

OVERVIEW OF THE ENGLISH LANGUAGE ARTS EDUCATION PROGRAM

Mission

College Mission

Loyola College in Maryland is a Catholic comprehensive university, in the educational and spiritual traditions of the Society of Jesus and the Religious Sisters of Mercy, dedicated to the ideals of liberal education and the practice of *cura personalis*. Loyola College in Maryland challenges students to learn, lead, and serve in a diverse and changing world.

"...The mission places its rhetorical emphasis on learning rather than teaching, while acknowledging that the two are in many ways different covers of the same book. We believe that we must cultivate in students the habits and discipline of serious scholarly thought, engage them in the intellectual life, and wrest from them a willingness to commit the time and energy required to think deeply and critically. In doing so, we aim not only to illuminate our students' minds but also to teach them to serve as beacons to others in a global society." (p.5 - *Magis: A Strategic Plan for the New Millennium*)

Education Department Mission

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the Education Department of Loyola College promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

Building on the traditions and focus of the college mission, the Education Department extends the strong academic training of Loyola's liberal arts students. By stressing service learning in field experiences and Internships and by exposing candidates to students of varying backgrounds and needs, we seek to develop educators who know their subject and how to teach it to all learners.

Knowledge Base, Philosophy, Goals and Objectives

Knowledge Base

The knowledge base for the English Language Arts Education program is formed from a variety of national, state, and local standards. The INTASC Standards represent the core for the content and structure of the program and serve to guide the assessments that are the capstone of the program for all candidates. For the English Language Arts program, teaching methods are developed from a series of sources that include the *Maryland High School Core Learning Goals: English*, the *Essential Dimensions of Teaching*, and *Dimensions of Learning*. Content area coverage is based on the individual perspectives and vision of the faculty of the English Department and is consistent with the standards set forth by NCTE and IRA, as indicated in the matrix included in this document.

Philosophy

The middle school/secondary program at Loyola College is based on the philosophy that teaching is a mission. This mission calls for students to be well-versed in content and theory. The content and theory must be integrated with multiple and diverse opportunities for implementation in order to develop an outstanding practitioner. Inherent in this is the belief that each person is an individual with unique experiences and a unique way of learning.

Goals and Objectives

The goal of the middle school/secondary Teacher Education Program is to enable candidates to become knowledgeable and professional practitioners through a model program developed in a collaborative effort involving Loyola faculty, the State Department of Education, school systems, local schools, and professional organizations.

The objectives of the program are to develop candidates who:

1. demonstrate and document knowledge, understanding and application of INTASC standards;
2. apply general theories of education to a specific content area;
3. meet certification requirements.

Within each Professional Development School collaboration, the ultimate goal of the Loyola faculty and the participating school is to develop a model of excellence through a collaborative effort that includes:

- providing an extensive internship experience which integrates theory and practice;
- conducting an application process that ensures equity and is open to any student who meets specific requirements;
- ensuring that teacher candidates become integral members of the school's professional community;
- providing the intern with opportunities to experience other teaching styles;
- governing itself through a steering committee;
- ensuring a planning process that consists of a needs assessment, goal setting, an action plan and an evaluation;
- engaging in formulating, utilizing and evaluating instructional approaches, methodologies and techniques;
- providing professional development for teachers;
- engaging in action research as identified by school needs.

Each Professional Development School links its efforts to both school improvement and teacher education reforms. It is a learning community for all, thereby addressing national, state, NCTE, and IRA standards.

Program Responsibility

The English Department and the Education Department are responsible for the preparation of English language arts teachers. Both of these departments are part of the Loyola College School of Arts and Humanities. Members of the English Department teach the English major requirements. Faculty members in the Education Department primarily teach the education minor courses. The Education Departments of Loyola College, College of Notre Dame of Maryland (CND) and Goucher College collaborate on the education of secondary minor students. Therefore, the undergraduate minors take their English methods course at The College of Notre Dame. The instructor is adjunct from CND. Graduate students are not involved in the collaboration; therefore,

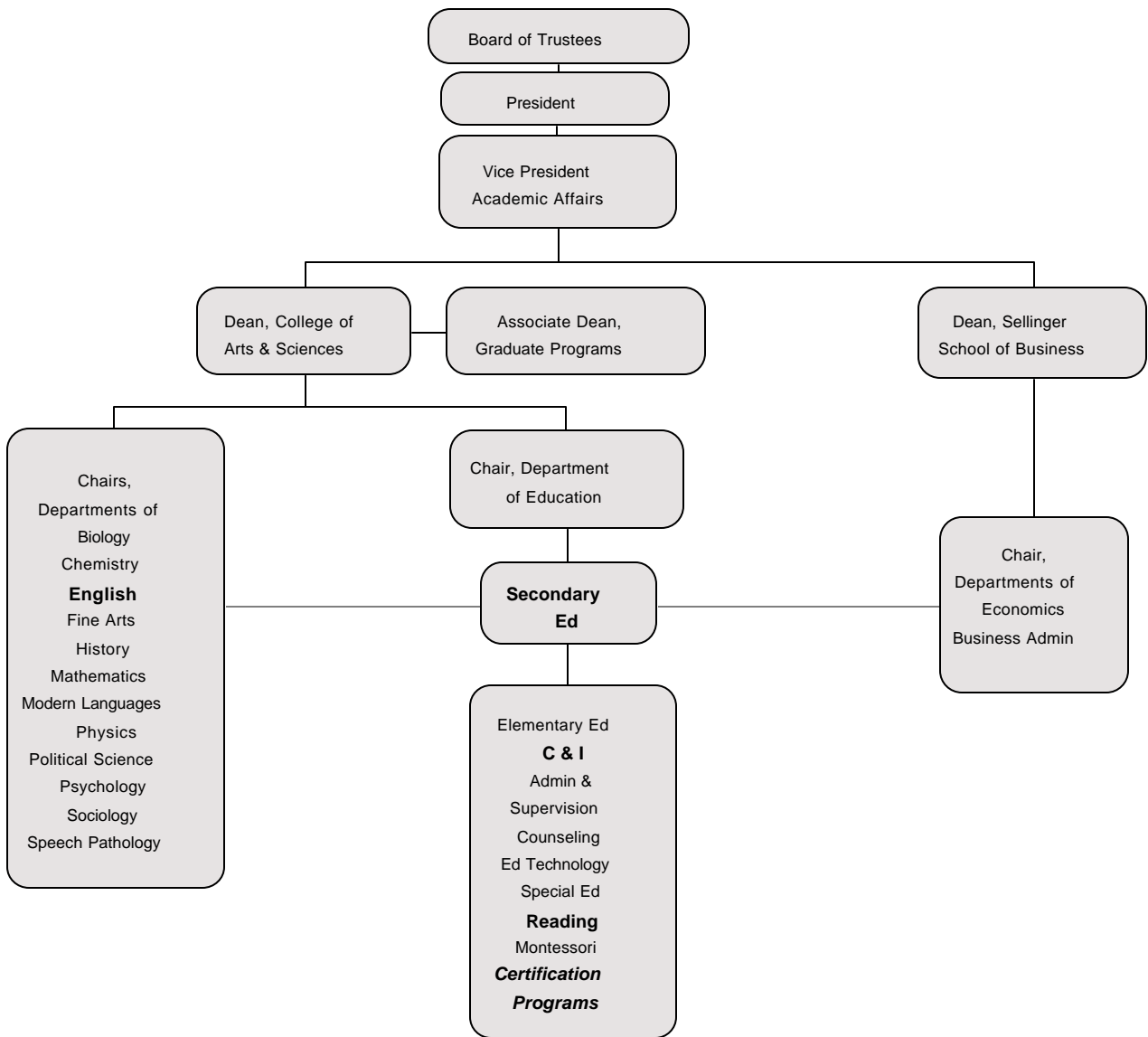
their English methods course is taught on the Loyola College campus by a Loyola College adjunct. All instructors in methodology are currently teaching or have taught in public schools in Maryland and have also held administrative/supervisory positions where they were responsible for assisting, supervising, and evaluating teacher performance.

