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### ENG 4801-001: Integrating the English Language Arts

Melissa Ames

*Eastern Illinois University*

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**English 4801: Integrating the English Language Arts**  
**Course Policy & Syllabus**  
ENG 4801 – TR – 12:30 p.m. – 1:45 p.m. – 3120 Coleman Hall

**Instructor:** Dr. Melissa Ames

**Office:** 3821 Coleman Hall

**Office Hours:** T 10:30am-12:00pm

W 10:00am-11:00am

R 10:30am-12:00pm

Or by Appointment

**Email:** mames@eiu.edu (please do not use the email provided by D2L)

**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; 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 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 21<sup>st</sup> 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:**

- Christenbury, Leila. *Making the Journey: Being and Becoming an English Teacher*. Portsmouth, NH: Heinemann, 2006. Print.
- Dean, Deborah. *Genre Theory: Teaching, Writing, and Being*. Urbana, IL: National Council of Teachers of English, 2008.
- Firek, Hilve. *10 Easy Ways to Use Technology in the English Classroom*. Portsmouth, NH: Heinemann, 2003. Print.
- Hicks, Troy. *Crafting Digital Writing: Composing Texts Across Media & Genres*. Portsmouth: Heinemann, 2013.
- Johannessen, Larry R, and Thomas M. McCann. *In Case You Teach English: An Interactive Casebook for Prospective and Practicing Teachers*. Upper Saddle River, NJ: Merrill Prentice Hall, 2002. Print.
- Krueger, Ellen, and Mary T. Christel. *Seeing & Believing: How to Teach Media Literacy in the English Classroom*. Portsmouth, NH: Boynton/Cook, 2001.
- Lattimer, Heather. *Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12*. Portland: Stenhouse Publishers, 2003. Print.
- Olson, Carol Booth. *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*. 3<sup>rd</sup> Edition. Boston: Pearson, 2013. Print.
- Additional Readings Available through Course Management System (D2L)
- USB-compatible device for saving documents (i.e. a thumb drive)

**Course Requirements:** You must complete all major assignments to be eligible to pass the class. Your grade will be based on a point system that factors in all scores you earn on major writing assignments/projects, minor assignments/products, and in-class work/participation. Attendance is mandatory and will be factored into your in-class grade. 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 required College of Education hours, are required for course completion. Also, College of Education Live Text requirements will apply to one required course assignment – the unit plan. Please note that graduate students (including Accelerated MA students) will have additional requirements/adaptations to assignments.

**In-Class Work/Participation (200pts):**

Daily work – includes in-class activities, writing, peer response, informal group work, and oral presentations.

Response Pieces – includes short formal or informal written responses to the required reading, the media critiques, and class discussion/debates. (Note: total production of writing will vary, but the weekly discussion board posts will produce a minimum of 2,500 words over the course of the semester).

Participation – includes attendance, participation in class activities, discussion board activity, and course preparation. This category may be influenced by the dispositions evaluations completed by your cooperating teacher(s). Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities. (See detailed assignment rubric in regard to how discussion board activity/leadership is assessed.)

**Major Assignments/Projects (650pts):**

Annotated Bibliography/Pedagogy Research (50pts) – you will be assigned a pedagogical area/instructional strategy valuable to Language Arts instruction. You will compile research resulting in an annotated bibliography that houses 5-7 scholarly sources formatted according to MLA. This will be utilized for, and distributed at, your pedagogy conference presentation. (2-3pgs, 500-750 words)

Pedagogy Presentation/Mini-Lesson (100pts) – you will research a pedagogical area/instructional strategy valuable to ELA instruction. You will examine the issue and form an argument concerning teaching

implications. Following this preliminary work, you will be assigned to a thematic panel to present at our class pedagogy conference. During this presentation you will present a short paper/presentation/overview of your research specialty area, distribute the annotated bibliography you have crafted to further disseminate your knowledge and source material, and you will present/model with your research demonstrating an important pedagogical strategy in action. (5-6pgs, 1250-2500 words)

Syllabus (100pts) – you will craft a syllabus representing the design of a semester-long English Language Arts course, highlighting the scaffolding of your various units, skill coverage, and assignments, as well as your classroom management philosophies as evidenced through your course policies.

