COURSE SYLLABUS

<table>
<thead>
<tr>
<th>COURSE NUMBER:</th>
<th>ENL 3034</th>
<th>COURSE TITLE:</th>
<th>Survey of English Literature II</th>
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</thead>
<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>English</td>
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<tr>
<td>COLLEGE:</td>
<td>Arts and Sciences</td>
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<tr>
<td>FACULTY NAME:</td>
<td>Joe A. Houston Ph.D</td>
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<tr>
<td>TERM/YEAR:</td>
<td>Spring 2008</td>
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<tr>
<td>OFFICE LOCATION:</td>
<td>414 Tucker Hall</td>
<td></td>
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<tr>
<td>TELEPHONE:</td>
<td>(850) 599-3465</td>
<td></td>
<td></td>
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<tr>
<td>E-MAIL:</td>
<td><a href="mailto:joe.houston@famu.edu">joe.houston@famu.edu</a></td>
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PREREQUISITE: Successful completion of ENC 1101 and ENC 1102 with a grade of C or better

<table>
<thead>
<tr>
<th>CLASS MEETING TIMES</th>
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<tbody>
<tr>
<td>MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY</td>
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<tr>
<td>OFFICE HOURS</td>
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<tr>
<td>MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY</td>
</tr>
<tr>
<td>4:00 p.m. 1:00 p.m. to 1:00 p.m. to</td>
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<tr>
<td>5:00 p.m. 3:00 p.m. 3:00 p.m.</td>
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Course Description
This course is the second part of a two-sequence survey course covering the development of British Literature. This course begins with the Romantic Period [1785] and ends with the early twentieth century.

Course Purpose
Upon completion of ENL 3034, students should have a greater appreciation and understanding of British Literature, especially the Romantic Period.

Conceptual Framework
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework
**DIVERSITY**

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

**TECHNOLOGY**

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10, 12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

**VALUES**

- **CF 3**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5.6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3.9 | I: 5.9 |
| CF: 3.5(D) | Recognize the importance of peer relationships in establishing a climate for learning. | F: 7.2 | I: 5.10 |

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition
CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 | I: 2,10 |

URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition

Overall Goals of the Course
Specific Behavioral Objectives

1. You will be able to state the significant dates of the three literary periods.
2. You will be able to know the major historical events that shaped the literature of these periods.
3. You will be able to list the major genres and authors who contributed to each period.
4. You will be able to write a definition of Romanticism.
5. You will be able to develop a timeline showing the significant literary selections that were written during these periods.
6. You will be able to know the major authors and their contributions during the Victorian Period.
7. You will be able to state a definition of Victorianism.
8. You will be able to identify the characteristics of each period of study.