Once candidates at Loyola College declare their major, they are assigned a major advisor from the major department. Students minoring in education also have a minor advisor. The major advisors are all members of the English Department. The minor advisor is Sister Sharon Ann Wall, Coordinator of the Teacher Education Program. With very little exception, education minors are placed in Professional Development Schools for the Internship. The supervisors are members of the Education Department and all have previous teaching and supervisory experience at the secondary level. Each supervisor also serves as a Professional Development School (PDS) Coordinator for three or more PDS schools.

Program Location

Graduates of the 6 – 12 English Language Arts Program work under the auspices of the Secondary Education Minor component of the Department of Education, which is housed in the College of Arts and Sciences (CAS). Major and core courses are taken in the appropriate departments of CAS, while professional courses are taken in the Education Department. Degree audits and final approval of eligibility for certification take place in the Education Department. The chart on the following page shows the location of the various aspects of the Program within the Loyola College Structure.

Loyola College in Maryland School Personnel Preparation Programs



English Curriculum with Secondary Education Minor

Loyola's curriculum for Middle/Secondary English Language Arts certification provides a solid grounding in the liberal arts and in the English content area, as well as a comprehensive sequence of education courses. All English majors require a minimum of 10 upper division courses in their chosen content area and 18 courses in the liberal arts. These 18 courses form the Loyola College Core Curriculum and are required of all undergraduate students regardless of their major. The Core Curriculum is part of the forty courses required for graduation and contributes breadth to the content knowledge of candidates. The Core includes: three credits in composition; three credits in fine arts; six credits in literature; nine credits in math and science; six credits in history; six credits in other social sciences; and fifteen credits in philosophy, theology and ethics. Each disciplinary major/education minor course of studies requires a minimum of 48 credit hours, or 40% of the total baccalaureate program, in the major. Within the Core, all candidates must specifically take *Understanding Literature* and *Effective Writing*.

In keeping with the *Standards for the English Language Arts* as sponsored by NCTE and IRA, the chief goal of the English Department at Loyola College is the promotion of literacy in its broadest sense in helping each of us better understand and respond to the world around us. English majors, therefore, are expected to be fully at home with language, to enter into critical dialogue with the writers studied, and to use our native language to organize and present their own thoughts and feelings. A solid background in a variety of English courses, both required and elective, provides the needed subject competency to enable the candidates to help their own students achieve proficiency in English/Language Arts.

Courses in the English Department introduce students to a wide variety of male and female authors, both contemporary and classical. These courses aim to train the candidate to read accurately and imaginatively, to think critically, to write clearly and forcefully, and to enjoy the potential for creative play afforded by our rich and complex language. Candidates cultivate habits of critical inquiry, serious reflection, aesthetic appreciation, and considered response. Critical writing is a key component of the program. Again, these courses help candidates better prepare their own students in the areas of critical thinking and expression.

The Education Department offers candidates majoring in English the opportunity to undertake the coursework needed to become certified to teach English Language Arts on the middle/secondary level in Maryland. The Education requirements include *Educational Psychology*, *Introduction to Special Education*, *Teaching Reading in the Content Area* (2 courses), *Secondary Methods of Teaching*, *Methods of Teaching Secondary English* and Internship (Phase I & II). Through coursework in *Educational Psychology* candidates learn to appreciate the theoretical complexity of teaching and learning and develop conceptual tools for working with students by thinking critically about and discussing various issues related to learning in and out of schools. They learn to articulate a clear theory of learning and motivation based on current research and theory and to apply it to their own area of teaching by learning and understanding various behavioral, cognitive, and humanistic views of learning and motivation and how strategies based on these theories are used in working with students. They begin to understand the role of various individual differences (e.g. intelligence, culture, disability) as they relate to teaching and learning. They come to know and recognize appropriate uses of educational psychology principles in order to plan more effectively for classroom teaching and to understand the development and use of standardized tests in education and to critically evaluate their use. They also develop skills related to professional reading, reflection, observation, decision-making, and self-evaluation.

Candidates examine the biological and psychological perspectives that contribute to the normal development of an individual from prenatal growth through young adulthood focusing on cognitive, language, motor, socialization, personality and moral development. They discuss and recognize the impact of socioeconomic status and poverty on child development and family relations. They are expected to apply theoretical principles of child development to construct meaningful teaching experiences for all students. They critically examine the trends in child development patterns from a multicultural perspective and recognize the role culture plays in child development and teaching. Candidates become familiar with the ethical principles guiding the teaching of students and become proficient in various forms of technology and demonstrate the ability to integrate such practices in teaching students.

In order to best meet the needs of future students, candidates are provided with a basic understanding of special education, the diverse learner, and assessment and instructional strategies for adolescents with special needs. Candidates are expected to be able to identify and describe major philosophies, theories and trends in the field of special education. For each area of disability, candidates become familiar with general information on physical and psychological characteristics, incidents and etiology, diagnostic and therapeutic services, interventions and educational programs, technology, and findings of recent research. Candidates demonstrate an understanding of issues related to the assessment, identification and placement of students with various exceptionalities. In addition, candidates are expected to identify federal laws and regulations relative to rights and responsibilities, student identification and delivery of services.

In both *Secondary Methods of Teaching* and *Methods of Teaching Secondary English*, candidates are expected to create unit plans in English that are consistent with Maryland Core Learning Goals. Within the context of the unit plan, candidates develop daily lessons that utilize a variety of teaching strategies and methods of assessment in order to create positive classroom environments conducive to safety and student learning. They focus on establishing objectives that are measurable and in keeping with national and state guidelines for addressing student learning. Candidates consider Dimensions of Learning, teaching and learning styles, questioning techniques, and gender and ethnic issues relative to classroom instruction. The candidates come to an understanding that organization and comprehensive planning are the basis for student learning and effective classroom management.

Course of Studies:

English Language Arts Major with Secondary Education Minor

COURSEWORK	COURSES AND CREDITS
Specifically Required Major Courses	EN130 Understanding Literature WR113 Effective Writing EN 300 English Literary History before 1800
Additional Required Major Courses	One of the following 200 level courses: EN201 Major Writers: English Literature EN203 Major Writers: American Literature EN205 Major Writers: Shakespeare EN211 Major Writers: Classical Mythology EN212 Major Writers: The Classical Epics EN213 Major Writers: Greek Drama EN218 Major Writers: The "Golden Age" of Rome
(To satisfy these requirements, candidates may select any courses listed in catalog in consultation with English Department advisor.)	Four additional upper level courses(300, 400 level) covering literature before 1800 Five upper level courses covering literature after 1800 Note: Two of the upper level courses must be seminars
Core Credits not included above	48
Required Education Courses	ED301 Educational Psychology ED429 Secondary Methods of Teaching ED432 Field Experience in Education (Secondary Level) DEDU431 Methods of Teaching Secondary English RS496 Introduction to Special Education ED474 Teaching Reading in the Content Area: Part I ED475 Teaching Reading in the Content Area: Part II ED453 Student Teaching (Secondary Level): English
Education Credits	30
Open Elective Credits	6
TOTAL CREDITS	123

Instructional Technology

All candidates at Loyola College are expected to utilize technology proficiently for research and for internship (NCTE and IRA standards 7 and 8). This is easily addressed in most course offerings because Loyola College has achieved national recognition in the area of technology resources. Students report high satisfaction with facilities and computing resources at both undergraduate and graduate. At the undergraduate level, EBI surveys report a 5.0 rating out of 7.0 which is a greater than 5% higher rating than our Select-6 (4.63), Carnegie class (4.71), and All Schools(4.77) averages. The EBI assessment surveys include library resources with the overall factor of facilities and computing capabilities.

