I. CATALOG DESCRIPTION AND CREDIT HOURS OF COURSE:
Teaching practicum: Mentored experience in teaching undergraduate literature; experience includes techniques for writing, presenting, facilitating discussion, and finding employment. Three hours.

II. PREREQUISITES:
Graduate standing and permission of the mentoring instructor; six hours in literature courses at the 500-600 level beyond the core requirements for the MA in literature; independent studies and thesis hours will not fill this requirement.

III. PURPOSES OR OBJECTIVES OF THE COURSE:
A. Develop the student’s skills to observe, explore, and apply the teaching of literature with the guidance of a graduate faculty member. Content will vary with the instructor. The mentoring instructor will provide comments on the student’s performance and discuss improvement with the student at a mutually convenient time outside of the regular class hours.
B. Develop the student’s skills in presentation. In particular, the student will develop a plan and rationale for presenting information, and will incorporate innovation in its delivery.
C. Develop student’s skills in facilitating discussion. Student will present a plan to initiate and maintain discussion, and will incorporate this work in a discussion session.
D. Enhance the student’s range of presentation techniques by requiring a teaching journal and by requiring attendance of all of the classes in the designated internship.
E. Enhance student range of presentation techniques through the student’s engagement with literary research.
F. Provide the student with experience in analyzing and evaluating student and professional writing.
G. Initiate the student in negotiating the activities of the profession, including job application strategies.

IV. EXPECTATIONS OF STUDENTS:
A. Read all assigned material in the course.
B. Maintain a teaching journal which comments on presentation techniques, as well as on the issues raised in the readings and the class sessions. From this journal, compile a body of presentation techniques encountered throughout the term.
C. Research four content areas designated in the syllabus and write a summary of the findings.
D. Develop from the researched areas four fully-developed class presentations and teach two of them, one focused on presented material, one focused on facilitating discussion.
E. Evaluate a set of student writing and select four that represent an A-D/F range. Student will record comments and will then discuss the evaluations with the instructor.
F. Research three book reviews in designated area of the internship and summarize each.
G. Read one current book in the designated area and write a book review on this selected book.
H. Write a two-page analysis of how one would approach teaching this course; analysis should be written as if it were part of a job application.
I. Write a two-page statement of a teaching philosophy; statement should be written as if it were part of a job application.
J. Research conference opportunities in the area being taught and select an applicable conference.
K. Read assigned text and incorporate teaching strategies, whenever possible.

V. COURSE CONTENT:
The student is required to attend all classes; thus, there are 45 hours of in-class time. Since LI 615 is a teaching practicum, the subject content being taught will vary depending on the instructor with whom the student is working. Below is an example of the course content for Mythic Dimensions in Literature (LI 222), in which a student might do a teaching practicum in literature.

| Introduction                              | 1 |
| Analysis of archetypal images             | 9 |
| Analysis of archetypal narrative          | 15|
| Interpreting mythic structure & identifying mythic analogues in contemporary fiction and film | 9 |
| Research strategies                       | 2 |
| Writing strategies                        | 3 |
| In-class exams                            | 3 |
| Oral presentations                        | 3 |

VI. TEXTBOOK(S) AND/OR REQUIRED MATERIALS OR EQUIPMENT

*Recommended:*

VII. BASIS FOR STUDENT EVALUATION: The following elements will be evaluated by the mentoring instructor throughout the semester:

| Participation in class activities, including the evaluation of student writing | 10% |
| Teaching Journal                                                              | 20% |
| Four researched content areas crafted as teaching presentations               | 20% |
| Implementation of two of these presentations                                  | 30% |
| Summary and response to three book reviews                                    | 5%  |
| Book review                                                                   | 5%  |
| Course proposal                                                               | 5%  |
| Pedagogy statement                                                            | 5%  |
VIII. GRADING SCALE:
90-100 A  
80-90  B  
70-80  C  
below 70  F  

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. ADHERENCE TO THE UNIVERSITY’S PLAGIARISM AND ACADEMIC HONESTY POLICY
Students will be expected to abide by the Plagiarism and Academic Honesty Policy of the university which can be found at 
http://library.semo.edu/learn/academic_honesty_brochure.html

X. Student with Disabilities Statements:
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.