Unit Plan (100pts) – you will compose a research-based conceptual unit plan demonstrating your awareness of integrating the Language Arts. Use the class readings, discussion, oral presentations, personal experience, and your additional scholarly research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching literature, composition, media literacy, and technology skill. (Note: a printed copy of this project will be turned in on the initial due date and a revised copy will be re-submitted inside the professional portfolio; this revised copy will also be turned in through Live Text as a required component of the course). (15-25pgs, 3750-6250 words)

Cross Curricular Lesson Plan (50pts) – you will craft a lesson plan that crosses over curricular divides to teach a literary work from the canon. (2-3pg, 500-750 words)

Social Justice Lesson Plan (100pts) – you will craft a lesson plan that engages students with a topic/theme or educational aim related to social justice/equality. (2-3pg, 500-750 words)

Job Shadowing Experience (50pts) – 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 an evaluation from your supervisor and a reflective essay that can be integrated into your Pedagogy Reflection (Clinical Experience) Essay assignment (1-2pg, 250-500 words).

Professional Portfolio (100pts) – you will compile and revise a collection of documents/works that demonstrate your competence as an instructor will be instrumental once you embark on the job hunt. Being so, you will compile this portfolio and submit during this course. Included within its contents will be a table of contents, teaching philosophy, resume/curriculum vitae, pedagogy research, unit plan, course syllabus, pedagogy reflection experience essay, and evidence of professional organization membership. (This assessment includes three new writing pieces totaling 6-10pgs, 1500-2000 words; total portfolio size, including revised assignments, will range from 27-42pgs, 6750-10500 words)

### **Minor Writing Assignments/Products (150pts):**

Instructional Planning Items/Reflections (50pts) – includes Graphic Novel Justification Letter & Instructional Notes (2-3pgs, 500-750 words).

Student Lessons/Assessments (100pts) – includes Public Speaking Rubric & Mini-Lesson (2-3pgs, 500-750 words) and Teaching Visual Narratives Lesson Plan (2-3pgs, 500-750 words).

**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:	650pts
Minor Assignments/Projects:	150pts
<u>In-Class Work/Participation:</u>	<u>200pts</u>
Total Points Possible:	1000pts

A = 90%-100%  
B = 80%-89%  
C = 70%-79%

D = 60%-69%  
F = 0% -59%

## **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: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due at the beginning of class. 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.

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.

Class Attendance: Because this course emphasizes collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. After three 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 it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. Perfect attendance merits the addition of 20 extra-credit points to the in-class work/participation category.

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

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.

*Instructor Access and Response Time:* Students are encouraged to make use of office hours or make an appointment to discuss anything about the class, the profession, etc. Communication via email is also welcome. (Please always follow professional email etiquette and include some kind of address and a signature in your emails (i.e., Dear Dr./Professor X, This is Y from [course name] and I have a follow-up question about [purpose of email]. I look forward to hearing from you. Sincerely, Y). 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 return assignments the class period after they were submitted.] I will always email your school email addresses should school events, travel plans, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a grade to ask about that grade, and note that instructors are not allowed to discuss grades over email (make an appointment to talk to me in person).

*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](http://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.

*Themes:* The English Department has recently identified a set of themes that students may choose to explore across multiple courses with the same theme. In each course, the theme may be explored differently. In this course, you will complete work that engages one of the following three themes: (1) *Genre, Form & Poetics*; (2) *Education & Society*; (3) *Media, Technology & Popular Culture*.

