

Spring 1-15-2019

# ENG 4801-001: Integrating the English Language Arts

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**Spring 2019 ENG 4801: Integrating the English Language Arts**  
**MW 4:30-5:45 in CH 3120 and 3130**

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email: rlmurray@eiu.edu; ●ffice Hours: T 1-3:30, In ●ffice ●nline MW 5:50-6:50 pm and by appnt.

**Course Description:**

ENG 4801 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 5 hours of on-site pre-clinical experience. WI; Prerequisites & Notes: ENG 1002G and SED 2000.

ENG 4801 Course Description: This course centers on integrating the English language arts (speaking, listening, reading, writing, and viewing) in relation to pedagogical theories and their practical applications. 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 response papers, pedagogical research, lesson plans, unit design, authentic assessments, and presentations.

**Course Objectives:** Aligned with the NCTE, Common Core, Illinois Professional Teaching Standards, and Ell's Undergraduate Learning Goals, after the completion of this course, students will be able to:

1. Design instructional material that showcases an ability to vary approaches, accommodate different learning styles, and adapt to the needs of diverse learners (writing, critical thinking)
2. Recognize the importance of including a variety of genres (narrative and non-narrative, print and non-print) in English Language Arts instruction (reading, critical thinking)
3. Develop activities and assessments that promote critical thinking, problem solving, application of skills, and the effective use of technology (writing, critical thinking)
4. Recognize the issues surrounding the "canon" and what they imply about the secondary Language Arts curriculum (reading)
5. Craft a variety of assessments to evaluate and modify the teaching/learning process (writing, critical thinking)
6. Be aware of and able to implement a variety of culturally diverse literature & media selections in the secondary classroom (reading, citizenship)
7. Be familiar with and be able to implement a variety of resources available to an English Language Arts instructor
8. Design multi-genre/multi-media units and cross-curricular lessons that reflect the hybrid nature of Language Arts (writing, critical thinking)
9. Understand and engage with pedagogical debates concerning best practices for 21<sup>st</sup> century learners (citizenship).
10. Produce research-based arguments that demonstrate professional writing, ethical use of source material, and the ability to analyze/collect data (writing, critical thinking, numeracy).
11. Participate in presentations, showcasing effective communication skills and the ability to provide useful feedback as a member of an audience (speaking).
12. 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:**

- *Crafting Digital Writing*
- *Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12*
- *10 Easy Ways to Use Technology in the English Classroom*
- *Seeing & Believing: How to Teach Media Literacy in the English Classroom*
- *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*
- *Making the Journey: Being and Becoming an English Teacher*
- Excerpts from *In Case You Teach English: An Interactive Casebook for Prospective and Practicing Teachers*
- Readings and multimodal writing examples on D2L
- Your Writing

## **Course Requirements:**

### **A. Initial Notes:**

You must complete all parts of all major assignments and clinical experience hours to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory. More detailed assignment instructions will be provided for major assignments as the semester progresses.

Note: In accordance with content-area guidelines, five clinical experience hours (reflected by completed dispositions sheets from the cooperating teachers observed), in addition to required College of Education hours, are required for course completion. The College of Education's Live Text requirements apply. If you are seeking teacher certification, you must submit a revised copy of your unit plan to Dr. Murray through Live Text.

### **B. Assignments:**

#### **1. Blogs, Entrance Cards, and Daily Work**

- **Blog posts and entrances cards:** Respond to assigned readings or multimodal text examples. Cite the pages to which you refer, when appropriate. Prompts will be listed on D2L.
- **Daily work--** Daily work includes class participation, in-class writing, peer response, informal group work, oral presentations, and individual activities. A participation grade will be assigned each week, and it will be worth up to five points. Students who participate in class discussions, bring required materials to class, and positively contribute to class activities should earn all available points for that week. Failure to participate in class activities, failure to bring course materials, or excessive tardiness will result in a loss of some or all of the weekly participation points at my discretion.

**2. Visual Narratives Lesson Plan (2-3 pages):** You will craft a lesson plan that engages students with a lesson related to visual narratives.

**3. Social Justice Lesson Plan (2-3 pages)** You will craft a lesson plan that engages students with a topic/theme or educational aim related to social justice/equality.

