
Independent Study Course Syllabus

Course Number: LIT 906
Course Title: British Novels

Online Distance Learning

Instructor: Luetta Reimer
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Units: 3
Grade Level: 7-12

Course Description:

This course, designed for teachers of middle and secondary school, provides the structure and incentive to read and think about some of the great novels from British fiction. These works have shaped not only the development of English literature, but also the very nature of our thought and culture.

Teachers will be asked to read two novels selected from a list of 19th and 20th century classics. Critical research on the novels will enhance the preparation of lesson plans for teaching one of these novels.

This course is designed to meet the objectives identified in the Common Core State Standards in Language Arts as well as the five core propositions of the National Board for Professional Teaching Standards. Students will be asked to make connections between their work and these standards or the standards of their own states.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials:

Because each participant is free to select novels of his or her choice and because the books are all readily available at bookstores and libraries, there are no texts included in the materials.

The folder with instructions for completing this course also includes information about Fresno Pacific University, the Center for Professional Development, and the instructor, plus specifics on course policies and procedures.

Course Requirements:

The assignments in this course are designed to engage participants in the reading of two great novels, to teach or reinforce concepts related to the novel, and to encourage participants to develop an effective lesson plan for teaching one of the novels. Participants are asked, therefore, to read, to conduct scholarly research, to think critically, and to respond thoughtfully to the readings.

To successfully complete this course, participants must submit

1. a three to five page typed response (based on the "Novel Response" guidelines) for each of the novels selected.
2. notes from two secondary sources (literary scholarship found in libraries or on the Internet) on each of the novels read in the course.
3. a general outline for teaching one of the novels.

See the "Schedule of Topics and Assignments" for more details on these assignments.

All work should be typed and sent to the instructor at one time when the course is completed. Please make a copy of all work; work will not be returned. Students have one full year to finish the course but should not send completed work in less than three weeks from registration.

Send completed work by email attachments to: Lmreimer@fresno.edu

OR

Mail all the above items to:

Luetta Reimer
1549 S. Lind Avenue
Fresno, California 93727

National Standards:

This course is designed to reinforce and support the English Language Arts Standards of the Common Core State Standards Initiative (CCSS). The Anchor Standards for Reading (Grades 6-12) are listed here:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize

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- the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

National Board for Professional Teaching Standards: Five Core Propositions

In addition to the content standards referenced above, this course supports the following core propositions that characterize National Board Certified Teachers (NBCTs).

Proposition I: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person—they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

Learning Outcomes:

Participants will be able to

- 1) read and analyze two outstanding novels from British literature. (CCSS 1, 2, 3, 6, 7, 9 & 10; NBPTS Prop. 2)
- 2) sharpen skills for analyzing and understanding the novel as a literary form.

- (CCSS 1, 2, 3, 4, 5, 6, & 10; NBPTS Prop. 2)
- 3) discover connections between literature and other disciplines. (CCSS 1, 2, 3, 7, 9, & 10; NBPTS Props. 1, 2, & 4)
 - 4) experience the value of locating and using secondary sources as a means for increasing and enriching literary insight. (CCSS 4,7, 8, 9,10; NBPTS Prop. 2)
 - 5) develop lesson plans to effectively share the novel in their classrooms. (CCSS 1 - 10; NBPTS Props. 1, 2, 3, & 4)
 - 6) connect lessons to state or national standards. (Prop 5)

Schedule of Topics and Assignments

British Novels

A. Reading:

Select and read two novels from the following list. Choose novels that you have not read before, if possible, and certainly novels you have not taught.

Daniel Defoe	<i>Robinson Crusoe</i>
Jonathon Swift	<i>Gulliver's Travels</i>
Samuel Richardson	<i>Pamela</i>
Henry Fielding	<i>Tom Jones</i>
Oliver Goldsmith	<i>The Vicar of Wakefield</i>
Sir Walter Scott	<i>Lady of the Lake; Ivanhoe</i>
Jane Austen	<i>Sense and Sensibility; Pride and Prejudice</i>
Mary Shelley	<i>Frankenstein</i>
Charles Dickens	<i>Oliver Twist; Great Expectations, David Copperfield; A Tale of Two Cities</i>
Emily Bronte	<i>Wuthering Heights</i>
Charlotte Bronte	<i>Jane Eyre</i>
George Eliot	<i>Mill on the Floss; Silas Marner; Middlemarch</i>
Anthony Trollope	<i>Barchester Towers</i>
Thomas Hardy	<i>Return of the Native; The Mayor of Casterbridge; Tess of the D'Urbervilles; Jude the Obscure</i>
Daphne Du Maurier	<i>Rebecca</i>
Sir Arthur Conan Doyle	<i>The Hound of the Baskervilles</i>
Joseph Conrad	<i>Lord Jim; Heart of Darkness</i>
G. K. Chesterton	<i>The Man Who Was Thursday</i>
D. H. Lawrence	<i>Sons and Lovers; Women in Love</i>
James Joyce	<i>A Portrait of the Artist as a Young Man</i>
E. M. Forster	<i>A Passage to India</i>

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Virginia Woolf	<i>To the Lighthouse; Mrs. Dalloway</i>
Aldous Huxley	<i>Brave New World</i>
Somerset Maugham	<i>Of Human Bondage</i>
Evelyn Waugh	<i>Brideshead Revisited</i>
Graham Greene	<i>The Power and the Glory</i>
George Orwell	<i>Animal Farm; Nineteen Eighty-Four</i>
William Golding	<i>Lord of the Flies</i>
H. G. Wells	<i>The War of the Worlds</i>
Alan Paton	<i>Cry, the Beloved Country</i>

Note: Students who wish to propose reading a British novel not on this list should contact the instructor in advance for approval.