**Tentative Course Schedule**  
**English 4801: Integrating the Language Arts**

**Unit I. Diversifying Instruction: Teaching Visual & Media Literacy**

[CC.9-12.R.L.1, CC.9-12.R.L.2, CC.9-12.R.L.3, CC.9-12.R.L.4, CC.9-12.R.L.5, CC.9-12.R.L.6, CC.9-12.R.L.7, CC.9-12.R.L.9, CC.9-12.R.I.1, CC.9-12.R.I.2, CC.9-12.R.I.3, CC.9-12.R.I.7, CC.R.H.3, CC.9-12.R.H.5, CC.9-12.R.H.6]

**Week #1: *Diversifying Instruction***

**T 1/14** – Course Introduction & Overview

Prepared Reading: “Is Google Making us Dumb?” (D2L); *Dumbest Generation* (excerpts, D2L); “The Generation that Doesn’t Remember Life Before Cell Phones” (D2L)

**R 1/16**– Applying Close Reading Skills to Non-Traditional Texts & Diversifying Instruction

Prepared Reading: *Making*, Ch 5 & *Reading*, Ch 8; Excerpts from *Everything Bad is Good for You* (D2L)

**Week #2: *Best Practices for Instructional Design that Incorporate all ELA Strands***

**T 1/21** – Course Design, Unit Plans, & Lesson Plans

Prepared Reading: *Backwards Design* (D2L); *Common Core for the Not-So-Common Core Learner* (Ch 1 & 7, D2L)

**R 1/23**– Skill Scaffolding & Assessment Planning for All ELA Strands / Analyzing Film

Prepared Reading: *Seeing*, Ch 1 & 4; “Great Films” (D2L), & “*I, Robot*” (D2L)

**Assignment Due: Scaffolding Activity**

**Week #3: *Teaching Media Literacy Skills***

**T 1/28**– Analyzing Film & Television

Prepared Reading: *Ten Easy Ways*, Ch 4; *Seeing*, CH 7 & 9

**Assignment Dne: Pedagogy Topics**

**R 1/30**– Teaching through Television

Prepared Reading: *Seeing*, Ch 6 & 8

**Week #4: *Developing Visual Literacy Skills***

**T 2/4**– Video Games, Music Videos & YouTube Videos in the Classroom

Prepared Reading: *Making*, Ch 9 & *Ten Easy Ways*, Ch 3

Guest Lecturer: Dr. Donna Binns

**R 2/6**– Art & Advertisements in the Language Arts Classroom

Prepared Reading: *Reading*, Ch 5, *Seeing*, Ch 3

**Assignment Due: Visual Analysis Lesson Plan**

**Unit II. Developing Reading & Writing Skills through Genre Study**

[CC.9-12.R.L.1, CC.9-12.R.I.1, CC.9-12.R.I.2, CC.9-12.R.I.5, CC.9-12.R.I.6, CC.9-12.R.I.7, CC.9-12.W.1, CC.9-12.W.1a-e, CC.9-12.W.2, CC.9-12.W.2a-f, CC.9-12.W.4, CC.9-12.W.5]

**Week #5: *Introduction to Multimodal Composition***

**T 2/11**– Understanding Media, Mode, & Genre

Prepared Reading: *Writer/Designer* (excerpts, D2L); *Genre Theory*, Ch 1-3

R 2/13– Genre & Writing Instruction / Memoir / How-To Essays / Humor Writing  
Prepared Reading: *Genre Theory*, Ch 4-5, *Thinking*, Ch 1-2

**Assignment Due: Syllabus**

**Week #6: *Implementing a Range of Genres & Integrating Technology into Learning Experiences***

T 2/18– Fiction & Nonfiction Genres / Journalism / Microfiction / Fairytales

Prepared Reading: *Thinking*, Ch 3-4, 6

**Bring Copy of Newspaper to Class**

R 2/20– Reading & Writing in Digital Spaces / Hyperfiction / Video Essays / Peer Editing

Prepare Reading: Connected Reading (excerpts, D2L); Create, Compose, Connect (excerpt, D2L);

Digital Short Story, “Lies,” available: <http://benz.nchu.edu.tw/~garden/lies/lies.html>

**Assignment Due: Rough Draft of Annotated Bibliography**

**Week #7: *Using Genre to Teach to the Various Learning Styles***

T 2/25– Social Commentary & Satire: Teaching Graphic Novels, Memes, Comics, & Political Cartoons

