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ENG 4801-600: Integrating English Language Arts

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Eastern Illinois University

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**English 4801: Integrating the English Language Arts
Course Policy & Syllabus**
ENG 4801 – TR – 9:30am-11:00am – Synchronous Online

Instructor: Dr. Melissa Ames [she/her]

Office: 3821 Coleman Hall / Zoom

Office Hours: M 10:00pm-12:00pm

W 12:00pm-2:00pm; 7-8pm

R 9:30am-11:00am

Or by Appointment (a wider range of times are listed on Calendly's Sign-Up Weekly)

(See D2L for Video Conferencing & Sign-Up Links; additional office hours available upon request)

Email: mames@online.eiu.edu (the email system housed in 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 21st 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*. 3rd Edition. Boston: Pearson, 2013. Print.

Additional Readings Available through Course Management System (D2L)

Note: Some excerpts from the above texts are also available in D2L and can be read in either format

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.

Classwork/Activities/Reflection (260pts):

Instructional Planning/Professional Reflections – includes a range of activities from goal setting, skill scaffolding, text selection, and the development of instructional tools/activities.

Pedagogical Engagements/Response Pieces – includes submission of short formal or informal written responses to the required reading, the media critiques, and module resources.

Participation/Collaboration (90pts):

Participation – regular, on-time engagement with module resources and participation in class activity and peer dialogue (e.g. discussion board activity, sharing material, peer editing), as well as scheduled synchronous class sessions or one-on-one instructor meetings. While the instructor will assess this category independently as well (based on records & observations), please note that D2L provides a detailed report on student activity that includes engagement and time spent with class resources and on course management site, number of posts and responses made to discussion board threads, and whether/when activities, reading, resources, and feedback are accessed. Summer work will be considered when calculating this grade. This category may also be influenced by the dispositions evaluations completed by your cooperating teacher(s).

Peer Feedback/Resource Sharing – sharing and reflecting on instructional resources, planning ideas, and other professional inquiries as a member of a supportive professional learning community.

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 & Authentic Assessment (100pts) – 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)

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>Class Work/Participation:</u>	<u>350pts</u>
Total Points Possible:	1250pts

A = 90%-100%	D = 60%-69%
B = 80%-89%	F = 0% -59%
C = 70%-79%	

Instructor Class Policies:

Mission to Support Student Learning: As a future teacher your number one priority is to see students succeed. Whenever you are faced with a situation wherein you are debating whether to reach out to an instructor when you are confused about an assignment, falling behind in course work, or when outside circumstances are impacting your performance, ask yourself this question: “would I want my student to reach out to me?” The answer, surely, will be yes. So, please, always feel free to reach out to me for additional support, to request an extension, etc. The policies listed below are the defaults. They are in place because we want to train you as professionals to foster the dispositions, skills, and behaviors needed to succeed in your career (e.g. time management, responsibility). That said, the most important thing is to make sure that you have the skills necessary to perform your duties as a future teacher and I will always do my best to work with you. I encourage you to always take ownership and agency over your learning and professional development.

Assignment Due Dates: Assignments, including drafts, are due by 11:59pm on the date listed on the syllabus unless otherwise stated. (On occasion there may be reading or an activity that must be completed prior to a synchronous session). The schedule mirrors a traditional Tuesday/Thursday face-to-face rhythm (wherein we would meet twice a week for fifteen weeks plus finals week). As a result, there are 31 course modules conceptually and thematically arranged. In order to space out work in a predictable fashion, the course is designed so that most class activities and discussion board posts are due on Tuesday/Thursday with more time-consuming assignments are due on Sundays. (There are a few deviations, most notably when peer editing is involved.) *Assignments and activities not submitted received by the stated deadline receive a zero. However, extensions may be granted if students reach out in advance.*

Class Attendance/Engagement: Because this course emphasizes collaborative activity, active participation is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work are designed for particular modules and *their lack of completion will negatively affect your in-class work/participation grade.* This course has very few synchronous instructional sessions, as such they are weighted heavily in terms of participation. Being present helps build positive peer and peer-instructor relationships and fosters a productive professional learning community.

Class Work: Weekly activities must be completed within the week/module they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor.

