

Spring 1-15-2018

# ENG 4801-001: Integrating English Language Arts

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## Recommended Citation

Binns, Donna, "ENG 4801-001: Integrating English Language Arts" (2018). *Spring 2018*. 53.  
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**English 4801-001: Integrating the English Language Arts (3 Credits) – Spring 2018**  
Mondays 7:00 p.m.–9:30 p.m., 3120/3130 Coleman Hall

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**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 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*

*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.

*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.

### 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 10, 2018.

### Unit Plan Project (Rational 7-10 pages; Lesson Plan 1-2 pages, Daily Schedule & Supplemental 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), 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 Plan (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 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:

Response Papers/Daily Work	20%
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](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.

## English 4801 Course Schedule (Spring 2018)

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**

- 1-8 Course Introduction
- 1-15 NO CLASS: Martin Luther King, Jr. Holiday Observed
- 1-22 *Seeing & Believing* Chapters 1-9; *10 Easy Ways* Chapters 3-4; **Response Paper Due**

### **Teaching Digital/Visual Narratives & Writing**

- 1-29 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); *Crafting Digital Writing* Chapters 1-4: **Response Paper Due**
- 2-5 *Crafting Digital Writing* Chapters 5-8; *Making The Journey* Chapters 3 & 9; **Visual Narratives Lesson Plan Draft Due** for Peer Response
- 2-12 **Visual Narratives Lesson Plan Due**; *In Case You Teach English* Introduction & Cases 1-5; "Is Google Making us Dumb?" (D2L); *Dumbest Generation* (excerpts, D2L); "The Generation that Doesn't Remember Life Before Cell Phones" (D2L)

### **Teaching Social Justice, Diversity, & Accessibility**

- 2-19 *Making The Journey* Chapters 4-6 & 8; "Designing for People Who Do Not Read Easily" & "Supercrrips Don't Fly: Technical Communication to Support Ordinary Lives of People with Disabilities" (D2L); **Response Paper Due**
- 2-26 *The Reading/Writing Connection* Chapters 1-3, & 8; "Taking the Risks of Activism Seriously" (D2L); "Race & Literacy" (D2L); **Social Justice Lesson Plan Draft Due** for Peer Response
- 3-5 **Social Justice Lesson Plan Due**; "The Social Construction of Identity" (D2L); "Multiculturalisms" (D2L); "The Values of Multi-Ethnic Literature" (D2L); *In Case You Teach English* Cases 6-10
- 3-12 NO CLASS: Spring Break

### **Developing Speaking, Listening, & Presentation Skills**

- 3-19 *10 Easy Ways* Chapters 1, 2, & 10; *The Reading/Writing Connection* Chapter 11; *Common Core for the Not-So-Common Core Learner* (Ch 6, D2L); **Response Paper Due**
- 3-26 **Present Speaking & Listening Mini-Lessons in Class**; *The Poetics of Country Music* (excerpt, D2L); "Hip Hop Literacies" (D2L)

### **Planning Units**

- 4-2 **Unit Plan Draft Due** for Peer Response; *10 Easy Ways* Chapters 5-9; *In Case You Teach English* Cases 11-15
- 4-9 **Unit Plan Due to D2L**; NO CLASS: Prepare Mini-Lesson Presentations for the English Studies Conference; Work on Cross-Curricular Lesson Plan and/or Pedagogy Reflection Essay
- 4-10 English Studies Conference Day: Present at Conference & Attend At Least Two Additional Hours of the Conference

### **Teaching Genre & Informational Texts**

- 4-16 **Pedagogy Reflection Essay Due** for Peer Response; *Thinking Through Genre* Chapters 1-4; Chapters 4-5 of *Genre Theory: Teaching, Writing, and Being*
- 4-23 *In Case You Teach English* Cases 16-20  
**Revised Unit Plan & Pedagogy Reflection Essay Sent to Dr. Binns through Live Text Before Class**  
**Final Portfolio Due to D2L Dropbox**  
**Clinical Experience Hours Sheets Due**  
**Completed Disposition Sheets Due from Clinical Hours Cooperating Teacher(s)**  
**Yellow Evaluation Sheet Due**