

LIT-906 – British Novels

Independent Study Correspondence Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: 7th - 12th grade teachers

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.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books: 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 course materials. Please refer to the list of suggested novels on page four of the syllabus.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core State Standards (CCSS) (www.corestandards.org)

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 K12) are listed here:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

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.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. read and analyze two outstanding novels from British literature.	CCSS 1, 2, 3, 6, 7, 9 & 10; NBPTS Prop. 2	CE 1, 2, 4, 6
2. sharpen skills for analyzing and understanding the novel as a literary form	CCSS 1, 2, 3, 4, 5, 6, & 10; NBPTS Prop. 2	CE 1, 2, 4, 6
3. discover connections between literature and other disciplines.	CCSS 1, 2, 3, 7, 9, & 10; NBPTS Props. 1, 2, & 4	CE 1, 2, 4, 6
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	CE 2, 4, 6
5. develop lesson plans to effectively share the novel in their classrooms.	CCSS 1 - 10; NBPTS Props. 1, 2, 3, & 4	CE 1, 2, 3, 4, 5, 6
6. connect lessons to state or national standards.	Prop 5	CE 3, 4, 5

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Note: Upon registration, students will receive more specific instructions concerning the assignments. Please consult these before beginning the coursework.

Module	Module Assignments and Activities	Passing Score for Each Assignment
Module 1- Reading	<ul style="list-style-type: none"> Select and read two novels. Choose novels that you have not read before, if possible, and certainly novels you have not taught. 	Pass
Module 2- Response	<ul style="list-style-type: none"> After completing the reading of the first novel, answer the given 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. 	Pass
Module 3 – Secondary Readings	<ul style="list-style-type: none"> Go to a library (or use the Internet) to read comments about the novel by two literary scholars. 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. 	Pass

Module	Module Assignments and Activities	Passing Score for Each Assignment
	<ul style="list-style-type: none"> Your notes should fill about two typed pages, but you may wish to do more research if you plan to teach these novels. 	
Module 4 – Teaching the Novel	<ul style="list-style-type: none"> Prepare a general outline for teaching ONE of the novels you read in this course. 	Pass

Suggested Novels

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

- Daniel Defoe *Robinson Crusoe*
- Jonathon Swift *Gulliver's Travels*
- Samuel Richardson *Pamela*
- Henry Fielding *Tom Jones*
- Oliver Goldsmith *The Vicar of Wakefield*
- Sir Walter Scott *Lady of the Lake; Ivanhoe*
- Jane Austen *Sense and Sensibility; Pride and Prejudice*
- Mary Shelley *Frankenstein*
- Charles Dickens *Oliver Twist; Great Expectations, David Copperfield; A Tale of Two Cities*
- Emily Bronte *Wuthering Heights*
- Charlotte Bronte *Jane Eyre*
- George Eliot *Mill on the Floss; Silas Marner; Middlemarch*
- Anthony Trollope *Barchester Towers*
- Thomas Hardy *Return of the Native; The Mayor of Casterbridge; Tess of the D'Urbervilles; Jude the Obscure*
- Daphne Du Maurier *Rebecca*
- Sir Arthur Conan Doyle *The Hound of the Baskervilles*
- Joseph Conrad *Lord Jim; Heart of Darkness*
- G. K. Chesterton *The Man Who Was Thursday*
- D. H. Lawrence *Sons and Lovers; Women in Love*
- James Joyce *A Portrait of the Artist as a Young Man*
- E. M. Forster *A Passage to India*
- Virginia Woolf *To the Lighthouse; Mrs. Dalloway*
- Aldous Huxley *Brave New World*
- Somerset Maugham *Of Human Bondage*
- Evelyn Waugh *Brideshead Revisited*
- Graham Greene *The Power and the Glory*
- George Orwell *Animal Farm; Nineteen Eighty-Four*
- William Golding *Lord of the Flies*
- H. G. Wells *The War of the Worlds*
- Alan Paton *Cry, the Beloved Country*

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course/assignment requirements, significant evidence of subject mastery – excellent demonstration of graduate level professional development scholarship.
B	80-89%	Very good	Adequately meets the criteria for all course/assignment requirements - demonstrates subject competency and very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student

learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.

- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

While this is an Independent Study course, collaboration between student and instructor is encouraged throughout the course. Upon registration, the instructor will initiate conversation with a welcome e-mail. Within this e-mail, the instructor will provide an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction establishes a foundation for future interactions. At any point during the course, the instructor is available to provide feedback and support to students. At the completion of the course, the instructor will comment on the student's work and make suggestions, if needed.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

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.