3, 4, 5, 6) (NBPTS 1-4)
5. Create classroom discussion topics for analysis of poetry. (1, 2, 3, 6, 9, 12) (NBPTS 1-4)
6. Choose appropriate poems for the classroom that helps meet their own state standards, as well as the national standards for the teaching of English. (1,9)(NBPTS 1-4)
7. Design lesson plans that utilize poetry in helping students understand a variety of cultures, current issues, and societal concerns outside of their own personal experiences. (1, 2, 3, 12) (NBPTS 1-4)
8. Create lesson plans that incorporate literary analysis of poetry. (1, 2, 3, 4, 5, 6, 12) (NBPTS 1-4)
9. Use poetry in the classroom on a regular basis. (NBPTS 1-4)
10. Develop their own techniques for approaching the reading and writing of poetry in the classroom. (NBPTS 1-4)

Schedule of Topics and Assignments

1. *Introductory Poem Lesson*
2. *Selecting A Poet*
3. *Student Response Lesson Plan*
4. *Literary Terminology Lesson Plan*
5. *High School Literature Series Lesson Plan*
6. *Poetry and the State Standards*
7. *Final Reflection Discussion Forum*

Evidence of Learning

- Student provided evidence of his/her understanding of the course's objectives and the course text through his/her reflective writing.
- Student designed and implemented lesson plans that demonstrated his/her understanding of the course objectives and the principles of the text.
- Student read a professional teaching text and demonstrated his/her critical thinking skills in responding to and engaging with the text and its principles.
- Student demonstrated an ability to respond critically and synthesize information successfully into practical lesson plans for the classroom.
- Student demonstrated an understanding of his/her state and/or professional teaching standards, and how teaching strategies may be used in the future.
- Student applied ideas from the texts to the classroom.
- Student responded personally to poetry, demonstrating critical analysis skills.

Grading Policies and Rubrics

300 points total
270-300 = A
240-269 = B or Credit Grade
Below 239 = No Credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Instructor/Student Contact

A minimum of three instructor/student contacts are required. These may be in the form of discussion form posts/responses and/or individual emails.

References/ Resources

Arp, Thomas, and Greg Johnson. *Perrine's Sound and Sense: An Introduction to Poetry, 12th Edition*. New York: Thomson Wadsworth, 2007.

Collins, Billy. *Poetry 180: A Turning Back to Poetry*. New York: Random House, 2003.

Fisher, Maisha. *Writing in Rhythm: Spoken Word Poetry in the Urban Classroom*. New York: Teacher's College Press, 2007.

Hengreaves, Paterika. *Poetry for all Seasons: Poems, Forms and Styles*. Bloomington: Author House, 2007.

Holbrook, Sara. *Practical Poetry: A Nonstandard Approach to Meeting Content Area Standards*. New York: Heinemann, 2005.

Jago, Carol. *Sandra Cisneros in the Classroom*. Urbana, Illinois: National Council of Teachers of English, 2002.

Michaels, Judith Rowe. *Risking Intensity: Reading and Writing Poetry with High School Students*. Urbana, Illinois: National Council of Teachers of English, 1999.

Moon, Brian. *Studying Poetry*. Urbana, Illinois: National Council of Teachers of English, 2001.

O'Connor, John. *Wordplaygrounds: Reading, Writing, and Performing Poetry in the English Classroom* Urbana, Illinois: National Council of Teachers of English, 2004.

Powell, Joseph and Mark Halperin. *Accent on Meter: A Handbook for Readers of Poetry*. Urbana, Illinois: National Council of Teachers of English, 2004.

Williams, Carmaletta. *Langston Hughes in the Classroom: "Do Nothin' till You Hear from Me"* Urbana, Illinois: National Council of Teachers of English, 2006.

Internet Resources

www.poets.org (Academy of American Poets)

www.poetrysociety.org (Poetry Society of America)

www.poetryfoundation.org (Poetry Foundation)

www.loc.gov/poetry/180 (Library of Congress Poetry 180 – A Poem a Day for American High Schools)

<http://www.favoritepoem.org/>

<http://www.poetryarchive.org/>

www.poems.com (Poetry Daily)

www.pw.org (Poets and Writers Magazine Online)

www.columbia.edu/acis/bartleby (Project Bartleby Archive)

<http://www.clickablepoems.com/>

www.poemfinder.com (Poem Finder)

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

Fresno Pacific University Desired Student Outcomes

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student's area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems*