Fall 2023

Fall 8-15-2023

ENG 4801-600 Integrating the English Language Arts

Melissa Ames
Eastern Illinois University

Instructor: Dr. Melissa Ames
Office: 3821 Coleman Hall
Office Hours: Group or One-on-One Weekly/Biweekly Video Meetings will be established based on candidates availability during fall course, additional meetings scheduled while candidate is in the field based on their availability and needs
Email: mames@eiu.edu

Catalogue Description: Strategies for integrating the English language arts, including literature, composition, speech, drama, and works in other media such as film. Attention to pedagogical theory and its practical applications. Includes five hours of on-site pre-clinical experience. This three-credit course is classified as writing intensive.

Course Description: This course centers on connecting pedagogical theory and its practical applications for integrating the English language arts, including reading, writing, speaking, listening, critical thinking, and media analysis. Future teachers will have the opportunity to learn how to integrate a variety of methods grounded in theories in the teaching of English language arts, as well as strategies for teaching non-traditional texts from popular culture. Adapting written and oral communication to audience and situation; recognizing components of effective oral and written communication; and integrating technology and media into the language arts classroom will be key elements of this course. Course work will include: pedagogical research, lesson plans, unit design, authentic assessments, and various presentations.

Course Objectives: Aligned with the NCTE, Common Core, and Illinois Professional Teaching Standards, after the completion of this course, students will be able to:

1. Design instructional material for teaching oral, written, visual, and media literacy that showcases an ability to vary approaches, accommodate different learning styles, and adapt to the needs of diverse learners.
2. Develop activities and assessments that promote critical thinking, problem solving, application of skills, and the effective use of technology,
3. Recognize the issues surrounding the "canon" and what they imply about the secondary Language Arts curriculum,
4. Craft a variety of assessments to evaluate and modify the teaching/learning process across the various strands of English Language Arts,
5. Be aware of and able to implement a variety of culturally diverse literature and media selections in the secondary classroom,
6. Design multi-genre/multi-media units and cross-curricular lessons that reflect the hybrid nature of Language Arts,
7. Understand and engage with pedagogical debates concerning best practices for 21st century learners.
8. Produce research-based arguments that demonstrate professional writing, ethical use of source material, and the ability to analyze/collect data.
9. Participate in presentations, showcasing effective communication skills, audience awareness, and the ability to provide useful feedback as an active listener.
10. Understand the additional roles that Language Arts teachers often fulfill within schools (e.g. as sponsors of school newspapers, literary magazines, and yearbooks).

Required Texts and Materials:
Applebee, Arthur N., and Judith Langer. *Writing Instruction that Works: Proven Methods for High School and Middle School Classrooms.* Teachers College Press, 2011.
Beers, Kylene and Probst, Robert. *Notice and Note: Strategies for Close Reading*. Heinemann, 2012.
Forget, Mark. *MAX Teaching with Reading & Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring Literacy Skills*. Trafford, 2004.
Hillocks, George. *Teaching Argument Writing, Grades 6-12.* Heinemann, 2011.
Hicks, Troy. *Crafting Digital Writing*: Composing Texts across Media and Genre. Heinemann, 2013.
Kirby, Dan, et al. *Inside Out: Strategies for Teaching Writing*. 4th. Heinemann, 2012.
Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools.* 4th ed. Pearson, 2005.
Romano, Tom. *Fearless Writing: Multigenre to Motivate and Inspire*. Heinemann, 2013.
Servallo, Jennifer. The Reading Strategies Book. Heinemann, 2015.
Smagorinsky, Peter. *Teaching English by Design.* Heinemann, 2008.
     Portland: Stenhouse Publishers, 2003.
Styslinger, Mary. *Workshopping the Cannon.* NCTE, 2017.
*Additional Readings Available through Course Management System (D2L)

Course Requirements: Candidates must complete all major assignments to be eligible to pass the class. Grades will be based on a point system that factors in all scores earned on major writing assignments/projects, minor assignments/practice activities, and overall participation. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses. In accordance with NCATE content-area guidelines, five clinical experience hours, in addition to any required College of Education hours, are required for course completion. These five hours cannot be spent observing any cooperating teacher the candidate is placed with but instead should be in other classrooms (e.g. observing other colleagues in the department during available prep hours). Note that College of Education Live Text requirements will apply to certain required course assignments. If you have not purchased a Lite Text account through the College of Education please reach to the director of the Accelerated Post-Baccalaureate Program for information on fulfilling this requirement.

Major Assignments/Projects (1000pts):
Creating and Preparing for a Writing Assignment (100pts) – a set of instructional tools that showcases how students will be led through the writing process and toward a final assessment. (5-6pgs, 1250-1500 words)
Evaluating Student Writing Assignment (100pts) – an applied activity including the assessment of a set of student writing and reflection over evaluating best practices. (2-4pgs, 500-1000 words)
Multimodal Writing Assignment (100pts) – crafting a multimodal writing assignment and example for students to use as a model. (approximately 2000 words).
Grammar/Language Mini-Lessons (50pts) - instructional learning segments that demonstrates the ability to model and assess key grammar/language skills. (2-4pgs, 500-1000 words)
Linking Texts Lesson Plan (50pts) – a lesson that demonstrates the ability to develop text-to-text connections and further skill development by studying works from different genres. (2-4pgs, 500-1000 words)
Close Reading Mini-Lesson (100pts) – the delivery of and reflection on the delivery of
Speaking/Listening/Presenting Mini-Lesson (50pts) – instructional learning segments that demonstrates the ability to model and assess a key speaking/listening/presenting skill. (2-4pgs, 500-1000 words)
Authentic Assessment Cooperative Learning Project (50pts) – an applied cooperative learning assignment that could serve as an assessment at the closure of a unit, includes accountability measures for group contribution/assessment. Possible choices include (but are not limited to): multi-genre research paper,

thematic project, presentation/speech/skit, artistic/creative literary response/interpretation, audio/video/digital project. (2-4pgs, 500-1000 words)