Prepared Reading: Act V *King Lear* & Graphic Adaptation (course pack), *Seeing*, Ch 2

**Bring Copy of Graphic Novel to Class**

**Assignment Due: Annotated Bibliography for Pedagogy Research Assignment**

R 2/27– Using Games in the Classroom

Prepared Reading: “Books to Games,” available: <http://ww2.kqed.org/mindshift/2015/10/27/books-to-games-transforming-classic-novels-into-role-playing-adventures/>;

“English & Black History Role Playing Game,” available: <https://www.teachingchannel.org/videos/black-history-english-lesson-role-playing>;

“A Tale of Two Cities Role Playing Game,” available: <http://www.universeastext.com/?p=1041>;

“Shakespeare Role Playing Game,” available: <http://spoiledflushgames.com/games/forsooth/>

**Assignment Due: Graphic Novel Justification Letter & Teacher Notes**

### **Unit III. Best Teaching Practices, Authentic Assessments, & Real World Applications**

[CC.9-12.R.H.5, CC.9-12.R.H.7, CC.9-12.R.H.9, CC.9-12.R.ST.1, CC.9-12.R.ST.2, CC.9-12.R.ST.4, CC.9-12.R.ST.5, CC.9-12.R.ST.6, CC.9-12.R.ST.7, CC.9-12.R.ST.8, CC.9-12.R.ST.9, CC.9-12.W.HST.1, CC.9-12.W.HST.2]<sup>1</sup>

**Week #8: *Interdisciplinary Teaching Practices***

T 3/3– Reading Informational Texts/Teaching across Curricular Divides/Numeracy Skills

Prepared Reading: Self-Selected Database Resources

R 3/5– Studying the Poetics & Genres of Music

Prepared Reading: *The Poetics of Country Music* (excerpt, D2L); “Hip Hop Literacies” (D2L)

**Bring in Copy (electronic or print) of Song Lyrics**

**Week #9: *Engaging with Social Justice Pedagogy***

T 3/10– Overcoming Student Reluctance to Discuss Difficult Cultural Prepared Reading: “Taking the Risks of Activism Seriously” (D2L); “Race & Literacy” (D2L)

**Assignment Due: Draft of Unit Rational in Class for Peer Review**

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<sup>1</sup> The Common Core Standards listed beneath each unit title are representative of – but not inclusive of – the standards covered throughout the instructional activities and assignments within the unit.

R 3/12– Issues Drawing upon Community Resources & Valuing Multiple Literacies  
Prepared Reading: “The Social Construction of Identity” (D2L); “Multiculturalisms” (D2L); “The Values of Multi-Ethnic Literature” (D2L)

**Assignment Due: Cross Curricular Lesson Plan**

**SPRING BREAK – No Class**

**Week #10: *Pedagogical Issues in Action***

T 3/24 – Pedagogy Panel Presentations (presentation rubric & copies of annotated bibliography & presentation materials needed)

**Assignment Due: Pedagogy Presentations (on assigned date)**

R 3/26 - Pedagogy Panel Presentations (presentation rubric & copies of annotated bibliography & presentation materials needed)

**Unit IV. Developing 21<sup>st</sup> Century Communication Skills**

[CC.9-12.W.3, CC.9-12.W.6, CC.9-12.W.9, CC.9-12.SL.1, CC.9-12.SL.1a-d, CC.9-12.SL.2, CC.9-12.SL.3, CC.9-12.SL.4, CC.9-12.SL.5, CC.9-12.SL.6, CC.L.1, CC.9-12.L. CC.9-12.L.2, CC.R.H.7]

**Week #11: *Pedagogical Issues in Action***

T 3/31 – Pedagogy Conferences (presentation rubric & copies of annotated bibliography needed)

Prepared Reading: *Written Conversations* (Ch 1 & 3, D2L); *Making*, Ch 8

**Assignment Due: Social Justice Lesson Plan**

R 4/2 – Teaching Listening & Discussion Skills

Prepared Reading: *Reading*, Ch 11; *Collaborative Literacy in Action* (excerpts, D2L); *Common Core for the Not-So-Common Core Learner* (Ch 6, D2L)