Assignment/Standard Matrix

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Behavioral Objective</th>
<th>INTASC</th>
<th>NCTE/IRA</th>
<th>FPEAPS</th>
<th>FTCE</th>
<th>PEU</th>
<th>Uniformed Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>Demonstrate written communication skills after researching a topic and utilize MLA documentation. Paper must be of publication quality.</td>
<td>1.13, 1.21, 4.13, 6.14, 6.21</td>
<td>2, 3, 4, 5, 6, 7, 8, 11, 12</td>
<td>1.1: 1a, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3.2: 3b, 3c, 3j, 3l, 4.1: 4.2, 4b, 4g, 4j, 5.1, 5.2: 5a, 5b, 5d, 5e, 5k, 6.1, 6.2: 7, 7b, 7g, 8.1, 8a, 8b, 8c, 8d, 8e, 8f, 9.12: 9f, 9g, 9i, 9k, 9l, 9m, 10.1, 11.1, 12.1, 12b, 12c, 12e, 12j, 12k, 12l</td>
<td>1.1, 1.3, 1.5: 2.1, 2.3, 2.4, 3.2: 4.1: -4.5, 5.1, 5.2, 7.1-7.5</td>
<td>4.5, 5.1</td>
<td>11</td>
</tr>
<tr>
<td>Oral Project</td>
<td>Utilize collaboration skills to report on an assigned topic. Compile a study sheet that summarized a play. Report on an analysis of all aspects of a play.</td>
<td>6.13, 6.14, 6.21, 6.13</td>
<td>3, 7, 8, 12</td>
<td>1.1: 1a, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3.2: 3b, 3c, 3j, 3l, 4.1: 4.2, 4b, 4g, 4j, 5.1: 5a, 5b, 5d, 5e, 5k, 6.1, 7.1: 7b, 7g, 8.1, 8a, 8b, 8c, 8d, 8e, 8f, 9.1: 9f, 9g, 9i, 9k, 9l, 9m, 10.1, 11.1, 12.1, 12b, 12c, 12j, 12k, 12l</td>
<td>1.1, 1.3, 1.5: 2.1, 2.3, 2.4, 3.2: 4.1: -4.5, 5.1, 5.2, 7.1-7.5</td>
<td>4.5, 5.1, 5.3</td>
<td>9</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>Demonstrate written communication skills. Assessment will</td>
<td>1, 2, 3, 4, 5.6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1: 1a, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3.2: 3b, 3c, 3j, 3l, 4.1:</td>
<td>1.1, 1.3, 1.5: 2.1, 2.3, 2.4, 3.2: 4.1: -4.5, 5.1, 5.2, 7.1-7.5</td>
<td>4.5, 5.1, 5.3</td>
<td>11, 12</td>
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<tr>
<td>Quizzees</td>
<td>Demonstrate written communication skills in short answer form on any given topic (play, poem, critical essay or prose)</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1: 1a, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3b, 3c, 3j, 3l, 4.1: 4b, 4g, 4j, 5.1: 5a, 5b, 5d, 5e, 5k, 6.1, 7.1: 7b, 7g, 8.1: 8a, 8b, 8c, 8d, 8e, 8f, 9.1: 9f, 9g, 9i, 9k, 9l, 9m, 10.1</td>
<td>1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 4.1, -4.5, 5.1, 5.2, 7.1-7.5</td>
<td>11, 12</td>
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<tr>
<td>Final Examination</td>
<td>Demonstrate written communication skills Assessment will be done in essay, short answer and multiple choice of all of the major tenets of the class (comprehensive).</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1: 1a, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3b, 3c, 3j, 3l, 4.1: 4b, 4g, 4j, 5.1: 5a, 5b, 5d, 5e, 5k, 6.1, 7.1: 7b, 7g, 8.1: 8a, 8b, 8c, 8d, 8e, 8f, 9.1: 9f, 9g, 9i, 9k, 9l, 9m, 10.1</td>
<td>1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 4.1, -4.5, 5.1, 5.2, 7.1-7.5</td>
<td>11, 12</td>
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**National and State Standards Addressed in the Course**

**NCTE/ IRA Standards for the English Language Arts**

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word
identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**NAEYC – Standards for Professional Preparation**

At the advanced level, these tools are essential components of each specialization and of each of the five NAEYC standards:

1. **Promoting Child Development and Learning:**
2. **Building Family and Community Relationships:**
3. **Observing, Documenting, and Assessing to Support Young Children and Families:**
4. **Teaching and Learning:** and (5) **Growing as a Professional.**

1. Cultural Competence: Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

2. Knowledge and Application of Ethical Principles: Advanced program candidates demonstrate in depth knowledge and thoughtful application of NAEYC’s Code of Ethical Conduct and other

3. Communication Skills: Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.

4. Mastery of Relevant Theory and Research: Advanced program candidates demonstrate in depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.

5. Skills in Identifying and Using Professional Resources: Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.

6. Inquiry Skills and Knowledge of Research Methods: Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

7. Skills in Collaborating, Teaching, and Mentoring: Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

8. Advocacy Skills: Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development.

9. Leadership Skills: Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

**Florida DOE Teacher Competencies English 6-12**
I. Gain knowledge of the English language and methods for effective teaching, and be able to:
   1. Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
   3. Apply knowledge of standard written English.
   5. Identify methods of effectively assessing language skills.

II. Gain knowledge of writing and methods for effective teaching, and be able to:
   1. Identify and apply techniques to develop a supportive classroom environment for writing.
   3. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).
   4. Select individual, peer, and group activities that support writing processes.

III. Gain knowledge of the use of the reading process to construct meaning from a wide range of selections, and be
   2. Select effective strategies to analyze text (e.g., word structure, context clues).