Inactivity/Absence: Once a student fails to complete three learning modules for each additional learning module missed their grade may be reduced by one-letter. *A student who misses six or more learning modules (the equivalent of 3 weeks or 20% of the course) may not be eligible to pass the course.* These penalties can be waived for extenuating circumstances. *Students are encouraged to be proactive and reach out to the instructor when issues are impacting their ability to attend class sessions and/or complete module work.*

Extra Credit: Perfect participation (completing all assignments and learning activities by the stated deadlines) merits the addition of 25 extra-credit points to the class work/participation category.

Presentations: Please make sure to meet deadlines when you are scheduled to give a presentation. If you miss a deadline for a scheduled presentation 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: One-on-one video meetings are available. These virtual “office hours” are intended for support and mentorship and candidates are encouraged at these meetings to discuss anything about their field placement, professional development, their coursework, etc. Communication via D2L email is also welcome. 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 provide feedback within 24-72 hours]. I will always send an email and possibly post a News Bulletin Update in the event of any emergency that might impact the course schedule.

Preferred Pronouns/Names: My preferred pronouns are she/her and my preferred academic title is Dr. (Studies have proven that students will often call male professors Dr. but not female professors so I like to help correct that imbalance 😊). Please feel free to share your preferred pronoun and/or name and titles.

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

At-a-Glance Color Key:

Material for Live Synchronous Session

Major Assignment Assigned/Due

Deviation in Normal Tuesday/Thursday/Sunday Deadlines (e.g. shifts due to Personal Wellness Days)

Note: All work is due by 11:59pm on the date listed unless otherwise noted on the syllabus (i.e., if reading/work must be completed prior to a synchronous class session this work will be listed in red)

Unit I. Diversifying Instruction: From Cross-Curricular Texts to 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 ONE

Tuesday 1/12

Module 1: Course Introduction, ELA Pre-Self-Assessment & Goal Setting

- **Attend Synchronous Class Session**
 - Synchronous Class Video Session (9:30am-11:00am, Zoom)
- **Read** Assigned Chapters:
 - *Not So Common Core Learner* (Ch 1 & 7, D2L)
 - *Common Core Curriculum Maps* (D2L)
- **Review** all of the following:
 - Course Syllabus
 - Structure of Course Management System
 - Module 30 (End of Course Assessments – Assignment Sheets & Resources)
 - Professional Portfolio Assignment Sheet (includes Comprehensive Teaching Philosophy, Pedagogy Reflection/Clinical Experience Essay, Resume, Clinical Experience Log, Disposition Evaluation, among other items)
 - Expectations for Discussion Board Participation/Professional Learning Community Engagement
- **Post** the following:
 - Student Introduction (Discussion Board Thread)
 - Response to *Not So Common Core Learner* (Discussion Board Thread)
 - Response to the *Common Core Curriculum Maps* (Discussion Board Thread)
- **Complete**
 - CCSS Pre-Course Reflection Activity (to D2L Dropbox Folder)

Thursday 1/14

Module 2: Best Practices for Instructional Design that Incorporate all ELA Strands

- **Read** Assigned Chapters:
 - *Do They Really Know? Assessment that Informs*, (Ch 1-7, D2L)
- **Review** all of the following:
 - Backwards Planning & Assessment (D2L Submodule)
 - Sample Course Designs
 - Sample Unit Plans

- Sample Lesson Plans
- [Unit Plan Assignment Sheet](#)
- Unit Plan Combined Scoring Rubrics
- Common Core Alignment Sheet
- **Post** the following:
 - Spotting the Scaffolding in Sample Course/Unit/Lesson Plans (Discussion Board)

Sunday 1/17

- **Read** in preparation for the next live synchronous session:
 - Select Readings Debating Impact of Technology on Teens (in module 2)
- **Complete**
 - Reflection on Instructional Design Growth (D2L Dropbox Folder)
 - Scaffolding Instruction for All the ELA Strands (D2L Dropbox Folder)

WEEK TWO

Tuesday 1/19

Module 3: Multiple Intelligences, Multiple Literacies, & the 21st Century Learner

