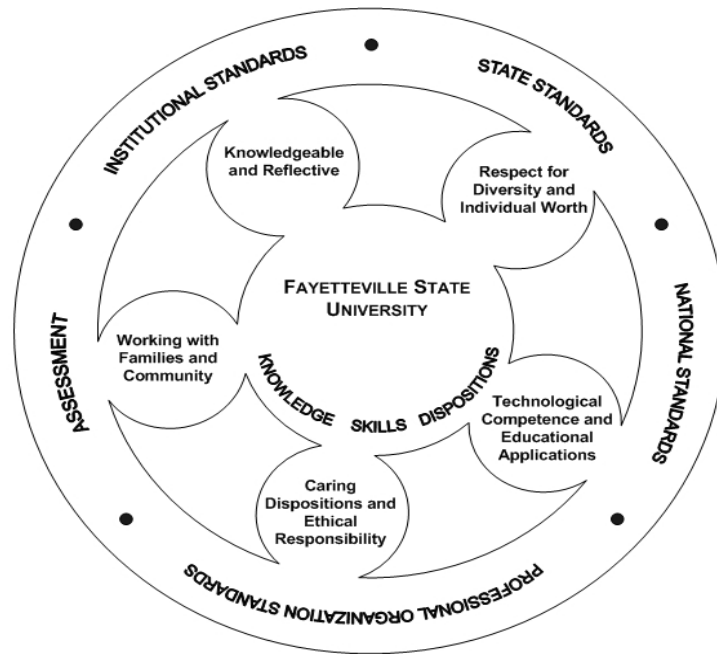


**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of English and Foreign Languages**  
**English 311: English Literature I**  
**Fall, 2009**



"Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support  
Student Learning and Family Participation in a Diverse, Technological and Global  
Society"

## **I. Locator Information**

Professor: G McConnell

Course: ENGL 311 English Literature I

Semester Hours of Credit: 3

Day and Time: Section 01 12:30—1:45 TR

Total Class Contact Hours: 3 hours per week

E-mail address: [gmccconnell@uncfsu.edu](mailto:gmccconnell@uncfsu.edu)

Office: Butler 124

Office Hours: 9:30—11 TR; 10—3 W

Office Phone: x1902

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and

other matters of a confidential nature must be submitted via FSU email. Inquiries of requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

## **II. Course Description**

English 311 is a survey of the literature of England from the Anglo-Saxon period through the eighteenth century. This course is a requirement for English majors. The prerequisites are ENGL 223 or ENGL 240.

In English 311, English Literature (Part I), students will pursue the development of the literature of Britain from Anglo-Saxon times up through the eighteenth century. In doing so, they will become familiar with the developments of various genres and ideas, including the epic, the sonnet sequence, medieval and Elizabethan drama, the pastoral motif, pre-romanticism, the novel, and the distinctiveness of various British literary voices.

English 311 provides three credit hours to be applied to the course requirements for the Bachelor of Arts in English.

## **III. Disabled Student Services**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## **IV. Textbook**

Abrams et al, eds. *The Norton Anthology of English Literature: The Major Authors* (Shorter Edition) New York: Norton, 2008.

- 1) Identify major features that characterize Anglo-Saxon, Medieval, Early Modern and 18<sup>th</sup> Century English Literature.
- 2) Evaluate cultural/historical influences on the construction of texts.
- 3) Develop research skills, including using and citing sources.
- 4) Develop close textual analysis employing relevant literary terms.

## **V. Student Learning Outcomes**

**Proposed Learning Objectives and Outcomes for Degree Programs in English and Foreign Languages**

| Degree Program | Course Name/No. | Learning/Learner Objectives for the Course  | Course Outcomes  |
|----------------|-----------------|---|--|
| B. A. English  | ENGL 311        | <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>1) apply a literary term to a literary discussion.</li> <li>2) acquire basic information about the English language, including its history, influences, structures, and variations.</li> <li>3) express a written appreciation of a literary text</li> <li>4) perform at average or above success rates on standardized state and national exams</li> <li>5) develop research skills, including how to find, annotate, use, and cite scholarly sources</li> </ol> | <p>The learner will</p> <p>produce a written discussion of a literary term and its application to a literary text</p> <p>present information on obsolete, archaic, vestigial, or persistent features of English grammar, syntax, and vocabulary</p> <p>produce an essay that elucidates the way a text presents some ethical or moral or philosophical idea or ideal</p> <p>perform at average or above success rates on short and long answer quizzes and tests</p> <p>produce an original paper as a product of scholarly research</p> |

