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ENG 4801-001: Integrating The English Literature Arts

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**English 4801: Integrating the English Language Arts
Course Policy & Syllabus**

ENG 4801 – T – 6:30 p.m. - 9:00 p.m. – 3120 & 3130 Coleman Hall

Instructor: Dr. Melissa Ames

Office: 3821 Coleman Hall

Office Hours: W 5:30-6:30pm & 9-10pm

Or by Appointment

Phone: 581-6977 (email is preferred contact)

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

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 various presentations.

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

1. Understand the roles that multimedia resources can play in the secondary curriculum,
2. Understand that students vary in their approaches to learning and, therefore, teachers must create instructional opportunities that are adaptable and meet the needs of these different learners,
3. Recognize the importance of including a variety of genres in literary study,
4. Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills, and the effective use of technology,
5. Recognize the issues surrounding the "canon" and what they imply about the secondary Language Arts curriculum,
6. Understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process,
7. Be aware of and able to implement a variety of culturally diverse literature & media selections in the secondary classroom,
8. Be familiar with (and apply) a variety of resource materials available to the literature teacher,
9. Understand that the teaching literature and writing are not isolated activities and be able to craft multi-genre/multi-media units and lessons that reflect the hybrid nature of Language Arts,
10. Understand the additional roles that Language Arts teachers often fulfill, such as sponsors of school newspaper, literary magazine, and yearbook.

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.

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*. Boston: Pearson, 2007. Print.
4804 Course Pack – available at University Print Shop – Copy Express.
USB-compatible device for saving documents (i.e. a jump 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.

In-Class Work/Participation (250pts):

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.

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.

Major Writing Assignments/Projects (500pts):

Annotated Bibliography/Pedagogy Research – 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. (100pts)

Pedagogy Conference Presentation – you will be assigned to a thematic panel to present with 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, and distribute, a lesson plan that aligns with your research and demonstrates this important pedagogical strategy in action. (100pts)

Unit Plan – you will compose a 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 into Dr. Ames 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). (100pts)

Cross Curricular Lesson Plan – you will craft a lesson plan that crosses over curricular divides to teach a literary work from the canon. (100pts)

Professional Portfolio – you will compile 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 annotated bibliography, (revised) unit plan, course syllabus, and evidence of professional organization membership. (100pts)

Minor Writing Assignments/Products (250pts):

Instructional Planning Items/Reflections – includes Syllabus (50pts) and Graphic Novel Justification Letter & Instructional Notes (50pts).

Student Lessons/Assignments – includes Public Speaking Rubric & Mini-Lesson (50pts), Teaching Visual Narratives Lesson Plan (50pts), and Analyzing Place/Space/Visual Rhetoric Lesson Plan (50pts).

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 Writing Assignments/Projects:	500pts
Minor Writing Assignments/Products:	250pts
<u>In-Class Work/Participation:</u>	<u>250pts</u>
Total Points Possible:	1000pts

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 typed on white, 8.5 x 11 paper and formatted according to MLA/APA guidelines and standards when applicable. (If you are unfamiliar with MLA 2009 guidelines please utilize Purdue’s Online Writing Lab at: <http://owl.english.purdue.edu>). All assignments should be submitted in a two-pocket folder with the appropriate rubric. (Larger assignments, like the unit, may be submitted in three ring binders if additional storage space is needed). For your own protection, keep copies of all completed work.

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 two 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, and representation of such 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.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services.

Tentative Course Schedule
English 4801: Integrating the Language Arts

NOTE: This course is allotted both an Integrated Technology Classroom & a Traditional Classroom for its use throughout the term. The schedule below is broken up into “weeks”. On ODD weeks this class will utilize the Integrated Technology Classrooms (the computer lab) – 3120 Coleman – and on EVEN weeks we will meet in the Traditional Classroom – 3130 Coleman. Please make sure that you are present in the room assigned for us on any given week. In case class activities make one room more preferable than another, we may switch at any time so please check both rooms if you find that the class is not in the room you assume it will be.

T 8/23 - Week 1: *Pedagogy & Popular Culture*

Prepared Reading: *Seeing*, Ch 1, 4 & 7

- Course Introduction & Overview
- Pedagogy & Popular Culture

Prepared Reading: Excerpts from *Everything Bad is Good for You* (course pack)

T 8/30 - Week #2: *Teaching Visual Narratives*

Prepared Reading: *Ten Easy Ways*, Ch 4, *Seeing* Ch 9, “Great Films” (course pack), & “*I, Robot*” (course pack), *Binder Needed in Class*

- Teaching Film
- Teaching Television

Pedagogy Topics Due (electronically before class by 6pm – submitted to Ames’s EIU email)

T 9/6- Week #3: *Re-“framing” Language Arts*

Prepared Reading: *Making*, Ch 9 & *Ten Easy Ways*, Ch 3, *Seeing* Ch 6 & 8; *Binder Needed in Class*

- Teaching Television
- Video Games & Language Arts
- Workshop Time for Syllabus Design