Unit Plan (200pts) –a research-based conceptual unit plan demonstrating awareness of integrating the Language Arts informed by class readings, discussion, personal experience, and additional scholarly research. This unit plan should reflect knowledge of contemporary practices of teaching literature, composition, media literacy, and technology skill. (Note: this will also be turned in through Live Text as a required component of the course). (15-25pgs, 3750-6250 words)

Social Justice Lesson Plan (100pts) –a lesson plan that engages students with a topic/theme or educational aim related to social justice/equality. (4-5pg, 1000-1250 words)

Pedagogy Reflection Essay (50pts) – reflective essay that integrates pedagogical research, course materials, colleague observations, and residency experience to discuss best practices for teaching ELA.

Comprehensive Teaching Philosophy & Resume (50pts) – initial early-career job search documents will be crafted. The teaching philosophy will reflect on the candidate's pedagogical beliefs and practices in terms of teaching across all of the core ELA strands: reading, writing, speaking, listening, and media literacy. (4-5pg, 1000-1250 words)

Minor Assignments/Activities/Reflection (350pts):

Instructional Planning/Professional Reflections – includes a range of activities from goal setting, skill scaffolding, text selection, and the development of instructional tools/activities.

Pedagogical Engagements/Response Pieces – includes submission of short formal or informal written responses to the required reading, the media critiques, and module resources.

Participation/Collaboration (150pts):

Participation – regular, on-time engagement with module resources and participation in class activity and peer dialogue (e.g. discussion board activity, sharing material), as well as scheduled one-on-one instructor meetings. While the instructor will assess this category independently as well (based on records & observations), please note that D2L provides a detailed report on student activity that includes engagement and time spent with class resources and on course management site, number of posts and responses made to discussion board threads, and whether/when activities, reading, resources, and feedback are accessed. Summer work will be considered when calculating this grade. This category may also be influenced by the dispositions evaluations completed by your cooperating teacher(s).

Peer Feedback/Resource Sharing – sharing and reflecting on instructional resources, planning ideas, and other professional inquiries as a member of a supportive professional learning community.

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

Major Assignments/Projects:	1000pts
Minor Activities/Reflection:	350 pts
Participation/Collaboration:	150 pts
Total Points Possible:	1500pts

A	= 90%-100%	D	= 60%-69%
B	= 80%-89%	F	= 0% -59%
C	= 70%-79%		

Instructor Class Policies:

Submitted Assignments: All documents should be submitted on time and must have a professional appearance. Every assignment should be submitted to the appropriate D2L Dropbox Folder (unless otherwise noted) and formatted according to MLA guidelines and standards when applicable. (If you are unfamiliar with MLA 2016 guidelines please utilize Purdue's Online Writing Lab at:

http://owl.english.purdue.edu). For your own protection, keep back-up electronic copies of all completed work saved in the cloud.

Assignment Due Dates: Assignments are due by the end of the module they are listed under (unless otherwise noted). Late assignments may receive a score of zero and late submission may not be possible. An extension may be granted if requested prior to the deadline.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance. Candidates are encouraged to reach out prior to a deadline to request an extension.

Plagiarism: In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism – the appropriation or imitation of the language, ideas, and/or thoughts of another author represented as one's original work – has the right and responsibility to impose upon the guilty student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office." Candidates are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards and to the College of Education.

Instructor Access and Response Time: One-on-one video meetings will be held weekly or bi-weekly as established based on candidate's need and availability. These virtual "office hours" are intended for support and mentorship and candidates are encouraged at these meetings to discuss anything about their field placement, professional development, their coursework, etc. Communication via D2L email is also welcome. Although I have a reputation for being a super speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends, and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to provide feedback within 24-72 hours]. I will always send an email and possibly post a News Bulletin Update in the event of any emergency that might impact the course schedule.

English 4801: Integrating the Language Arts
Accelerated Post-Baccalaureate Combined ELA Methods Course Modules

Unit I is Summer Work Required in Order to be Granted Approval to Begin Fall Residency (Complete by 7/22/23)

Note: The material assigned in Unit I contains foundational pedagogical foundations for teaching reading, literature, and writing, as well as a review of core instructional planning (e.g. backwards design). The skills practiced and reviewed here are ones that preservice English Language Arts teachers should have before serving in an internship (as a student teacher or as teacher of record). See specific deadlines below. **The successful completion of this module work is required to receive a passing grade in SED 3300 and continue into the residency placement.** Any candidate who has not completed Unit I modules by the stated deadline will receive an incomplete in SED 3300 and their status in the program will be reevaluated.