- **Attend Synchronous Class Session**
 - **Synchronous Class Video Session (9:30am-11:00am, Zoom)**
- **Read** Assigned Chapters:
 - **Select Readings Debating Impact of Technology on Teenagers (for discussion during synchronous session so complete prior to class)**
 - *Reading/Writing Connection* (Ch 5, D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - [Pedagogy Research Assignment Sheet](#)
 - 21st Century Learning Skills
 - Best Practices for Teaching and Reaching 21st Century Students
 - Resources for Multiple Literacies
 - Teaching Toward Different Learning Styles & Literacies
- **Complete**
 - Teaching Toward Different Learning Styles & Literacies (D2L Dropbox Folder)

Thursday 1/21

Module 4: Teaching Informational (and Interdisciplinary) Texts

- **Read** all of the following:
 - Self-Selected Database Resources
- **Review** all of the following:
 - Selecting Informational/Cross-Curricular Texts PowerPoint
 - Source Scavenger Hunt Resource Sheet
 - Submodule on teaching Numeracy Skills
- **Post** the following:
 - Informational Text Greatest Finds (Discussion Board Thread)
- **Complete**
 - Source Scavenger Hunt (D2L Dropbox Folder)
 - [Ranked List of Preferred Topics for Pedagogy Research Assignment](#) (D2L Dropbox)

Sunday 1/24

Module 5: Collaborative Pedagogy, Cross-Curricular Instruction & Authentic Assessment

- **Read** Assigned Chapters:
 - *Collaborative Literacy in Action* (excerpts, D2L)
 - *Adolescent Literacy* (Ch 17, D2L)
- **Review** all of the following:
 - [Cross-Curricular Lesson Plan & Authentic Assessment Assignment Sheet](#)
 - Authentic Assessment Resources & Assignments (link provided)
 - Sample Cooperative Learning Assignment Sheets
- **Post** the following:
 - Ideas for Authentic Assessments & Cross-Curricular Instruction (DB Thread)

WEEK THREE

Tuesday 1/26

Module 6: Teaching Media & Visual Literacy Skills (Film & Television)

- **Attend Synchronous Class Session**
 - **Synchronous Class Video Session (9:30am-11:00am, Zoom)**
- **Read** Assigned Chapters:
 - *Ten Easy Ways* (Ch 4, D2L)
 - *Seeing is Believing* (Ch 1, 4, 6, 7, 8 & 9, D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Scaffolding Visual Literacy Skills (instructor video)
 - [Visual Analysis Lesson Plan Assignment Sheet](#)
 - Submodule on Teaching Film
 - Resources for Teaching Film (Glossary, IMDB, Box Office Mojo, Movie Script Database)
 - Using Films in the Classroom: Adaptation & Beyond
 - Using Films to Teach Literary & Media Analysis Skills
 - Sample Film Analysis Lessons, Instructional Materials, & Student Projects
 - Submodule on Teaching with Television
 - Teaching with Television (Peer Presentation)
 - Teaching with Television (Prompts)
 - Sample Instructional Lessons/Materials/Activity Sheet
- **Post** the following:
 - Film Adaptation & Beyond (Discussion Board Thread)
 - Developing Analysis Skills through Film (Discussion Board Thread)
 - Teaching with Television (Discussion Board Thread)

Thursday 1/28

Module 7: Teaching Media & Visual Literacy Skills, Continued (Videos & Video Games)

- **Read** Assigned Chapters: (Videos, Games, Music Videos)
 - *Ten Easy Ways* (Ch 3 D2L)
 - *Making the Journey* (Ch 9, D2L)

- **Review** all of the following:
 - Submodule on Teaching with Video Games
 - Using Video Games in the Classroom Slideshow
 - Using Video Games in the Classroom Handout
 - Examples of Using Video Game Clips in Thematic Units
 - Submodule on Teaching Music Videos
 - Sample Music Video Assignment Sheets & Lesson Plans
 - Sample Student Projects
 - Submodule on Teaching with YouTube Videos
 - Sample Assignment Sheet
 - Sample Student Samples
- **Post** the following:
 - Brainstorming Ways to Integrate Other Video Texts (Discussion Board Thread)

