COURSE SYLLABUS

COURSE NUMBER: LIN 4060
COURSE TITLE: History of the English Language

DEPARTMENT: English
COLLEGE: Arts and Sciences
FACULTY NAME: Dr. T. A. Taha, PhD
TERM/YEAR:
OFFICE LOCATION: Tucker Hall
TELEPHONE: 850-561-2101
E-MAIL: tah@famu.edu

PREREQUISITE: ENC 1101 & ENC 1102

<table>
<thead>
<tr>
<th>CLASS MEETING TIMES</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>OFFICE HOURS</td>
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<td>MONDAY</td>
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Course Description

Introduction to the origins of the English Language as it relates to the Indo-European family of languages and to the developments of English from its earliest days to the present.

Course Purpose

LIN 4060, History of the English language, is designed to introduce students to the study of Historical linguistics and language change. The purpose of the course is to familiarize students with the processes of development and evolution of the language from its earliest origins to the present time. Internal linguistic changes within the language will be examined in relation to the major political, socio-cultural, and intellectual forces that have influenced the course of the language at different periods (i.e. old, middle, and contemporary). The effects of these factors and forces upon different linguistic levels, including syntax, phonology, and lexicon will be given special attention. In addition, the course addresses the impact of the spread of English beyond its original home in the British Isles (into America, Australia, New Zealand, Asia, and Africa) and the subsequent emergence of the new varieties of the language.
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:

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

### TECHNOLOGY

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

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

### VALUES

- **CF3**
- 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

• CF 4
• 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

• CF 6
• Through this focal area, the FAMU professional education candidate will:
Be able to work in school settings with varied levels of human and material resources.

Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.

Understand the conditions of both rural and urban students and families.

Communicate effectively with students’ parents and the community.

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

The overall goal of the course is to foster students' understanding of the nature and complexity of human language, and that all languages change through time; that when languages cease to change, they are considered extinct or dead (e.g. Classical Latin). Another goal is to help students understand and appreciate variations in English, and that the use of the language varies from individual to individual, from region to region, and from situation to situation.

### Specific Behavioral Objectives

Upon completion of the course, students will be able to:
1. Use different linguistic methods and techniques that help them analyze language synchronically and diachronically;
2. Study/identify the underlying causes of changes and variations in English;
3. Use language effectively for communicative purposes (oral and written communication);
4. Conduct research through reading critically, analyzing, synthesizing information from a variety of sources, and writing well-documented papers using the appropriate documentation style (e.g. MLA);
5. Demonstrate satisfactory/good knowledge of subject content and related areas.

### 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>
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</thead>
<tbody>
<tr>
<td>Essays</td>
<td>Utilize research skills in order to produce a 4-5 page, MLA documented essay.</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, 1j, 1k, 1,1 m, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.2: 3b, 3c, 3i, 3j, 3k,3l, 4.1, 4.2: 4b, 4c, 4g, 4j, 5.1, 5.2: 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 7.1, 7b, 7g, 8.1-8a, 8b, 8c, 8d, 8e, 8f, 9.1: 9f, 9g, 9i, 9k, 9l, 9m, 10.1, 11,1,12.1:12.b, 12.c, 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>
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<tr>
<td><strong>Quizzes</strong></td>
<td>To reinforce portions of covered material</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1: 1a, 1j, 1m, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3.2: 3b, 3c, 3l, 3j, 3k, 4.1, 4.2: 4b, 4c, 4g, 4j, 5.1, 5.2: 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 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, 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>11, 12</td>
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<td><strong>Mid Term Examination</strong></td>
<td>To consolidate and ensure understanding of covered linguistic concepts, terms, and information.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1: 1a, 1j, 1k, 1l, 1m, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3.2: 3b, 3c, 3l, 3j, 3k, 4.1, 4.2: 4b, 4c, 4g, 4j, 5.1, 5.2: 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 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, 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>11, 12</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>To reinforce the ability to engage in linguistic analysis, grasp of different terminologist, concepts, and other material covered in the course.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>2, 3, 6, 12</td>
<td>1.1: 1a, 1j, 1k, 1l, 1m, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3.2: 3b, 3c, 3l, 3j, 3k, 4.1, 4.2: 4b, 4c, 4g, 4j, 5.1, 5.2: 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 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, 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>11, 12</td>
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<tr>
<td>Oral Presentation</td>
<td>To reinforce the ability to engage in linguistic</td>
<td>6.13, 6.14, 6.21, 6.13</td>
<td>3, 7, 8, 12</td>
<td>1.1: 1a, 1j, 2k, 1.1, 1m, 2.1, 2.2: 2c, 2i, 2e, 2g, 2j, 2k, 3.1, 3.2: 3b, 3c, 3l, 3j, 3k, 4.1, 4.2: 4b, 4c, 4g, 4j, 5.1, 5.2: 5a, 5b, 5d, 5e, 5k, 6.1, 6.2, 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: 12.b, 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, 5.3</td>
<td>9</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).
   2. Select effective strategies to analyze text (e.g., word structure, context clues).
   3. Apply knowledge of standard written English.
   4. Select individual, peer, and group activities that support writing processes.
   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.
   2. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).
   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 able to:
   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.

