ENG 4801-001: Integrating the English Language Arts

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ENG 4801: Integrating the English Language Arts
Spring 2005

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Phone: 581.6927
M-W-F by appointment

Texts
Codell, E. Madame Esme: Diary of a First Year Teacher

Supplemental Works
Bartoltti. Black Potatoes.
Bauer, Am I Blue?
Gantos. Hole in My Life.
Hobbs, W. The Maze.
Nye. Habibi.
Shakespeare, William. Romeo and Juliet.

Requirements: You must complete all parts of all assignments to receive credit for the class. Due to the amount of in-class exchange attendance is included in your evaluation.

Attendance: Each absence without proof of medical or legal emergency will result in a 10-point grade drop. Perfect attendance merits 10 extra credit points.

I. Course Description
Attention centers on pedagogical theory and its practical applications for integrating the English language arts, including literature, composition, speech, drama, and media.

II. Course Objectives
In this class you will
- Integrate a variety of methods grounded in theories in the teaching of English language arts
- Model and teach how writers convey meaning through literary elements and techniques in a variety of genres and media
- Adapt written and oral communication to audience and situation
- Model reading aloud from a variety of literary genres to demonstrate group/individual analysis and interpretation of literature
- Recognize and model components of effective written and oral communication
- Integrate technology and media into the literature classroom
- Apply strategies to overcome writing and speaking anxieties.
- Practice and teach visual literacy.

III. Course Format
Response journal: Respond to assigned and to self-selected readings in your response journal. (Do not read more than 20 pages before responding.) Cite the passages.
Discussion: In-class discussions will focus on assigned readings, response to peer essays/presentations and guest speakers, and questions as they arise.

Peer response: Sharing of drafts of writing and oral presentations

Conference presentation: Presentation at this semester’s English Conference

VI. Evaluation

Course grade will be determined by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Response journal</td>
<td>100</td>
</tr>
<tr>
<td>Weekly assignments</td>
<td>200</td>
</tr>
<tr>
<td>Integrated unit plan</td>
<td>100</td>
</tr>
<tr>
<td>Group project/Eng. Conference</td>
<td>50</td>
</tr>
<tr>
<td>Portfolio</td>
<td>50</td>
</tr>
<tr>
<td>Attitude, Preparedness, Leadership, Interaction</td>
<td>50</td>
</tr>
</tbody>
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Schedule of Expectations

1/11 Introduction to course, examination of syllabus, distribution of professional organization materials.

Assignment: First half of Learning to Teach Drama: A Case Narrative Approach. Respond in journal.

First 1/2 of Black Potatoes. Briefly research the Great Irish Famine, England’s political role, social breakdown of the Irish culture, and lives of Irish children. Determine strategies to involve future students. It is your group’s responsibility to present all concepts/strategies in your segment to apply to Black Potatoes via powerpoint, video, storyboarding, etc.

1/13 Small groups meet to discuss readings and prepare to share material.

Assignment: Finish Black Potatoes. Rather than responing draft an assignment prompt on this text in your journal. Remember to include objective(s), materials that may be appropriate, a description of the activity with time allotments, and means of evaluation.

1/18 Sharing of integrated pedagogy as applied to Black Potatoes

Assignment: 2nd half of Drama. Respond in journal using Black Potatoes as a sample application text.

1/20 Finish presentations. Discuss Drama text. Select YA novel.

Assignment: First 1/3 of YA novel. Select representative passage to read aloud to class.


Assignment: Update resume for portfolio. Enter on Livetext.

1/27 Guest Dr. Jean Wolski, Theater Department.

2/1 Quick overview of self-selected text. Oral reading of selected passage. Discuss why you chose this passage.

Assignment: Second 1/3 of novel. Respond.

2/3 Discuss reading. Respond in journal to elements that lend themselves to drama.

Assignment: Final 1/3 of novel. In journal discuss classical text that could be paired.

2/8 Guest speaker, Dr. M. Hogg, Communications Department
Assignment: Chapters 1-2-3 In journal construct a prompt for application of the information covered.

Assignment: Chaps. 4-6-7 (note omission of Chapt. 5). In journal tie applications of speech instruction between class readings and speaker info.

2/15 Finish presentations
Assignment: Chapter 10. Construct week-long speech prompt.

2/17 Share prompts. Polish. Submit to Prompt segment of Livetext
Assignment: First 1/3 of Hole in My Life In journal prepare prompt integrating speech with this reading.

2/22 Choral Reading, Readers Theater with Hole in My Life
Assignment: Second 1/3 of Holes Respond with focus on conflict, character development, language/style. Remember to use specific examples from the text.

2/24 Discuss Hole in My Life. In groups of 3 prepare unit plan for text using integration we have thus far studied
Assignment: Finish text

3/1 Share unit plans Polish Submit to Livetext
Assignment: First half of Seeing Is Believing

3/3 Guest Speaker, Dr. Ann Boswell, English

3/8 Discuss connections between text and presentation
Assignment: Finish Seeing Is Believing In journal list 6 guidelines for using film in the classroom

3/10 Share guidelines in groups of 4-5 Merge. Construct set of 10 to represent the class

3/14-18 Spring Break

3/22 Guest speaker, Dr. James Tidwell, Journalism Department Chair

3/24 Applications of journalism in the English Language Arts classroom In groups brainstorm lists. Choose one to develop into plan