The Instructional Technology (IT) office is part of Information Services and exists to support Loyola College in the use of technology, distance learning, multi-media and presentations, online course materials and development, and web technologies. Hardware, applications, connectivity, and support are available for any learning activity. In this area, Loyola's capacity and capabilities exceed our demand.

Faculty are encouraged to integrate technology into their courses. This may include electronic delivery, web-based integrative course software, virtual lectures, and document sharing through the internet. Support is provided through a network that links every classroom, seminar room, conference room, lounge, and lab to shared data repositories and the Internet

Candidates are given an additional perspective on the use of technology in their own classrooms in *Secondary Methods of Teaching* (See Appendix, page)

Internship, Field Experiences, Student Teaching

Prior to the yearlong internship, candidates are engaged in fieldwork in conjunction with *Introduction to Special Education*. The candidates are required to spend 20 hours observing and volunteering in settings serving students with disabilities. Candidates spread the required hours over the semester for a minimum of eight visits in order to maximize their relationship with children and staff members. In addition to the observations, candidates will maintain a reflection log, write responses to assigned questions, and discuss their experiences in class. Specific guidelines for the observations, reflection logs, written responses, and class presentation are distributed and discussed in class.

The Loyola College secondary PDS internship is completed in two phases extended over two semesters at two site. The PDS experience specifically addresses several NCTE assumptions about learners and teachers: *Every person is a learner; Teachers and Students are a community of learners; The community of learners values experiences as the stimulus for growth and change; The classroom is an extended community*. The intern will complete the first semester sixty-hour Internship I (field experience) with two mentors with thirty hours in middle school and thirty hours in high school. The Internship II (student teaching) will include 16 weeks of fulltime teaching at both the middle school and the high school. The Internship experience culminates with a performance-based assessment.

Specific placement of interns with mentors is accomplished through the collaborative effort of the College Coordinator and the Site Supervisor of the Professional Development School (PDS). The mentor and intern relationship develops through the two-phase internship. The mentor's role is to guide the professional development of the intern through the daily experiences of planning,

implementation and assessment. The College Coordinator spends a minimum of one day a week in the PDS. This time is spent working with both the mentor and the intern.

The Secondary Performance Assessment guidelines provide each Professional Development School (PDS) with suggested activities for the interns during the Internship I experience. The individual PDS has the flexibility to adapt the following list as needed.

Proposed Intern Activities for Internship I

The following timeline is suggested for all Loyola students in the Teacher Education Program for their Phase I Field Experience placements. The activities proposed in this timeline, in conjunction with the intern checklist, and the weekly seminars would constitute the minimum requirement for all interns in their Phase I Experience. These suggested activities should be adapted to meet the needs of the intern. It is recommended that interns exceed the minimum requirements.

Visit Number	Activities	Visit Number	Activities
<u>Visit One:</u>	Tour of the building. Meet with members of the department. Become familiar with forms used in the classroom. Observe classes.	<u>Visit Five:</u>	Teach the drill and a thirty minute portion of the lesson. Begin planning a full lesson to be taught during the eighth visit. Plan a drill for the next visit.
<u>Visit Two:</u>	Observe classes. Become more familiar with classroom procedures. Be involved in class activities, where appropriate. Co-plan a drill to be taught during the next visit.	<u>Visit Six:</u>	Take attendance and record absences/codes.. Teach a drill. Be an active assistant in the classroom. Submit a copy of your full lesson plan to be reviewed/revise. Plan a drill for the next visit.
<u>Visit Three:</u>	Teach a drill. Become more involved with class activities. Co-plan a portion of the lesson for the next visit (@ 15 minutes).	<u>Visit Seven:</u>	Take attendance. Continue to work with students and assist mentor with activities. Review lesson plan for the next visit, revise as suggested by your mentor. Coordinate with mentor for copies, transparencies, and/or resources.
<u>Visit Four:</u>	Teach a portion of the lesson. Co-plan a thirty minute segment of the lesson for next visit. Grade and record a set of papers according to the mentor’s standards. Independently plan a drill for the next visit and submit the drill to the mentor for approval.	<u>Visit Eight:</u>	Teach an entire lesson/class period. Receive comments from mentor.

Additional Phase I Activities:

- Shadow a student.
- Observe other teachers
- Complete a cafeteria duty and a hall duty.

The experiences include but are not limited to observation in the classroom, presenting the motivation of the lesson, small group activities and teaching a full lesson. The candidate takes the list of internship experiences from one placement to the next.

Internship II is a continuation of Internship I. The ultimate goal of the internship is for the candidate to assume the full teaching responsibilities of the mentor. During Internship II the candidate accomplishes this goal. The candidate teaches the fulltime schedule for an average of four to six weeks at each level (middle and high school).

The College Coordinator in collaboration with the mentor is responsible for the formative assessment of the candidate throughout the internship experience.

The summative assessment of the internship is performance-based and designed to assess whether the candidate is prepared to practice responsibly as the primary teacher of record for students. It is a holistic approach that integrates knowledge, decision-making and actions of a teacher. Each candidate is required to complete a portfolio that is based on the INTASC standards. The Performance-based assessment process includes: guidelines for a unit plan(s) and lesson plan (s); observation tools to be used by administrators, mentors, and college coordinator; suggested internship activities not observed in the context of the INTASC standards; and portfolio development by the candidate with the assistance of mentors and college coordinator. The process concludes with a team review. A team comprised of the site coordinator, college coordinator, outside evaluators and the mentors, reviews the portfolio. After the team review, the candidate is interviewed by the team and the final decision is made: *Is the candidate prepared to practice responsibly as the primary teacher of record for students?*.

TIMELINES

Undergraduate Fall Internship II Cycle

September	Orientation - Internship I
October	Assessment guidelines distributed
October to December	Internship I Field Experience - Appropriate Activities or
January to May	Internship I Field Experience - Appropriate Activities
August	Internship II Orientation /review of the portfolio process
August to December	Internship II
October	Seminar on portfolio and review progress
January	Seminar to review portfolio process
January	Putting the portfolio together
February	Portfolios due for review by assessment team
February	Portfolio assessment teams review experience and portfolio

Graduate Fall Internship II Cycle

January	Orientation - Internship I
	Assessment guidelines distributed
January to May	Internship I Field Experience - Appropriate Activities
August	Internship II Orientation / review of the portfolio process
August to December	Internship II
September	Seminar on portfolio and review progress
October	Seminar to review portfolio progress
October and November	Putting the portfolio together
December	Portfolios due for review by assessment team
December	Portfolio assessment teams review experience and portfolio

Graduate and Undergraduates Spring Internship II Cycle

September or January	Orientation - Internship I
September	Assessment guidelines distributed

October to December	Internship I Fall Field Experience - Appropriate Activities
January to May	Internship II Orientation / review of the portfolio process
January	Seminar on portfolio and review process
February	Seminar to review portfolio progress
March and April	Putting the portfolio together
April	Portfolios due for review by assessment team
April/May	Portfolio assessment teams review experience and portfolio

Program Differences from Standards

The program differs from the standards listed in the matrix because many objectives are met in several English courses rather than courses that are specific to each standard. Because of the stringent requirements of the liberal arts Core, the English major, the certification requirements and the lengthy internship, candidates have little room for electives. Consequently, several candidates take courses such as Adolescent Literature or grammar at other colleges or universities or through Loyola's graduate program during summer sessions. Few courses are specifically required in the English major, but candidates pursuing a secondary education minor are encouraged to take survey courses in British and American literature, non-Western literature, minority literature, adolescent literature, grammar, and oral communication so that they have even more breadth to their content coursework.