### **Evidence that Diversity Standards for English Education Teachers Are Met**

*Diversity Standard 1: Teachers understand central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.*

*Diversity Standard 2: Teachers understand how students' cognitive, physical, sociocultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.*

*Diversity Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.*

*Diversity Standard 4: Teachers acknowledge and understand that diversity exists in society and utilizes this diversity to strengthen the classroom environment to meet the needs of individual learners.*

*Diversity Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school, and the advancement of educational equity.*

*Diversity Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.*

**Provide Evidence Of Meeting The Specialty Area Standards.**

These standards set forth the basic field of knowledge and repertoire of skills necessary to teach English Language Arts successfully. They are organized to reflect the Core Standards for Teachers in North Carolina developed by the North Carolina Professional Teaching Standards Commission and adopted by the State Board of Education in November 1999. Each standard is followed by a series of indicators that address the standard.

Reading, writing, speaking, listening, viewing and thinking are vitally related, and learning in one area reinforces learning in other areas. This recursive nature of literacy development demands a spiraling curriculum. Throughout the standards also runs a commitment to meeting the needs of diverse students and developing life-long learners.

*Specialty Area Standard 1: Teachers know and understand the English language.*

| <b>Specialty Area Standard 1: Teachers know and understand the English language.</b>    |   |   |                                     |
|---|---|---|-------------------------------------|
| <b>Conceptual Framework</b>   | <b>Indicators</b>   | <b>Assessments</b>  | <b>Performance Level</b>            |
| Knowledgeable and Reflective: 1, 2<br><br>Respect for Diversity and Individual Worth: 2 | Indicator 1: Teachers understand the evolving nature of the English | Essay test question in ENGL 211 dealing with language history | C, or 75%, or better on these tests |

|   |  |   |                                  |
|---|--|---|----------------------------------|
| Knowledgeable and Reflective: 1, 2<br><br>Caring Dispositions and Ethical Responsibility: 2     | Language.<br><br>Indicator 2: Teachers   | Essay test question in ENGL 211 dealing with standard vs. variant Englishes.            | C (75%) or better on these tests |
| Knowledgeable and Reflective: 1,2, 3, 7<br><br>Caring Dispositions and Ethical Responsibility 2 | understand the conventions of Standard English, as well as dialect and register variations.<br><br>Indicator 3: Teachers understand individual language acquisition and development, recognizing the impact of cultural, economic, political, and social environments upon language. | Essay and short-answer questions on test in ENGL 211 dealing with language acquisition. | C (75%) or better on these tests |

*Specialty Area Standard 4: Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of United States, British, and World, as well as literatures written by women and authors of color and works written for children and young adults.*

|   |  |   |  |
|---|--|---|--|
| <b>Specialty Area Standard 4: Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of United States, British, and World, as well as literatures written by women and authors of color and works written for children and young adults.</b> |  |   |  |
| <b>Conceptual Framework</b>   | <b>Indicators</b>  | <b>Assessments</b>  | <b>Performance Level</b>   |
| Knowledgeable and Reflective: 1, 2, 3, 6, 7   | Indicator 1: Teachers understand works from a range of genres from various periods of British, American, and | Tests in essay format and written identification format in literature courses, such as ENGL 211<br><br>Unit Plans developed in EDUC 460 (Methods) | 73% (C) or better grade on tests.<br><br>73% or better grade on unit plan, which mandates varied genres. |

|  |  |  |   |
|--|--|--|---|
| Knowledgeable and Reflective: 1, 2, 3, 6, 7    | World literatures.<br><br>Indicator 2: Teachers understand ethnic diversity and cultural diversity in literature, including, but not limited to, historically underrepresented groups such as African-American, Native-American, Asian-American, and women authors.<br><br>Indicator 3: Teachers understand the range and value of works written for children and young adults.<br><br>Indicator 4: Teachers understand literary theory. | Tests in essay format and written identification format in literature courses, such as ENGL 211<br>Paper written for ENGL 211. | 73% or better on essay and written identification tests.<br><br>C or better on papers |
| Knowledgeable and Reflective: 1, 2, 3, 4, 6, 7 |  |  | C or better grade on projects   |
| Knowledgeable and Reflective: 1, 2, 3, 4, 6, 7 |  | Essays applying a literary theory studied to a selected work of literature in ENGL 211 final paper                             | C or better grade   |

