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ENG 4801-001: Integrating the English Language Arts

Donna Binns
Eastern Illinois University

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English 4801-001: Integrating the English Language Arts (3 Credits)
MWF 12:00 p.m.--12:50 p.m., 3120/3130 Coleman Hall

Professor: Dr. Donna Binns
Office: 3851 Coleman Hall
English Department Phone: (217) 581-2428
E-mail: djbinns@eiu.edu
Office Hours: MWF 11:00 a.m.--11:50 a.m.; Fridays 1:00 p.m.--2:00 p.m.

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. Prerequisites include ENG 2901, SED 3300 and EDP 3331; for Middle Level Education majors MLE 3110 is also a prerequisite.

Course Description: This course centers on connecting pedagogical theory and its practical applications for integrating the English language arts, including literature, composition, speech, drama, and media. 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: 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 EIU'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 21st 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

In Case You Teach English: An Interactive Casebook for Prospective and Practicing Teachers

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

Making the Journey: Being and Becoming an English Teacher

The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom

Reading assignments on D2L, USB-compatible storage device, and pen and notebook paper

Course Requirements: 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. In accordance with NCATE 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. Binns through Live Text.

Response Papers/Daily Work

Response papers (1-2 pages each)--Respond to assigned readings. **Cite the pages to which you refer.** Submit a hard copy of each response on the assigned due date.

Job Shadowing Experience -- In addition to the 5 clinical experience hours you will complete in a secondary school, you will also spend a minimum of 3 hours job shadowing a tutor in EIU's Writing Center. This experience will result in a 1-2 page reflective essay that can be integrated into your Pedagogy Reflection Essay assignment.

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.

Visual Narratives Lesson Plan (2-3 pages)

You will craft a lesson plan that engages students with a lesson related to visual narratives.

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.

Cross Curricular Lesson Plan (2-3 pages)

You will craft a lesson plan that crosses over curricular divides to teach a literary work from the canon.

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 this mini-lesson at the English Studies Conference on April 10, 2015.

Unit Plan Project (Rational 7-10 pages; Lesson Plan 1-2 pages, Daily Schedule & Supplement Material vary)

A printed copy must be turned in to Dr. Binns 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.

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 EIU'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) and the job shadowing (if applicable), should be reflected in this essay.

Portfolio

Revision Self-Analysis (2-3 pages)

Comprehensive Philosophy of Teaching (1-2 pages)

Lesson Plans (original graded copies with completed rubrics and revisions)

Unit Plans (original graded copy with completed rubric and revision)

Pedagogy Reflection Essay

Verification of Professional Organization Membership

For Graduate Students Only: Course Syllabus

Attendance: Because this course emphasizes 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 five 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:

Response Papers/Daily Work	20%
Three Lesson Plans & Mini-lesson	20%
Unit Plan	20%
Pedagogy Reflection Essay	20%
Portfolio	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 (<http://www.eiu.edu/judicial/studentconductcode.php>). 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 (www.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.

English 4801 Course Schedule (Spring 2015)

This schedule is subject to additions and changes at my discretion. Articles and chapters available through D2L may be added. Assignments are due on the date that they appear on the schedule. Unless otherwise indicated, response papers should discuss assigned reading for that class day. Bring texts that contain the assigned reading for that day to class (except for reading selections available on D2L).

Pedagogy & Popular Culture

- 1-12 Course Introduction
- 1-14 Reading Images & Cultural Diversity in Media
Seeing & Believing Chapters 1-3
- 1-16 Reading Film & Teaching Adaptation
Seeing & Believing Chapters 4-6; Response Paper Due
- 1-19 NO CLASS: Martin Luther King, Jr. Holiday Observed
- 1-21 Teaching Television & Writing about Visual Media
Seeing & Believing Chapters 7-9; *10 Easy Ways* Chapters 3-4; Guest Lecture on Teaching Television: Dr. Melissa Ames
- 1-23 Reading Critically Texts about Media
"Motives for Reading: Fan Culture, Pop Culture, and Collaborative Reading Processes" & "Reading Critically & Reading Creatively" by Henry Jenkins (D2L); Response Paper Due

Teaching Digital/Visual Narratives & Writing

- 1-26 Learning & Video Games
Excerpts from *Everything Bad Is Good For You* by Steven Johnson & *What Video Games Have to Teach Us about Learning and Literacy* by James Paul Gee (D2L)
- 1-28 Genre Study & Visual Writing
Crafting Digital Writing Chapters 1-2; Guest Lecture on Teaching Film & Genre: Dr. Robin Murray
- 1-30 Crafting Web Texts & Presentations with Technology
Crafting Digital Writing Chapters 3-4; Response Paper Due to Chapters 1-4 of *Crafting Digital Writing*
- 2-2 Crafting Audio & Visual Texts
Crafting Digital Writing Chapters 5-6
- 2-4 Crafting Effective Social Media & Digital Writing Process
Crafting Digital Writing Chapters 7-8; Response Paper Due to Chapters 5-8 of *Crafting Digital Writing*
- 2-6 Planning for Instruction & Teaching with Media
Making The Journey Chapters 3 & 9
- 2-9 **Visual Narratives Lesson Plan Draft Due** for Peer Response
- 2-11 **Visual Narratives Lesson Plan Due**; Classroom Management; *In Case You Teach English* Introduction & Cases 1-5
- 2-13 NO CLASS: Lincoln's Birthday Observed