Faculty

English Department

- Carol Nevin Abromaitis, Professor, tenured
- Bryan Crockett, Associate Professor, tenured
- David C. Dougherty, Professor, tenured
- Juniper Ellis, Assistant Professor, tenure track
- Kathleen Forni, Assistant Professor, tenure track
- Charles Hands, Professor Emeritus, tenured
- Paul Lukacs, Associate Professor, tenured
- Phillip Mc Caffery, Professor, tenured
- Gayla McGlamery, Associate Professor, tenured
- Nicholas Miller, Assistant Professor, tenure track
- Robert S. Miola, Gerard Manley Hopkins Professor, tenured
- Brennan O'Donnell, Associate Professor, tenured
- Mark Osteen, Associate Professor, tenured
- Thomas Scheye, Loyola Distinguished Service Professor, tenured
- Francis O. Voci, Professor Emeritus, tenured

Writing and Media

- Ronald Tanner, Associate Professor, tenured

Education Department

- Victor R. Delclos, Professor, tenured
- Peggy Golden, Clinical Faculty, non-tenure track
- Robert Peters, Adjunct Faculty, non-tenure track
- Elana Rock, Associate Professor, tenured
- Kathleen Sears, Clinical Faculty, non-tenure track
- Sharon Ann Wall, Clinical Faculty, non-tenure track
- Ellen Oberfelder, Adjunct Faculty, College of Notre Dame, non-tenure track

Graduate Data

**NUMBER OF GRADUATES IN ENGLISH LANGUAGE ARTS
ACADEMIC YEARS 1997 - 2000**

	<u>1997-1998*</u>	<u>1998-1999</u>	<u>1999-2000*</u>
Undergraduate	6	1	3
Graduate	2	4	2

**UNDERGRADUATE STUDENT TEACHING EVALUATIONS BY MENTOR TEACHERS
ACADEMIC YEARS 1997 - 2000**

	<u>1997-1998*</u>	<u>1998-1999</u>	<u>1999-2000*</u>
Recommendation as peer or colleague	6 – Enthusiastically Recommend 1 - Recommend	1 – Enthusiastically Recommend	4 – Enthusiastically Recommend
Recommend to teach mentor’s own child	7 – Enthusiastically Recommend	1 – Enthusiastically Recommend	4 - Enthusiastically Recommend

Admission to Post-baccalaureate Programs

Candidates admitted to a post-baccalaureate program are required to have an undergraduate GPA of 3.00. If a candidate’s GPA is below 3.0 but not lower than 2.75 he or she may be considered for provisional acceptance. Provisional acceptance requires candidates to take three specific courses and receives a B or better in each course before full acceptance is granted.

Those candidates with a degree in the content area in which certification is sought are required to get six credits in updating if the undergraduate degree is more than five years old. If the degree is current, no additional work is required. When a candidate seeks certification in a content area other than that of the undergraduate degree, the candidate’s transcript is analyzed to determine if the candidate has an adequate academic background. If previous coursework is deemed lacking in the content area, additional work is required before the candidate begins the second phase of the internship.

The content requirements for certification in English are a minimum of twenty-seven credits with coursework in the following areas: American, English, non-western, minority, and adolescent literature; written and oral communication; and traditional or modern grammar. These content requirements are based on the Maryland State Department of Education requirements for certification in English and recommendations by faculty from the English Department and Education Department.

**Increased number of evaluations in years specified due to Elementary Education Majors who minored in English and had one of their two placements in middle school teaching English Language Arts.*

STANDARDS AND MATRIX

Initial Programs for Middle/Junior High and Senior High School English Language Arts Teaching

Standards	Evidence: performance data, experiences, courses
1.0 Structure of the Basic Program The institution establishes a specific curriculum for preservice English language arts teachers; as a result, the candidate will	
1.1 complete a specific language arts course of study;	EN130 Understanding Literature [62]; WR113 Effective Writing [44]; EN300 English Literary History before 1800 [78]; ED474 Teaching Reading in the Content Area [34]; ED 475 Teaching Reading in the Content Area: Part II [39]; Undergraduate Courses in English [95]
1.2 gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in English language arts;	EN205 Major Writers: Shakespeare[74]; WR 113 Effective Writing [44]; ED474 Teaching Reading in the Content Area [34]; ED 475 Teaching Reading in the Content Area: Part II [39]; DEDU431 Methods of Teaching English [85]; ED429 Sec..Methods Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; Assessment guidelines [90]
1.3 experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education and by middle/junior high and senior high school supervising teachers.	EN203 Major Writers: American Literature [70];EN205 Major Writers: Shakespeare [74]; WR113 Effective Writing [44]; ED474 Teaching Reading in the Content Area [34]; ED 475 Teaching Reading in Content Area: Part II [39]; DEDU431 Methods of Teaching English [85]; ED429 Sec..Methods Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; Assessment guidelines [90]
2.0 Attitudes for English Language Arts -Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will	
2.1 demonstrate a respect for the worth and contributions of all learners;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED474 Teaching Reading in the Content Area [34]; ED 475 Teaching Reading in the Content Area: Part II [39]; DEDU431 Methods of Teaching English [85]; ED429 Sec..Methods Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90];
2.2 use the English language arts to help students become familiar with their own and others' cultures;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; DEDU431 Methods of Teaching English [85]; ED429 Sec..Methods Teaching [81]; ED432 Field

	Experience in Education [28]; ED453 Student Teaching: English [90];;
2.3 engage in reflective practice and pursue continued professional growth and collaboration with colleagues;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; DEDU431 Methods of Teaching English [85]; ED429 Sec..Methods Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]
2.4 help students develop lifelong habits of critical thinking and judgment;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; DEDU431 Methods of Teaching English [85]; ED429 Sec..Methods Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]
2.5 take informed stands on issues of professional concern;	
2.6 recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; DEDU431 Methods of Teaching English [85]; ED429 Sec..Methods Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]
2.7 promote the arts and humanities in the daily lives of students.	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; WR113 Effective Writing [44]
3.0 Knowledge of English Language Arts - The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and nonprint media, technology, and research theory and findings.	
3.1 The program prepares the candidate with knowledge and understanding of the English language; as a result, the candidate will	
3.1.1 show an understanding of language acquisition and development;	EN300 English Literary History before 1800 [78]; ED 474 Teaching Reading in Content Area [34]
3.1.2 demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; DEDU431 Methods of Teaching English [85]; ED474 Teaching Reading in Content Area [34]; WR113 Effective Writing [44]
3.1.3 recognize the impact of cultural, economic, political, and social environments upon language;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78];

3.1.4 show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]
3.1.5 show an understanding of the evolution of the English language and the historical influences on its various forms;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78];
3.1.6 demonstrate an understanding of English grammars;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78];
3.1.7 demonstrate an understanding of semantics, syntax, morphology, and phonology;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78];
3.1.8 show the various purposes for which language is used.	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85];
3.2 The program prepares the candidate in the practices of oral, visual, and written literacy; as a result, the candidate will	
3.2.1 demonstrate the influence of language and visual images on thinking and composing;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78];
3.2.2 use writing, speaking and observing as major forms of inquiry, reflection, and expression;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED 474 Teaching Reading in Content Area [34]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85]; WR113 Effective Writing [44]
3.2.3 use the processes of composing to create various forms of oral, visual, and written literacy;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; DEDU431 Methods of Teaching English [85]; WR113 Effective Writing [44]
3.2.4 use writing, visual images, and speaking for a variety of purposes and audiences;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; WR113 Effective Writing [44]
3.2.5 apply knowledge of language structure and conventions to creating and critiquing print and non-print texts.	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]
3.3 The program prepares the candidate with knowledge and understanding of reading processes; as a result, the candidate will	
3.3.1 demonstrate how to respond to and interpret what is read in different	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203

ways;	Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED474 Teaching Reading in Content Area [34]; ED 475 Teaching Reading in Content Area: Part II [39]
3.3.2 demonstrate how to discover and create meaning from texts;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED474 Teaching Reading in Content Area [34]; ED 475 Teaching Reading in Content Area: Part II [39]
3.3.3 use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED474 Teaching Reading in Content Area [34]; ED 475 Teaching Reading in Content Area: Part II [39]; DEDU431 Methods of Teaching Secondary English [85]
3.4 The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will	
3.4.1 use a wide range of writing strategies to generate meaning and to clarify understanding;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; WR113 Effective Writing [44]
3.4.2 produce different forms of written discourse;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; WR113 Effective Writing [44]
3.4.3 demonstrate how written discourse can influence thought and action.	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; WR113 Effective Writing [44]
3.5 The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will	
3.5.1 show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]
3.5.1.1 works from a range of cultures;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]
3.5.1.2 works from a range of genres;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]
3.5.1.3 works by female authors;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]
3.5.1.4 works by authors of color;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203

