

New Course Proposal: English 4801 Department of English

1. Catalog description

- a) 4801 ENG.
- b) Integrating the English Language Arts.
- c) (3-0-3)
- d) F, S
- e) Integ Lang Arts
- f) 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.

2. Objectives of the Course

By the end of this course in English language and literature, students will be able to

- Integrate a variety of methods, media, and theories in the teaching of literature and writing
- 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 their own and their future students' writing and speaking anxieties.
- Practice and teach visual literacy.

This course is writing-intensive.

3. Outline of the Course

The course will be distributed evenly over a 15-week, 50-minute/class period, three-days/week (45 classes) or a 15-week, 75-minute/class period, two-days/week (30 classes). The first nine weeks address the course issues in the context of a specific core literary work that can change by semester. (Shakespeare's *Romeo and Juliet* is used here for illustrative purposes. Other possibilities include Cisneros' *The House on Mango Street*, Ellison's *Invisible Man*, or Kingston's *The Woman Warrior*.) The final six weeks center on self-selected works of literature.

Unit 1: Introduction of the Concept of Integrated Learning

Weeks 1-2: Discussion of Foster's *Crossing Over* and the kinds of integrated learning experiences possible for the language arts.
Examination of communication models.

Unit 2: Drama, Storytelling, and Nonverbal Communication

Week 3: Apply strategies from Norris *et. al.*, *Learning to Teach Drama* text and *Crossing Over*, chapter 5, "Teaching Drama."
Students will be assigned groups to assign parts, practice, and perform as choral reading and readers' theater segments of *Romeo and Juliet*.
Discussion of implications for the classroom.

Week 4: "Communicative Reading and Storytelling" from Cooper's *Communication*.

Passages from *Romeo and Juliet* to be read aloud to the class by individuals.
Discussion of benefits for students. Differences between staged reading and storytelling.
Means of assessment.

- Week 5: “Nonverbal Communication” from Cooper’s *Communication*.
Selection of excerpts from *Romeo and Juliet* and the performance of those excerpts by small groups and individuals, using mime techniques such as body language to depict threat and seduction.

Unit 3: Visual Literacy and the Role of Technology

- Week 6: Visual literacy & technology.
Using PowerPoint, Photoshop, or Front Page to create interpretive collages, visual synopses, and other readings of *Romeo and Juliet*.
Crossing Over, chapter 9, “Teaching the New Literacies.”
Draft of research project due.
- Week 7: Applications of art in the English classroom.
How to read a painting; Imagery of the “Lovers”;
Discussion of art, history, fashion, and values in an historically important image; using technology to incorporate visual art into the classroom.
Acting out/writing about a work of art.
- Week 8: Independent research project presentations.
Revised research papers due.
- Week 9: Audience awareness.
Adapting oral and written communication to suit audience.
Using technology to teach close reading: online dictionaries (slang, etymology, etc.).
Online searches of Literature Annotated Bibliographies. Presentations targeting a variety of audiences. Individual selection of literary texts.

Unit 4: Media Literacy

- Weeks 10-12: Krueger and Christel’s *Seeing & Believing*.
Film in the literature class; film in the writing class.
Representation of culture and race in the media.
Film representation of literature.

Unit 5: Collaboration and Communication Anxieties

- Week 13: “Communication Barriers” from Cooper on overcoming and managing communication anxiety. *Crossing Over*, chapter 11, “Preparing for the Encounter.”
Literary study circles as means of breaking down communication anxieties.
Strategies for overcoming writer’s block/ “stage fright.”
Draft of collaborative research project due.

Unit 6: Teaching Listening

- Week 14: “Listening” from Cooper on improving listening skills.
Examination of questioning, perception checking, summarizing, and paraphrasing to understand a message.

Listening in practice: continuing work in literary study circles leading toward self evaluation of listening behavior.

Implications for working with high school students.

Week 15: Revised collaborative research paper due.
Silent sharing; response to peers.

Evaluation will be based on the following:

Response journal on assigned and self-selected readings	25%
Class participation and oral assignments	25%
Independent research paper & presentation	25%
Collaborative research paper & presentation	25%

Each research paper will undergo peer review, revision, response from teacher, additional revision, resubmission, and assessment.

Note: Graduate students taking this course for graduate credit will be required to conduct additional research by engaging in reading professional journals such as *Pedagogy*, *English Journal*, *College English*, *Handbook of Research in Teaching* and to present the findings of that research to the class in the form of an annotated bibliography and oral presentation. These activities will be evaluated as part of the Response Journal and Oral Assignments, listed above.

4. Implementation

- a) ENG 4801 will initially be taught by Dr. Jerie Weasmer in collaboration with Angela Vietto, Ray Watkins, Randy Beebe, Ann Boswell, Bonnie Irwin.
- b) There will be no additional cost to the students.
- c) Texts:
 - Cooper, Pamela. *Communication for the Classroom Teacher*, 5th ed. Scottsdale, AZ: Gorsuch Scarisbrick, 1995.
 - Foster, Harold M. *Crossing Over: Teaching Meaning-Centered Secondary English Language Arts*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002.
 - Krueger, Ellen and Mary T. Christel. *Seeing & Believing: How to Teach Media Literacy in the English Classroom*. Portsmouth, NH: Boynton/Cook, 2001.
 - Norris, Joe, Laura A. McCammon, and Carole S. Miller. *Learning to Teach Drama: A Case Narrative Approach*. Portsmouth, NH: Heineman, 2000.
 - Vangelisti, Anita L., John A. Daly, and Gustav W. Friedrich. *Teaching Communication: Theory, Research, and Methods*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.
- d) This course will first be offered in Fall 2003.

5. Rationale

- a) This course, which has been created to help meet revised ISBE Standards for English Language Arts teacher certification candidates, will aid students in recognizing the importance of integrating the English Language Arts and provide them with the skills to do so.
- b) The course is intended to demonstrate and model the integration of the language arts. It is a 4000-level course targeting pre-service teachers in their final semesters before student teaching.
- c) There is no existing similar course.
- d) This course will be required for all teacher certification candidates in English.

6. Community College Transfer

A community college course will not be judged equivalent to this course.

7. Date approved by the English Department: 4 November 2002

8. Date approved by the Arts and Humanities Curriculum Committee: 4 December 2002

9. Date approved by CAA: _____

10. Departmental contacts:

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