*Specialty Area Standard 10: Teachers use instruction that promotes understanding of varied uses and purposes for language.*

| <b>Specialty Area Standard 10: Teachers use instruction that promotes understanding of varied uses and purposes for language.</b> |   |   |  |
|---|---|---|--|
| <b>Conceptual Framework</b>   | <b>Indicators</b>                             | <b>Assessments</b>                      | <b>Performance Level</b>                       |
| Knowledgeable and Reflective: 6, 7<br>Respect for Diversity and Individual Worth: 2, 3,   | Indicator 1: Teachers model Standard English. | Exit Criteria Student<br>Teacher Intern | Score of 3 or higher on items in Guideline 1.5 |

|  |  |  |   |
|--|--|--|---|
| <p>Knowledgeable and Reflective: 6, 7</p> <p>Respect for Diversity and Individual Worth: 2, 3,</p>   | <p>Indicator 2: Teachers employ a variety of dialects and registers to demonstrate understanding of audience and purpose.</p> <p>Indicator 3: Teachers read and write regularly with students.</p> | <p>Exit Criteria Student Teacher Intern</p> <p>Final paper in ENGL 211</p>               | <p>Score of 3 or higher on items in Guidelines 2.2 and 4.1</p> <p>C or better</p>             |
| <p>Knowledgeable and Reflective: 6, 7</p> <p>Respect for Diversity and Individual Worth: 2, 3, 4</p> |  | <p>Exit Criteria Student Teacher Intern</p> <p>Univ. Supervisor's Observation Report</p> | <p>Score of 3 or higher on Guideline 1.2</p> <p>Score of 3 or higher on items 6, 8, 9, 13</p> |

*Specialty Area Standard 11: Teachers foster in students an awareness of and appreciation of their own and others' cultures.*

| <p><b>Specialty Area Standard 11: Teachers foster in students an awareness and appreciation of their own and others' cultures.</b></p>                                |   |   |   |
|---|---|---|---|
| <p><b>Conceptual Framework</b></p>  | <p><b>Indicators</b></p>  | <p><b>Assessments</b></p>                   | <p><b>Performance Level</b></p>   |
| <p>Technological Competence and Educational Applications: 2, 5</p> <p>Knowledgeable and Reflective: 6, 7</p>  | <p>Indicator 1: Teachers incorporate diverse resources in context to connect global ideas to student experiences.</p> <p>Indicator 2: Teachers respect students' native languages in their relation to the conventions of Standard English.</p> | <p>Exit Criteria Student Teacher Intern</p> | <p>Score of 3 or higher on Guidelines 1.3.6 and 3.3</p>                       |
| <p>Respect for Diversity and Individual Worth: 2, 3, 4</p> <p>Caring Dispositions and Ethical Responsibility 2, 3, 4, 5</p> <p>Knowledgeable and Reflective: 4, 5</p> |   | <p>Exit Criteria Student Teacher Intern</p> | <p>Score of 3 or higher on Guidelines 1.3.6, 1.4.1, 2.1.2, 2.2.1, and 4.1</p> |
| <p>Caring Dispositions and Ethical Responsibility 2, 3, 4, 5</p>  |   | <p>Exit Criteria Student Teacher Intern</p> | <p>Score of 3 or higher on Guideline 2.2.2</p>                                |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

*Specialty Area Standard 13: Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.*

|  |                   |  |  |
|--|-------------------|--|--|
| <b>Specialty Area Standard 13: Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.</b> |                   |  |  |
| <b>Conceptual Framework</b>  | <b>Indicators</b> | <b>Assessments</b>                         | <b>Performance Level</b>                               |
|  |                   | Exit Criteria<br>Student Teacher<br>Intern | Score of 3 or higher on items in Guideline 1.2 and 1.3 |

