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Teaching Research on Course Related Activities in First-Year English Literature

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TEACHING RESEARCH ON COURSE RELATED ACTIVITIES IN FIRST-YEAR ENGLISH LITERATURE

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RESEARCH QUESTIONS

- ◆ What is the impact of a course designed to promote student engagement using course related activities?
- ◆ What is the effect of such a course design on the frequency of student engagement in those activities?
- ◆ What is the effect of such a course design, and subsequent engagement, on changes in students' attitudes towards, and interest in, English literary studies?

Course design refers to how the course readings and assignments are assigned and discussed. *Course related activities* refers to voluntary activities that supplement the course readings and assignments. For the purposes of this study, *web-based resources* are also considered to be course related activities because they are non-mandatory and access to them occurs outside of class time.

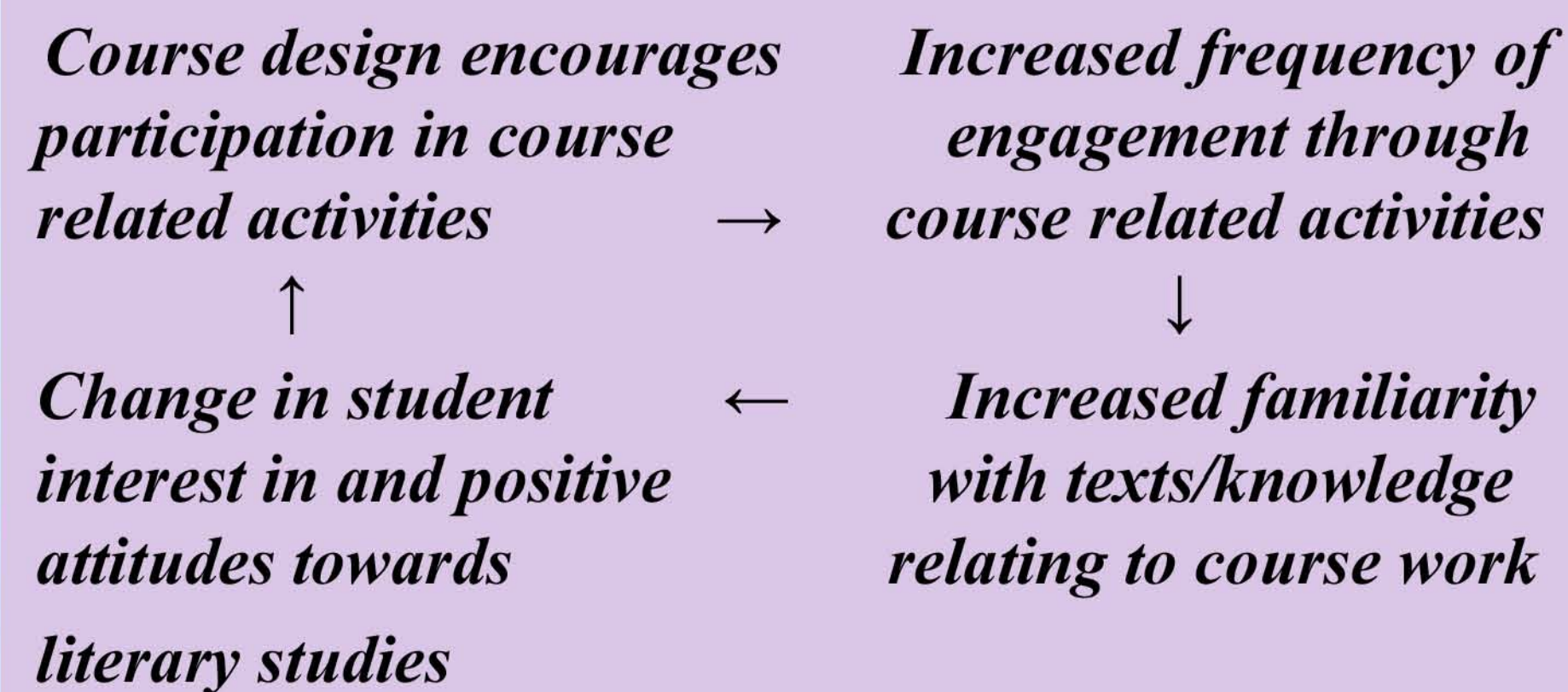
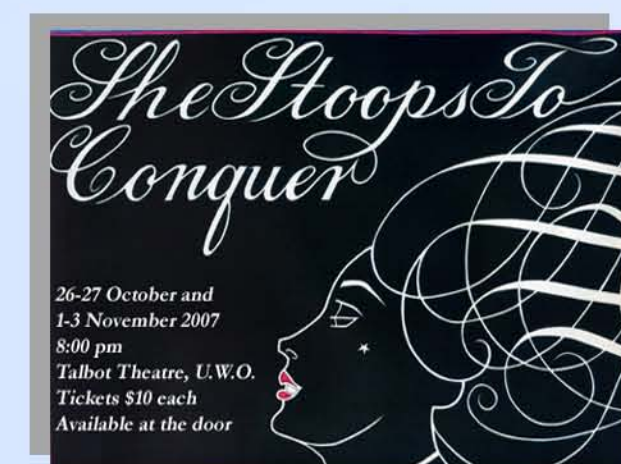


