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### ENG 4906-600: Issues in the Teaching of English

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*Eastern Illinois University*

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## **ENG 4906-600: Advanced Composition (Online, 3.0 Credit Hours)**

Professor: Dr. Donna Binns

Online "Office" Hours: Mondays 5:00 pm—7:00 pm, Tuesdays, & Thursdays 5:00 pm—6:00 pm. Schedule Zoom conferences with Dr. Binns well in advance.

E-mail: [djbinns@eiu.edu](mailto:djbinns@eiu.edu); **E-mail Dr. Binns directly through Panthermail instead of D2L**  
English Department Phone Number: 217-581-2428

**Catalog Description:** (3-0-3) Advanced pedagogy course on various topics in the teaching of writing, literature, and language. Topics such as critical pedagogy, teaching creative writing, teaching professional writing, social justice issues in the classroom, and other topics to be announced. WI

**Course Description:** Hello, I look forward to working with you this semester. Given changes brought about by the Common Core Standards that many states have adopted, English Language Arts instruction has increasingly emphasized teaching argument. This course will focus primarily on the ways argument writing can be incorporated in ELA curricula as a means of teaching students to become stronger readers, writers, and critical thinkers. Course participants will develop a range of instructional strategies and potential assignments for teaching argument.

**Course Objectives:** After the completion of this course, students will be able to:

- Design instructional materials that demonstrate the ability to vary approaches, accommodate different learning styles, and adapt to the needs of diverse learners.
- Craft a unit plan that includes a rationale, calendar, activities, and assignments that demonstrate the ability to purposefully scaffold instruction related to argument writing instruction.
- Develop activities that show argument instruction that includes critical thinking, problem solving, and application of key skills
- Examine sample student argument essays critically, with consideration for formative feedback and assessment.
- Participate actively as a member of a professional learning community, sharing ideas, engaging in class dialogue, presenting work, and providing support and feedback to peers.
- Effectively adapt opportunities for professional development and growth.

### **Course Texts**

*Argument in the Real World* by Kristin Hawley Turner and Troy Hicks.  
*Fact vs. Fiction: Teaching Critical Thinking Skills in the Age of Fake News* by Jennifer Lagarde and Darin Hudgins.  
*Student Voice 100 Argument Essay's By Teens on Issues That Matter to Them* edited by Katherine Schulten.  
*Teaching Arguments: Rhetorical Comprehension, Critique, and Response* by Jennifer Fletcher.

### **Course assignments**

Assignments will consist of participating in discussion board responses, engaging in peer responses, creating and posting a teaching demonstration, sharing instructional materials, and completing a detailed unit plan. **Make certain that you read the "News" messages from Dr. Binns.** They may include reminders for upcoming assignments, schedule changes, if needed, and/or other class news.

### **Instructor Response Time**

Instructor email response time is usually within 24-48 hours. If you have not received an email response by then, send your inquiry a second time.

### **Learner Interaction for the Online Section**

Just like a classroom in a face-to-face classroom, the online classroom community requires good manners, careful reading of each other's' ideas, respect for diverse backgrounds and opinions, and adherence to Netiquette Guidelines.

I expect students to act in a mature and collegial manner. You should read the material, participate, and write as required.

### **Discussion Board Participation Guidelines for our Online Section**

Because we cannot talk in a face-to-face classroom setting, discussion forums serve as our way to interact with each and learn from each other.

For each discussion, you should post a substantive, response to the discussion post question/s and then later reply to three of your peers' posts with depth and attention if required (instructions will be provided). You are more than welcome to respond to more than three peers. While I may have a minimum requirement of paragraphs for posts, the most important criterion is the **quality of the post**—whether the response exemplifies critical thinking and has details to support your points, observations, assertions, or arguments.

If you provide a quality response to the questions in the discussion forum and also provides a substantive reply to peers' response if required, the student earns 10 out of 10 for that discussion forum. If a student does not provide substantial comments or only one of the two types of comments, the student earns 0 out of 10. For peer responses, the maximum grade possible is a 20 out of 20 based upon the quality of responses that adhere to posted guidelines.

### **Course Grade: Composition of the Overall Grade**

**Participation 30%**

– Discussion posts and replies via D2L

**Video Teaching Demonstration 30%**

**Unit Plan 40%**

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

**Late Work:** Late work that is not granted an extension by me before its due date will be penalized by 10% of the maximum possible score for each day it is late. Computer problems are not an excuse for turning in late work, so make certain you have a back-up plan if your computer experiences issues. Also, make certain that you save your work in more than one way (i.e., computer hard drive and usb drive). Even as you draft, save your work often.

**Major Projects:**

**Video Teaching Demonstrations:** you will post a 10-minute video mini lesson to the discussion board and respond to other classmates' videos as assigned. The video may be recorded either inside or outside of a classroom. It may consist of a lecture and, if filmed in the classroom, a bit of appropriate student interaction. However, students should not be shown unless they have given written permission for you to do so. It is understood that not all of you may teach in the classroom or feel comfortable filming yours.

**Unit plan:** (6 weeks) that pulls from your work in ENG 4906 and translates that work to the specific students you would be teaching.

For this project, you will identify the grade level and course you'd be teaching and provide a detailed rationale that includes support for your choices that incorporates research as appropriate, which should include one or more course texts as well as at least two other sources, and discussion about the unit plan's progression. Incorporate at least one lesson plan that will show theoretical foundations and provide rationales for pedagogical strategies and tactics.