**Providing Evidence That Technology Standards Are Met**

*Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.*

|   |   |   |  |
|---|---|---|--|
| <b>Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.</b> |   |   |  |
| <b>Conceptual Framework</b>   | <b>Indicators</b>   | <b>Assessments</b>                      | <b>Performance Level</b>               |
| Technological Competence and Educational Applications 2, 3  | Indicator 1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. | Student Teacher<br>Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.3 |
| Technological Competence and Educational Applications 3   |   | Student Teacher<br>Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.2 |
| Technological Competence and Educational Applications 3   |   | Student Teacher<br>Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.3 |

|  |   |                                      |  |
|--|---|--------------------------------------|--|
| Technological Competence and Educational Applications 2, 3 | <p>Indicator 2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.</p> <p>Indicator 3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.</p> <p>4 Indicator 4: Teachers plan for the management of technology resources within the context of learning activities.</p> <p>Indicator 5: Teachers plan strategies to manage student learning in a technology-enhanced environment.</p> | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.2 |
| Technological Competence and Educational Applications 4    |   | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.4 |

*Technology Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning*

|  |                   |                    |                          |
|--|-------------------|--------------------|--------------------------|
| <b>Technology Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning</b> |                   |                    |                          |
| <b>Conceptual Framework</b>  | <b>Indicators</b> | <b>Assessments</b> | <b>Performance Level</b> |

|   |   |                                      |  |
|---|---|--------------------------------------|--|
| Technological Competence and Educational Applications 3   | Indicator 1: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards. | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.2 |
| Technological Competence and Educational Applications 2   |   | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.3 |
| Technological Competence and Educational Applications 2,3 |   | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.2 |
| Technological Competence and Educational Applications 4   | Indicator 2: Teachers use technology to support learner-centered strategies that address the diverse needs of students.           | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.4 |
|   | 3: Indicator 3: Teachers apply technology to develop students' higher-order skills and creativity.                                |                                      |  |
|   | 4: Indicator 4: Teachers manage student learning activities in a technology-enhanced environment.                                 |                                      |  |

*Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.*

|  |                   |                    |                          |
|--|-------------------|--------------------|--------------------------|
| <b>Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.</b> |                   |                    |                          |
| <b>Conceptual Framework</b>  | <b>Indicators</b> | <b>Assessments</b> | <b>Performance Level</b> |

|   |  |                                      |  |
|---|--|--------------------------------------|--|
| Technological Competence and Educational Applications 5 |  | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.3 |
| Technological Competence and Educational Applications 4 |  | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.4 |
| Technological Competence and Educational Applications 4 |  | Student Teacher Intern Exit Criteria | Scores 3 or better on Guideline(s) 3.4 |

**Provide evidence of meeting the core standards.**

*Core Standard 1: Candidates know the content they teach.*

| <b>Core Standard 1: Teachers know the content they teach.</b>   |                   |  |   |
|---|-------------------|--|---|
| <b>Conceptual Framework</b>   | <b>Indicators</b> | <b>Assessments</b>                               | <b>Performance Level</b>                  |
| <b>Knowledgeable and Reflective</b><br>3, 6<br><br><b>Respect for Diversity and Individual Worth</b><br>1,3 |                   | GPA  | 3.42 average GPA for all initial programs |
|   |                   | Student Teacher Evaluation-Content Knowledge 1-4 | 1-86% Proficient                          |
| 2-83% Proficient  |                   |  |   |
| 3-83% Proficient  |                   |  |   |
| 4-76% Proficient  |                   |  |   |
| 4-90% Proficient  |                   |  |   |
|   |                   | 5-95% Proficient                                 |   |

**21 Core Standard 2: Teachers know how to teach students.**

It is important that candidates know their content, but they should also be able to teach that subject matter, using a variety of strategies and assessments, so that all P-12 students can learn and achieve. The unit provides a variety of coursework (especially methods), activities and field experiences to assure that candidates have the knowledge, skills, and dispositions to teach students. Candidates are provided opportunities to work with students from entry to the program until exiting from the program. Candidates come to understand the importance of developmental levels of students and the interaction that these developmental levels may have on teaching. Courses address best practices, using a variety of assessments, and culturally sensitive pedagogy. Designing and implementing lesson plans form the central core of knowing how to teach. The Lesson Plan Scoring Rubric is used to assess the candidates' lesson plans. Candidates must obtain an overall rating of acceptable on the lesson plan components. The following table provides evidence that candidates meet the core standards.