Fig. 1: Course design cycle that predicts increases student interest in English courses that emphasize course related activities

RESEARCH STUDY

Two 2007-8 ENGL 020E sections were designed to promote on-campus activities and web-based resources that are directly course related. At the end the Fall term, students completed an online survey in which they self-reported attitudes changes towards literary studies resulting from engagement in course related activities. Survey results that reveal some relation between course related activities and increased positive student attitudes towards literary studies (Fig. 1) may suggest the benefits of integrating course related and IT-based learning experiences into introductory English course design and the value of future research in this area.

MARK MCDAYTER'S ENGL 020E COURSE SYLLABUS



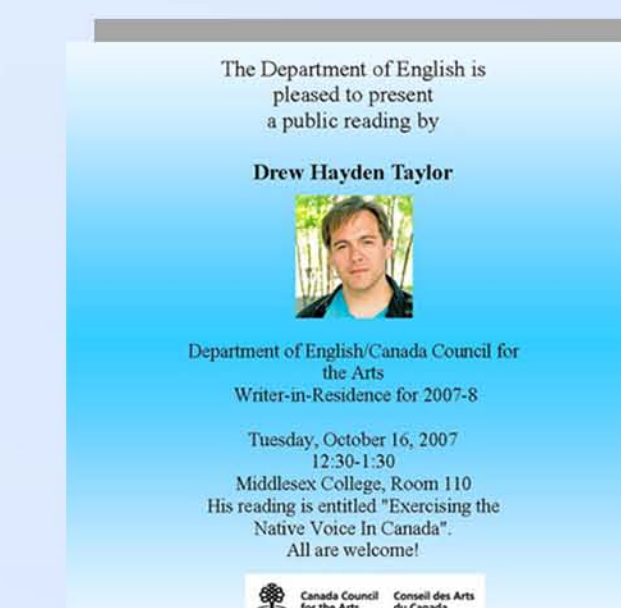
THEATRE PERFORMANCE



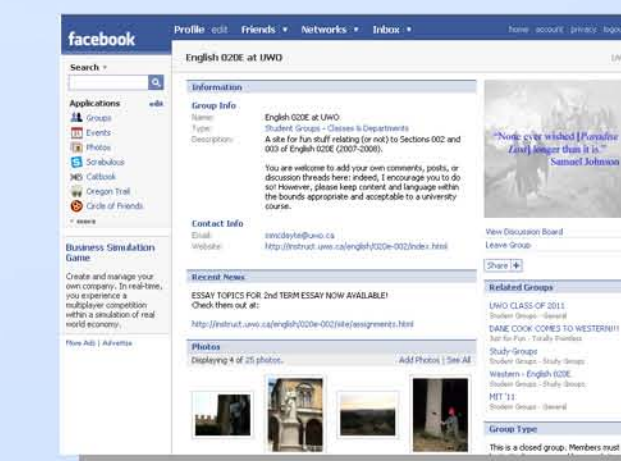
WEB RESOURCES

Class	Time	Room
Lecture	Tues 7:00-9:00	UC 85
Tutorial 05E	Tues 9:00-10:00	UC 227
Tutorial 05F	Tues 9:00-10:00	UC 258

Day	Date	Topic
Tuesday	11 September, 2007	Introduction to Course
Tuesday	18 September, 2007	Some Ways to Read Poetry: Philip Larkin, "This Be the Verse" (Collin); John Donne, "The Flea" (Longman 1: 810)
Tuesday	25 September, 2007	Some Ways to Read (or Not to Read) Prose: James Joyce, "The Dead" (Longman 2: 1138)
Tuesday	2 October, 2007	Swift, "A Modest Proposal" (Longman 1: 1231)
Tuesday	9 October, 2007	The Uses of Literature: St Philip Sidney, "The Apology for Poetry" (Longman 1: 294); Samuel Johnson, "The Rambler 4" (On Fiction) (Longman 1: 158)
Tuesday	16 October, 2007	Samuel Taylor Coleridge, "The Ancient Mariner" (Longman 2: 325); Auden, "Musee des Beaux Arts" (Longman 2: 1355)
Tuesday	23 October, 2007	Drew Hayden Taylor, "Pavle Observations of A Blue-eyed Cowboy"
Tuesday	30 October, 2007	Melville, "The Apprenticeship of Duddy Kravitz"
Tuesday	6 November, 2007	Goldsmith, "She Stoops to Conquer" (act 4)
Tuesday	13 November, 2007	Review for Term Test