	Major Writers: Am. Literature [70]
3.5.1.5 works written specifically for older children and young adults;	DEDU431 Methods of Teaching Secondary English [85]
3.5.1.6 works of literary theory and criticism.	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]
3.6 The program prepares the candidate with knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will	
3.6.1 recognize the influence of media on culture and on people's actions and communication;	EN201 Major Writers: English Literature [66]
3.6.2 construct meaning from media and non-print texts;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN 205 Major Writers: Shakespeare [74]
3.6.3 display an understanding of the role of technology in communication.	EN205 Major Writers: Shakespeare [74]; ED429 Secondary Methods of Teaching [81]
3.7 The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts; as a result, the candidate will	
3.7.1 use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice;	EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; WR113 Effective Writing [44]
3.7.2 use teacher-researcher models of classroom inquiry;	
4.0 Pedagogy for English Language Arts - The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will	
4.1 examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED 474 Teaching Reading in Content Area [34]; ED475 Teaching Reading in Content Area: Part II [39]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85]; ED429 Secondary Methods of Teaching [81]
4.2 design instruction to meet the needs of all students and provide for students' continuous progress and success;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; RS496 Introduction to Special Education; ED474

	Teaching Reading in Content Area [34]; ED475 Teaching Reading in Content Area: Part II [39]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85]; ED429 Secondary Methods of Teaching [81]
4.3 organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;	EN130 Understanding Literature [62]; EN 205 Major Writers: Shakespeare [74]; RS496 Introduction to Special Education; ED474 Teaching Reading in Content Area [34]; ED475 Teaching Reading in Content Area: Part II [39]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85]; ED429 Secondary Methods of Teaching [81]
4.4 develop interdisciplinary teaching strategies and materials;	EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare [74]; EN300 English Literary History before 1800 [78]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85]; ED429 Secondary Methods of Teaching [81]
4.5 create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;	EN130 Understanding Literature [62]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare [74]; RS496 Introduction to Special Education; ED474 Teaching Reading in Content Area [34]; ED475 Teaching Reading in Content Area: Part II [39]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85]; ED429 Secondary Methods of Teaching [81]
4.6 incorporate technology and print/non-print media into instruction;	EN130 Understanding Literature [62]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare [74]; ED474 Teaching Reading in Content Area [34]; ED475 Teaching Reading in Content Area: Part II [39]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; DEDU431 Methods of Teaching English [85]; ED429 Secondary Methods of Teaching [81]
4.7 engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare [74]; EN300 English Literary History before 1800 [78]; DEDU431 Methods of Teaching English [85]; ED429 Secondary Methods of Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; WR113 Effective Writing [44]
4.8 encourage students to respond critically to different media and communications technologies;	EN205 Major Writers: Shakespeare [74]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90];
4.9 use instruction that promotes understanding of varied uses and purposes for language in communication;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major Writers: Shakespeare [74]; EN300 English Literary History before 1800 [78]; ED429 Secondary Methods of Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; WR113 Effective Writing [44]
4.10 engage students in making meaning of texts through personal response;	EN130 Understanding Literature [62]; EN201 Major Writers: English Literature [66]; EN203 Major Writers: Am. Literature [70]; EN 205 Major

	Writers: Shakespeare[74]; EN300 English Literary History before 1800 [78]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; DEDU Methods of Teaching Secondary English [85]; WR113 Effective Writing [44]
4.11 provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts;	ED EN130 Understanding Literature [62]; EN 205 Major Writers: Shakespeare [74]; ED474 Teaching Reading in the Content Area [34]; ED475 Teaching Reading in the Content Area: Part II [39]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90];
4.12 use assessment as an integral part of instruction and learning.	EN130 Understanding Literature [62]; ED429 Secondary Methods of Teaching [81]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; assessment guidelines [90]
4.12.1 develop and use a variety of formal and informal assessment activities and instruments to evaluate processes and products;	EN130 Understanding Literature [62]; ED474 Teaching Reading in Content Area [34]; ED 475 Teaching Reading in Content Area: Part II [39]; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; ED429 Secondary Methods of Teaching [81]
4.12.2 employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and other audiences.	EN 130 Understanding Literature; ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; WR113 Effective Writing [44]
5.0 Field-Based Experiences in English Language Arts - The program requires field-based experiences which have clearly defined roles and expectations for student teachers, cooperating teachers, and college or university supervisors; as a result, the candidate will	
5.1 participate throughout the teacher education program in a sequence of field experiences in English language arts classrooms with certified/licensed, experienced teachers;	ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90];
5.2 spend at least ten weeks demonstrating the use of effective pedagogy during student-teaching in English language arts classrooms mentored by certified/licensed, experienced teachers and university/college supervisors; as a result, the candidate will	
5.2.1 respond to systematic evaluation in order to meet expectations and responsibilities for the student-teaching experience;	ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; assessment guidelines [90];
5.2.2 participate in professional organizations, conferences, and inservice workshops to continue professional growth;	ED453 Student Teaching: English [90];
5.2.3 submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning processes.	ED432 Field Experience in Education [28]; ED453 Student Teaching: English [90]; assessment guidelines [90];

Loyola College
Department of Education
ED 301.01: Educational Psychology
Fall, 2000

Instructor: Victor R. Delclos, Ph.D.
Time: Tuesday & Thursday, 9:25-10:40 AM
Room: Beatty 19

Office: 116A Beatty Hall
Office Hours: Immediately after class
and by appointment
410-617-2998 vdelclos@loyola.edu

TEXT: Woolfolk, Anita M. (1998). *Educational Psychology (7th Ed.)* Boston: Allyn & Bacon.

WEBSITE: <http://lcboard.loyola.edu/courses/ED301.01F2000/>

RATIONALE: This course is designed to provide you with an overview of contemporary Educational Psychology as it applies to instruction in American schools. The emphasis is on secondary level (7-12) schooling. Specific topics include learning, motivation, development, individual differences, and assessment.

OBJECTIVES:

1. To recognize the complexity of teaching and learning and to develop conceptual tools for working with students as an educator
2. To think critically about and discuss various issues related to learning in and out of schools
3. To develop skills related to professional reading, reflection, observation, decision-making, and self-evaluation
4. To know and understand various behavioral and cognitive learning theories
5. To know and understand behavioral, cognitive, and humanistic views of motivation and strategies used to motivate students
6. To begin to understand the role of various individual differences (e.g. intelligence, culture, disability) as they relate to teaching and learning To articulate a clear theory of learning and motivation based on current research and theory and to apply it to your own area of teaching
7. To know and recognize appropriate uses of educational psychology principles in order to plan more effectively for classroom teaching
8. To know and understand the development and use of standardized tests in education and to critically evaluate their use

REQUIREMENTS: You are required to read all assigned materials in advance of the designated class session, attend class sessions, participate in class discussions and activities, and complete all exams and projects as described in the syllabus and other handouts. All work must be typed and turned in on time. Points will be allocated according to the following guidelines:

40 Points Attendance and Participation — 1.5 points will be given for attendance and participation in each class session. You are expected to read required materials before class and to come to class prepared to ask questions and take part in discussions. You may not make up these points in any way if you miss a class, no matter what the reason. Class is part of the shared learning experience for everyone in the class and your absence or failure to participate detracts from that experience.