Furthermore, include a calendar or overview that consists of a schedule and brief descriptions for your activities and assignments as well as at least one major, detailed assignment or a few shorter assignments. Include rubrics or assignment criteria for the major assignment(s) Your materials should demonstrate careful planning that reflects appropriate course objectives, scaffolding for effective student learning, and understanding of student diversity as learners. You may determine the specific format you feel will best convey your materials.

**Plagiarism:** Students 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. 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, and representation as one's original work' (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

If you have any questions about citing a source, please contact your professor to avoid the aforementioned issues.

**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 McAfee 1210, or call 217-581-6583 to make an appointment. If you do not live in the Charleston, IL, area, you may contact them by phone.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, text 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 McAfee 1301.

**Contacting Dr. Binns:** You may contact Dr. Binns through e-mail ([djbinns@eiu.edu](mailto:djbinns@eiu.edu)). **E-mail Dr. Binns directly through Panthermail instead of D2L.** Dr. Binns will contact students through their officially provided EIU e-mail addresses in Panthermail. Online conferences can be arranged through Zoom (optional).

**Resources for Student Well-Being:** You can find that list of resources here: [https://www.eiu.edu/fdic/Student%20 Well-Being\\_26-July-2022.pdf](https://www.eiu.edu/fdic/Student%20Well-Being_26-July-2022.pdf).

**Note:** Please notice that due dates on the calendar vary for various reasons. However, some discussion responses are due on Sundays because we have so many teachers in the course, and in the past teachers have told me it helps to have that extra time on the weekends. Other students have not seemed to mind, either.

**ENG 4906-600 Online: Course Calendar (Fall 2022)**

The due dates and assignments listed on this calendar are subject to change at the professor's discretion. Writing assignments, reading related to discussion posts, discussions, drafts, peer responses, and the final project are due by 11:59 p.m. on the

dates listed on this calendar. Reading assignments are from our textbooks unless otherwise indicated. Discussion posts, assignment drafts, and peer responses will be due to our Discussion Board (under "Communication") on D2L. The Unit Plan will be due to our course Dropbox (under "Assessment") on D2L.

#### Week 1

Reading: *Argument in the Real World* Chapters 1-3

8-22 Discussion 1 (Introductions) Part 1

8-23 Discussion 1 Part 2

8-25 Discussion 2 Part 1

8-28 Discussion 2 Part 2

#### Week 2

Reading: *Argument in the Real World* Chapters 4-7

9-1 Discussion 3 Part 1

9-6 Discussion 3 Part 2 (extra time due to the Labor Day Holiday)

#### Week 3

Reading: *Teaching Arguments* Chapters 1-2

9-8 Discussion 4 Part 1

9-11 Discussion 4 Part 2

#### Week 4

Reading: *Teaching Arguments* Chapters 3-4

9-15 Discussion 5 Part 1

9-18 Discussion 5 Part 2

#### Week 5

Reading: *Teaching Arguments* Chapters 5-6

9-22 Discussion 6 Part 1

9-25 Discussion 6 Part 2

#### Week 6

Reading: *Teaching Arguments* Chapter 7

9-28 Discussion 7 Part 1

9-30 Discussion 7 Part 2

10-2 Discussion 7 Part 3

#### Week 7

Reading: *Fact vs. Fiction* Introduction and Chapters 1-4

10-6 Discussion 8 Part 1

10-9 Discussion 8 Part 2

#### Week 8

Reading: *Fact vs. Fiction* Chapters 5-8

10-13 Discussion 9 Part 1

10-16 Discussion 9 Part 2

Week 9

Reading: *Student Voice* Introductory Materials xi-xv and Pages 1-65

10-20 Discussion 10 Part 1

10-23 Discussion 10 Part 2

Week 10

10-26 Post Video Teaching Demonstration (Minilesson) due to Discussion Board

10-30 Discussion 11 Post responses to assigned Video Teaching Demonstrations

Week 11

11-6 Discussion 12 Post responses to assigned Video Teaching Demonstrations

Week 12

Reading: *Student Voice* Pages 32-99

11-10 Discussion 13 Part 1

11-13 Discussion 13 Part 2

Week 13

Reading: *Student Voice* Pages 102-167

11-16 Discussion 14 Part 1

11-18 Discussion 14 Part 2 (Option to turn in Part 2 by 11-20 instead)

11-21 – 11-25 Break

Week 14

Reading: *Student Voice* Pages 170-237

12-1 Discussion 15 Part 1

12-4 Discussion 15 Part 2

Week 15

12-7 Unit Plan Draft due to Discussion Board for 2 assigned Peer Responses

12-9 Unit Plan Draft 2 assigned peer responses due to Discussion Board

12-14 Unit Plan due to Dropbox

**Important University Dates:**

- Students with questions about these deadlines should contact the Registrar [(217) 581-3511, (217) 581-3831, records@eiu.edu].
- Aug. 26: Last day to add a class
- Sept. 2: Last day to drop a course with no grade
- Sept. 2: Last day to withdraw from all classes with full tuition and fees refund
- Sept. 19: Last day to withdraw from all classes with 50% tuition and fees refund
- Nov. 4: Last day to withdraw from a class