

Prof. Cheryl Nixon  
Department of English  
Wheatley 6-029  
(617) 287-6722  
Cheryl.Nixon@umb.edu

Office Hours:  
Wed 5-6pm; 9:30-10pm  
Appointments encouraged!  
Email encouraged!

**ENG 611: TEACHING OF LITERATURE  
SUMMER 2011**

**INTRO: ARGUING FOR LITERATURE (AND THE TEACHING OF IT!)**

***Class One***

**Weds, June 1**

**Why do we need literature?**

**“What’s the use of stories that aren’t even true?”**

National Endowment for the Arts, *Reading at Risk, Reading on the Rise*

Rushdie, *Haroun and the Sea of Stories* (excerpt)

Kingston, *The Woman Warrior* (excerpt)

O’Brien, *The Things They Carried* (excerpt)

Nafisi, *Reading Lolita in Tehran* (excerpt)

---

Miller, “Narrative,” *Critical Terms for Literary Study* (excerpt—handout)

---

Short-short fiction packet (handout)

**WEEK 1: CONNECTING THEMES (THROUGH JUXTAPOSITION): SHORT STORIES**

***Class Two***

**Mon, June 6**

**Short Story: Thematic Juxtaposition**

Read all eight stories below, which will be broken into groups:

ON WIKI-PAGE: PRINT OUT, READ, and BRING ALL!

Group 1: Yates, “Doctor Jack-o’-Lantern”

Baxter, “Gryphon”

Group 2: Boyle “Greasy Lake”

Hood, “How Far She Went”

Group 3: Ford, “Under the Radar”

Mason, “Shiloh”

Group 4: Walker, “Everyday Use”

Jewett, “A White Heron”

---

Narrative Theory: Abbott, Chapters 1-3 (pp. 1-35: times, events, framing)

Miller, “Narrative,” *Critical Terms...* (skimmed in class; note: is on Wiki-page)

---

Pedagogy: Blau, Introduction (PDF on Wiki-page).

---

\*Stories: Be prepared to discuss how you could teach “your” selected pair

of short stories.

\*Theory: Be prepared to discuss Abbott's definitions of narrative.

### ***Class Three***

**Wed, June 8**

#### **Short Story: Thematic and Formal Juxtaposition**

Read all five classic short stories below; one will be "assigned" to you for additional exploration:

ON WIKI-PAGE: PRINT OUT, READ, and BRING ALL!

Group 1: Hawthorne, "The Minister's Black Veil"

Group 2: Gilman, "The Yellow Wallpaper"

Group 3: Joyce, "Araby"

Group 4: Hurston, "Sweat"

Group 5: Faulkner, "A Rose for Emily"

Additional self-selected text: Select one new short story that works with your assigned short story (do NOT select a "short short" story); juxtapose both theme and form/structure. You can select a story from past reading or one from a borrowed anthology. Why do your two stories work well together?

---

Narrative Theory: Abbott, Chapters 4-5 (pp. 40-62: causation, closure) and Chapter 7 (83-95: gaps, repetition)

---

Pedagogy: Blau, Chapter 1 (PDF).

---

**\*Mini-Paper #1 Due: Select one "new" short story (from another anthology, internet, etc) to add to the one story I selected/assigned. Compare and contrast (juxtapose!) these stories on the levels of theme and form, describing the key ideas you would want your students to gain from this juxtaposition. You must include/cite at least one idea from Abbott's *Introduction to Narrative*.**

---

\*Stories: Be prepared to use mini-paper #1 as part of class discussion.

\*Pedagogy: Be prepared to discuss Blau's model of the "literature workshop."

## **WEEK 2: CONNECTING FORM AND CONTENT (THROUGH CLOSE READING): POETRY**

### ***Class Four***

**Mon, June 13**

#### **Poetry: Thematic/Formal "Type" Close Reading**

*Making Poem*: The Elegy (focus on Johnson, Philips, Milton, Gray, Bidart, Hongo, Schnackenberg, Meehan)

The Pastoral (focus on Marlowe, Marvell, Wordsworth, Keats, Lewis, Hughes, J. Wright, C. Wright, Moss, Oliver)

The Ode (focus on Shelley, Longfellow, Wright, Simic, Pinsky, Harjo)

---

Pedagogy: Blau, Chapter 2 (PDF).