Unit I: Instructional Design, Teaching Resources, & the Modern-Day ELA Student

Module 1: ELA Pre-Self-Assessment & Goal Setting
[complete by 7/1/23]

- **Read** Assigned Chapters:
  - *Not So Common Core Learner* (Ch 1 & 7, D2L)
  - *Common Core Curriculum Maps* (D2L)
- **Review** all of the following:
  - Instructor Introductory Video
  - Course Syllabus
  - Structure of Course Management System
- **Post** the following:
  - Student Introduction (to Discussion Board Thread)
  - Response to *Not So Common Core Learner*
  - Response to the *Common Core Curriculum Maps*
- **Complete**
  - CCSS Pre-Course Reflection Activity (to D2L Dropbox Folder)

Module 2: Best Practices for Instructional Design that Incorporate all ELA Strands
[complete by 7/1/23]

- **Read** Assigned Chapters:
  - *Teaching English in Secondary,* Maxwell & Meiser, Ch 1, 2, 10, 11
  - *Teaching English by Design*, Smagorinsky, Ch 1, 3, 7, 10, 11
  - *Do They Really Know? Assessment that Informs,* (Ch 1-7, D2L)
- **Review** all of the following:
  - Backwards Planning & Assessment (D2L Submodule)
  - Sample Course Designs
  - Sample Unit Plans
  - Unit Plan Assignment Sheet
  - Unit Plan Combined Scoring Rubrics
  - Common Core Alignment Sheet
  - Sample Lesson Plans
- **Post** the following:

- o   Spotting the Scaffolding in Sample Course/Unit/Lesson Plans (Discussion Board)
- **Complete**
  - o   Reflection on Instructional Design Growth (D2L Dropbox Folder)
  - o   Scaffolding Instruction for All the ELA Strands (to D2L Folder)

Module 3: Preparing to Teach Reading & Writing in the English Classroom
[complete by 7/1/23]

- **Read** Assigned Chapters:
  - o   *Writing Instruction that Works,* Applebee & Langer, Ch 2-3
  - o   *Write Like This* (Ch 1, D2L)
  - o   *Readacide* (Ch 1-3, D2L)
  - o   *Notice & Note,* Beers & Probst, Part I
- **Review** all of the following:
  - o   Resources for Text Selection: Novel List, We Need Diverse Books, YALSA, CCSS Exemplar Lists
- **Post** the following:
  - o   Teaching Writing to Today's Learners (Discussion Board Thread)
  - o   Teaching Reading to Today's Learners (Discussion Board Thread)

Module 4: Selecting Texts & Building a Classroom Library
[complete by 7/22/23]

- **Read** Assigned Chapters:
  - o   *Adolescent Literacy* (Ch 6 & 18, D2L)
  - o   *The Reading/Writing Connection* (Ch 8, D2L)
  - o   *Making the Journey* (Ch 5, D2L)
  - o   *Reading Reasons* (Appendix, D2L)
  - o   *Readicide* (Appendix, D2L)
  - o   Optional Readings on Gender Differences/Debates (D2L)
- **Review** all of the following:
  - o   Selecting Informational/Cross-Curricular Texts PowerPoint
  - o   Source Scavenger Hunt Resource Sheet
  - o   Submodule on teaching Numeracy Skills
- **Post** the following:
  - o   Informational Text Greatest Finds (Discussion Board Thread)
- **Complete**
  - o   Source Scavenger Hunt (D2L Dropbox Folder)

Module 5: Collaborative Pedagogy, Cross-Curricular Instruction & Authentic Assessment
[complete by 7/22/23]

- **Read** Assigned Chapters:
  - o   *Collaborative Literacy in Action* (excerpts, D2L)
  - o   *Adolescent Literacy* (Ch 17, D2L)
- **Review** all of the following:
  - o   Authentic Assessment Resources & Assignments (link provided)
  - o   Sample Cooperative Learning Assignment Sheets
- **Post** the following:

- o Ideas for Authentic Assessments & Cross-Curricular Instruction (Discussion Board Thread)
- **Complete**
  - o Authentic Assessment Group Project with Scoring Rubric (D2L Dropbox Folder)

Module 6: Multiple Intelligences, Multiple Literacies, & the 21st Century Learner
[complete by 7/22/23]

- **Read** Assigned Chapters:
  - o *Reading/Writing Connection* (Ch 5, D2L)
  - o Select Readings Debating Impact of Technology on Teenagers
- **Review** all of the following:
  - o 21st Century Learning Skills
  - o Best Practices for Teaching and Reaching 21st Century Students
  - o Resources for Multiple Literacies
  - o Teaching Toward Different Learning Styles & Literacies
- **Complete**
  - o Teaching Toward Different Learning Styles & Literacies (D2L Dropbox Folder)

[Recommendation: complete Module 24: Incorporating a Variety of Genres into Course Designs during final month of summer, by 8/20/23, while preparing for residency placement]

---**End of Summer Work**---

Units II-V are to be Completed During the Fall Semester (by 12/8/23)

Note: The material assigned in the modules below cover a range of English Language Arts educational topics. To the extent possible, candidates are encouraged to adapt the exercises, activities, and assignments to align with their Fall or Spring instructional duties. The assigned work is mapped out in a weekly schedule, however candidates are welcome to work ahead when time allows as they juggle their coursework and classroom responsibilities. If candidates work ahead they are still responsible for any engagement with peers (i.e. responding to and reading discussion board posts and sharing resources). **There are two assignments that require actual classroom application/resources** (the Evaluating Student Writing Simulation which will find candidates working with their own students' writing and a Close Reading Mini-Lesson which they will record while delivering to their class) that have more flexible deadlines. **Review the end of semester assessments. These are items that should be developed over the course of the semester** and include: the major course assessment (unit plan), the pedagogy reflection essay (which requires five hours of observation of a classroom instructor other than the candidate's cooperating teacher), a comprehensive teaching philosophy and resume, as well as an end of semester evaluation that will be completed by the candidate's cooperating teacher.

