

# Module Two: Creating a Web Page of Literature Websites

## Course

English 360: Methods of Teaching Literature 6-12 (3 credit hours)

*Prerequisites: Admission to the College of Education*

Approaches to teaching literature through reading, writing, and nonprint media. Stresses practical development of teaching material.

## Description

In this module, students will search and evaluate Internet sites useful to students of literature in high school (while this activity is an element of Module 1, it could also stand alone).

## Transferability

This assignment would be useful in any introductory course in which students are learning to use discipline-specific knowledge and resources. A geography student, for example, even if she did not intend to become a teacher, would benefit by creating an Internet resource page for high school students. Tutoring research and literature tells us that the students who gain the most, intellectually, in the tutoring relationship are the tutors—certainly, this dynamic would be at play in this module. Such resources generated as a classroom assignment could then find real-world use and an audience by being offered to a partner high school or middle school.

## Faculty Technology Skills

- The ability to direct students' Internet research
- Basic knowledge of *Netscape Composer*

## Student Technology Skills

Basic knowledge of Internet search engines and *Netscape Composer*

## Faculty Equipment

Internet access

## Student Equipment

- Internet access
- Disk for saving html document

## Improvement on Teaching and Learning

Web page creation and design allow for many learning styles, and this activity can be particularly characterized as hands-on. This module also requires the student to be a critical consumer of Internet resources. It also places the student in the role of the teacher, supporting the student's knowledge of Internet research within the discipline as well as enhancing the student's identity as an emergent professional. This is an authentic activity, providing motivation because of its intrinsically real world nature—a “make and take” activity that students will be able to use as first-year teachers, thus alleviating some of the burden placed on the beginning teacher.

## Nontechnology Comparison

This is an inquiry activity requiring technology.

## **Pertinent Issues**

- School/university disclaimers or other institutional requirements
- Appropriateness and professionalism of material posted
- Discussion of how to teach students to use research sites and issues of plagiarism

## **How to Use This Module in the Classroom**

Assignment: You are to select ten websites for students in high school literature classes. You may choose to focus on one hypothetical class (e.g., American Literature), an actual class (see CPS Structured Curriculum Handbook at [http://intranet.cps.k12.il.us/Lessons/StructuredCurriculumTOC/SCLanguage\\_Arts/Grade\\_10\\_Language\\_Arts\\_Semeste/SCLA10G1/scla10g1.html](http://intranet.cps.k12.il.us/Lessons/StructuredCurriculumTOC/SCLanguage_Arts/Grade_10_Language_Arts_Semeste/SCLA10G1/scla10g1.html) for Semester One of American Literature). You may also wish to compose a more comprehensive list of sites.

A good place to begin looking is the literature site at Blue Web'n at [http://www.kn.pacbell.com/cgi-bin/listApps.pl?English&\(Literature\)](http://www.kn.pacbell.com/cgi-bin/listApps.pl?English&(Literature)). While these sites are annotated, you will need to write *original* annotations if you choose to include any of these sites with high school students as your audience.

Your final assignment will include two products:

1. Post these sites and annotations on your web page.
2. Write a two-page reflective introductory narrative about what have you learned in choosing these sites, and turn in a hard copy of the web page with the sites and annotations to me. Your narrative should include information about your purposes and audience for this list of sites, the evaluation criteria you used in selecting sites, and specific ideas about how you would have students use these sites.

## **Assessment**

1. Ten working links with original, clear and edited annotations (ten points) presented on a well-designed web page (attractive, engaging) (5 points)
2. A well-written, edited narrative addressing the points above (10 points)

While it would be ideal for a teacher to have a PC projected onto a large screen for this activity, it is possible to present this material with an ancillary handout of useful sites to use in initial research.

Collaboration may be incorporated by having students complete this activity in teams or committees; tasks could be assigned (e.g., one group could take 9th grade literature while another takes 12th grade, or teams/committees could focus on individual authors, literary periods, or genres).