



TEACHING LITERATURE

Valerie Hockert, PhD

On Teaching Literature

Elizabeth McCallum Marlow



On Teaching Literature:

How to Teach British Literature Elizabeth McCallum Marlow, 2017-01-26 How to Teach British Literature A Practical Teaching Guide provides English teachers home school parents school administrators or anyone interested in an in depth study of the subject with a clear concise discussion of British literature over the last thirteen centuries The book includes resources such as study questions and tests with suggested answers essay topics audio visual aids and web based reference material classroom activities and handouts Throughout the book the author suggests methods that encourage student participation and promote enjoyment so that young people learn to appreciate the sheer fun of literary study This book provides a comprehensive methodology for teaching the subject that a teacher could apply to a year s lesson plans without further investment in time How to Teach British Literature A Practical Teaching Guide by Elizabeth McCallum Marlow is a thorough traditional approach to teaching classic British literature The author s emphases on reading and writing will aid teachers novices and veterans to build a solid curriculum This volume includes many supplemental resources and student centered activities The guide is a valuable tool for teachers Jane Ferguson M Ed Ed S High School English Teacher and College English Instructor Truett McConnell College GA University of Georgia Athens GA Elizabeth McCallum Marlow has developed a quality comprehensive guide for the teaching community based on her thirty five years of experience and her passion for literature Teaching professionals will find her tried and true practices to be invaluable Johnathan Arnold MBA M Ed D Ed Min Headmaster Covenant Christian Academy Cumming GA **Teaching Literature to Adolescents** Richard Beach, Deborah Appleman, Susan Hynds, Jeffrey Wilhelm, 2013-08-21 This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors Teaching Literature to Adolescents a totally new text that draws on ideas from the best selling textbook Teaching Literature in the Secondary School by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site

databases Instructors and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text *Teaching English Literature 16-19* Carol Atherton, Andrew Green, Gary Snapper, 2013-07-18 Teaching English Literature 16 19 is an essential new resource that is suitable for use both as an introductory guide for those new to teaching literature and also as an aid to reflection and renewal for more experienced teachers Using the central philosophy that students will learn best when actively engaged in discussion and encouraged to apply what they have learnt independently this highly practical new text contains discussion of the principles behind the teaching of literature at this level guidelines on course planning pedagogy content and subject knowledge advice on teaching literature taking into account a range of broader contexts such as literary criticism literary theory performance publishing creative writing and journalism examples of practical activities worksheets and suggestions for texts guides to available resources Aimed at English teachers teacher trainees teacher trainers and advisors this resource is packed full of new and workable ideas for teaching all English literature courses [How to Teach Literature Introductory Course](#) Elizabeth McCallum Marlow, 2019-04-01 To the Teacher The review questions and tests in this booklet are designed to be used in conjunction with How to Teach Literature Introductory Course All questions and tests are included in the teaching guide and reproduced in this booklet with answers omitted *Teaching Literature* T. Agathocleous, A. Dean, 2002-12-16 In Teaching Literature scholars explain how they think about their everyday experience in the classroom using the tools of their ongoing scholarly projects and engaging with current debates in literary studies Until recently teaching has played second fiddle to literary research as a mode of knowledge in academia leaving new teachers with nowhere to turn for advice about teaching and no forum for discussion of the difficulties and opportunities they face in the classroom **Teaching and Learning English Literature** Ellie Chambers, Marshall Gregory, 2006-03-14 It is scarcely possible to imagine a truly educated person who cannot read well Yet it is not clear how or even if courses in literature actually work How can teachers of English help students in their developmental journey toward becoming skillful readers and educated persons This is the complex question that Chambers and Gregory address in Teaching and Learning English Literature The authors consider practical matters such as course design and student assessment but do not shirk larger historical and theoretical issues In a lucid and non polemical fashion and occasionally with welcome humor Chambers and Gregory describe the what why and how of doing literature often demonstrating the techniques they advocate Veteran teachers will find the book rejuvenating a stimulus to examining purposes and methods beginning teachers may well find it indispensable Professor William Monroe University of Houston The transatlantic cooperation of Ellie Chambers and Marshall Gregory has produced an outstanding book that ought to be on the shelves of anyone involved in the teaching of English Literature as well as anyone engaged in the scholarship of teaching and learning in general or in any discipline As they say the teaching of English Literature plays a central role in human beings search for meaning although others in other