Unit II: Teaching Composition Skills

Week One

<u>Module 7: Writing to Learn: Annotating Texts / Writing for Close Reading / Journaling</u>

- **Read** Assigned Chapters:
  - *Write Like This* (Ch 2-7, D2L)
  - *Teaching English in Secondary,* Maxwell & Meiser, Ch 6 & 8
  - *Inside Out*, Kirby et al., Ch 4
  - *Written Conversations,* (Ch 1 & 3, D2L)
- **Review** all of the following:
  - Writing to Learn Activity/Assignment Sheets
- **Post** the following:
  - Writing-to-Learn Strategies (Discussion Board Thread)
- **Complete** the following:
  - Checklist on End of Course Assessment (requires reviewing Module 23 material)

Week Two

<u>Module 8: Developing Voice as a Writer</u>

- **Read** Assigned Chapters:
  - *Inside Out*, Kirby et al., Ch 5
- **Review** all of the following:
  - Pre-Writing Strategies & Graphic Organizers
- **Post** the following:
  - Thoughts on Pre-Writing & Graphic Organizers (Discussion Board Thread)
- **Complete**
  - Imitation is Torture Activity (D2L Dropbox Folder)

Week Three

<u>Module 9: Teaching Argument Writing & Research Skills</u>

- **Read** Assigned Chapters:
  - *Teaching Argument Writing,* Hillocks, Ch 1-7
  - Contemporary Online Argument Samples (D2L)
- **Review** all of the following (all but last two are in Teaching Argument & Research Submodule):
  - Lunch Room Murder Scene Analysis & Other Mystery Detective Activities
  - The Classroom Live Game of Clue – Who Killed Collin McGyver
  - Various Teaching Argument Writing Resources
  - Various Teaching Research Skills & MLA Resources
  - Argument & Logic Writing Exercises (GRE Prompt Practice)
  - Activity Sheet for Teaching Research/MLA
- **Post** the following:
  - Anticipatory Set Ideas for Argument Writing Unit (Discussion Board Thread)
- **Complete**
  - GRE Prompt Practice (D2L Dropbox Folder)
  - Activity For Teaching Research/MLA (D2L Dropbox Folder)

Week Four

<u>Module 10: Guiding Students through the Writing Process</u>

- **Read** Assigned Chapters:
    - *Inside Out*, Kirby et al., Ch 3, 9, 10
- **Review** all of the following:
    - Teaching Revision Resources
    - Publishing Student Writing (Peer Presentation)
    - Creating and Preparing for a Writing Assignment
- **Post** the following:
    - Reflecting on Our Own Writing Process (Discussion Board Thread)
    - Creating Authentic Audiences & Publishing Student Work (Discussion Board)

- **Complete**
    - Creating and Preparing for a Writing Assignment (D2L)

Week Five

<u>Module 11: Multigenre Writing & Multimodal Composition</u>

- **Read** Assigned Chapters:
    - *Blending Genre* (D2L)
    - *Fearless Writing,* Romano, Sections I-V
    - Hicks, *Crafting Digital Writing*, Ch 2, 3, 7 & 8
    - *Writer/Designer* (D2L)
- **Review** all of the following:
    - Genre Study PowerPoint
    - Multimodal Composition Instructor Video
    - Sample Assignment Sheets
    - Sample Student Podcasts & Video Essay Projects
- **Post** the following:
    - Thoughts on Multigenre Projects & Multimodal Composition (Discussion Board Thread)
- **Complete**
    - Multimodal Assignment (D2L Dropbox Folder)

Week Six

<u>Module 12: Teaching Grammar & Language</u>

- **Read** Assigned Chapters:
    - *Grammar – Rhetorical Tools* (Ch 2, D2L)
    - *Teaching Grammar through Writing* (Ch 5, D2L)
    - *Grammar to Enrich & Enhance* Writing (Ch 3-4, D2L)
- **Review** all of the following:
    - Teaching Grammar Resources
    - Sample Grammar Mini-Lessons
    - Teaching Dialect & Language
    - Grammar & Language Mini-Lessons Assignment Sheet
- **Post** the following:
    - Best Practices for Teaching Grammar (Discussion Board Thread)
- **Complete**
    - Grammar Mini-Lesson (D2L Dropbox Folder)

Week TBD (complete by 11/1)

(In terms of our course this module fits best here – approximately Week 5-7 – but this assignment allows teacher candidates to use an actual set of essay from their own students for this Evaluating Writing task so this module can be completed whenever the next essay is collected to be graded. If the teacher candidate is not in a placement where they are grading student work during the first semester, or are in a placement where an essay is not assigned during the first semester, then they will instead complete this simulation with the set of essays supplied in D2L. This assignment should be completed prior to 11/1 to space it out from the large-scale end of semester assessments).