Teaching Social Justice, Diversity, & Accessibility

- 2-16 Student Diversity & Selecting Diverse Literature
Making The Journey Chapters 4-5
- 2-18 Valuing Multiple Literacies
Selections from "Race and Literacy" issue of *English Leadership Quarterly* (D2L);
Response Paper Due
- 2-20 Diversifying Instruction & Teaching Multicultural Literature
The Reading/Writing Connection Chapters 4 & 8
- 2-23 Addressing Diverse Student Language & Leading Class Discussions of Cultural Issues
Making The Journey Chapters 6 & 8
- 2-25 Reading Media & Accessibility
"Designing for People Who Do Not Read Easily" & "Supercrises Don't Fly: Technical
Communication to Support Ordinary Lives of People with Disabilities" (D2L)
- 2-27 Web Accessibility
"Disability, Web Standards, and the Majority World" & "Accessibility as Context: The
Legal, Fiscal, and Social Imperative to Deliver Inclusive e-Content" (D2L)
- 3-2 Professional Ethics & Classroom Management
Making The Journey Chapters 10-11
- 3-4 **Social Justice Lesson Plan Draft Due** for Peer Response
- 3-6 **Social Justice Lesson Plan Due**; Classroom Management; *In Case You Teach English*
Cases 6-10

Developing Speaking, Listening, & Presentation Skills

- 3-9 Sharing Information through Visual, Musical, & Oral Communication
10 Easy Ways Chapters 1, 2, & 10 & Selection on Music in the Classroom (D2L)
- 3-11 Sharing Responses to Texts
The Reading/Writing Connection Chapter 11
- 3-13 **Comprehensive Teaching Philosophy Due** for Peer Response; Send Dr. Binns one-
paragraph mini-lesson presentation description by e-mail
- 3-16--3-20 NO CLASS: Spring Recess

Delivering Mini-Lessons

- 3-23 Work on Speaking & Listening Mini-Lessons and/or Unit Plans
- 3-25 Present Speaking & Listening Mini-Lessons in Class
- 3-27 Present Speaking & Listening Mini-Lessons in Class

Planning Units

- 3-30 **Unit Plan Draft Due** for Peer Response
- 4-1 **Revised Unit Plan Draft Due** for Peer Response
- 4-3 **Unit Plan Due**; *In Case You Teach English* Cases 11-15

Integrating Reading & Writing in ELA and across the Curriculum

- 4-6 Integrating Instruction in Reading, Writing, & Critical Thinking
The Reading/Writing Connection Chapters 1-3; Prepare Mini-Lesson Presentations for
the English Studies Conference
- 4-8 Teaching for Multiple Intelligences & Strategies for Interacting with Texts
The Reading/Writing Connection Chapters 5-6

- 4-10 English Studies Conference Day: Present Mini-Lessons at Conference & Attend At Least Two Additional Hours of the Conference
- 4-13 Teaching Research-Based Argument Writing & Correctness
The Reading/Writing Connection Chapters 9-10 & 12
- 4-15 **Cross-Curricular Lesson Plan Due** for Peer Response
- 4-17 **Cross-Curricular Lesson Plan Due**; *10 Easy Ways* Chapters 5-9

Teaching Genre & Informational Texts

- 4-20 Sponsoring School Yearbooks, Literary Magazines, & Newspapers; Lecture & Tour of Journalism Lab with Dr. Sally Renaud (Meet in Journalism Department Conference Room, 2521 Buzzard Hall)
 - 4-22 Genre & Non-Fiction Texts
Thinking Through Genre Chapters 1-4; **Job Shadowing Reflective Paper Due**
 - 4-24 Teaching Genre & Audience
Chapters 4-5 of *Genre Theory: Teaching, Writing, and Being* by Deborah Dean (D2L)
 - 4-27 **Pedagogy Reflection Essay Due** for Peer Response
 - 4-29 Teaching & Online Technology
10 Easy Ways Chapters 5-9
 - 5-1 More Classroom Management; *In Case You Teach English* Cases 16-20
- Portfolio Due**
Pedagogy Reflection Essay Due
Completed Clinical Hours Sheet Due
Completed Disposition Sheets Due from Clinical Hours Cooperating Teacher(s)
Yellow Evaluation Sheet Due
Revised Unit Plan & Pedagogy Reflection Essay Sent to Dr. Binns through Live Text before Class