- 35 Points Quizzes — You will take 7 very brief quizzes (5 points each) on Tuesday of each week that we do not have an exam or other significant project (see Course Outline for dates). Quizzes will be objective in nature. You must be present at the beginning of class in order to take the quiz. No make-up quizzes will be given.
- 30 Points Brief Research Paper — You will choose one of the following five topics, complete a library search for articles on that topic, read at least 4 articles, and summarize your findings in a 3 - 5 page paper typed using APA citation format. Your articles must be published in professional journals or ERIC documents. You must describe exactly how you found your articles in an appendix to your paper. The topics are: (a) intelligence; (b) cooperative learning; (c) inclusion; (d) teacher expectations; and (e) character education.
- 50 Points Learning Journal — Throughout this semester you will participate in a variety of learning and assessment experiences in this class. These include such things as class discussions, group work, lectures, videos, quizzes, exams, and papers. The purpose of this Learning Journal is to help you **focus on your own efforts as a learner** of Educational Psychology. You will take time to reflect on your experiences and write about them as learning events. You will describe the task or event, tell what you did and how that worked, and analyze the experience from the perspective of the APA's Learner-Centered Principles. Each entry should be carefully and clearly handwritten or typed. Your first entry should include your reaction to this syllabus and the first class.
- You will turn in the journal approximately every three weeks, on the assigned Tuesday, and it will be returned to you with comments at the following class session. Journal entries will be evaluated based on the thoroughness of the description, the specificity of the what and how, and the quality of the analysis.
- 50 Points Theory of Learning Paper — As you prepare to teach others, you must have underlying assumptions about how learning occurs. You probably have not thought much about your own assumptions about learning. This exercise is an opportunity for you to articulate your assumptions. You will turn in two versions of this paper. The first is due at the first meeting of the second week of class. It should be your personal answer to the question, "How do people learn?". You should not do any research for this version. Expected length is 3 - 5 pages typed double-spaced.
- You will receive your first version back in one week with comments and suggestions for reading and research. The final version should reflect a combination of your original thoughts, your learning about learning over the semester, and your outside reading on the topic. This paper should be a clear statement, supported by theory and research, of the theory of learning that will guide you as you begin your teaching career. The final version must be typed, using APA citation format, and should be at least 5 pages long. You must turn in your commented first draft with your final draft.
- 150 Points Examinations — You will take three in-class examinations (50 points each) on the basic content of the course. Each exam will be cumulative in nature, i.e., questions will draw on any and all material covered up to that point in class. The first two exams will be oriented toward testing your basic knowledge of important topics covered in the course such as stages of development, parts of the human information processing system, and categories of knowledge. The third exam (Final) will require application and synthesis of course concepts.
- 75 Points Portfolio — You will develop a portfolio of your coursework and other learning activities during the semester. The portfolio will be centered on what you have learned as it relates specifically to the subject/level in which you are seeking certification. You will be expected to integrate what you have learned in readings, lectures, and course projects and through

other experiences outside of the course into a focused presentation. The portfolio should be a purposeful collection of work that shows growth, reflection, and achievement. You may select what goes into your portfolio, but it should be organized in a three-ring binder with the following sections: (a) cover page; (b) table of contents; (c) introduction (rationale for your choices and process for developing your presentation); (d) sections on what you have learned about learning in terms of (1) cognitive and metacognitive factors, (2) motivational and affective factors, (3) developmental and social factors, and (4) individual difference factors; (5) assessment factors; and (e) references to important readings, websites, organizations, and experiences that you have used in your learning. Each of the 5 parts of section d. should include a reflective statement that connects your learning to tangible references such as a specific reading, a class exercise, an observation you made, etc. You will be provided with the rubric that will be used to evaluate your portfolio early in the semester.

COURSE OUTLINE

DATE	TOPIC	READING
(1) September 5	Introduction: Course Overview; A look into a 10th grade biology classroom	Chap. 1, pg. 6, Robert, Ellen, Randy
(2) September 7	Educational Psychology & Classroom Instruction: What does research in learning and cognition have to offer teachers? APA's 14 Learner-Centered Principles	Chap. 1, pg. 11-13; APA Learner Centered Principles
(3) September 12	Cognitive Development: The work of Piaget; Implications for instruction Theory of Learning Paper, Version 1, due QUIZ 1	Chap. 2, pp. 24-44
(4) September 14	Cognitive Development: Vygotsky's "Zone of Proximal Development;" Implications for instruction	Chap. 2, pp. 44-51

DATE	TOPIC	READING
(5) September 19	Social and Moral Development: Erickson's social developmental stages; Marcia's identity statuses; Kohlberg's moral developmental stages Learning Journal due QUIZ 2	Chap. 3, pp. 66-72, 73-76; 80-91
(6) September 21	Individual Differences: Views of intelligence; mental retardation as an example of ability differences; Culture and gender as correlates of learning differences	Chap. 4, pp. 112-129, Chap. 5, pp. 166-170; 178-184
(7) September 26	Dealing with diversity in the classroom: Banks' dimensions of multicultural teaching; Tharp's culturally compatible classrooms	Chap. 5, pp. 162-166; 192-197
(8) September 28	Exam 1	

(9) October 3	Behavioral Learning Theories: Classical, Operant, and Social Learning Theories	Chap. 6, pp. 204-216, 225-230
(10) October 5	Cognitive Learning Theories: Perception; Information Processing Models of Human Memory	Chap. 7, pp. 244-266
(11) October 10	Cognitive Learning Theories: Metacognition; Learning Strategies; the central role of knowledge in human cognition Learning Journal due QUIZ 3	Chap. 7, pp. 266-285
(12) October 12	Applications of Cognitive Learning Theories to teaching: concept learning and problem solving	Chap. 8, pp. 286-306
(13) October 17	Applications of Cognitive Learning Theories to teaching: Learning strategies, thinking skills, and transfer QUIZ 4	Chap. 8, pp. 307-327
(14) October 19	Learning and instruction: Behavioral Models; Mastery learning and direct instruction	Chap. 9, pp. 330-337
(15) October 24	Learning and instruction: Cognitive Models; Bruner, Ausubel, and Gagne QUIZ 5	Chap. 9, pp. 338-357
(16) October 26	Theories of Human Motivation: Maslow's Hierarchy of Needs; Intrinsic and Extrinsic Motivation	Chap. 10, pp. 370-386

DATE	TOPIC	READING
(17) October 31	Theories of Human Motivation: Learning vs. Performance Goals; Attribution and Achievement Motivation; Dweck's Model Learning Journal due	Chap. 10, pp. 387-403
(18) November 2	Exam 2	
(19) November 7	Research based learning environments: The Jasper Woodbuty Series in Mathematics Theory of Learning Paper, Version 2, due	Handout
(20) November 9	Applied Educational Research: Beck & McKeown's work in Social Studies texts	Handout
(21) November 14	Applied Educational Research: Delclos & Zittle's work in Science instruction and assessment QUIZ 6	Handout
(22) November 16	Review of Cognitive/ Constructivist Models and APA Learner-Centered Principles Learning Journal due	Chapter 13, pp. 494-508
(23) November 21	Principles of Educational Measurement; Interpreting Test Scores; Standardized Tests Brief Research Report due QUIZ 6	Chap. 14
(24) November 28	Issues in the uses of Standardized Testing; Alternative Assessment	View "Merrow Report" video
(25) December 5	Formative and Summative Assessment; Objectives and Testing; Basic Issues in Test construction	Chap. 15, pp. 554-565
(26) December 7	Authentic Assessment; Using test results for evaluation, grading, and reporting Portfolio due	Chap. 15, pp. 566-591
December 14	1 PM — Final Exam	

LOYOLA COLLEGE

DEPARTMENT OF EDUCATION

4.2, 4.3, 4.5

COURSE: RS496 Introduction to Special Education
INSTRUCTOR: Dr. Elana E. Rock
(410)617-5177
EROCK@loyola.edu

COURSE DESCRIPTION/OVERVIEW

Participants investigate the major areas of exceptionality, addressing the characteristics and educational needs of students with orthopedic, visual, hearing, speech, emotional, and mental impairments, and those with learning disabilities. Students explore major physical and psychological characteristics, incidence and etiology, diagnostic and therapeutic services, educational programs, and findings of recent research.

