

COURSE SYLLABUS

LIT 901 Short Stories from American Literature

Instructor: Luetta Reimer

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Number of Units: 3

Grade level: 7-12

Course Description:

Reading good stories is a wonderful way to learn! In this course, designed for teachers of grades 7 - 12, participants will read stories by classic and contemporary American authors. The materials also provide a review of the tools for reading, stimulating the development of insight, understanding, and discernment.

Teachers will be asked to reflect on the 10 stories they read by writing brief informal responses and will have opportunity to experiment with ways to incorporate two of these stories into their teaching.

This course is designed to meet the objectives identified in the Common Core State Standards in Language Arts, the National Council of Teachers of English Standards, and the five core propositions of the National Board for Professional Teaching Standards. These national standards undergird the activities of the course. Students will be asked to make connections between their work and these standards or the standards of their own states.

Course Dates:

This course is self-paced; students may enroll at any time and take up to a year to complete assignments. No course should be completed in less than three weeks (one week per credit).

Course Materials:

The text for this course (included) is *Fiction 100: An Anthology of Short Fiction*, by James H. Pickering. Prentice-Hall, 2012 (13th edition). Shrink-wrapped with the text is a helpful "Reader's Guide to the Short Story" that reviews the elements of fiction, identifies resources for researching and writing about the short story, and provides historical context for the reading. The publisher maintains a companion web site that offers additional resources. NOTE: Earlier editions of *Fiction 100* may also be used.

Materials for this course also include a folder with information about Fresno Pacific University, the Center for Professional Development, and the instructor, plus information on course policies and procedures.

Course Requirements:

The assignments in this course are designed to teach or reinforce concepts related to the short story, to expose students to a wide range of great short stories, and to encourage participants to find appropriate ways to incorporate some of these stories into their teaching. Participants are asked, therefore, to read, to think critically, and to respond thoughtfully to the reading.

To successfully complete this course, participants must submit

- 1) a 300-400 word typed response to each of the ten stories selected for reading.
- 2) two lesson plans and evaluations, each focusing on one of the stories read in the course.

See the "Schedule of Topics and Assignments" for more details on these assignments.

Teachers should return completed work within one year of the date of registration, but *not less* than three weeks after registering. Completed work may be returned as email attachments or in regular mail.

Keep a copy of all coursework in the unlikely event of loss. Work will **not** be returned.

Email work to:

Lmreimer@fresno.edu

OR

Mail completed work to:

Luetta Reimer

1549 S. Lind Avenue

Fresno, California 93727

IN EITHER CASE, submit grade form online: <http://ce.fresno.edu/cpd>.

National Standards:

This course is designed to reinforce and support the English Language Arts Standards of the Common Core State Standards Initiative (CCSS). The Anchor Standards for Reading (Grades 6-12) are listed here:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

National Board for Professional Teaching Standards: Five Core Propositions

In addition to the content standards referenced above, this course supports the following core propositions that characterize National Board Certified Teachers (NBCTs).

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person—they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

Learning Outcomes:

Participants will be able to

- 1) read and analyze outstanding stories from a range of times and cultures. (CCSS 1, 2, 3, 6, 7, 9 & 10; NBPTS Prop. 2)
- 2) sharpen skills for analyzing and understanding the short story as a literary form. (CCSS 1, 2, 3, 4, 5, 6, & 10; NBPTS Prop. 2)
- 3) discover connections between literature and other disciplines. (CCSS 1, 2, 3, 7, 9, & 10; NBPTS Props. 1, 2, & 4)
- 4) develop lesson plans to effectively share short stories in the classroom. (CCSS 1 - 10; NBPTS Props. 1, 2, 3, & 4)
- 5) connect lessons to state or national standards. (Prop 5)

Schedule of Topics and Assignments

Short Stories from American Literature

A. Readings:

1. Read the entire "Reader's Guide to the Short Story" which accompanies the text. This helpful little booklet reviews the basic literary concepts—terms that your students need to know and use as they read and discuss short stories. It also offers suggestions for designing creative lessons, incorporating film and other supplementary resources.

2. Select and read ten stories by **American** authors. The “Biographical Notes” section in the back of the text will help to determine the national origin of each author. This section will also provide information about authors’ experiences, awards, and areas of special interest. Try to read stories that are new to you, or stories you have never taught.

NOTE: After reading two stories, email me (Lmreimer@fresno.edu) with a brief analysis of your initial response to the ideas of this course, emphasizing why and how this experience may be useful for you. This would be a good time to ask for suggestions of stories with particular emphases or to meet special student needs. It is not necessary to send any stories at this time.

B. Response: After reading each story, write an informal 300-400 word typed response. Each response should include two components:

1. Personal reactions and observations: If you wish, you may select one or two of these prompts to shape your comments on the story: (Do not respond to each one!)