Module 13: Evaluating Writing

- **Read** Assigned Chapters:
    - *Inside Out*, Kirby et al., Ch 8 & 11
    - *Grammar to Enrich & Enhance* Writing (Ch 13, D2L)
    - Evaluating Writing Assignment Sheet, Part I (and provided essay set/assignment sheet if needed)
- **Review** all AFTER COMPLETING PART 1 of Evaluating Writing Assignment
    (some will be hidden until then):
    - Submodule on Evaluating Student Writing (includes Part II of Evaluating Writing Assignment)
    - Submodule on Writing for External Evaluations/Standardized Tests (e.g. IARR, AP)
- **Complete**
    - Illinois Assessment of Readiness Practice Exam 8th Grade (online)
    - Crafting Writing Exam Prompts to Prepare for Standardized Testing (D2L Dropbox Folder)
    - Evaluating Writing (D2L Dropbox Folder)

Unit III: Teaching Literature, Close Reading, & Comprehension Strategies

Week 7

Module 14: Making Text-to-Text Connections

- **Read** Assigned Chapters:
    - *Notice & Note,* Beers & Probst, Parts II & III
    - *Reading Reasons* (The Forty Mini-Lessons, D2L)
    - *Workshopping the Cannon,* Styslinger
- **Review** all of the following:
    - Linking Texts Assignment Sheet
    - Linking Texts Sample Lesson Plans
- **Post**
    - Linking Texts Lesson Plan Peer Sharing (Discussion Board Thread)
    - Different Approaches to Teaching Canonical Texts (Discussion Board Thread)
- **Complete**
    - Linking Texts Lesson Plan (D2L Dropbox)

Week 8

Module 15: Teaching Close Reading Skills

- **Read** Assigned Chapters:

- *Close Reading* (Ch 1 & 2, D2L)
        - *Deeper Reading* (D2L)
        - *Max Teaching,* Forget, Parts I & II
        - *Reading Strategies,* Servallo, Chapters/Goals 5-11
- **Review** all of the following:
    - Close Reading Mini-Lesson Assignment Sheet
- **Post** the following:
    - Top Ten Min- Lessons/Strategies (Discussion Board Thread)
- **Complete**
    - Close Reading Mini-Lesson (D2L Dropbox Folder)
    *Note: This assignment requires recording this mini-lesson while taught in the actual classroom and reflecting on the lesson after the fact. The instructional planning material is due at this time. The recording and the reflection can be submitted later as fits its implementation into course plan (by 12/1).

Week 9

Module 16: Teaching Reading Comprehension & Vocabulary Acquisition Skills

- **Read** Assigned Chapters:
    - *Adolescent Literacy* (Ch 7, D2L)
    - *Max Teaching,* Forget, Parts I & II
    - *Do I Really Have to Teach Reading* (Ch 1-4, D2L)
- **Review** all of the following:
    - Reading & Vocabulary Development Activity Sheet
- **Post** the following:
    - Response to Teaching Struggling & Reluctant Readers (Discussion Board Thread)
- **Complete**
    - Reading & Vocabulary Development Activity (D2L Dropbox Folder)

Week 10

Module 17: Best Practices for English Language Learners

- **Read** Assigned Chapters:
    - *50 Strategies,* (Ch 4, 9, 24, 36, 42, D2L)
    - *Teaching English Language Learners* (Ch 6, D2L)
    - *The SIOP Model* (Ch 1-5, D2L)
    - *Writing Instruction That Works*, Applebee & Langer, Ch 8-9
    - *Grammar to Enrich* (Ch 14, D2L)
- **Review** all of the following:
    - Assignment Sheet for Differentiation Lesson Plan
- **Post** the following:
    - Applying ELL Best Practices that Work for All Learners (Discussion Board Thread)
- **Complete**
    - Differentiation Lesson Plan (D2L Dropbox Folder)

Unit IV: Teaching Speaking, Listening, Presenting, Interpersonal Communication Skills

Week 11

Module 18: Leading Discussions & Teaching Listening Skills
- **Read** Assigned Material
  - *Common Core for the Not-So-Common Core Learner* (Ch 6, D2L)
  - *Ten Easy Ways* (Ch 1, D2L)
  - *Making* (Ch 8, D2L)
  - *Adolescent Literacy* (Ch 5, D2L)
- **Listen** to Assigned Material
  - Self-Selected Audiobook Passage (20 minutes minimum)
  - Instructor-Selected Audiobook Passages (approximately 15 minutes total)
- **Review** all of the following:
  - The Advantages of Using Audiobooks in the ELA Classroom (Peer Presentation)
  - Using Podcasts in the Classroom (Peer Presentation)
  - Exploring Resources & Strategies to Enhance & Assess Listening Skills Activity Sheet
  - Audiobook Reflection Activity Sheet
  - Self-Assessing Our Discussion Planning Skills Activity Sheet
- **Post** response to the following:
  - Response to Audiobook Reflection Activity (Discussion Board Thread)
  - Response to the Exploring Resources & Strategies to Enhance & Assess Listening Skills Activity (Discussion Board Thread)
- **Complete**
  - Self-Assessing Discussion Planning Skills Activity (to D2L Dropbox Folder)

Week 12

Module 19: Developing Public Speaking & Presenting Skills

- **Read** Assigned Material
  - *Ten Easy Ways* (CH 10, D2L)
  - *Crafting Digital Writing*, Hicks, CH 4
- **Review**
  - Speaking/Listening/Presenting Assignment Sheet
  - Great Speeches = Great Writing PDF Slideshow
- **Post** response to the following:
  - Response to Great Speeches = Great Writing (Discussion Board Thread)
- **Complete** all of the following:
  - Speaking/Listening/Presenting Mini-Lesson (D2L Dropbox Folder)