Sunday 1/31

- **Submit** the following:
 - [Cross-Curricular Lesson Plan & Authentic Assessment](#) (D2L Dropbox Folder)

WEEK FOUR

Tuesday 2/2 [Changed to Wednesday 2/3, Due to University Personnel Wellness Day]

Module 8: Using Art in the ELA Classroom

- **Read** all of the following:
 - *The Reading/Writing Connection*, Ch 5
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Using Art in the English Language Arts Classroom Video
 - *Making Curriculum Pop* Resources
 - 100 Most Influential Photos – *Time* Magazine List
 - Sample Analyzing Art Assignment
- **Post** the following:
 - Brainstorming Ideas for Using Art in the ELA Classroom (Discussion Board Thread)

Thursday 2/4

Module 9: Advertisements in the ELA Classroom

- **Read** Assigned Chapters:
 - *Seeing is Believing*, (Ch 3, D2L)
- **Review** all of the following:
 - Using Advertisements in the ELA Classroom Video
 - Teaching Advertisement Terms Graphic
 - Sample Advertising Analysis Essay Assignment Sheet
 - Sample Student Ad Analysis Essays
- **Post** the following:
 - Using Print Ads in the Classroom (Discussion Board Thread)
 - Using Commercials in the Classroom (Discussion Board Thread)
 - Using Ads to Study Rhetorical Appeals (Discussion Board Thread)

Sunday 1/7

- **Complete** the following:
 - [Visual Analysis Lesson Plan](#) (D2L Dropbox)

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 FIVE

Tuesday 2/9

Module 10: Close Reading Strategies for Genre Analysis (Nonfiction, Poetry & Drama)

- **Read** Assigned Chapters:
 - *Bedford Book of Genre* (excerpts, D2L)
 - *Genre Theory*, Ch 1-3
 - *Texts & Lessons*, Strategy Lessons & Textual Sets (D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Genre Analysis Activity Example (Birmingham Bombing)
 - Instructor Video on Birmingham Poem (Optional)
 - Genre Analysis Worksheet
 - Genre Analysis Activity Sheet
 - Annotating a Poem & Scene Activity Sheet
 - Sample Multi-genre Project Assignments Sheets
- **Post** the following:
 - Favorite Strategy Lessons (Discussion Board Thread)
- **Complete** the following:
 - Genre Analysis Task (D2L Dropbox Folder)
 - Annotated Scene & Poem Task (D2L Dropbox Folder)

Thursday 2/11

Module 11: Multimodal Texts (from Graphic Novels to Memes, Comics, & Political Cartoons)

- **Read** Assigned Chapters:
 - Act V, *King Lear* & Graphic Adaptation (D2L)
 - Eisner Adaptation of *Hamlet* Scene (D2L)
 - *Seeing is Believing*, (Ch 2, D2L)
- **Review** all of the following:
 - [Graphic Novel Justification Letter & Teacher Notes Assignment Sheet](#)
 - Multimodal Composition Review (optional instructor video)
 - “Understanding Comics” (Scott McCloud Ted Talk)
 - Teaching Graphic Narratives Resource
 - Political Cartoon Databases & Resources
 - Meme Generator
 - Sample Multimodal Assignment Sheets & Student Projects
- **Post** the following:
 - Response to Understanding Comics & Thoughts on Teaching Graphic Narratives (DB)

- **Complete** the following:
 - Political Cartoon & Meme Activity (D2L Dropbox)

Sunday 2/14

- **Complete** the following:
 - [Graphic Novel Justification Letter & Teacher Notes](#) (D2L Dropbox)

WEEK SIX

Tuesday 2/16

Module 12: How-To & Humor Writing

- **Attend Synchronous Class Session: Break Out Rooms Syllabus Assignment Workshop**
 - Synchronous Class Video Session (9:30am-11:00am, Zoom)
 - Be prepared to bring a draft/outline of syllabus assignment in-progress to screenshare with your breakout room group & discussion pros and cons of policies and procedures
- **Read** all of the following:
 - *Genre Theory*, Ch 4-5
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Humor Writing Examples
 - DIY/How-To Websites
- **Post** the following:
 - Benefits of Integrating Humor & How-To into the Classroom (Discussion Board Thread)