B. Response:

After completing the reading of the first novel, answer these questions. Respond to each question fully, being as specific and concrete as possible. The total response to each novel should be about three to five typed, double-spaced pages.

Please complete a separate response for each of the novels you read.

1. Name and author of novel.
2. Have you read other fiction by this author? If so, please identify
3. How is the setting (in time and place) appropriate for this novel?
4. Name four characters and identify the role each plays in the novel.
5. Briefly summarize the plot of the novel.
6. What is the central idea (theme, controlling generalization, etc.) of the novel?
7. How does the author use humor? Describe one incident that you found humorous.
8. Quote a sentence or a short paragraph from the novel that is representative of the author's writing style. Explain what may be observed through the writing sample you selected. (Look for imagery, figurative language, unusual diction or sentence structure, symbolism, etc.)
9. Which other pieces of literature does this novel remind you of? Films? Poems? Music? How?
10. Formulate an evaluation of the novel. What do you most admire about it? What aspects were not satisfying for you? What values and ideals does the novel promote?

C. Secondary Readings:

Go to a library (or use the Internet) to read comments about the novel by two literary scholars. These may be short essays or chapters; you are not expected to read entire books! Take brief notes on observations about the novels, not the authors. Identify the source of your information by including the title of the article or book and the author. Your notes should fill about two typed pages, but you may wish to do more research if you plan to teach these novels. Because all of the authors on the list are well-known, you should have no trouble finding information about their works. If you find it difficult to locate resources, the instructor is prepared to help you.

D. Teaching the Novel:

Prepare a general outline for teaching ONE of the novels you read in this course. How might you introduce the experience? What kinds of activities would you use to engage students? Although the plans for this teaching experience need not be in exhaustive detail, they should include at least the following elements:

- 1) goals and objectives for the unit
- 2) national or state standards addressed by the unit
- 3) background preparation for students
- 4) student/teacher activities with estimated time blocks
- 5) methods for evaluating or assessing student progress and growth

It is not necessary to include copies of handouts, quizzes, or other supplementary materials.

Evidence of Learning:

- Instructor observed evidence of understanding of course objectives as demonstrated through student's reflective writing assignments. (Outcomes 1, 2, 3, 4)
- Instructor observed evidence of understanding literary concepts and terminology as demonstrated through student's reflective writing assignments. (Outcomes 1, 2, 3,4)
- Student demonstrated his/her understanding of effective design of lesson plans. (Outcomes 5, 6)
- Student included the use of critical thinking skills and made connections to state content and/or professional teaching standards. (Outcome 2, 6)
- Student demonstrated an understanding of course objectives by identifying how course content and terminology may be used in his/her teaching. (Outcomes 2, 5, 6)

Grading Policies and Rubric:

Grades will be determined using the following percentages:

Reading responses to the two novels: 40%

Notes on critical readings for two novels: 30%

Lesson outline: 30%

Responses and lessons will be evaluated to determine thoughtful, engaged reflection, incorporation of literary concepts, and effective, creative classroom procedures. Coursework is to be typed. Instructions regarding reading and writing requirements should be followed carefully.

Total scores determine the final grade:

90 - 100% = A

80 - 89% = B

79% or below = no credit

All coursework must reflect a minimum "B" quality to receive credit. The discernment between an A and a B is at the discretion of the instructor, based on the quality of work submitted (see assignment rubric). Participants may request either a letter grade (A or B) or credit (CR). Coursework falling short of a "B" or Credit grade will be returned with further instructions. Every person with a score of 80% or above will receive three semester units of credit.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Instructor/Student Contact

Students are warmly invited to contact the instructor at any time with concerns, questions, or comments related to course work. They are specifically asked to do so after reading and reflecting on the first novel. At the completion of the course, the instructor will comment on the student's work and make suggestions, if needed.

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Scoring Rubric

Type of Assignment	90 – 100 points Exceptional	80 – 89 points Adequate	70 – 79 points Not Acceptable
Written responses	Student's written responses show an exceptional investment of time, energy and thoughtful reflection. The work submitted by the student is original and thorough. The student effectively organizes key insights and demonstrates evidence of interaction with the texts.	Student's written responses show an adequate investment of time, energy and thoughtful reflection. The work submitted by the student is complete, but lacks thoroughness and originality. The student sufficiently organizes insights and demonstrates evidence of interaction with the readings.	Student's written responses show little investment of time, energy and thoughtful reflection. The work submitted by the student does not show adequate thought or effort.
Lesson design	Lesson plans shows an exceptional investment of time, energy and thoughtful reflection. Student consistently makes connections to local instructional goals/standards and implements research-based strategies and approaches.	Lesson plan shows an adequate investment of time, energy and thoughtful reflection. Student makes some connections to local instructional goals/standards and research-based strategies and approaches.	Lesson plan submitted by the student does not show adequate thought or effort, and may not address specific goals.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.