Week 13

Module 20: Interactive Presenting & Writing / Issues Concerning Digital Ethics & Accessibility

- **Read** Assigned Material
  - *Ten Easy* Ways, (Ch 2, D2L)
  - *Written Conversations* (Ch 6, D2L)
- **Review**
  - Useful Resources from Reading Overview Sheet

- o Sample Student Podcasts & Video Essay Projects
- o Video on the Ethics of Studying Digital Writing
- **Post** response to the following:
  - o Analyzing Social Media – Student Blogs (Discussion Board Thread)
  - o Digital Writing Projects – Podcasts & Video Essays (Discussion Board Thread)
  - o Alternate Presentation Formats (Discussion Board Thread)

Unit V: Teaching & Engaging 21st Century Learners

Weeks 14

<u>Module 21: Teaching Media & Visual Literacy Skills</u>

- **Read** Assigned Chapters:
  - o *Ten Easy Ways* (Ch 3, 4, D2L)
  - o *Seeing is Believing* (Ch 1, 4, 6, 7, 8, & 9, D2L)
  - o *Making the Journey* (Ch 9, D2L)
- **Review** all of the following:
  - o Scaffolding Visual Literacy Skills (instructor video)
  - o Submodule on Teaching Film
    - Resources for Teaching Film (Glossary, IMDB, Box Office Mojo, Movie Script Database)
    - Using Films in the Classroom: Adaptation & Beyond
    - Using Films to Teach Literary & Media Analysis Skills
    - Sample Film Analysis Lessons, Instructional Materials, & Student Projects
  - o Submodule on Teaching with Television
    - Teaching with Television (Peer Presentation)
    - Teaching with Television (Prompts)
    - Sample Instructional Lessons/Materials/Activity Sheet
  - o Submodule on Teaching with Video Games
    - "Games and Education Scholar James Paul Gee on Video Games, Learning, and Literacy:" https://www.youtube.com/watch?v=LNfPdaKYOPI
    - Using Video Games in the Classroom Slideshow
    - Using Video Games in the Classroom Handout
    - Examples of Using Video Game Clips in Thematic Units
  - o Submodule on Teaching Music Videos
    - Sample Music Video Assignment Sheets & Lesson Plans
    - Sample Student Projects
  - o Submodule on Teaching with YouTube Videos
    - Sample Assignment Sheet
    - Sample Student Samples
- **Post** the following:
  - o Film Adaptation & Beyond (Discussion Board Thread)
  - o Developing Analysis Skills through Film (Discussion Board Thread)
  - o Teaching with Television (Discussion Board Thread)
  - o Brainstorming Ways to Integrate Other Video Texts (Discussion Board Thread)

Week 15

Module 22: Engaging with Social Justice Pedagogy

- **Read** Assigned Chapters:
  - "Race & Literacy" (D2L)
  - "But How Do We Do It? Practicing Culturally Relevant Teaching" (D2L)
  - *Culturally Responsive Teaching & the Brain* (Ch 4, D2L)
  - "The Social Construction of Identity" (D2L)
  - "Multiculturalisms" (D2L)
  - "The Values of Multi-Ethnic Literature" (D2L)
  - "Arguing for Empathy," *Acts of Resistance* (D2L)
  - "Interrupting Single Stories" (D2L)
  - "Revolutionizing the Canon: Repositioning Texts During Politically Tumultuous Times" (D2L)
  - *Can I Teach That?* (excerpts, D2L)
  - *From PHD to Ph.D.* (excerpts, D2L)
- **Review** all of the following:
  - Equitable Teaching Practices Slideshow
  - Anti-Racist Teaching Resources
  - Rethinking "Euphemistic" Educational Language about Equity
  - Understanding White Privilege (video, 13 min)
  - Privilege Checklists
  - The *Huckleberry Finn* Debate (video, 12 min)
  - Fundraising Misstep (Actual Teacher/Community Artifacts)
  - Sample Social Justice Lesson Plans
- **Post** the following:
  - Reflecting on Social Justice Practices & Goals (Discussion Board Thread)
- **Complete**
  - Social Justice Lesson Plan (D2L Dropbox Folder)

Finals Week

Module 23: End of Course Assessments

Note: This material is to be reviewed at the start of the Fall semester and completed by the end of the Fall semester (by 12/16/22)

- **View**
  - Assignment Sheets & Scoring Rubrics for End of Course Assessments
  - Sample Assignments
  - Job Market Material
- **Submit**
  - Unit Plan (D2L Dropbox Folder & Live Text)
  - Pedagogy Reflection Essay (includes 5 observation hours of colleagues, D2L Dropbox Folder & Live Text)
  - Comprehensive Teaching Philosophy & Resume Assignment Sheet (D2L Dropbox)
  - Disposition Evaluation (request CT submit this via email to the instructor by 12/1)
  - Official University Course Evaluation (through EIU link)
  - Optional Instructor-Created Course Evaluation (D2L Dropbox Folder)

- **Review**
    - Module Thirty End-of-Program (Second Semester) Licensure Requirements/Assessments
- **Complete**
    - Checklist Verifying Review of End-of-Program (Second Semester) Licensure Requirements/Assessments

---**End of Fall Work**--

Units VI & VII are to be Completed as Spring Work Following the Fall Semester (by 4/28/23)