*Core Standard 3: Candidates are successful in teaching a diverse population of students.*

There is no required diversity course for all undergraduate teacher candidates. The unit assures that diversity is embedded throughout the program. From the professional education core through methods and student teaching, candidates gain a wider perspective on the ever increasing diversity in our schools, and the role that diversity plays in the teaching and learning process. Activities are designed to help candidates address the NC Diversity Standards. Candidates have field experiences in diverse settings and with diverse P-12 educators and students. Candidates tutor diverse students, work with special needs, and limited English speaking students. The following table provides evidence that candidates meet this core standard.

*Core Standard 5: Teachers are reflective about their practice.*

EDUC 211 is the introductory education course. Candidates begin with the first course writing reflections and keeping journals. Faculty model reflections for candidates. Candidates learn to reflect on their actions. For example, when designing lesson plans, candidates reflect on their objectives, activities, and assessments, and the best way to present the lesson. Candidates learn early in the process the art of reflection and carry this knowledge through student teaching. Reflection is measured by several assessments. The following table provides evidence that candidates meet this core standard.

| <b>Core Standard 5: Teachers are reflective about their practice.</b> |  |  |                             |
|---|--|--|-----------------------------|
| <b>Conceptual Framework</b>   | <b>Indicators</b>  | <b>Assessments</b>   | <b>Performance Level</b>    |
| Knowledgeable & Reflective 2,7  | Indicator 1: Teachers analyze the results.               | Student Teacher Evaluation- Professional Knowledge 1,2       | 1- 80% Proficient           |
| Knowledgeable & Reflective 2,7  |  |  | 2- 80% Proficient           |
| Technological Competence 3  | Indicator 2: Teachers collaborate with their colleagues. | Instructional Technology Portfolio-Lesson Plan (Reflections) | 3.56 out of a possible 4.00 |
| Knowledgeable & Reflective 8  | Indicator 3: Teachers use research in their classrooms.  | Graduate Survey- Professional Knowledge 1                    | 80% Proficient              |
| Knowledgeable & Reflective 8  | Indicator 4: Teachers continue to grow professionally.   | Dispositions Checklist- Professional Competence 1,2          | 1- 99% Highly Valued        |
|   |  |  | 2- 94% Highly Valued        |
| Knowledgeable & Reflective 8  |  |  |                             |

English 211 is taught in a manner consistent with the following NCDPI Dispositions for Teachers in Training:

1. Appreciates and engages in self-reflection.
2. Shows a commitment to ongoing learning.
3. Desires to learn and apply new technologies.
4. Is receptive to new ideas and feedback.
5. Writes and speaks clearly and effectively.
6. Respects the privacy of students and their families.
7. Dresses appropriately for the setting.
8. Is punctual.
9. Attends class regularly and participates in the class.
10. Completes assignments and tasks in a timely manner.
11. Is willing to go beyond required assignments.
12. Shows initiative and motivation.
13. Assumes fair share of responsibilities within a group.
14. Understands the culture of students and their families.
15. Values and has respect for diversity and individual differences.
16. Demonstrates flexibility and adaptability.
17. Treats all students fairly and equitably.
18. Is sensitive to the feelings of others.
19. Displays high and ethical professional standards.
20. Is courteous and respectful.
21. Has a positive professional attitude.
22. Accepts and uses constructive criticism.
23. Maintains emotional control and appropriate behavior.

In English 311 students will develop the following abilities:

Basic information concerning the English language: its history, influences, structure, standards, and variations;  
Effective strategies for teaching comprehension and critical analysis of all media;  
British, American, and World Literature (including film and adolescent literature as well as literature for mature readers) with attention to cultural diversity;

Specifically, the course will pursue the objective that students develop the ability to:

Discern salient and subtle formal distinctions;  
Acquire cultural knowledge and use it as a means with which to compete in a literate society.

The course will develop competencies consistent with the guidelines set out by the School of Education at Fayetteville State University for students that provide:

Standard I:  
Content Knowledge for Teacher Candidates;

Content Knowledge for Other Personnel;  
Professional and Pedagogical Skills for Teacher Candidates;  
Professional Knowledge and Skills for Other School Personnel;

Standard II:  
Assessment System;  
Data Collection, Analysis, and Evaluation;  
Use of Data for Program Improvement;

Standard V:  
Qualified Faculty;  
Modeling Best Professional Practices in Teaching;  
Modeling Best Professional Practices in Scholarship.

