ENGLISH 3351: The Dynamics of Language

Instructor: Pamela Herron
Semester: Fall 2014
Day & Time: TTh 9:00-10:20 a.m.
CRN: 13026
Classroom: Hudspeth 200
Credits: 3
Office: Hudspeth 209
Office Hrs: by appointment only
Phone: 747-6267 (main office)
E-Mail: pgstover@utep.edu Please note contact by email is the best way to reach me.

Required Texts: Teaching Grammar through Writing (2nd edition) by Keith Polette
Teaching Vocabulary to Improve Reading Comprehension by William Nagy
It Figures by Marvin Terban
Poetry Speaks Who I Am (with CD) edited by Elisa Paschen
Vocabulary Cartoons II by Sam Burchers, ISBN 978-0-9652422-4-0

nb: Be sure to have all these texts by the first or second day of class. Failure to have secured a book is not an excuse for not turning in an assignment.

Purpose: This course will focus on the four language arts of listening, speaking, reading, and writing, with an emphasis on the oral delivery of language, to include reading aloud, storytelling, and readers’ theatre. This course is designed to help you become an independent and critical thinker, writer and learner; gain a working knowledge of the various manners and modes of language use; discover ways to connect develop language-based educational activities in the language arts classroom.
Prerequisite: ENGL 1312, or ENGL 1313 or ESOL 1312.

Procedure: The texts are important in that they will help you discover the nature of teaching reading and writing. You should read each chapter (as per assignment) at least twice: once to get a sense of the content, twice to reflect upon the content and to make discoveries, associations, and connections. Bring to class any questions you have about the texts. In addition, we will spend a good deal of time in small groups as group work will enable us to entertain multiple points of view as we construct knowledge and meaning. It will be beneficial to you if you take good notes during each class meeting. Your notes should include what was covered during the class and what you learned in each class (i.e., your thoughts and conclusions). The course will focus on the ideas presented in the assigned texts, and may include other assigned articles/texts. These concepts will serve as the springboard for individual, small group, and whole class discussion and writing experiences. Please read all assignments thoroughly and carefully, so that others can learn from your interpretations and you learn from the interpretations of others through class discourse.

Grading Scale: A = 450-500 points; B = 374-449 points; C = 273-373 points, D = 172-272 points; F = 171 points and below

Assignments:
- Oral presentations (50 pts.)
- “Why I want to be a teacher” essay (100 pts.) Must include original draft, notes from workshop partners, notes from Writing Center (if used) and final draft. Include a brief paragraph explaining how the essay changed from your original concept to the finished product.
- Writing assignments (5 assignments, each worth 25 pts. for a total of 125 pts.)
- Poetry collection (75 pts.) Includes both original poetry and analysis of poems.
- Group mini-lesson (25 pts. each person) One overall concept, each person develops one portion to cover listening, speaking, reading and writing.
- Individual Lesson plan (100 points)
- Portfolio – you are expected to take notes and write reflections throughout the course. (25 pts.)
- nb: Keep all returned assignments until the end of the semester. This way you will know your grade for this class: add all the points and compare to the Grading Scale for the course. Before you hand in written work, take it to a qualified source for suggestions regarding revising and editing. Do not wait until the night before the assignments are due to print or assemble them. This point cannot be stressed enough. Assignments should be ready to be handed in at the start of class. There will be no time during class to assemble the assignments. Please review the information on late work and absences which affect your total points and final grade.

Learning Goals and Outcomes
With full participation, after completing this course, students should be able to:

- Demonstrate basic familiarity with the four language arts of listening, speaking, reading and writing and should be able to apply principles of the four language arts in their own work.
- Appreciate the relevance of the oral delivery techniques as a successful teaching tool.
- Analyze positive and negative aspects of their own writing and that of their peers; apply Writing Process methods to revising and improving their writing.
- Analyze deeply their texts and utilize those texts for specific writing assignments.
- Understand basic forms of poetry; be able to analyze and appreciate poetry; create and present their own poems; and revise and refine their own work and that of their peers.
- Evaluate and compare their writing to others; evaluate and analyze texts.
- Understand the nurturing and development of listening, speaking, reading and writing skills especially considering students and people from differing backgrounds or cultures in a way that is respectful and promotes mutual understanding.

With full participation, after completing this course, students will have improved their skills in:

- **Reading** – Students will become critical and careful readers of both primary and secondary source material and learn to synthesize what they are reading by responding to it in writing and in class discussion. *Liberal Arts Honors Criteria #2 Advanced Readings*
- **Writing** – Students will write reflective response papers, both in class and online, and will learn to develop and support an argument through their writing and incorporate the arguments and thoughts of others. *Liberal Arts Honors Criteria #3 Intensive Writing and #4 Intensive Research*
- **Critical thinking** – Students will be asked to critically evaluate texts, the perspectives articulated in those texts, and the assumptions underlying the arguments being made. Students should become comfortable with differences of opinion and confident in expressing their own point of view. *Liberal Arts Honors Criteria #9 Critical Thinking*
- **Campus and community engagement** – Students will be encouraged to participate in campus and community events related to the subject being studied. Students will be encouraged to participate in events organized by Religious Studies and its affiliated student organizations. *Liberal Arts Honors Criteria #6 Campus Resources and #7 Community Based Experiences*
- **Lifelong learning** – Students should feel motivated and confident in seeking out new and unfamiliar cultural experiences with the goal of learning more about themselves and their world.