Note: the material assigned in these units are included for enrichment and professional development. The activities are primarily idea generation/gathering. Having this D2L site open for the entire academic year allows cohorts with a shared space to share materials and lend support to one another, as well as a way to continue receiving mentorship from their instructor. The reading and activity load in these modules and submodules is significantly reduced and work can be completed at the candidate's own pace as long as it is completed by the deadline. Although the modules are set into a purposeful sequence, candidates can complete work in any order. If tackling a higher numbered module earlier is useful because it aligns with their current course preparation that is completely fine. A suggested pacing/completion guide with weekly deadlines has been provided for those who find such helpful. **Completion of the modules and the two end of program assessments, the P-12 Assessment and Cooperating Teacher Evaluation Addendum (see Module 30), is required to be granted teacher licensure.** Reviewing the former at the start of the semester so that the candidate can remember to track the assessment data requested (and re-work their edTPA materials as needed). The latter is simply an evaluation form that will be submitted at the end of the semester. Weekly/bi-weekly video meetings are not required during the Spring Semester but candidates are welcome to schedule these as needed.

Unit VI: Expanding the English Language Arts Curriculum

Module 24: Incorporating a Variety of Genres into Course Designs
[Recommendation: complete all submodules in Module 24 during final month or summer (7/22-22-8/21/22) OR during Winter Break; should be completed by Week 3 of Spring Semester]

Submodule on Teaching Poetry, Drama, & Literary Nonfiction
(Close Reading Strategies for Studying Structure, Genre, Format, & Media)

- **Read** Assigned Chapters:
    - *Bedford Book of Genre* (excerpts, D2L)
    - *Texts & Lessons*, Strategy Lessons & Textual Sets (D2L)
- **Review** all of the following:
    - Genre Analysis Activity Example (Birmingham Bombing)
    - Instructor Video on Birmingham Poem (Optional)
    - Genre Analysis Worksheet
- **Post** the following:
    - Favorite Strategy Lessons (Discussion Board Thread)
- **Complete** the following:
    - Genre Analysis Task (D2L Dropbox Folder)
    - Annotated Scene & Poem Task (D2L Dropbox Folder)

Submodule on Memoir

- **Read** the following:
  - o Excerpt from Mya Angelou's "I Know Why the Caged Bird Sings" (D2L)
- **Post** the following:
  - o Ideas for Teaching Memoir (Reading or Writing) (Discussion Board Thread)

Submodule on How-To & Humor Writing

- **Review** all of the following:
  - o Humor Writing Examples
  - o DIY/How-To Websites
- **Post** the following:
  - o Benefits of Integrating Humor & How-To into the Classroom (Discussion Board Thread)

Submodule on Journalism in the ELA Classroom

- **Review** all of the following:
  - o Teaching Journalism in the ELA Classroom (Peer Presentation)
  - o Review the sections of a local newspaper (in print or online format)
- **Post** the following:
  - o Ideas for Using Journalism Genres in the ELA Classroom (Discussion Board Thread)

Submodule on Using Microfiction in the Classroom

- **Review** all of the following:
  - o Using Microfiction in the Classroom (instructor video)
  - o Microfiction & Flash Fiction Resources
- **Post** the following:
  - o Microfiction Selection & Possible Uses (Discussion Board Thread)

Submodule on Teaching with Fairytales & Folklore

- **Read** all of the following:
  - o Multicultural "Cinderella" Versions
  - o Scholarly Analyses of "Cinderella"
  - o Example of Student Project: Queering Fairytales
- **Post** the following:
  - o Potential Ways to Use Fairytales and/or Folklore in the Classroom (DB Thread)

Submodule on Multimodal Texts (from Graphic Novels to Memes, Comics, & Political Cartoons)

- **Read** Assigned Chapters:
  - o Act V, *King Lear* & Graphic Adaptation (D2L)
  - o Eisner Adaptation of *Hamlet* Scene (D2L)
  - o *Seeing is Believing*, (Ch 2, D2L)
- **Review** all of the following:
  - o "Understanding Comics" (Scott McCloud Ted Talk)
  - o Teaching Graphic Narratives Resource
  - o Meme Generator
  - o Political Cartoon Database
- **Post** the following:

- o Response to Understanding Comics & Thoughts on Teaching Graphic Narratives (Discussion Board Thread)
- **Submit** the following:
    - o Political Cartoon & Meme Activity

Submodule on Advertisements in the ELA Classroom

- **Read** Assigned Chapters:
    - o *Seeing is Believing,* (Ch 3, D2L)
- **Review** all of the following:
    - o Using Advertisements in the ELA Classroom Video
    - o Teaching Advertisement Terms Graphic
    - o Advertising Analysis Essay
    - o Sample Student Ad Analysis Essays
- **Post** the following:
    - o Using Print Ads in the Classroom (Discussion Board Thread)
    - o Using Commercials in the Classroom (Discussion Board Thread)
    - o Using Ads to Study Rhetorical Appeals (Discussion Board Thread)

Submodule on Art in the ELA Classroom

- **Review** all of the following:
    - o Using Art in the English Language Arts Classroom Video
    - o *Making Curriculum* Pop Resources
    - o 100 Most Influential Photos – *Time* Magazine List
    - o Sample Analyzing Art Assignment
- **Post** the following:
    - o Brainstorming Ideas for Using Art in the ELA Classroom (Discussion Board Thread)