## **VI. Student Learning Outcomes**

The course will also develop knowledge and competencies consistent with the standards recommended by the Interstate New Teachers Assessment and Support Consortium Standards. The teacher must:

- 1.1 Understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) taught;
- 1.3 Relate disciplinary knowledge to other subject areas;
- 1.4 Realize that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of the new ideas and understandings in the field.
- 1.5 Appreciate multiple perspectives and convey to learners how knowledge is developed from the vantage point of the knower;
- 1.8 Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings;
- 2.7 Stimulate student reflection on prior knowledge and link new ideas to to familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning task;
- 2.6 Use a student's thinking and experiences as a basis for instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing;
- 3.5 Understand cultural and community diversity and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction;
- 3.15 Use information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments related to students' experience and cultures).

- 3.16 Bring multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms;
- 4.1 Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present diverse perspectives to encourage critical thinking;
- 4.11 Use educational technology to broaden student about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;
- 5.4 Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- 5.6 Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- 5.7 Understand how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- 6.1 Understand communication theory, language development, and the role of language learning;
- 6.5 Recognize the power of language for fostering self-expression, identity development, and learning;
- 6.7 Be a thoughtful and responsive listener;
- 9.3 Understand the value of critical thinking and self-directed learning and habits of mind;

Understand the role of reflection, assessment, and learning as an ongoing process  
 Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated; specifically, the course will pursue the following objectives, that students develop the ability to:

- discern salient and subtle formal distinctions;
- discern the effect of form upon content;
- apply literary terms to a literary discussion;
- understand a literary work as a cultural product;
- acquire cultural knowledge and use it as a means with which to compete in a literate society;
- become familiar with seminal texts as literary prototypes;
- express a verbal appreciation of literary texts;
- acquire basic information about the English language, including its history, influences, structures and variations;
- communicate understanding of literary texts;
- read literary texts with attention to gender and cultural diversity;
- demonstrate understanding in pedagogical form.

Students will demonstrate knowledge of the following, as recommended by the Department of Public Instruction as stated in "Guidelines and Competencies for Undergraduates in the English/Communication Skills Preparation Program":

- 2.2 Basic information concerning the English language: its history, influences, structure, standards, and variations;

- 2.4 Effective strategies for teaching comprehension and critical analysis of all media (print and non-print);
- 2.5 British, American, and World Literature (including film and adolescent literature as well as literature for mature readers) with attention to gender and cultural diversity;
- 2.6 Various modes of discourse (narration, exposition, description, and persuasion) and their appropriate use in all areas of experience: personal, social, educational, business, and vocational;
- 2.2 Elements of literature and how these elements affect interpretation;
- 2.3 The genres common to oral, written, and visual expression;
- 2.15 Characteristics and appropriate use of propaganda devices which affect audience perceptions.

Students will develop their ability to do the following:

- 3.2 Design and implement balanced communication skills programs/lessons which integrate reading, writing, speaking, listening, and viewing;
- 3.4 Design and implement balanced communication skills programs/lessons which recognize that learning takes place in a social context involving cooperation and collaboration;
- 3.5 Respond to and build upon prior experiences of students, honoring unique dialectical, linguistic, and cultural experiences;
- 3.10 Develop higher-level thinking in students, e.g. analysis, synthesis, and evaluation, through activities involving critical and creative thinking;
- 3.11 Develop instruction which brings together a variety of complete works of literature and a variety of other texts such as student writing, television, advertising, video, specialty magazines, film, and technical reports;
- 3.15 Provide appropriate preparation for students to take standardized state and national tests;
- 3.17 Evaluate and select appropriate instructional strategies, materials, and technologies.