- It was easy/hard to get involved in this piece because . . .
- This piece is intriguing to me because . . .
- I think the setting is important in this piece because . . .
- The author used _____(quotations, figures of speech, imagery, diction . . .) well to show . . .
- The author effectively characterized _____by using _____ . . .
- How does this story illustrate some of the concepts in the introductory chapter you read?
- Use the questions that follow each story in the text to stimulate your thinking.

2. Professional response: Would you use this story (or an abridged version of it) with your class? Why or why not? If yes, how might you use it?

C. Classroom Integration:

1. Select two stories from your reading that are appropriate for the grade level you teach.
2. **Design** a lesson plan for each of the two selected stories and **teach** the lessons in your classroom. Consciously consider how your lesson can reflect best teaching practices. One of my favorite approaches is to have students do a “quick write” about a specific aspect of a short story (character development, symbolism, plot design) before discussing it in small groups. The extra five minutes for individual response ensures that everyone has a voice in the conversation, and that all students are encouraged to engage in the lesson.

Format: You may follow the accepted lesson plan format for your district or a plan that is functional for your teaching situation. While it should be specific and detailed, it need not be more than one or two pages. Each plan should include (but is not limited to) the following elements:

- a. Grade level
 - b. Date presented
 - c. Story used
 - d. Lesson objectives
 - e. Outline of presentation procedures
 - f. Methods for evaluating or assessing student progress and growth
 - g. State or national standards addressed
3. **Evaluate** the success of each lesson. Write three short paragraphs responding to these questions.
- a. How fully were your objectives met?
 - b. How did students respond?
 - c. How might you adjust the lesson or reinforce the concepts taught?

***NOTE: Persons who are "off-track," on summer break, or who find this course too advanced for their teaching grade level may choose to read and respond to two additional stories instead of teaching and evaluating two lessons. Assessment percentages will be adjusted to accommodate this choice.**

Evidence of Learning:

- Instructor observed evidence of understanding of course objectives as demonstrated through student's reflective writing assignments. (Outcomes 1, 2, 3)
- Instructor observed evidence of understanding literary concepts and terminology as demonstrated through student's reflective writing assignments. (Outcomes 1, 2, 3)
- Student demonstrated his/her understanding of effective design of lesson plans. (Outcomes 3, 4)
- Student included the use of critical thinking skills and made connections to state content and/or professional teaching standards. (Outcome 5)
- Student demonstrated an understanding of course objectives by identifying how course content and terminology may be used in his/her teaching. (Outcomes 3, 4, 5)

Grading Policies and Rubric:

Grades will be determined using the following percentages:

Reading responses to ten stories: 80%

Classroom lessons/evaluations for two stories: 20%

Total scores determine the final grade:

90 - 100% = A

80 - 89% = B

79% or below = no credit

All coursework must reflect a minimum "B" quality to receive credit. The discernment between an A and a B is at the discretion of the instructor, based on the quality of work submitted (see assignment rubric). Participants may request either a letter grade (A or B) or credit (CR). Coursework falling short of a "B" or Credit grade will be returned with further instructions. Every person with a score of 80% or above will receive three semester units of credit.

Scoring Rubric

Type of Assignment	90 – 100 points Exceptional	80 – 89 points Adequate	70 – 79 points Not Acceptable
Written responses	Student's written responses show an exceptional investment of time, energy and thoughtful reflection. The work submitted by the student is original and thorough. The student effectively organizes key insights and demonstrates evidence of interaction with the texts.	Student's written responses show an adequate investment of time, energy and thoughtful reflection. The work submitted by the student is complete, but lacks thoroughness and originality. The student sufficiently organizes insights and demonstrates evidence of interaction with the readings.	Student's written responses show little investment of time, energy and thoughtful reflection. The work submitted by the student does not show adequate thought or effort.
Lesson design	Lesson plans show an exceptional investment of time, energy and thoughtful reflection. Student consistently makes connections to local instructional goals/standards and implements research-based strategies and approaches.	Lesson plans show an adequate investment of time, energy and thoughtful reflection. Student makes some connections to local instructional goals/standards and research-based strategies and approaches.	Lesson plans submitted by the student do not show adequate thought or effort, and may not address specific goals.
Lesson evaluations	Student includes the use of critical thinking and reflection in the evaluation of lessons implemented.	Student includes the use of reflection in the evaluation of lessons implemented, but may lack sufficient detailed analysis.	Student does not demonstrate critical thinking or reflection in the evaluation of lessons implemented.
Presentation	Student effectively organizes key insights into a thoughtful and well-written presentation.	Student includes several key insights in an adequately written response.	Student response lacks key insights and is carelessly written.

Instructor/Student Contact

Students are warmly invited to contact the instructor at any time with concerns, questions, or comments related to course work. They are specifically asked to do so during the completion of Assignment A2. At the completion of the course, the instructor will comment on the student's work and make suggestions, if needed.

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 Catalog.

University Information

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