**4. Mini-lesson Presentation:** Present a 12-15-minute mini-lesson that relates to teaching Speaking & Listening in class. Your mini-lesson may relate to your unit plan. You are also required to present at the English Studies Conference on April 2, 2019.

5. **Unit Plan Project (Rationale 7-10 pages; Cross-Curricular Lesson Plan 1-2 pages, Daily Schedule with visual narrative and social justice lesson plans):** A printed copy must be turned in to Dr. Murray on the initial due date and a revised copy must be turned in with the portfolio and through Live Text. You are expected to compose a conceptual unit plan demonstrating your awareness of integrating the English language arts. Use class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching reading, speaking, writing, listening, and utilizing media and technology in the English Language Arts classroom.
  
6. **Pedagogy Reflection Essay (4-5 pages):** This reflective essay involves applying what you have learned about integrating the English language arts in relation to your prior and/or current clinical experiences as well as the job shadowing in Ell's Writing Center (if applicable). Five hours of content-based clinical experience are required as part of course completion, and that experience, as well as other clinical experiences (if applicable), should be reflected in this essay.
  
7. **Portfolio**
  - Revised Self-Analysis (2-3 pages)
  - Comprehensive Philosophy of Teaching (1-2 pages)
  - Lesson Plans (original graded copies with completed rubrics and revisions)
  - Unit Plan (original graded copy with completed rubric and revision)
  - Pedagogy Reflection Essay
  - Verification of Professional Organization Membership
  
8. **For Graduate Students Only--Course Syllabus**

#### **Other Policies:**

**Attendance:** Because this course emphasizes digital writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises and peer review activities (generally worth 10-20 points each) usually cannot be made up at a later date unless the absence is excused. After four absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for serious illness or emergency. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description and writing a brief description can make up the time (but not always work missed). Leaving before class is formally dismissed by your instructor may result in an absence for that class day.

**Late Work:** Late work that is not excused before its due date will be penalized by 10% of the maximum possible score for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by up to 10% of the maximum possible points. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. E-mail attachments will not be accepted as substitutes for hard copies of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance. Course Grade: Penalties for excessive absences will be deducted as described in the "Attendance" section.

Otherwise, your final course grade will be determined by the following:

|                                  |     |
|----------------------------------|-----|
| Blogs/Response Papers/Daily Work | 20% |
| Lesson Plans & Mini-Lesson       | 20% |
| Unit Plan                        | 20% |
| Pedagogy Reflection Essay        | 20% |
| Portfolio and philosophy         | 20% |

A= 90% to 100%

B= 80% to 89%

C=70% to 79%

D= 60% to 69%

F= 0% to 59%

**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." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct

(l:@J~iLwww.eiu.edu/judicial/studentconductcofiluiJm). Violations will be reported to the Office of Student Standards.

**Students with Disabilities:** If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

**Student Success Center & Writing Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([yvwww.eiu.edu/~success](http://yvwww.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**The Writing Center** is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.

**Students seeking Teacher Certification in English Language Arts** should provide each of their English Department professors with a copy of the yellow "Application for English Department Approval to Student Teach" before the end of the semester. These forms are available in a rack outside the office of Dr. Melissa Ames (CH 3821).

## Spring 2019 ENG 4801 Tentative Course Calendar, Subject to Change

January

### Scaffolding the Integrated Language Arts

7 Introduction to Course and Each Other. The Status of Speaking, Listening, and Viewing in Secondary Schools. Discussion: What do you expect from English 4801? KWWL: What do you know about ELA instruction? What do you want to know? What are you worried about? We'll fill in the last letter (What did you learn) as we go. Review syllabus and begin reviewing foundation for unit planning started in other Methods courses.

**Post-Class Reading:** *Making the Journey*, chapters 1-3.

**Post-Class Assignment:** Blog post in response to reading. Choose a quotation from the chapters that sparks your interest and write about what classroom experiences and other texts it brought to mind and why.

9 Share and respond to each other's blog posts on D2L—discuss the experience. Discuss backwards planning and the unit and lesson plans and choose a theme to guide your unit and lesson plans for the semester. We'll begin with your Social Justice Lesson Plan. Work on your "Scaffolding Instruction for all the ELA Skills" worksheet as guidance for your rationale.