Thursday 2/18

Module 13: Studying Literary Nonfiction (Memoir)

- **Read** the following:
 - *Thinking through Genre*, Ch 1-2
 - Excerpt from Mya Angelou’s “I Know Why the Caged Bird Sings” (D2L)
- **Post** the following:
 - Ideas for Teaching Memoir (Reading or Writing) (Discussion Board Thread)

Module 14: Journalism in the ELA Classroom

- **Read** all of the following:
 - *Thinking through Genre*, Ch 3-4
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Teaching Journalism in the ELA Classroom (Peer Presentation)
 - Review the sections of a local newspaper (in print or online format)
- **Post** the following:
 - Ideas for Using Journalism Genres in the ELA Classroom (Discussion Board Thread)

Sunday 2/21

- **Complete** the following:
 - [Syllabus Assignment](#) (D2L Dropbox)

WEEK SEVEN

Tuesday 2/23

Module 15: Teaching with Fairytales & Folklore

- **Read** all of the following:
 - *Thinking through Genre*, Ch 6
 - Multicultural “Cinderella” Versions
 - Scholarly Analyses of “Cinderella”
 - Example of Student Project: Queering Fairytales
- **Review**
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Fairytale & Folklore Database
- **Post** the following:
 - Potential Ways to Use Fairytales and/or Folklore in the Classroom (DB Thread)

Thursday 2/25

Module 16: Using Microfiction in the Classroom

- **Review** all of the following:
 - *Thinking through Genre*, CH 7
 - Using Microfiction in the Classroom (instructor video)
 - Microfiction & Flash Fiction Resources
- **Post** the following:
 - Microfiction Selection & Possible Uses (Discussion Board Thread)
- **Submit** the following:
 - [Rough Draft of Annotated Bibliography for Peer Editing](#) (Email Thread)

Saturday 2/27

- **Complete** the following:
 - Peer Review of Peers Annotated Bibliography (return RD with marginal notes & track changes along with peer review guide per directions in Email Thread)

Sunday 2/28

- **Complete** the following:
 - [Annotated Bibliography for Pedagogy Research Assignment](#) (submit final draft along with rough drafts with peer comments and completed peer review guides to D2L Dropbox Folder)

WEEK EIGHT

Tuesday 3/2

Module 17: Hands-on-ELA, or, Gamifying the Curriculum

- **Attend Synchronous Class Session**
 - Synchronous Class Video Session (9:30am-11:00am, Zoom)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - “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/>
 - Resources for Role Playing in the Classroom, available <https://reacting.barnard.edu/>
 - Board Games in the English Language Arts Classroom
 - Sample Group Project with Board Game Focus
- **Post** the following:
 - Possible Games to Bring into the Classroom for ELA Skill Development (DB Thread)

Thursday 3/4

Module 18: Studying the Poetics & Genres of Music

- **Read** Assigned Chapters:
 - *The Poetics of Country Music* (excerpt, D2L)
 - “Hip Hop Literacies” (D2L)
- **View** the following:
 - Using Hip Hop in the Classroom (peer video presentation)
- **Post** the following:
 - Ideas for Integrating Songs into Instruction (Discussion Board Thread)
- **Complete** the following:
 - **Draft of Unit Plan Rationale** for Peer Review

Saturday 3/6

- **Complete** the following:
 - Peer Review of Unit Rationale (return RD with marginal notes & track changes along with peer review guide per directions in Email Thread)

Sunday 3/7

- **Complete** the following:
 - **Unit Plan Rationale** (submit revised rationale along with peer feedback on rough drafts and editing guides to the Unit Plan D2L Dropbox Folder)