[Burke, *English Teacher's Companion*: Skim his general ideas about teaching in Chapters 1-3; Skim Appendices A and B; Focus on Chapter 4: Teaching Reading]

[Showalter, *Teaching Literature*: Skim her general ideas about teaching in Chapter 1; Focus on Chapter 2-3: Theories and Methods]

---

\*Poetry: Bring *Making of a Poem*: Come with notes on favorite poems.

\*Pedagogy: We'll return to Blau; I'll show Burke and Showalter.

\*Teaching pair presentation #1 (if wanted).

### **Class Five**

**Wed, June 15**

#### **Poetry: Formal Close Reading; History of Poetic Form**

*Making Poem*: Skim all five classic poetic forms; one will be "assigned" to you for additional exploration:

Group 1: Sonnet (please focus on writer other than Shakespeare)

Group 2: Ballad

Group 3: Blank Verse

Group 4: Heroic Couplet

Group 5: Stanza

---

In-class exploration: Shakespeare and the Renaissance sonnet.

---

Pedagogy: Blau, Chapter 3 (PDF)

[Burke, *English Teacher's Companion*: Continue to read Chapter 4; Skim Chapters 5 and 6]

[Showalter, *Teaching Literature*: Chapter 4]

---

**\*Mini-Paper #2 Due: Examine closely your assigned form. Select three poems from *Making a Poem* and one new poem (located in another anthology, on internet: [poetryfoundation.org](http://poetryfoundation.org), [poets.org](http://poets.org)) to define your assigned form (total of four poems). Imagine teaching a poetry mini-unit emphasizing form and using these four poems. Describe at least one "inventive" teaching technique.**

---

\*Poetry: Come prepared to use mini-paper #2 as part of class discussion.

\*Teaching pair presentation #2.

## **WEEK 3: CONNECTING LITERATURE AND CRITICISM: DRAMA**

### **Class Six**

**Mon, June 20**

#### **Drama: Theme and Performance**

Shakespeare, *The Tempest*: all (own copy)

---

Narrative Theory: Abbott, Chapter 10 (pp. 130-11: character)

---

Pedagogy: [Burke, *English Teacher's Companion*: Chapter 9]

[Showalter, *Teaching Literature*: Chapter 5]

---

\*Drama/theory: Come prepared to apply Abbott's narrative theory to Shakespeare

\*Criticism: Come prepared to discuss using electronic databases, including JSTOR.

\*Teaching pair presentation #3.

**Class Seven**

**Wed, June 22**

**Drama: Theme and History; Literary Criticism Journal Articles**

Shakespeare, *The Tempest*: review

---

Drama/Theory: Aristotle, *Poetics*: all

---

Theory: Selected articles from the Bedford “Critical Controversy Edition” of  
*The Tempest* (PDF on Wiki-page)

Selected articles (two!) from your JSTOR search

---

Pedagogy: [Burke, *English Teacher’s Companion*: Chapter 10 and 11]

[Showalter, *Teaching Literature*: Chapter 7]

---

**\*Mini-Paper #3 Due: Select two articles on *The Tempest* from JSTOR, explaining how the two articles “fit together.” Quote/cite articles. Describe teaching *The Tempest* in conjunction with these two articles. How would you have students engage with scholarly research/writing?**

---

\*Drama: Come with print-out of selected critical articles.

\*Come prepared to use mini-paper #3 as part of class discussion.

\*Teaching pair presentation #4.

**WEEK 4: TEACHING HISTORICAL AND CULTURAL CONTEXTS**

**Class Eight**

**Mon, June 27**

**Novel/Theme: The True/Hidden/Mysterious Self**

**Teaching Using Historical Context**

Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*: all

---

Assigned material from cultural material in Broadview Edition of *Dr. Jekyll and Mr. Hyde*. Class will be broken into groups; each group takes one sub-set of cultural materials, reviews it, and teaches it to the class:

ON WIKI-PAGE: PRINT OUT! (or purchase text)

Group 1: Appendix H: Degeneration and Crime

Group 2: Appendix I: London in the 1880s

Group 3: Appendix J: Jack the Ripper

Group 4: Appendix K: Victorian Psychology

---

Pedagogy: Pedagogy: Blau, Chapter 4 (PDF)

---

\*Novel: Come with notes prepared on novel and assigned cultural material.