**Post-Class Reading:** *Seeing & Believing* chapters 1-3 and "'Frozen in Time': The Impact of Native American Media Representations on Identity and Self-Understanding" on D2L.

**Post-Class Assignment:** Blog post in response to reading. This time think about how you might address images discussed in the chapters in your two versions of your social justice lesson plan.

### The Image, Representation, and Social Justice

14 Share and respond to each other's blog posts on D2L and discuss the experience. Watch and respond to John Berger, *Ways of Seeing*, episode 1 and discuss its implications for reading images.

**Post-Class Reading:** Dorothea Lange and Gordon Parks' images and reading images handouts on D2L.

**Post-Class Assignment:** Blog post about one of the images. What do you think it "means" and why?

16 Share and respond to each other's blog posts on D2L and discuss. Explore readings of images and their relationship to social justice and representation.

**Post-Class Reading for 1/23:** Excerpts from *Understanding Comics* and *Maus* on D2L

**Post-Class Assignment:** Blog post about the reading. Choose a quotation from the chapters that sparks your interest and write about what classroom experiences and other texts it brought to mind and why.

21 No Class—Martin Luther King Day

23 Share and respond to each other's blog posts on D2L and discuss the experience. Brainstorm about how you plan to approach your two versions of the social justice lesson plan. Review the assignment and lesson plan elements. Continue work on your "Scaffolding Instruction for all the ELA Skills" worksheet as guidance for your rationale.

**Post-Class Reading:** "The Coming out of Deaf Culture..." chapter 10, *Making the Journey*, and chapter 8, *The Reading Writing Connection*.

**Post-Class Assignment:** Blog post about the reading. Choose a quotation from the chapters that sparks your interest and write about what classroom experiences and other texts it brought to mind and how you might apply them to your two versions of the social justice lesson plan.

**Note:** Lions in Winter is this weekend (January 26) with free events for students! I'll share the schedule.

28 Share and respond to each other's blog posts on D2L and discuss the experience. Begin drafting your social justice lesson plan (and workshop the requirements). Complete work on your "Scaffolding Instruction for all the ELA Skills" worksheet as guidance for your rationale. Begin building your unit plan rationale.

**Post-Class Assignment:** Drafts of your social justice lesson plans

30 Peer Review and mini-conference your social justice lesson plans!

**Post-Class Assignment:** Revisions of your social justice lesson plans.

February

### Speaking, Listening, and Presentations

4 **Revisions of your social justice lesson plans due! Reflect on your writing.** Introduce speaking, listening, and presentation mini-lesson assignment. Share different podcasts and presentations. Continue building your unit plan rationale. Note that you will build your unit form your lesson plans and mini-lessons.

**Post-Class Reading:** *Crafting Digital Writing* chapters 1, 2, and 6.

**Post-Class Assignment:** Blog post about reading. Blog post about the reading. Choose a quotation from the chapters that sparks your interest and write about what classroom experiences and other texts it brought to mind and why.

6 Share and respond to each other's blog posts on D2L and discuss the experience. View and discuss TED talk, "[The Beauty of Data Visualization](#)," and discuss its effectiveness as a presentation (with questions from TED as a start). Continue working on unit plan rationale.

**Post-Class Reading:** *Making the Journey* chapter 9, chapters 1, 2, and 10, *Ten Easy Ways*, and chapter 5, *Crafting Digital Writing*

**Post-Class Assignment:** Blog post about reading and your mini-lesson. Based on the readings and examples, choose your mini-lesson focus and begin brainstorming about it.

11 Share and respond to each other's blog posts on D2L and discuss the experience. Begin drafting your mini-lesson with guidance from peer and instructor.

**Post-Class Assignment:** Your mini-lesson presentations!

13 **Present Speaking and Listening Mini-Lessons in Class.**

**Post-Class Reading:** *Seeing & Believing* chapters 4-5 and *10 Easy Ways* chapters 3 and 4

**Post-Class Assignment:** Blog post about the reading. Choose a quotation from the chapters that sparks your interest and write about what classroom experiences and other texts it brought to mind and why.