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]¹

WEEK NINE

Tuesday 3/9

Module 19: Engaging with Social Justice Pedagogy

- **Attend Synchronous Class Session**
 - Synchronous Class Video Session (9:30am-11:00am, Zoom)
- **Read** Assigned Chapters:
 - “Race & Literacy” (D2L)
 - “But How Do We Do It? Practicing Culturally Relevant Teaching” (D2L) – complete before synchronous session
 - “The Social Construction of Identity” (D2L) – complete before synchronous session
 - “Multiculturalisms” (D2L)
 - “The Values of Multi-Ethnic Literature” (D2L)
 - *Can I Teach That?* (excerpts, D2L)
 - *From PHD to Ph.D.* (excerpts, D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Social Justice Lesson Plan Assignment Sheet
 - Equitable Teaching Practices Slideshow
 - Anti-Racist Teaching Resources
 - Rethinking “Euphemistic” Educational Language about Equity
 - Understanding White Privilege (video, 13 min) – will view together as a class
 - Privilege Checklists
 - *The Huckleberry Finn Debate* (video, 12 min) will view together as a class
 - Fundraising Misstep (Actual Teacher/Community Artifacts)
 - Sample Social Justice Lesson Plans
- **Post** the following:
 - Reflecting on Social Justice Practices & Goals (Discussion Board Thread)
- **Complete** the following:
 - Social Justice Lesson Plan Proposal/Topic Justification (D2L Dropbox Folder)

Thursday 3/11

Module 20: Social Emotional Learning & Trauma Informed Teaching Practices

- **Review** all of the following:
 - Illinois (ISBE) Social Emotional Learning Standards: <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>
 - “How to Integrate Social Emotional Learning into Common Core”: https://greatergood.berkeley.edu/article/item/how_to_integrate_social_emotional_learning_into_common_core

¹ 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.

- Trauma Informed Teaching Strategies: http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx
- Crash Course on Trauma Informed Teaching Podcast Episode: <https://thecornerstoneforteachers.com/truth-for-teachers-podcast/trauma-informed-teaching/>
- Useful Guide on Responding to Students in Crisis: <https://caps.ucsc.edu/responding-to-distressed-students.html>
- Revising an Existing Lesson Plan to Incorporate SEL Activity Sheet
- **Post** the following:
 - Reflections on Trauma Informed Teaching Practices
- **Complete** the following:
 - Revising an Existing Lesson Plan to Incorporate SEL More Intentionally (D2L Dropbox)

Sunday 3/14

- **Complete**
 - [Social Justice Lesson Plan](#) (D2L Dropbox Folder)

PERSONAL WELLNESS WEEK / COURSE CATCH-UP WEEK / OPTIONAL CONFERENCES

Tuesday 3/16

- Continue working on the following:
 - Pedagogy Research Presentations
 - Unit Plan
 - Professional Portfolio

Thursday 3/18 – University Assigned Personal Wellness Day

WEEK TEN

Tuesday 3/23

Module 21: Pedagogy Research, Educational Issues, & Best Instructional Practices

- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Peer Presentations
- **Post** the following:
 - Presentation Materials in appropriate Panel Discussion Thread (by 11:59pm day prior, if assigned day)
 - Response to Peers' Presentations
- **Complete** the following:
 - [Pedagogy Presentation](#) (if assigned day, D2L Dropbox Folder)

Thursday 3/25

- **Review** all of the following:
 - Peer Presentations
- **Post** the following:

- Presentation Materials in appropriate Panel Discussion Thread (by 11:59pm day prior, if assigned day)
- Response to Peers' Presentations
- **Complete** the following:
 - **Pedagogy Presentation** (if assigned day, D2L Dropbox Folder)

Sunday 3/28

- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Peer Presentations
- **Post** the following:
 - Presentation Materials in appropriate Panel Discussion Thread (by 11:59pm day prior, if assigned day)
 - Response to Peers' Presentations
- **Complete** the following:
 - **Pedagogy Presentation** (if assigned day, D2L Dropbox Folder)

Unit IV. Developing 21st 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 ELEVEN