VI. 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.

3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.
   3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.
      3.1.1 Integrate their knowledge of students' language acquisition and development into instruction and assessment designed to enhance their students’ learning;
      3.1.2 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;
      3.1.3 Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language;
      3.1.4 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;
      3.1.5 Demonstrate 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;
      3.1.6 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;
      3.1.7 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;
Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;

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

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:

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;
2. Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction;
3. Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing;
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

**FPEAP 1: ASSESSMENT, INTASC Standard 8**

The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject-area inventories, cumulative records, and student services information. The professional teacher develops instructional plans that meet students' cognitive, social, linguistic, cultural, emotional, and physical needs.

**(INTASC Standard 8: Assessment)** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**FPEAP 2: COMMUNICATION, INTASC Standard 6**

The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and that produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

**(INTASC Standard 6: Communication)**: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**FPEAP 3 CONTINUOUS IMPROVEMENT, INTASC Standard 9**

The professional teacher recognizes the need to strengthen her/his teaching through self-reflection and commitment to lifelong learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher’s continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.

**(INTASC Standard 9: Reflection and Professional Development)** The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**FPEAP 4 CRITICAL THINKING; INTASC Standard 4**

The professional teacher uses a variety of performance assessment techniques and strategies that measure higher-order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

**(INTASC Standard 4: Instructional Strategies)**: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**FPEAP 5 DIVERSITY; INTASC Standard 3**

The professional teacher establishes a “risk-taking” environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

**(INTASC Standard 3: Diverse Learners)** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
FPEAP 6 ETHICS, INTASC Standard 10
Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

INTASC Standard 10: Collaboration, Ethics, and Relationships The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

FPEAP 7 HUMAN DEVELOPMENT AND LEARNING, INTASC Standard 2
Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

INTASC Standard 2: Student Learning: The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

FPEAP 8 KNOWLEDGE OF SUBJECT MATTER; INTASC Standard 1
The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world “integrated settings.” The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

INTASC Standard 1: Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

FPEAP 9 LEARNING ENVIRONMENTS, INTASC Standard 5
The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences that would create such an environment, and by honoring dissent.

INTASC Standard 5: Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

FPEAP 10 PLANNING; INTASC Standard 7
The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students’ needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

INTASC Standard 7: Planning Instruction: The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

FPEAP 11 ROLE OF THE TEACHER
The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals, and other members of the student’s support system to promote continuous improvement of the educational experience.

FPEAP 12 TECHNOLOGY
The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

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

Lectures, class discussions, research via internet and library visitations, small and large group discussions

**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.

Course Evaluation

This includes: Attendance/participation, presentations, writing assignments, quizzes, midterm and final exam.

Grading

Final grade is calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1 (4-5 pages, MLA style)</td>
<td>20</td>
</tr>
<tr>
<td>Quiz #1 (to reinforce portions of covered material)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm test (to consolidate and ensure understanding of covered linguistic concepts, terms, and information)</td>
<td>15</td>
</tr>
<tr>
<td>Essay #2(6-8 pages, MLA style)</td>
<td>20</td>
</tr>
<tr>
<td>Quiz #2 (to reinforce portions of covered material)</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam (to reinforce the ability to engage in linguistic analysis, grasp of different terminologies, concepts, and other material covered in the course)</td>
<td>15</td>
</tr>
<tr>
<td>Presentations/participation (all students make brief oral presentations on topics/issues related to course; they engage in class/small group discussions and debate)</td>
<td>10</td>
</tr>
</tbody>
</table>
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.

**Tentative Course Calendar**

Schedule of Assignments/ Readings

Weeks #1 — 5
- Introduction to course
- Historical linguistics and language change
- English as a world language
- The Indo-European Family of languages
- The origins of English
- From Old English to Middle English
- English in the later Middle Ages
- Writing assignment # 1 - Quiz # 1
- Students’ presentations
- Videos: The story of English

Weeks # 6-10
- The Renaissance
- The rise of standard English and the process of standardization -
  - The early grammarians
  - Dialect speech and the discourse of democracy
  - Students' presentations
  - Midterm
  - Quiz # 2

- The spread of English: The development of new varieties of the language
- American English/English English

Weeks# 11-15
- Standard and non-standard English’s
- Pidgins and creoles
- Variation in relation to gender, age, social class, social networks, region, etc
- Students' presentations
- Videos: The story of English - Students’ presentations - Writing assignment #2
- Code switching and lexical borrowing
- Major differences between old English and contemporary English

Week# 16: Finals week
References