15 Lincoln's Birthday Observed

### Fictional Film and Other Visual Narratives

18 Share and respond to each other's blog posts on D2L and discuss the experience. Introduce and discuss Visual Narrative lesson plan assignment. Connect with your unit plan focus.

**Post-Class Reading:** “The Poetics of Country Music,” “Hip Hop Literacies,” and Chapter 6, *Crafting Digital Writing*

**Post-Class Assignment:** Blog post about reading. Choose a quotation from the chapters that sparks your interest and write about what classroom experiences and other texts it brought to mind and why.

20 Share and respond to each other’s blog posts on D2L and discuss. Explore ways to integrate film, music video, and video/television in the classroom.

**Post-Class Reading:** excerpts from *Everything Bad is Good for You, What Video Games Have to Teach Us about Learning and Literacy*, on D2L and chapter 7 and 8 from *Crafting Digital Writing*.

**Post-Class Assignment:** Blog post about reading. Based on the readings and examples, begin brainstorming lesson plan focus and begin brainstorming about it.

25 Share and respond to each other’s blog posts on D2L and discuss. Explore ways to integrate video games and video texts in the classroom.

**Post-Class Reading:** *Seeing & Believing* chapters 6-9.

**Post-Class Assignment:** Blog post about reading. Based on readings and examples, continue brainstorming lesson plan focus and begin brainstorming about it.

27 Share and respond to each other’s blog posts on D2L and discuss. Explore ways to integrate film, video, and video/television in the classroom. Begin drafting visual narrative lesson plan.

**Post-Class Assignment:** Visual Narrative Lesson Plan

March

4 **Visual Narrative Lesson Plan draft due for peer review and mini-conference**

6 **Visual Narrative Lesson Plan Due.** Introduce and discuss the Cross-Curricular Lesson Plan. Connect with your unit plan!

**Post-Class Reading:** “Designing for People Who Do Not Read Easily,” “Superscripts Don’t Fly: Technical Communication to Support Ordinary Lives of People with Disabilities,” “Race and Literacy, and “The Social Construction of Identity” on D2L

**Post-Class Assignment:** Blog post on reading—Apply what you learned to a possible cross-curricular lesson plan.

11-15 No School—Spring Break!

### **Documentary Film, Informational Texts, and Cross-Disciplinary Lesson Planning**

18 **In-Class Response on Reading.** Discuss blog posts Cross-Curricular Lesson Plan and connect with reading. Begin drafting lesson plan. Connect with your unit plan.

**Post-Class Reading due for 3/25:** *Thinking Through Genre* chapters 1-4

**Post-Class Assignment:** Cross-Curricular Lesson Plan due on 3/25

20 Central Illinois Feminist Film Festival. *Thinking Through Genre* applications on D2L due.



## Planning Units

25 **Cross-Curricular Lesson Plan due.** Reflect on your writing. Discuss CIFFF and connect with cross-curricular lesson plan. Work on your rationale. Build your unit plan draft from your lesson plans and mini-lesson (as much as possible).

27 **Unit Plan Draft due with at least one of your lesson plans included.** Peer Review your unit plan very rough drafts.

April

2 English Studies Student Conference—ENG 4801 Presentations. Present and attend at least two additional hours of the conference.

3 No Class, ENG 4801

8 **Unit Plan Second Draft due (you revise a second time for your portfolio)**

10 Catch-up day. Reminders about your portfolio requirements.

**Preparing your Portfolio: TOC, Resume/CV, Comprehensive Teaching Philosophy, Pedagogy Reflection Essay, Revised Unit Plan with rationale, and Clinical Experience Hours log**

15 Comprehensive Teaching Philosophy draft due for peer review

17 Pedagogy Reflection Essay draft due for peer review

22 **Teacher Readiness Self-Reflection**

**Post-Class Assignment:** Complete your portfolios with revised work.

24 Last Class Day!

**Portfolios due with revised unit plan, pedagogy reflection essay, comprehensive philosophy, and self-reflection on D2L in Dropbox.**

**Clinical Experience Hours Sheets due.**

**Completed Disposition Sheets due for Clinical Hours from Cooperating Teacher(s)**

**Yellow Evaluation Sheet due.**

29-May 2 Finals' Week