**Bring Notes from Audio Book Experience**

**Week #12: *Developing Speaking, Listening, & Presenting Skills***

T 4/7 – English Studies Conference (Required Attendance) – No Class

R 4/9- Developing Public Speaking & Presenting Skills

Prepared Reading: *Ten Easy Ways*, Ch 1, 2 & 10; “Can You Hear Me Now?” (D2L)

**Assignment Due: Unit Plan**

*(Extra Credit Opportunity: Early Submission by 11:59pm on 4/6=20pts;  
by 11:59pm on 4/7=10 pts, by 11:59pm on 4/8=5pts)*

**Week #13: *Using Technology to Read & Write Digital Texts***

T 4/14– Interactive Writing & Presentations / Reviewing Ethical Digital Composition Practices / Considering Accessibility Issues when Crafting Digital Texts

Prepared Reading: *Ten Easy Ways*, Ch 5 & 6; *Crafting Digital Writing*, CH 4; *Written Conversations* (Ch 6, D2L)

**Assignment Due: Speaking/Listening/Presenting Mini-Lesson**

R 4/16– WebQuests, Blogs, Wikis, & Social Media / Peer Editing Portfolio Items

Prepared Reading: *Ten Easy Ways*, Ch 7, 8 & 9; *Crafting Digital Writing*, CH 7

**Assignment Due: Rough Draft of Pedagogy Reflection (Clinical Experience) Essay, Resume, & Comprehensive Teaching Philosophy**

**Unit V. Professional Development & Additional Leadership/Service Roles for the ELA Teacher**  
[CC.9-12.W.1, CC.9-12.W.1a-e, CC.9-12.W.2, CC.9-12.W.2a-f, CC.9-12.W.4, CC.9-12.W.5]

**Week #14: *The Trials & Tribulations of Teaching in the 21<sup>st</sup> Century***

T 4/21– Applied ELA Skills / Teacher Disposition Skills

Prepared Reading: *In Case*, Ch 1, 7, 10, 12, 14 & 18; *Classroom Management* (excerpts, D2L)

**Optional Early Portfolio Submission Day:** For Students Student Teaching in Fall 2020, your Student Teaching Approval Portfolio is due to the English Education Committee on 4/20. If you would like to avoid having to make duplicates of portfolio items, you may submit your entire print Student Teaching Portfolio on this date with any additional materials NOT required within it – rubrics, additional assignments, etc. – submitted in an inside pocket) and this will be passed on to the English Education Committee after it is graded and any excess items or grading rubrics will be returned to you separately. If you are submitting an electronic portfolio you can submit the electronic official portfolio as one PDF document and then submit any additional ENG 4801 specific items separately if you do not wish them to be reviewed as part of your portfolio by the committee members.

R 4/23 - Classroom Management Strategies / Response to Intervention (RTI) Program

Prepared Reading: *Making*, Ch 10 & 11; RTI Readings, available: <http://www.rtinetwork.org/learn/rti-in-secondary-schools> (read articles on “RTI in Secondary Schools” page)

**Assignment Due:** Job Shadowing Reflection, Portfolio, Revised Unit Plan (submitted electronically via Live Text & Unit Revision Reflection/Documentation through D2L)

**Week #15: *The Extended Responsibilities of the ELA Teacher***

T 4/28– Life Long Learning & Professional Development / Sponsoring Extra Curricular Activities

Prepared Reading: *In Case*, Ch 3, 8, 13, 10

**Discussion Board Self-Evaluation Form Due**

R 4/30 – Teaching in the High Stakes Assessment Era / Closing Activities / Course Evaluations

Prepared Reading: EdTPA & Danielson Model (D2L)

**Meet Dr. Sally Renaud in Buzzard Atrium at 12:30pm for Media/Journalism Tour/Class Session**

**Assignment Due:** Teacher Assessment Readiness Reflection

**Final Exam Week / End of the Semester**

(Note: This Schedule is Subject to Change at the Instructor’s Discretion & Reading Selections are Abbreviated by Title)