Attendance and Participation: *Active participation is essential.* Lack of participation, particularly in the workshop process will result in a reduction of points. *Cell phones and all electronic devices* will be turned off at the beginning of class. This includes no text messaging. Because learning rarely happens in isolation, but from a sharing of ideas and experiences, *attendance at every class is mandatory.* Since emergencies do arise, two absences will be allowed without penalty; *after two absences, you will lose 10 points for each class you miss, regardless of the reason.* Students who miss a portion of the class will lose a commensurate number of points. These points will be deducted from the total accumulation of points you have earned by the end of the semester. If you miss a class, it is **YOUR responsibility to contact a CLASSMATE, not the instructor, to get information on what was covered that day and copies of any papers that were passed out.** It is assumed that since you signed up for this time slot, you are able to make the class in a timely manner. If you come to class late, after a quiz has been passed out, you will not be given the test. Make-up work will be allowed only with a documented excuse (i.e. medical emergency or military duty). Attendance will be taken at the beginning of class; those students entering class after roll call are counted tardy; each tardy counts as half an absence. It is your responsibility to notify the instructor at the end of class if you are tardy. Do not assume I have noted your appearance after roll call has been taken. *You do not need to contact me if you are going to be absent.* Students missing more than 20% of classes (6 classes) will be dropped.

Plagiarism and theft of intellectual property: If you use work from someone else, including any internet or print sources, and submit it as your own; if you use work from another source in your assignments and do not give direct
Writing Assignments

1. “Why I want to be a teacher (1500 words)” – idea map/web; first draft; revision with classmates; editing (revision and editing may utilize outside sources such as Writing Center); final draft.
2. Poetry collection – consists of at least 5 original poems created by the student, narrative of the creative process used; and critical analysis of at least 5 classic poems.
3. Group mini-lessons – 1 overall concept with each group member developing segments that focus on listening, speaking, reading and writing.
4. Individual lesson plan presentation that incorporates the dynamics of language (listening, speaking, reading and writing)
5. Figurative language – Bring in 25 examples of use of figurative language from your texts. Cite paragraph, poem, story or other source including page number. Explain how each example of figurative language functions and what purpose or effect it achieves in the example.
6. Vocabulary Building - Choose 25 examples from Vocabulary Cartoons II. Explain how each connects with something you learned in ENGL 3351. Give the word, part of speech, and page number. Include examples from class and explain the connection, the value or what you learned.
7. Nagy text – Choose 10 different quotations from the Nagy text and explain how each exemplifies or connects with something you’ve learned in ENGL 3351. Cite quote, page number and explain.
8. Sentence revision – paragraph revision – combination of in class and out of class assignment.
9. What I learned/What I plan to use in class
ENGLISH 3351: The Dynamics of Language SYLLABUS

This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints. Bring this syllabus and your books to class daily including your chosen book.

Assignments: Assignments are organized weekly and are due the first day class meets in the week. Chapters assigned to be discussed on a particular date must be read prior to class. Quizzes are unannounced and may be over texts or class lectures. Be prepared. Writers Workshop or oral presentations may follow any assigned writings without being specified in the syllabus.

Please plan to bring the Polette text to every class and the other texts as assigned in class.

Wk 1  Introduction to class and review of syllabus, objectives and expectations. Introduce In-class writing prompt, idea web/map and outline: “Why I want to be a Teacher.” Introduce principles of Writing Process and elements of Writers Workshop.

Wk 2  Introduction of figurative language.

Wk 3  First draft of “Why I want to be a teacher” essay due. Workshop essays.

Sept 19 Last day to select P/F option.

Wk 4  Figurative language assignment due

Wk 5  Vocabulary assignment due

Wk 6  Sentence Revisions in class

Wk 7  Clean copy Sentence/Paragraph Revision due

Wk 8  Poetry Collection due

Wk 9  Final packet of “Why I want to be a teacher” due. Include ALL portions of the assignment including first webmaps, early drafts, revision suggestions from classmates or Writing Center and final draft.

Oct 31 Course Drop Deadline

Wk 10  Nagy assignment due

Wk 11  Work on group lessons.

Wk 12  Presentations.

Wk 13  Presentations. Individual Lesson plans due

Wk 14  Presentations “What I learned/What I will use in class” due. Portfolios due.

Wk 15  Presentations