Assignment Due: Teaching Visual Narratives Lesson Plan

T 9/13 - Week #4: *The Educational Value of Cultural Studies*

Prepared Reading: “Role of Handover” (course pack), Prepared Reading: “Cultural Studies” (course pack); *Binder Needed in Class*

- Why Teach Cultural Studies?
Democracy & Education
- Peer Review Session for Annotated Bibliography

Rough Draft of Annotated Bibliography Must be in Class

T 9/20 - Week #5: *Tapping into Diversity – Cultural, Textual, & Otherwise*

Prepared Reading: *Making*, Ch 5, *Reading*, Ch 8, *Genre Theory*, Ch 1 & *Thinking*, Ch 1

- Diversifying Instruction
- Workshop Time Unit Design

Assignment Due: Syllabus

T 9/27 - Week #6: *Genre Theory*

Prepared Reading: *Genre Theory*, Ch 2-3, Prepared Reading: *Genre Theory*, Ch 4-5, *Thinking*, Ch 2;
Binder Needed in Class

- Understanding Genre
- Teaching Genre
- Teaching Memoir

Assignment Due: Pedagogy Annotated Bibliography

T 10/4 - Week #7: *Using Genre to Teach to the Various Learning Styles*

Prepared Reading: Act V *King Lear* & Graphic Adaptation (course pack), *Seeing*, Ch 2 & “Of Times, Teens, & Books” (course pack), *Binder Needed in Class*

- Graphic Novels in the Language Arts Classroom?
- Peer Review Day – Unit Rationale

Must have a Graphic Novel in Class

Completed Rough Draft of Unit Rationale Must be in Class

T 10/11 - Week #8: *Re-Thinking Genre*

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

- Teaching Journalism
- The Fairy Tale as Literature
- Music Videos in the Classroom

Assignment Due: Graphic Novel Justification Letter & Teacher Notes

Must Bring in a Weekend Newspaper

T 10/18 - Week #9: *Reading & Discussing Alternative “Texts”*

Prepared Reading: *Making*, Ch 8 & *Reading*, Ch 5 & 11, *Seeing*, Ch 3; *Binder Needed in Class*

- The Role of Discussion in a Language Arts Class
- Persuasive Acts – Advertising & Analysis
- Art & Literature

Assignment Due: Unit Plan

T 10/25 - Week #10: *Pedagogical Issues in Action*

- Pedagogy Conferences (presentation rubric & copies of annotated bibliography needed)

T 11/1 - Week #11: *Debating Pedagogy*

- Pedagogy Conference (presentation rubric & copies of annotated bibliography needed)

Assignment Due: Analyzing a Place/Space/Visual Rhetoric Lesson Plan

T 11/8 - Week #12: *Teaching with Technology*

Prepared Reading: *In Case*, Ch 10; *Ten Easy Ways*, Ch 1, 2 & 10; *Binder Needed in Class*

- Public Speaking – A Language Arts Benchmark
- “Hearing” Literature?
- Clinical Experience Peer Review
- Portfolio Workshop Time

Must Bring in Notes from Audio Book/Audio Mall Listening Experiences

Rough Draft of Clinical Experience Essay Must be in Class

T 11/15 - Week #13: *Reading, & Writing, & Computers, Oh My!*

Prepared Reading: *Ten Easy Ways*, Ch 5, 6, 7, 8 & 9, “Unleashing Potential” (course pack)

- Integrating Media Clips into Lectures/PowerPoint Presentations
- Interactive Writing
- Learning on the Web

Assignment Due: Cross-Curricular Lesson Plan

[Note: Tuesday November 15th, 2011 is the Optional Early Submission Portfolio Deadline for those Students who are Student Teaching in Spring 2012. For students who this applies to, if they would like to submit their final “official” Student Teaching Portfolio to me in class on this day – instead of creating TWO portfolios – they can do this and I will grade it early (marking only on rubrics) & turn it in to the English Education Committee by the appropriate deadline. All appropriate forms (golden rod clinical experience log, copy of log, disposition evaluation form, & various rubrics must be turned in with this portfolio.)

T 11/22 – Thanksgiving Week: No Class

[Note: LIVE TEXT SUBMISSION OF REVISED UNIT DUE by 11:59pm on Monday 11/28]

T 11/29 - Week #14: *The Trials & Tribulations of Teaching in the 21st Century*

Prepared Reading: *In Case*, Ch 1, 7, 12, 14 & 18, *Making*, Ch 10 & 11

- Responding to Authority Figures
- Classroom Management & Discipline
- Wearing Many Hats – The Language Arts Teacher as Newspaper & Yearbook Sponsor

Assignment Due: Public Speaking Mini-Lesson & Rubric

Assignment Due: Professional Portfolio [must include all golden rod observation log & dispositions evaluation (turned in separately) and all necessary rubrics (turned in within portfolio contents)]

T 12/6- Week #15: *Becoming a Language Arts Teacher... and More*

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

- Responsibilities Beyond Instruction – Film Renditions of a Profession
- Closing Activities/Course Evaluations

Assignment Due: Discussion Board Rubric (Self-Assessment on Rubric)

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)