Tuesday 3/30

Module 22: Leading Discussions & Teaching Listening Skills

- **Attend Synchronous Class Session**
 - **Synchronous Class Video Session (9:30am-11:00am, Zoom)**
- **Read** Assigned Material
 - *Common Core for the Not-So-Common Core Learner* (Ch 6, D2L)
 - *Ten Easy Ways* (Ch 1, D2L)
 - *Making* (Ch 8, D2L)
 - *Adolescent Literacy* (Ch 5, D2L)
- **Listen** to Assigned Material
 - Self-Selected Audiobook Passage (20 minutes minimum)
 - Instructor-Selected Audiobook Passages (approximately 15 minutes total)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - **Speaking, Listening, Presenting Mini-Lesson Assignment Sheet**
 - The Advantages of Using Audiobooks in the ELA Classroom (Peer Presentation)
 - Using Podcasts in the Classroom (Peer Presentation)
 - Exploring Resources & Strategies to Enhance & Assess Listening Skills Activity Sheet
 - Audiobook Reflection Activity Sheet
 - Self-Assessing Our Discussion Planning Skills Activity Sheet
- **Post** response to the following:
 - Response to Audiobook Reflection Activity (Discussion Board Thread)
 - Response to the Exploring Resources & Strategies to Enhance & Assess Listening Skills Activity (Discussion Board Thread)

- **Complete**
 - Self-Assessing Discussion Planning Skills Activity (to D2L Dropbox Folder)

Thursday 4/1

Module 23: Developing Public Speaking & Presenting Skills

- **Read** Assigned Material
 - *Ten Easy Ways* (CH 10, D2L)
 - *Crafting Digital Writing*, Hicks, CH 4
- **Review**
 - Great Speeches = Great Writing PDF Slideshow
 - Sample Speaking, Listening, Presenting Assignments
- **Post** response to the following:
 - Response to Great Speeches = Great Writing (Discussion Board Thread)

Sunday 4/4

- **Complete** all of the following:
 - [Speaking/Listening/Presenting Mini-Lesson \(D2L Dropbox Folder\)](#)

WEEK TWELVE

Tuesday 4/6

Module 24: Interactive Presenting & Writing / Issues Concerning Digital Ethics & Accessibility

- **Read** Assigned Material
 - *Ten Easy Ways*, (Ch 2, D2L)
 - *Written Conversations* (Ch 6, D2L)
- **Review**
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Sample Student Podcasts & Video Essay Projects
 - Video on the Ethics of Studying Digital Writing
- **Post** response to the following:
 - Analyzing Social Media – Student Blogs (Discussion Board Thread)
 - Digital Writing Projects – Podcasts & Video Essays (Discussion Board Thread)
 - Alternate Presentation Formats (Discussion Board Thread)

Thursday 4/8

- **Attend**
 - English Studies Conference (minimum of 75 minutes)

Friday 4/9 [Traditional Thursday Deadline Shifted so Students Can Attend ESC]

Module 25: Reading the Digital Age

- **Read** all of the following:
 - *Connected Reading* (excerpts, D2L)
 - *Create, Compose, Connect* (excerpt, D2L)
- **Review** the following:
 - Sample Hypertext & Digital Literature (seminal texts & emerging genres)
 - Sample Video Essays
- **Post** the following:
 - Thoughts on Digital Literature & Video Essays (Reading/Viewing or Writing/Creation) (Discussion Board)

Sunday 4/11

- **Complete** the following:
 - Unit Plan with CCSS Alignment Sheet (D2L)

WEEK THIRTEEN

Tuesday 4/13

Module 26: Writing in the Digital Age: WebQuests, Blogs, Wikis, & Social Media

- **Read** Assigned Material:
 - *Ten Easy Ways* (Ch 5-9, D2L)
 - *Crafting Digital Writing* (Ch 4, 7)
 - “Can You Hear Me Now?” (D2L)
 - *Written Conversations* (Ch 6, D2L)
- **Review** the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Sample Course Materials & Student Projects
- **Post** response to the following:
 - Writing in Social Media Writing (for Different Purposes) (Discussion Board Thread)
 - Analyzing Social Media & Internet Ethics Debates (Discussion Board Thread)
- **Complete** all of the following:
 - WebQuest Activity (Discussion Board Thread)

Thursday 4/15

Module 27: Best Practices for Online Instruction

- **Review** all of the following:
 - Resources for Best Online Instruction Practices
 - Teacher Candidate’s Google Slideshow – preparation for first few weeks of remote learning during student teaching
 - Flipped Classroom (Peer Pedagogy Presentation Example)
- **Post** the following:
 - Reflect on Virtual Learning/Teaching (Discussion Board Thread)