COURSE OBJECTIVES/OUTCOMES

At the end of this course, the student will be able to:

1. Describe the philosophical, conceptual and legal foundations for educating all students with disabilities in the least restrictive environment:
 - 1.1.1 The developments in psychology, education, and public policy that have influenced the expansion of special education
 - 1.2 The positive outcomes of including students with mild handicaps
 - 1.3.1 The positive outcomes of socially integrating regular and special education students
 - 1.4 The effects of P.L. 94-142
 - 1.5 The implications of the 1986 Amendments: P.L. 99-457
 - 1.6 The relationship between litigation and legislation in special education
2. Identify and discuss the legal definitions of the thirteen disability categories currently eligible for services under P. L. 94-142:
 - 2.1 Mental retardation
 - 2.2 Hearing Impairment
 - 2.3 Deafness
 - 2.4 Speech/Language Impairment
 - 2.5 Visual Impairment
 - 2.6 Serious Emotional Disturbance
 - 2.7 Orthopedic Impairment
 - 2.8 Other Health Impairment
 - 2.9 Specific Learning Disability
 - 2.10 Multiple Disabilities
 - 2.11 CINA
 - 2.12 Deaf-Blindness
 - 2.13 Autism
 - 2.14 Traumatic Brain Injury
3. Describe service delivery models and the implementation of LRE guidelines
 - 3.1 Define and describe a continuum of services
 - 3.2 Identify multiple models of service delivery
 - 3.3.1 Describe the advantages and disadvantages of labeling in the identification process.
 - 3.3.2 Compare and contrast categorical versus non-categorical or cross categorical service delivery.
 - 3.5 Compare and contrast the inclusion position statements of various professional and advocacy groups

4. For each category of exceptionality:
 - 4.1 Describe the physical, cognitive and psychological characteristics of students.
 - 4.2 Describe the etiology and /or the contributory factors of the disability.
 - 4.3 Describe the effects of the disability on learning.
 - 4.4.1 Describe the assessment process for determining the appropriate special education program.
 - 4.5 Identify the appropriate curricular approach(es).
 - 4.6 Describe the process for providing special education support and related services.
 - 4.7 Describe classroom adaptations and modifications.
 - 4.8 Identify methods for evaluating educational progress.
 - 4.9.1 Describe the transitional, residential, and vocational issues associated with the disability.
5. Describe the concerns of specific culturally diverse groups:
 - 5.1 Black Americans
 - 5.2 Hispanic Americans
 - 5.3 American Indians
 - 5.4 Asian Americans
6. Identify model practices in service delivery for culturally diverse exceptional children.
 - 6.1 The adequacy of assessment and placement procedures.
 - 6.2 The provision of appropriate support services.
 - 6.3 The integration of school and cultural background.

REQUIRED READINGS

1. Smith, D. D., & Luckasson, R. (1995). Introduction to special education: Teaching in an age of challenge (2nd ed.). Boston: Allyn & Bacon.
2. In addition to the textbook, students will be responsible for additional selected readings. Some handouts will be provided.

REQUIREMENTS/ASSIGNMENTS

1. Quizzes (11).
Quizzes will relate directly to the assigned weekly readings and lecture. Quizzes are administered during class sessions. Missed quizzes may **NOT** be made up. The lowest grade will be dropped.
2. Participation. Student grades will be determined by attendance and participation in activities and discussions.
3. Service Learning Project. Students will spend 20 hours observing and volunteering in settings serving students with disabilities. The observation sites will be coordinated and supported through the Center for Values and Services. Students will spread the required hours over the semester for a **MINIMUM** of 8 visits in order to maximize their relationship with children and staff members. In addition to the observations, students will maintain a reflection log (comprised of **at least 8 detailed entries about 3-5 pages each**), will write responses to assigned questions, and will discuss their experiences in class. Specific guidelines for the observations, reflection logs, written responses, and class presentation will be distributed and discussed in class.

EVALUATION SYSTEM

The course letter grade will be determined by a point system where

A = 93-100

B = 83-87

C = 73-77

D = 63-67

A- = 90-92 B- = 80-82 C- = 70-72 F = 0-62
 B+ = 88-89 C+ = 78-79 D+ = 68-69

1. Quizzes - 70%
2. Participation - 6%
3. Service Learning Placement and Reflection Logs – 24%

SCHEDULE OF CLASSES AND TOPICS

Class	Topics
1	Course Introduction and Requirements Introduction to Special Education Assignment Due: NONE
2, 3 & 4	History and Context of Special Education Legislation and Litigation Issues in Spec. Ed. Assignment Due: S&L Chap 1, Handouts & QUIZ
5, 6 & 7	Service Delivery in Special Education Assignment Due: S&L Chap 2 & QUIZ
8 & 9	Hearing Impairments Assignment Due: S&L Chap 10, QUIZ, & Reflection logs 1 and 2 due 9/28
10 & 11	Speech and Language Impairments Assignment Due: S&L Chap. 5 & QUIZ
12, 13 & 14	Learning Disabilities Attention Deficit Disorder Assignment Due: S&L Chap 4 & QUIZ
15 & 16	Spring Break Assignment Due: None
17	Service Learning Analysis Assignment Due: Bring completed questionnaire
18 & 19	Mental Retardation Assignment Due: S&L Chap 6 & QUIZ
20 & 21	Serious Emotional Disturbance Assignment Due: S&L Chap. 8 & QUIZ
22 & 23	Cultural Diversity Assignment Due: S&L Chap 3, Logs 5&6 due 11/4 & QUIZ
24 & 25	Visual Impairments Assignment Due: S&L Chap 11 & QUIZ
26 & 27	Autism Assignment Due: Chapter 12 – Autism section and Chapter Handout, Reflection Logs 7 and 8 due 11/8 & QUIZ
28	Easter Break
29, 30, & 31	Orthopedic Impairments Other Health Impairments Traumatic Brain Injury Course Evaluations

**Assignment Due: S&L Chaps 9 and 12 except section on Autism
& QUIZ – Physical Disabilities**

There is NO final exam for this course.

READING LIST/BIBLIOGRAPHY

1. Smith, D. D., (1995). Study guide for introduction to special education. Boston: Allyn & Bacon.

The textbook and study guide are available in the Loyola bookstore in the Andrew White Students Center.

Loyola College
Professional Development Schools – Secondary

ED432 Course Syllabus: Observation/Field Experience
Fall, 2000

Instructors: Ms. Kathleen A. Sears
410-617-2122(Loyola)
or 410-472-2945
email: ksears@loyola.edu

Dr. Peggy C. Golden
410-617-5378

Course Description:

Through field based observation and participation, interns will become familiar with teaching responsibilities and reassess their interest in secondary education. Interns will become oriented to the school community and will work directly with secondary students. These experiences and related assignments will facilitate the development of a personal philosophy of teaching and encourage the application of sound educational theories.