The course will also develop knowledge and competencies consistent with the standards recommended by the National Council of Teachers of English. Specifically, students will:

- 1.1 Complete a specific language arts course of study;
- 2.1 Demonstrate a respect for the worth and contributions of all learners;
- 2.4 Help students develop lifelong habits of critical thinking and judgment;
- 2.7 Recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;
- 2.8 Promote the arts and humanities in the daily lives of students and show an understanding of language acquisition and development;
- 3.1.1 Recognize the impact of cultural, economic, political, and social environments upon language;

- 3.1.2 Show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
- 3.1.3 Show an understanding of the evolution of the English language and the historical influences on its various forms;
- 3.1.8 Show the various purposes for which language is used;
- 3.2.2 Use writing, speaking and observing as major forms of inquiry, reflection, and expression;
- 3.2.5 Apply knowledge of language structure and conventions to creating and critiquing print and non-print texts;
- 3.3.1 Demonstrate how to respond to and interpret what is read in different ways;
- 3.3.2 Demonstrate how to discover and create meaning from texts;
- 3.3.3 Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts;
- 3.4.3 Demonstrate how written discourse can influence thought and action;
- 3.5.3 Show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures;
- 3.5.1.1 Promote works from a range of cultures;
  - 3.5.1.1.1 Promote works from a range of genres.

## **VII. Course Requirements and Evaluation Criteria**

Graded work:

|   |     |
|---|-----|
| 3 tests at 20% each:                    | 60% |
| 4 quiz grades at 5% each:               | 20% |
| 1 personal response paper (500 words) : | 10% |
| class participation:                    | 10% |

Quizzes will ask students to write a paragraph commentary of a specific literary item: in addition, these quizzes will serve as practice for tests that will present opportunities for writing several short essays in sentence form and answering very short extra credit items. Quizzes missed cannot be made up. Students must make up their minds to take the three tests at the scheduled times. Students who think they will be unable to meet course requirements should drop the course.

Students who come to every class on time and say nothing will score a 9 in class participation. Beyond the third absence, one-half point will be deducted for every late arrival or early departure, one full point for every absence: so, for example, a student who misses three classes and arrives late for two will lose four points out of the ten, almost one-half a letter grade. Students who add useful or interesting items to the class discussion will earn ten points.

The University grading scale is in effect.

## **VIII. Academic Support Resources**

Students, especially those who struggle in the course, are urged to consider visiting the University College Learning Center for extra help in successfully completing their assignments.

## IX. Course Outline and Assignment Schedule

|                                   |  |
|-----------------------------------|--|
| Fall, 2009                        | Instructor: McConnell  |
| English 311: English Literature I | Office: 124 Butler   |
| 3 hours credit                    | Hours: TR 9—11, W 9—1  |
| August                            | 20 Course Introduction and Discussion of Policy  |
|                                   | 25 Anglo-Saxon: <i>Anthology</i> Introduction;<br>“Caedmon’s Hymn,” “The Dream of the Rood,”   |
|                                   | 27 “The Wanderer,” “The Battle of Maldon”  |
| September                         | 1 <i>Beowulf</i> : ll. 1—835, ll. 1685—1784<br>Sample quiz paragraph in class  |
|                                   | 3 <i>Beowulf</i> : ll. 2009—3182   |
|                                   | 8 William Langland: <i>Vision of Piers Plowman</i> : “Prologue”<br><i>Passus 5</i> : “Envy,” “Gluttony,” “Way to Saint Truth”                          |
|                                   | 10 Chaucer: <i>General Prologue to The Canterbury Tales</i>  |
|                                   | 15 <i>Wife’s Prologue</i> : ll. 121—158, 817—834   |
|                                   | 17 <i>The Wife’s Tale</i>  |
|                                   | 22 <i>The Pardoner’s Tale</i>  |
|                                   | 24 ***Test #1 (20%)***   |
|                                   | 29 Medieval Drama: <i>The Play of Noah, The Second Shepherds Play</i>  |
| October                           | 1 “ <i>The Play of Everyman</i>  |
|                                   | 6 Marlowe: <i>The Tragical History of Doctor Faustus</i> Scenes 1, 2, 3, 13  |
|                                   | 8 The Sonnet: Wyatt: “Farewell Love,” “My Galley,” “Divers doth use,”<br>“They flee from me”<br>Howard: “The Sootie Season,” “Love that doth reign”    |
|                                   | 13 The Elizabethan sonnet sequence:<br>Sidney: <i>Astrophil and Stella</i> : 1, 5, 7, 39, 81, 87, 89, 91   |
|                                   | 15 Fall break  |
|                                   | 20 Shakespeare: 3, 12, 15, 18, 135, 144, 147   |
|                                   | 22 Spenser: <i>Amoretti</i> : 1, 34, 64, 74, 75<br><i>Shepherd’s Calendar</i> : “October”;<br><i>The Faery Queene</i> : Prologue and Canto I: ll. 1—18 |