IV. Gain knowledge of literature and methods for effective teaching, and be able to:
   1. Identify various literary devices in both fiction and nonfiction.
   2. Identify the characteristics of various literary genres, movements, and critical approaches.
   3. Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature.
   4. Identify major authors representative of the diversity of American culture.
   5. Identify principal periods of British literature and American literature, major authors, and representative works.

V. Gain knowledge of listening, viewing, and speaking as methods for acquiring critical literacy, and be able to:
   1. Identify effective speaking skills for various occasions, audiences, and purposes.
   2. Identify effective strategies and techniques for listening.

VII. Acquire the Ability to write well on a selection from poetry or prose, including fiction or nonfiction, and be able to:
   1. Analyze a given selection.
   2. Demonstrate the ability to organize ideas around a focal point.
   3. Exhibit conventions of standard written English.
   4. Incorporate relevant content, using ample evidence.
   5. Use elements of style that enhance the reader's interest and understanding.

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary ELA Grades 7-12

1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.
   1.1 Complete a program of study with a clear conceptual framework that reflects a strong integration of content, current theory, and practice in ELA;
   1.2 Explore a strong blend of theory and practice in their ELA preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include more than 10 weeks of student teaching in classrooms with ELA licensed teachers;
   1.3 Work with college, university, and school faculty in English and education who collaborate on a regular basis to strengthen their teaching, develop curriculum, and pursue knowledge in the content, pedagogy, and attitudes appropriate to the preparation of ELA teachers;
   1.4 Meet performance benchmarks and/or gateways within an ELA program assessment system that regularly evaluates candidate performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all candidates.

2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.
   2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;
   2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;
   2.3 Use the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others;
   2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;
   2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;
   2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3. Candidates demonstrate knowledge of, and skills in the use of, the English language.
   3.1 Integrate their knowledge of students’ language acquisition and development into instruction and assessment designed to enhance their students’ learning;
   3.2 Design, implement, and assess instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA;
   3.3 Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language;
   3.4 Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity;
   3.5 Demonstrate an in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning;
   3.6 Incorporate an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts;
   3.7 Demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own effective use of language and integrate that knowledge into teaching their students to use oral and written language effectively.

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
   3.2.1 Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;
   3.2.2 Create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes;
   3.2.3 Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy;
   3.2.4 Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes;
   3.2.5 Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.

3.3 Candidates demonstrate their knowledge of reading processes.
   3.3.1 Integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;
   3.3.2 Use a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts;
   3.3.3 Integrate into students’ learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.

3.4 Candidates demonstrate knowledge of different composing processes.
   3.4.1 Develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;
   3.4.2 Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
   Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for:
   3.5.1 Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
   3.5.2 Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
   3.5.3 Numerous works specifically written for older children and younger adults;
   3.5.4 A range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
   3.6.1 Understand media’s influence on culture and people’s actions and communication, reflecting that knowledge not only in their own work but also in their teaching;
   3.6.2 Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts;
3.6.3 Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

3.7.1 Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate;

3.7.2 Use teacher-researcher models of classroom inquiry to analyze their own teaching practices so they can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.

4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

4.1.1 Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA;

4.1.2 Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection;

4.1.3 Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines;

4.1.4 Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability;

4.1.5 Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms;

4.1.6 Engage students in critical analysis of different media and communications technologies and their effect on students’ learning;

4.1.7 Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;

4.1.8 Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances;

4.1.9 Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students; Integrate assessment consistently into instruction by:

4.1.9.1 Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences;

4.1.9.2 Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction;

4.1.9.3 Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing;

4.1.9.4 Explaining to students, parents, and others concerned with education how students are assessed.

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards & the Florida Professional Educator Accomplished Practices

1. ASSESSMENT

1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

1.PRE.a Analyzes individuals’ learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.

1.PRE.k Reviews assessment data and identifies students’ strengths and weaknesses.

1.PRE.l Communicates individual student progress in student, parent, and staff conferences.

1.PRE.m Develops short- and long-term personal and professional goals relating to assessment.

2. COMMUNICATION

2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2.PRE.c Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

2.PRE.i Provides opportunities for students to receive constructive feedback on individual work and behavior.
2.PRE.j Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

2.PRE.k Develops short- and long-term personal and professional goals relating to communication.