disciplines may make this claim for theirs too If so they will still learn a great deal from this book anyone looking for no more than a means of satisfying the demands of governments that look for simplistic quality measures and economic relevance let them look elsewhere This is a book for now and for all times Professor Lewis Elton Visiting Professor University of Manchester Honorary Professor University College London This is the third in the series Teaching and Learning the Humanities in Higher Education The book is for beginning and experienced teachers of literature in higher education The authors present a comprehensive overview of teaching English literature from setting teaching goals and syllabus planning through to a range of student assessment strategies and methods of course or teacher evaluation and improvement Particular attention is paid to different teaching methods from the traditional classroom to newer collaborative work distance education and uses of electronic technologies All this is set in the context of present day circumstances and agendas to help academics and those in training become more informed and better teachers of their subject The book includes how literature as a discipline is currently understood and constituted what it means to study and learn the subject what good teaching is with fewer resources for teaching larger student numbers an emphasis on user pay principles and vocationalism This is an essential text for teachers of English Literature in universities and colleges worldwide The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices *Teaching Literature* Elaine Showalter, 2002-12-30 Teaching Literature is an inspirational guidebook for all teachers of English and American literature in higher education Written by leading academic prolific author and cultural journalist Elaine Showalter Original and provocative reflections on teaching literature in higher education Encourages teachers to make their classroom practice intellectually exciting Wide ranging covers the practical theoretical and methodological aspects of teaching literature Highly practical employs real examples from real classes and careers throughout Draws on 40 years of international teaching experience *Teaching Literature in the Context of Literacy Instruction* Jocelyn A. Chadwick, John E. Grassie, 2016 Jocelyn Chadwick and John Grassie explore how the familiar literature we love can be taught in a way that not only engages students but does so within the context of literacy instruction which reflects the needs of today's students They address complex questions secondary English teachers wrangle with daily where does literature live within the Common Core's mandates How can we embrace informational texts in our literature classrooms And most importantly how can we help students recognize how canonical works are relevant to them **Teaching Literature to Adolescents** Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2020-12-28 Now in its fourth edition this popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms This new edition broadens its focus to cover important topics such as critical race theory perspectives on teaching fiction nonfiction and drama the integration of

digital literacy and teacher research for ongoing learning and professional development It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts It also addresses the need to organize literature instruction around topics and issues of interest to today's adolescents By using authentic dilemmas and contemporary issues the authors encourage preservice English teachers and their instructors to raise and explore inquiry based questions that center on the teaching of a variety of literary texts both classic and contemporary traditional and digital New to the Fourth Edition Expanded attention to digital tools multimodal learning and teaching online New examples of teaching contemporary texts Expanded discussion and illustration of formative assessment Revised response activities for incorporating young adult literature into the literature curriculum Real world examples of student work to illustrate how students respond to the suggested strategies Extended focus on infusing multicultural and diverse literature in the classroom Each chapter is organized around specific questions that preservice teachers consistently raise as they prepare to become English language arts teachers The authors model critical inquiry throughout the text by offering authentic case narratives that raise important considerations of both theory and practice A companion website a favorite of English education instructors <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

A Case for Teaching Literature in the Secondary School Janet Alsup, 2015-04-17 Taking a close look at the forces that affect English education in schools at the ways literature cognitive science the privileging of the STEM disciplines and current educational policies are connected this timely book counters with a strong argument for the importance of continuing to teach literature in middle and secondary classrooms The case is made through critical examination of the ongoing culture wars between the humanities and the sciences recent research in cognitive literary studies demonstrating the power of narrative reading and an analysis of educational trends that have marginalized literature teaching in the U S including standards based and scripted curricula The book is distinctive in presenting both a synthesis of arguments for literary study in the middle and high school and sample lesson plans from practicing teachers exemplifying how literature can positively influence adolescents intellectual emotional and social selves

On Teaching Literature Jane Stouder Hawley, 1967 *Talks on Teaching Literature* Arlo Bates, 2023-10-12 *Talks on Teaching Literature* by Arlo Bates is an insightful exploration of the art of teaching literature Drawing on his extensive experience as an educator and literary critic Bates shares valuable perspectives on how to engage students with the world of literature This book is a treasure trove of practical advice for teachers and educators seeking to inspire a love for reading and literary analysis in their students Bates passion for literature shines through in every chapter making this work an essential resource for anyone involved in teaching or studying the written word

Literature and Language Teaching Gillian Lazar, 1993-01-28 *Literature and Language Teaching* is for teachers and trainers who want to incorporate literature into the language classroom The book can be used as a resource by trainers working with groups of teachers by teacher development

groups or by teachers working on their own Literature and Language Teaching contains tasks and activities which encourage reflection on some of the issues and debates involved in using literature in the language classroom explore different approaches to using literature with teenage and adult learners at all levels suggest criteria for selecting and evaluating materials for classroom use identify some of the distinctive features of novels short stories poems and plays so that these can be successfully exploited in the classroom provide a wide range of practical ideas and activities for developing materials which teachers can use with their own learners encourage the observation and assessment of lessons using literacy texts draw on literary texts in English by a variety of authors from all over the world Each section of the book is designed to be self contained so that users of the book can select what is most relevant to their purpose A key to the tasks and activities is provided as well as guidelines for teacher trainers which suggest different ways of using the activities in the book as part of a training programme