- **Complete** the following:
 - Rough Draft of Pedagogy Reflection (Clinical Experience) Essay, Resume, Comprehensive Teaching Philosophy for Peer Review (submit via Email Thread)

Sunday 4/18

- **Complete** the following:
 - Peer Review of Pedagogy Reflection (Clinical Experience) Essay, Resume, Comprehensive Teaching Philosophy for Peer Review (with marginal notes and track changes, submit via Email Thread)

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 FOURTEEN

Optional Early Portfolio Submission Day: For Students Student Teaching in Fall 2021 your Student Teaching Approval Portfolio is due to the English Education Committee on 4/19. If you would like to avoid having to make duplicates of portfolio items, you may submit your entire Student Teaching Portfolio (as one PDF document) on this date with any additional materials NOT required within it (ENG 4801-specific material, rubrics, additional assignments, etc.) submitted as separate documents. You may upload this to the appropriate D2L folder and simply make a note that this portfolio is ready to be assessed by the English Education Committee as well.

Tuesday 4/20

Module 28: Life Long Learning, Professional Growth, Online Instruction & Other Opportunities

- **Read** Assigned Chapters:
 - *Making the Journey* (Ch 11, D2L)
 - Classroom Management (excerpts, D2L)
 - RTI Readings, available <http://www.rtinetwork.org/learn/rti-in-secondary-schools> (read articles on “RTI in Secondary Schools” page)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Classroom Procedures as Classroom Management Tools Checklist
 - Submodule on Classroom Procedures & Management
 - Submodule on Teaching Extra Curricular Activities & Electives
- **Post** the following:
 - Experiences & Considerations for Extra Curricular Activities (Discussion Board)

~~*Thursday 4/22*~~ *[Changed to Friday 4/23 due to Personal Wellness Day]*

Module 29: Teaching in the High Stakes Assessment & Evaluation Era

- **Read** Assigned Material
 - *In Case*, Ch 1, 3, 7-8, 10, 12-14, & 18
 - EdTPA & Danielson Model (D2L)
- **Post** the following:
 - Reflection on Classroom Management Strategies & Experiences (Discussion Board)

Sunday 4/25

- **Submit**
 - Discussion Board Self-Evaluation (as annotations on rubric, D2L Dropbox)

WEEK FIFTEEN & FINALS WEEK

Tuesday 4/27

Module 30: End of Course Assessments

- **View** (at the beginning of the semester and throughout as needed)
 - [Assignment Sheets, Scoring Rubrics for Major Course Assessments \(Unit Plan & Professional Portfolio Items\)](#)
 - Sample Assignments & Resources for Major Course Assessments
 - Job Market Material
- **Submit**
 - [Revised Unit Plan](#) (Annotated Copy in D2L Dropbox Folder & clean copy on Live Text)
 - [Pedagogy Reflection Essay](#) (within portfolio & submitted separately to Live Text)
 - [Professional Portfolio](#) (includes revised Comprehensive Teaching Philosophy & Resume) (D2L Dropbox)
 - [Clinical Experience Log](#) (documenting five clinical experience hours, submit to Portfolio D2L Dropbox Folder)
 - [Disposition Evaluation](#) (if applicable, request CT submit this via email to instructor by 4/27)
 - Official University Course Evaluation (through EIU link, check D2L email & homepage)
 - Optional Instructor-Created Course Evaluation (D2L Dropbox Folder)

Thursday 4/29

Module 31: End of Course/Program Reflection

- **Review**
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - *Freedom Writers* Clips
- **Post** response to the following:
 - Nearing the End of Training Certification (Discussion Board Thread)
- **Submit**
 - Official University Course Evaluation (through EIU link)
 - Optional Instructor-Created Course Evaluation (D2L Dropbox Folder)

Sunday 5/2

- **Complete** all of the following:
 - Teacher Assessment Readiness Reflection (D2L Dropbox Folder)

(Note: This Schedule is Subject to Change at the Instructor's Discretion, Additional Synchronous Sessions May Be Added if Necessary & Reading Selections are Abbreviated by Title)