AUTHOR MEET/READING



FACEBOOK GROUP

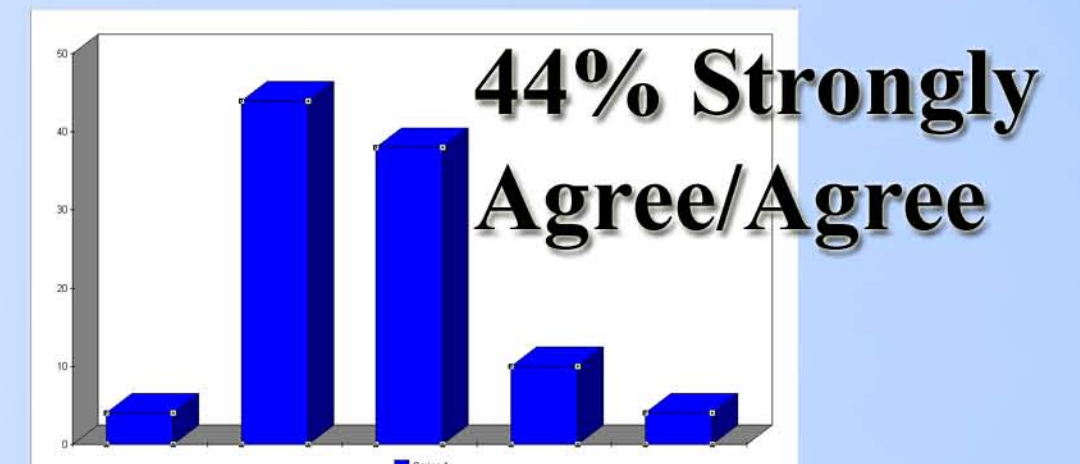
PRELIMINARY FINDINGS*

- ◆ Online Survey, 27 Likert Scale Qs, 24% resp.rate (53/212)

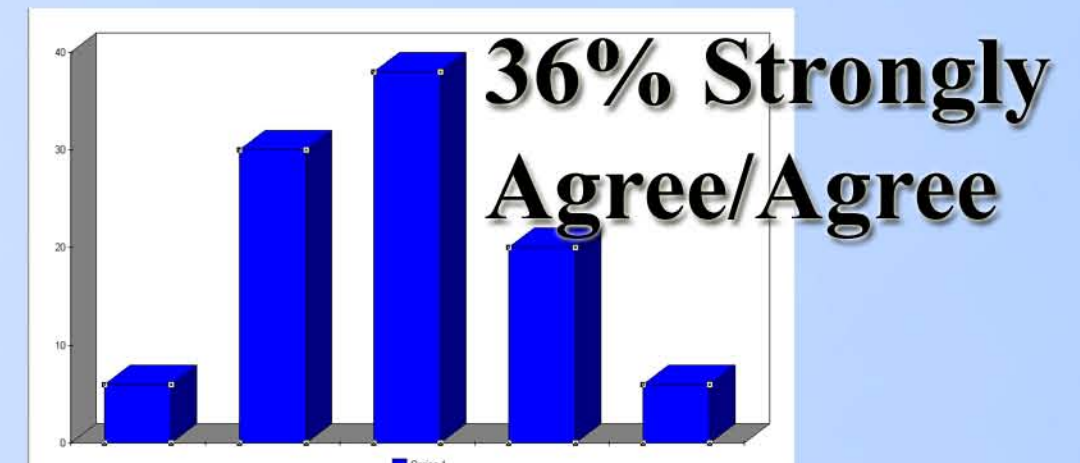
Q21. In the future I am likely to participate in voluntary activities that are directly related to my courses.



Q22. Overall, I would recommend ENGL 020E to others students because it encourages participation in course related activities:



Q23. Overall, I am more interested in studying literature now than when I started ENGL 020E as a result of the course related activities:



Q27. I am interested in taking another English literature course that promotes the following course related activities:

Author Meet/Reading	80%	Facebook Group	42%
Film Screening	78%	Poetry Reading	42%
Class Field Trip	70%	None - I would not take another English course	8%
Theatre Performance	68%	Web-CT	60%
Web-CT	60%	None - I prefer in-class learning only	0%
Web Resources	58%		

* Complete research findings will be presented at Western's April 2008 Teaching Research conference.

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