ENG 4801: Integrating the English Language Arts
Spring 2004

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Office Hours: T & R 8:30-11

Texts:

Supplemental Works:
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:

- Response journal: 100 points
- Weekly assignments: 200 points
- Integrated unit plan: 100 points
- Group project/Eng. Conference: 50 points
- Portfolio: 50 points
- Attitude, Preparedness, Leadership, interaction: 50 points

Schedule of Expectations

1/13 Introduction to course, examination of syllabus, distribution of professional organization materials.
Assignment: Crossing Over. Chapters 1-6, pp. 1-147. (6 groups) Respond in journal.
First 1/2 of The Goats. It is your group’s responsibility to present all concepts/strategies in your segment to apply to The Goats via powerpoint, video, storyboarding, etc.

1/15 Small groups meet to discuss readings and prepare to share material. Begin.

1/20-22 Sharing of integrated pedagogy as applied to The Goats

1/27 Sharing with rest of class, applying text to The Goats

1/29 Introduction to communication models with Dr. Mary Hogg. Select YA novel.
Assignment: Communication for the Classroom Teacher, Chaps. 1-2. First 1/3 of YA novel. Respond in journal to both.

2/3 Discuss assigned reading
Assignment: Chaps. 3-4. Second 1/3 of novel. Respond in journal to both.

2/5 Discuss assigned reading
Assignment: Chapt. 6. Finish novel. Respond in journal to both.

2/10 Introduction to small group communication with Dr. Hogg
Assignment: Chapt. 7. First 1/3 of Holes. (Respond in journal to both.)

2/12 Apply information shared with Dr. Hogg to Holes
Assignment: Chapt. 8. Second 1/3 of Holes. Respond

2/17 Application of Oral Reading and Storytelling in the high or middle school classroom
Prepare segment of story to share
Assignment: Chapter 10. Finish Holes