4. CONTINUOUS IMPROVEMENT
3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.PRE.b Participates in and supports the overall school improvement process.

3.PRE.c Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.

3.PRE.i Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.

3.PRE.j Seeks to increase her/his own professional growth by participating in training and other professional development experiences.

3.PRE.k Has observed others in the role of steward and can demonstrate some of the skills involved.

3.PRE.l Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

4. CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.PRE.b Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities.

4.PRE.c Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

4.PRE.g Demonstrates and models the use of higher-order thinking abilities.

4.PRE.j Uses technology and other appropriate tools in the learning environment.

5. DIVERSITY
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

5.PRE.b Fosters a learning environment in which all students are treated equitably

5.PRE.d Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.

5.PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.

5.PRE.k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

6. ETHICS
6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

7. HUMAN DEVELOPMENT AND LEARNING
7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

8. KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.

8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.

8.PRE.d Acquires currency in her/his subject field.
8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.
8.PRE.f Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

9. LEARNING ENVIRONMENTS
9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.
9.PRE.f Provides opportunities for students to be accountable for their own behavior.
9.PRE.g Provides a safe place to take risks.
9.PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.
9.PRE.i Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.
9.PRE.m Provides clear directions for instructional activities and routines.

10. PLANNING
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

11. ROLE OF THE TEACHER
11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school

12. TECHNOLOGY
12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.
12.PRE.b Uses technology tools on a personal basis.
12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.
12.PRE.j Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
12.PRE.k Uses technology to collaborate with others.
12.PRE.i Develops professional goals relating to technology integration.

Uniformed Core Curriculum

1. Higher level mathematics
2. Math computational skills acquisition and measures to improve P-12 computational performance
3. Technology appropriate for the grade
4. Reading, interpretation and use of data for student achievement
5. Information on the state system of school improvement and accountability
6. Teaching strategies to meet the needs of diverse student populations
7. Classroom management
8. School safety
9. Professional ethics** (only in those with assigned class discussion leaders)
10. Educational law
11. Write and speak in a logical and understandable style with appropriate grammar**
12. Recognize signs of students' difficulty with the reading and computational performance
13. Foundations and history of education

Topical Outline

Teaching Methods
Lecture / Discussion Approach
**Academic Learning Compact**

Students who make a grade of B or higher in this class will master those competencies identified by the State University System Academic Learning Compact. Students will

1. Demonstrate satisfactory knowledge of the content area.
2. Demonstrate proficiency in written and oral skills.
3. Demonstrate critical thinking and analytical skills within the subject content area.
4. Demonstrate satisfactory achievement in technological skill development and comprehension.

For further details on the Academic Learning Compact, see: [www.famu.edu/assessment](http://www.famu.edu/assessment).

**Course Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Period Tests</td>
<td>45%</td>
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<tr>
<td>Final</td>
<td>40%</td>
</tr>
<tr>
<td>Novel Tests</td>
<td>15%</td>
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</tbody>
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**Grading**

Your grade will be based on a 100 point university scale as listed below:

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

**Course Policies**

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct - Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Topical Outline and Tentative Course Calendar**

**Week 1**

- Course Introduction
- The Romantic Period [1785 – 1830]

**Week 2**

- Anna Letitia Barbauld
- Charlotte Smith
- William Blake, “Songs of Innocence and Experience"
- Robert Burns
- Mary Wollstonecraft
- Walpole, The Castle of Otranto

**Week 3**

- William Wordsworth
Dorothy Wordsworth
Samuel Taylor Coleridge

Week 4
George Gordon, Lord Byron
Percy Bysshe Shelley
John Clare

Week 5
Mary Shelley, Frankenstein
Felicia Dorothea Hemans
John Keats

Week 6
Period Test: The Romantic Period
Novel Test

Week 7
The Victorian Period

Week 8
Thomas Carlyle
Elizabeth Barrett Browning
Alfred, Lord Tennyson

Week 9
Elizabeth Gaskell
Robert Browning
Matthew Arnold
Christina Rossetti

Week 10
**SPRING BREAK**

Week 11
Charles Dickens, Oliver Twist
Gerard Manley Hopkins

Week 12
Robert Louis Stevenson
Oscar Wilde
Rudyard Kipling

Week 13
Period Test: Victorian Period
Novel Test

Week 14
Twentieth Century and After
Thomas Hardy
Joseph Conrad
William Butler Yeats
Virginia Woolf

Week 15
D.H. Lawrence
T.S. Eliot
Katherine Mansfield
Dylan Thomas

Week 16
Period Test: Twentieth Century and After
Novel Test

References

INTERNAL CITATIONS
In research papers and in any other academic writing that borrows information from sources, the borrowed information must be clearly documented. To document sources, the Modern Language Association (MLA) recommends in-text citations that refer readers to a list of works cited.