Teaching Literature Edwin Almiron Greenlaw, Dudley Howe Miles, 1926 Teaching Literature is a statement of the program embodied in the Literature and Life Series and a body of suggestions as to how the program may be more fully realized Teaching Literature as Reflective Practice Kathleen Blake Yancey, 2004 Teaching Literature as Reflective Practice speaks to all those teachers who teach the general education literature course that their students must take to complete a general education or core curriculum requirement These students the 95 percent who are not English majors are the students we hope will become active and reflective members of a reading public Given this goal Kathleen Blake Yancey outlines a course located in reflective practice and connected to readings in the world The course invites students to theorize about their own reading practices about how literature is made and about texts and their relationships to culture more generally Such a course also encourages students to think about what places and occasions in the world are poetic about the role of not understanding in coming to understand literature and about technological forms of literacy such as multimedia pop ups that link associatively to multiple contexts In addition to cogent reflections on the realities of lived delivered and experienced curricula Yancey defines illustrates and analyzes two kinds of literature portfolio print and electronic and shows how each fosters a particular kind of learning and leads to specific assessment practices

The Literature Workshop Sheridan D. Blau, 2003 In this groundbreaking book Sheridan Blau introduces the literature workshop as the most effective approach to solving many of the classic instructional problems that perplex beginning and veteran teachers of literature Through lively recreations of actual workshops that he regularly conducts for students and teachers Blau invites his readers to become active participants in workshops on such topics as helping students read more difficult texts than they think they can read where interpretations come from the problem of background knowledge in teaching classic texts how to deal with competing and contradictory interpretations what's worth saying about a literary text balancing respect for readers with respect for texts and intellectual authority ensuring that literary discussions are lively and productive how to develop valuable and engaging writing assignments Each workshop includes reflections on what transpired and a discussion of the

workshop s rationale and outcomes in the larger context of an original and practice based theory of literary competence and instruction

On Teaching Literature Edward B. Jenkinson, Jane Stouder Hawley, 1970

Teaching Literature Using Dialogic Literary Argumentation Matt Seymour, Theresa Thanos, George E. Newell, David Bloome, 2020-04-23

Introducing a new framework for teaching and learning literature in secondary schools this book presents Dialogic Literary Argumentation as an inquiry based approach to engage students in communicating and exploring ideas about literature As a process of discovery Dialogic Literary Argumentation facilitates conversation arguing to learn as a method to support students diverse perspectives and engagement with one another in order to develop individual and collective understandings of literature and their place in the world Covering both the theoretical foundation and application of this method this book demonstrates how to apply Dialogic Literary Argumentation to teach literature in a way that foregrounds dialogue learning through inquiry diverse views listening to others and engagement with our communities Ideal for preservice teachers in literacy methods courses and practicing teachers it features real world cases discussions of the principles presented resource lists and conversation starters for professional learning communities professional development and teacher education

Teaching Literature in High School Thomas M. McCann, John V. Knapp, 2021-12-15

In looking for an approach to teaching literature in high school teachers largely fall back on the methods that they had experienced as students These practices often involve a teacher assigning a complex work of literature and then assessing students reading through in class recitations or quizzes Teachers typically dominate the discourse and sometimes take charge of the task by reading aloud whole swathes of texts to their students We know from our own experience as teachers supervisors of teachers and student teachers and researchers in the field that students are often bored with these approaches and teachers are frequently frustrated with learners unenthusiastic responses to the teachers favorite works of literature There has to be a better way This book offers approaches to engage students in productive procedures for reading complex texts and provides sample activities to allow learners to practice those procedures

Teaching Literature in the Real World Patrick Collier, 2021-07-01

Offering guidance and inspiration to English literature instructors this book faces the challenges of real life teaching and the contemporary higher education classroom head on Whether you re teaching in a community college a state school a liberal arts college or an Ivy League institution this book offers valuable advice and insights which will help you to motivate incentivize and inspire your students Addressing questions such as how do you articulate the value of literary education to students and administrators and parents how can a class session with a fatigued and underprepared group of students be made productive and how do you incentivize overscheduled students to read energetically in preparation for class this book answers these universal quandaries and more providing a usable philosophy of the value of literary education articulating a set of learning goals for students of literature and offering plenty of practical advice on pedagogical strategies day to day coping and more In its sum Teaching Literature in the Real World constitutes an experience based philosophy of teaching literature that is

practical and realistic oriented towards helping students develop intellectual skills and committed to pedagogy built on explicit detailed and observable learning objectives

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