- 27 \*\*\*Test #2\*\*\*
- 29 Metaphysical Poetry: Donne: "The Flea," "The Good-Morrow," "Song,"  
"The Canonization," Holy Sonnets: 10, 14
- 30 \*\*\*Last Day to Drop a Course\*\*\*

- November 3 Forum on Testing: The MFAT
- 5 Butler 312: Website Visits to Westminster Abbey and St. Paul's
- 10 Herrick: "Delight in Disorder," "To the Virgins," "Upon Julia's Clothes,"  
"Upon the Nipples of Julia's Breast," "The Hock Cart"
- 12 Milton: "L'Allegro," "Il Penseroso," "Lycidas,"  
"Ode: On the Morning of Christ's Nativity"
- 17 " " "On the Late Massacre," "How Soon Hath Time,"  
"When I Consider" *Paradise Lost* Books I, II
- 19 " " " Books IX, XII
- 24 \*\*\*Paper Due\*\*\* (Personal Response: Third Person)
- 26 Thanksgiving

- December 1 Swift: "A Description of a City Shower,"  
" *Gulliver's Travels*: "The Flying Island of Laputa"  
" " "The Academy of Lagado"
- 3  
Test #3: according to the exam schedule

Graded work:

|   |     |
|---|-----|
| 3 tests at 20% each:                    | 60% |
| 4 quiz grades at 5% each:               | 20% |
| 1 personal response paper (500 words) : | 10% |
| class participation:                    | 10% |

Quizzes will ask students to write a paragraph commentary of a specific literary item: in addition, these quizzes will serve as practice for tests that will present opportunities for writing several short essays in sentence form and answering very short extra credit items. Quizzes missed cannot be made up. Students must make up their minds to take the three tests at the scheduled times. Students who think they will be unable to meet course requirements should drop the course.

Students who come to every class on time and say nothing will score a 9 in class participation. Beyond the third absence, one-half point will be deducted for every late arrival or early departure, one full point for every absence: so, for example, a student who misses three classes and arrives late for two will lose four points out of the ten, almost one-half a letter grade. Students who add useful or interesting items to the class discussion will earn ten points.

The University grading scale is in effect.

## X. Teaching Strategies

Class will include lecture and discussion, supplemented by visual media, including Internet research.

## XI. Bibliography

- Bartels, Emily, ed. *Critical Essays on Christopher Marlowe*. New York: G. K. Hall, 1997.
- Bjork, Robert, ed. *A Beowulf Handbook*. Lincoln: University of Nebraska Press, 1997.
- Gray, Douglas, ed. *The Oxford Companion to Chaucer*. Oxford: Oxford University Press, 2003.
- Joy, Eileen, ed. *The Postmodern Beowulf: A Critical Casebook*. Morgantown: West Virginia University Press, 2006.
- Kaston, David Scott, ed. *The Oxford University Encyclopedia of British Literature*. Oxford: Oxford University Press, 2006.
- Lerer, Seth, ed. *The Yale Companion to Chaucer*. New Haven: Yale, 2006.
- Spiller, Michael G. *The Sonnet Sequence: A Study of Its Strategies*. New York: Twayne, 1997.

The following items are electronic materials that inform and, in some instances, provide entertaining backgrounds to various works of literature.

Anglo-Saxon Net  
Beowulf Study Guide  
The Middle Ages Net  
Converse: the Literary Website  
Dr. Faustus Intro Power Point  
From the Middle Ages to the Renaissance—A Change in Scientific Culture  
The Renaissance Net  
18<sup>th</sup> Century Resources

In addition, students of literature should own a good handbook of literary terms, for example, the comprehensive enlarged edition:

Preminger, Alex. ed. *Princeton Encyclopedia of Poetry and Poetics* Princeton: Princeton University Press, 1990.

*A Handbook of Literary Terms* (Hugh Holman) is also a time-honored and valuable resource.