Submodule on Studying the Poetics & Genres of Music
- **Read** Assigned Chapters:
    - o *The Poetics of Country Music* (excerpt, D2L)
    - o "Hip Hop Literacies" (D2L)
- **View** the following:
    - o Using Hip Hop in the Classroom (peer video presentation)
- **Oost** the following:
    - o Ideas for Integrating Songs into Instruction (Discussion Board Thread)

Modules 25: Hands-on-ELA, or, Gamifying the Curriculum
[Recommendation: complete Module 25 by Week 5]

- **Review** all of the following:
    - o Board Games in the English Language Arts Classroom
    - o "Books to Games," available: http://ww2.kqed.org/mindshift/2015/10/27/books-to-games-transforming-classic-novels-into-role-playing-adventures/
    - o "English & Black History Role Playing Game," available: https://www.teachingchannel.org/videos/black-history-english-lesson-role-playing
    - o "A Tale of Two Cities Role Playing Game," available: http://www.universeastext.com/?p=1041
    - o "Shakespeare Role Playing Game," available: http://spoiledflushgames.com/games/forsooth/

- o Resources for Role Playing in the Classroom, available
  https://reacting.barnard.edu/
- **Post** the following:
  - o Possible Games to Bring into the Classroom for ELA Skill Development (DB Thread)

Module 26: Reading the Digital Age
[Recommendation: complete Module 26 by Week 7]

- **Read** all of the following:
  - o *Connected Reading* (excerpts, D2L)
  - o *Create, Compose, Connect* (excerpt, D2L)
- **Review** the following:
  - o Sample Hypertext & Digital Literature (seminal texts & emerging genres)
  - o Sample Video Essays
- **Post** the following:
  - o Reactions to Digital Literature Reading Experience (Discussion Board Thread)
  - o Thoughts on Video Essays (Reading/Viewing or Writing/Creation) (Discussion Board)

Module 27: Writing in the Digital Age: WebQuests, Blogs, Wikis, & Social Media
[Recommendation: complete Module 27 by Week 9)

- **Read** Assigned Material:
  - o *Ten Easy Ways* (Ch 5-9, D2L)
  - o *Crafting Digital Writing* (Ch 4, 7)
  - o "Can You Hear Me Now?" (D2L)
  - o *Written Conversations* (Ch 6, D2L)
- **Review** the following:
  - o Sample Student Projects
  - o Video on the Ethics of Studying Digital Writing
- **Post** response to the following:
  - o Writing in Social Media Writing (for Different Purposes) (Discussion Board Thread)
  - o Analyzing Social Media & Internet Ethics Debates (Discussion Board Thread)
- **Complete** all of the following:
  - o WebQuest Activity (Discussion Board Thread)

Unit VII: Professional Development & Reflection

Module 28: Life Long Learning, Professional Growth, Online Instruction & Other Opportunities
[Recommendation: complete Module 28 by Week 11]

- **Read** Assigned Chapters:
  - o *Making the Journey* (Ch 11, D2L)
  - o Classroom Management (excerpts, D2L)
  - o *RTI* Readings, available http://www.rtinetwork.org/learn/rti-in-secondary-schools (read articles on "RTI in Secondary Schools" page
- **Review** all of the following:
  - o Submodule on Social Emotional Learning Standards & Trauma Informed Teaching Practices
  - o Classroom Procedures as Classroom Management Tools Checklist
  - o Submodule on Classroom Procedures & Management
  - o Submodule on Best Practices for Online Instruction

- o Submodule on Teaching Extra Curricular Activities & Electives
- o *Freedom Writers* Clips (optional)
- **Post** the following:
  - o Reflection on Classroom Management Strategies & Trauma Informed Teaching (Discussion Board)
  - o Reflection on Best Practices for Online Learning (Discussion Board)
  - o Experiences & Considerations for Extra Curricular Activities (Discussion Board)
- **Submit** the following:
  - o Revision of Lesson Plan with Social Emotional Learning Standards (D2L Dropbox)
  - o Evidence of Membership in Professional Organization, Program Req. (D2L Dropbox)

Module 29: Teaching in the High Stakes Assessment & Evaluation Era
[Recommendation: complete Module 29 by Week 13]

- **Read** Assigned Material
  - o EdTPA & Danielson Model (D2L)
- **Post** response to the following:
  - o Nearing the End of Training Certification (Discussion Board Thread)
- **Complete** all of the following:
  - o Teacher Assessment Readiness Reflection (D2L Dropbox Folder)

Module 30: End of Program Assessments
[Recommendation: complete Module 30 during Weeks 14 & 15]

- **Review** all of the following:
  - o P-12 Assessment Sheet & Student Samples
  - o Cooperating Teacher Evaluation Sheet & Submission Directions
- **Download**, while D2L site is active, anything you would like saved for your own future use:
  - o Feedback on Assignments
  - o Digital Copy of Pedagogical Readings
  - o Module Resources & Instructional Planning Tools
  - o Sample Assignments & Student Work
- **Complete** all of the following:
  - o P-12 Assessment (aligned with and expanded from edTPA material) (Live Text)
  - o Cooperating Teacher Evaluation Addendum (candidate may mail the hard copy, sealed in an envelope, or the CT may email a scanned copy directly to instructor by 5/1/21)
  - o Post-Graduation Contact Form
  - o End-of-Program Checklist