\*Teaching pair presentation #5.

**Class Nine**  
**Wed, June 29**

**Novel/Theme: The True/Hidden/Mysterious Self**  
**Teaching Using Cultural Context (and Other Media: Film)**

Capote, *Breakfast at Tiffany's*: all

---

Assigned film clip (assigned by Teaching pair!)

---

Narrative Theory: Abbott, Chapter 6 (pp. 67-79: the narrator) and Chapters 8-9 (100-125: interpretation and adaptation across media)

---

Pedagogy: [Burke, *English Teacher's Companion*: Chapter 7 and 8]

[Showalter, *Teaching Literature*: Chapter 6]

---

\*Novel: Come with notes prepared on novel and assigned film clip.

\*Come prepared to discuss final project.

\*Teaching pair presentation #6.

## **WEEK 5-6: TEACHING THEMATIC UNITS—and CONTEMPORARY TEXTS/ ISSUES**

**Mon, July 4: Holiday**

**Class Ten**  
**Wed, July 6**

**Novel/Theme: Storytelling and Coming of Age (Utopia/Dystopia)**  
**Teaching Using "Classic" Texts**

Lowry, *The Giver*: all

Jackson, "The Lottery" (PDF on Wiki-page)

LeGuin, "The Ones Who Walk Away from Omelas" (PDF on Wiki-page)

---

Narrative Theory: Abbott, Chapter 11 (p. 145-153: narrative and truth)

---

**\*Mini-Paper #4 Due: You will be given one "pedagogy" text for review; skim it and select one chapter for closer reading. Compare this source to selected chapters in either Burke or Showalter. Analyze the usefulness of the assigned text and either Burke or Showalter; in a general way, discuss which would prove most helpful as you prepared to teach either *Dr. Jekyll and Mr. Hyde* or *The Giver*. Quote from the two pedagogy sources, focusing on those two texts and making it clear how you are applying the authors' arguments to your one selected novel.**

---

\*Pedagogy: Bring all pedagogy texts: Come prepared for a wide-ranging discussion.

\*Teaching pair presentation #7.

**Class Eleven**  
**Mon, July 11**

**Novel/Theme: Storytelling and Coming of Age**  
**Teaching Using Contemporary Political/Cultural Situations**

Rushdie, *Haroun and the Sea of Stories*: all

---

Perform wide-ranging internet search on Rushdie and *Haroun*. Consider ways to connect this text to current political events, including Arab spring, wars in Iraq and Afghanistan. Locate current materials/events that could be paired with novel. Bring search results/materials into class.

---

Narrative Theory: Abbott, Chapters 12, 13 (p. 160-185: narrative worlds, contests)

---

Pedagogy: [Burke, *English Teacher's Companion*: Section III: Issues (Gender, Race, Ethics)]

[Showalter, *Teaching Literature*: Chapter 9]

---

\*Catch up on any texts that have not been fully covered from previous weeks!

\*Catch up on pedagogy issues that have not been fully covered (ie: writing, rubrics).

\*Teaching pair presentation #8

***Class Twelve***  
**Wed, July 13**

**Novel/Theme: Storytelling and Coming of Age**

**Teaching Using Visual Material/"New" Forms of Literature**

Gene Yuen Lang, *American Born Chinese*: all  
Chinese folktale, *Monkey* (PDF on Wiki-page)

---

Mark up graphic novels with post it notes. Can you locate the literary elements of fiction, poetry, drama in this text? How would you teach a graphic novel, moving beyond theme?

---

Narrative Theory: McCloud, *Understanding Comics* (Wiki-page)

Abbott, Chapter 12 (p. 193-209: narrative negotiation)

---

Pedagogy: [Burke, *English Teacher's Companion*: Section II: New Directions (Digital, Media, Projects)]

[Showalter, *Teaching Literature*: Chapter 10, Conclusion]

**Wrap-up/Food: FINAL "POSTER SESSION" OF IDEAS IN PROGRESS  
FOR FINAL PROJECT/CURRICULUM UNIT**

**TBA**

**Due Date of Final Project/Curriculum Unit**