**MLA in-text citations**

An MLA in-text citation is made with a combination of a signal phrase and a parenthetical reference. The signal phrase usually names the author of the source; the parenthetical reference includes at least a page number.

1. **Author named in a signal phrase.** By naming the author in a signal phrase, you can keep the information in parentheses brief. Usually only a page number is required.

Flora Davis reports that a chimp at the Yerkes Primate Research Center "has combined words into new sentences that she was never taught" (67).

The signal phrase--Flora Davis reports--provides the name of the author; the parenthetical citation gives the page number where the quoted words may be found. By looking up the author's last name in the list of works cited, readers will find complete information about the work's title, publisher, and date of publication.

1. **Author not named in a signal phrase.** If the signal phrase does not include the author's name (or if there is no signal phrase), the author's last name must appear in parentheses with the page number.

Although the baby chimp lived only a few hours, Washoe signed to it before it died (Davis 42).

1. **Two or three authors.** Name the authors in a signal phrase or include their last names in the parentheses along with the page number: (Patterson and Linden 89).

Patterson and Linden agree that the gorilla Koko acquired language more slowly than a normal speaking child (89).

4. **Four or more authors.** Name the first author and mention the co-authors in a signal phrase or put the first author's name followed by "et al." (Latin for "and others") in the parentheses: (Terrace et al. 891).

Ultimately Terrace and his co-authors concluded that "most of Nim's utterances were prompted by his teacher's prior utterance" (891).

1. **Work in an anthology.** Put the name of the author of the work (not the editor of the anthology) in the signal phrase or in the parentheses: (Chopin 25).

At the end of Kate Chopin's "The Story of an Hour," Mrs. Mallard drops dead upon learning that her husband is alive. In the final irony of the story, doctors report that she has died of a "joy that kills" (25).

1. **Novel, play, or poem.** Include information that will enable readers to find the passage in various editions of the work. For a novel, put the page number first and then, if possible, indicate the part of the chapter in which the passage can be found.
Fitzgerald's narrator captures Gatsby in a moment of isolation: "A sudden emptiness seemed to flow now from the windows and the great doors, endowing with complete isolation the figure of the host" (56; ch. 3).

For a verse play, list the act, scene, and line numbers. Use Arabic numerals.

In his famous advice to the players, Hamlet defines the purpose of theater, "whose send, both at the first, was and is, to hold, as `twere, the mirror up to nature" (3.2.21-23).

For poem, cite the part (if there are a number of parts) and the line numbers.

When Homer's Odysseus comes to the hall of Circe, he finds his men "mild/in her soft spell, fed on her drug of evil" (10.209-11).

MLA list of works cited

An alphabetized list of works cited, which appears at the end of your paper, gives full publishing information for each of the sources you have cited in your paper.

Books

1. Basic Format for A Book

For most books, arrange the information into three units, each followed by a period: (1) the author's name last name first; (2) the title and subtitle, underlined or italicized; and (3) the place of publication, the publisher, and the date.


2. Two or Three Authors


3. Four of More Authors


3. Unknown Author


4. EDITOR


5. Two or more works by the same author

6. Edition other than the first

7. Multivolume Work

8. Work in An Anthology

1. Unsigned Encyclopedia Article

Periodicals

1. Article in a Monthly Magazine

1. Article in a Newspaper

2. Article in a Journal Paginated by Volume

14. Article in a Journal Paginated by Issue
Johnson, G. J. "A Distinctiveness Model of Serial Learning." Psychological Review 98.2 (1991): 204 -

17.

1. Unsigned Periodical Article

1. Review
**CD-ROMs and online sources**

1. **CD-ROM issued periodically**


2. **CD-ROM issued in a single edition**


3. **On-line material from a computer service**