Course Objectives

The interns will:

- Develop an understanding of the student population by studying demographic information, cultural and ethnic composition, and other aspects of the community that affect educational support for adolescents.
- Engage in thoughtful reflection and analysis of a school in the context of a school system to include an awareness of the structure, goals and policies, human and instructional resources, school-wide and system-wide instructional and assessment program, and guidelines.
- Observe and participate in classrooms becoming aware of a variety of teaching styles, classroom management techniques, elements of instructional planning, instructional programs and strategies, and classroom organization.
- Develop an awareness of the specific needs of adolescents that are influenced by varying achievement levels, learning styles, developmental progress, and cultural heritage.
- Develop an understanding of being a reflective practitioner; conceptualizing a teaching philosophy; exploring professional resources, professional development opportunities, professional responsibilities, and collegial relationships.
- Develop instructional opportunities for adolescents to engage in meaningful learning.

Course Requirements:

- Regular attendance and participation
- Observation, instructional planning, and teaching in the classroom setting
- Lesson plans written by you for any small group or whole class lessons you teach.
- A log for each visit citing activities and reflections in the school setting
- Summaries, reflections and reactions on **three** books from the attached list or others approved by the instructors
- Facility with oral and written expression
- Understanding of and appreciation for the differences and similarities in the needs of others
- Self evaluation and receptivity to the evaluations of others
- Additional requirements based on individual needs

Grading:

Pass/fail grades are given for field experience in the secondary school. Students must meet all course requirements at a satisfactory level to receive a passing grade. Regular feedback will assure that students are aware of their progress.

Observation and Participation:

- Engage in reflection and analysis of school and classroom activities and the characteristics of adolescents.
- Be an active participant in the classroom by responding to teacher and student interests; by planning and preparing instructional activities; by taking initiatives to assist students; by establishing a professional rapport with school staff and students; and by exhibiting professional behavior with regard to appearance, promptness, dependability, and comments about or to others.
- Evaluation will be a collaborative judgment by the mentor teacher, site-based coordinator, and the college coordinator.

Weekly Logs:

- Note activities in which you participated.
- Relate your observations and experiences to your readings and class discussions from coursework.
- Note what you have learned.

Book reactions: (2-3 pages due by October 5, November 8, December 8)

- Prepare a written reaction to each book summarizing key points, reacting to ideas presented, and indicating possible use in teaching profession.
- Support your position by incorporating knowledge you have gained from your readings, previous coursework and observation experiences.
- Evaluation will be based on quality and clarity of writing; interrelationship of ideas to readings, coursework, and internship experiences.

Lesson Plan Format (If there is a prescribed lesson plan format in your school, use it instead.)

- I. **Objectives:** Describe **what is to be learned by the student.** An objective does not describe the teacher's behavior. Teacher behavior is described in the Instructional Procedure.
- II. **Motivation:** This describes how you plan to get the students' attention and motivate them to remain involved in the lesson. It often refers to a previous learning activity and/or the learners' prior knowledge
- III. **Instructional Procedure :** This is the logical sequence of steps taken by the teacher and/or students that will flow from the motivation to the middle and the end of the lesson.
- IV. **Closure/Summary:** This describes how the lesson is brought to an end.
- V. **Assessment:** How will you know what the students have learned? The assessment should reflect and measure your original objectives.
- VI. **Alternatives/Options:** Explain what you plan to do if your current plan fails, takes less time than you expected, or reflects a schedule is changed.
- VII. **Transitions:** Either during or between lessons, explain how you will get the students ready for each part of the lesson and/or for subsequent lesson(s).

Lesson plans must be approved (initialed) by the mentor teacher before the lessons are taught.

Loyola College
Professional Development Schools – Secondary Internship

Key Items/Factors to Observe – As you visit throughout the school and in classrooms, look for WHAT WORKS in the following:

Behavior management

Personal characteristics of effective teachers

Classroom arrangement

Use of bulletin boards and chalkboards

Learning centers

Use of overhead projectors

Use of computers

Support for special needs students

Classroom procedures and routines: sharpening pencils, cleaning desks, lavatory breaks, attendance, preparation for dismissal, home/school communication, office/classroom communication

Assessment techniques

Grading

Involvement of parents

Teaching strategies

Teacher to teacher support

Tie your observations and your readings together as you write your journal entries.

Loyola College
Professional Development Schools – Secondary Internship

Checklist of Key Activities:

- _____ orientation to the secondary school setting: different grade levels, special areas, support services, resources, interdisciplinary connections
- _____ understanding of and appreciation for the multitude of teacher responsibilities
- _____ lesson planning
- _____ lesson teaching
- _____ interaction with parents
- _____ interaction with other staff members
- _____ variety of experiences with adolescents
- _____ research findings, approaches, best practices
- _____ being aware of and preparing for developmental levels, readiness, assessment, special needs
- _____ awareness of community aspects that affect educational support for adolescents
- _____ understanding the profession; developing a philosophy; exploring professional resources, developmental opportunities, responsibilities, relationships
 - Participating with mentor in professional development experiences
 - Co-leading with mentor in staff development presentations
 - Observing, participating as appropriate in site-based team, department, and school improvement team meetings
 - Participating in PTA activities
 - Observing pupil services team conferences, parent conferences as appropriate

USING FIELD EXPERIENCE AS PREPARATION FOR STUDENT TEACHING

- ❖ Prepare and present a lesson in your content area incorporating all the elements of an effective lesson.
- ❖ Practice correct manuscript and cursive writing skills by:
 - Writing the daily objectives on the board.
 - Creating charts for instructional use.
 - Writing comments such as “Good Job” or “Good Try” or “Super” in journals and on seat work. Be specific about what is a “Good Job” e.g., good sentence structure.
- ❖ Learn specific areas and media resources:
 - Select books from the media center.
 - Become familiar with and use AV equipment.
 - Use computers and available programs.
- ❖ Become familiar with school system resources
 - Read curriculum guides.
 - Administer and record curricular assessment.
 - Tutor and work with individual students.
 - Read and work with large and small groups.
 - Survey classroom resources.
- ❖ Practice good human relations skills:
 - Look for opportunities to interact with students
 - Demonstrate energy, interests, and enthusiasm.
 - Participate with students in their activities.
 - Help students with academic concerns.
 - Take the initiative in attending before and after school activities in the school, attend sports events, plays, etc.

ED 474 INTRODUCTION TO TEACHING READING IN THE CONTENT AREA

Course Description:

Emphasizes the interactive nature of the reading process in content areas. Particular attention given to the link between assessment and instruction, the significance of vocabulary/concept development, and various strategies for gaining information from text and for developing intrinsic motivation with students.

Text:

Richardson, J. S. & Morgan, R. F. (2000). *Reading to learn in the content areas* (4th ed.). Belmont, CA: Wadsworth.

Course Requirements:

1. Attendance and class participation. If you are unable to attend a class, please notify me. One unexcused absence is allowed. Any further unexcused absences will result in the lowering of your final grade.
2. Completion of ten (10) written assignments from selected topics of discussion in class; must be typed; approximately one page in length; 15% of final grade- including both content and mechanics. Due dates announced in advance.
3. Completion of ten (10) quizzes; recall level- not open notebook or text; dates announced in advance; 15% of final grade; completed in class.
4. Mid-term exam; exact date(s) to be determined; recognition level- open notebook and text; completed in class; 30% of final grade.
5. Final exam; exact date to be determined; recognition level- open notebook and text; completed in class; 4W6 of final grade.

Grading :

A	95-100%	C+	74-76%
A-	91-94%	C	70-73%
B+	86-90%	C-	67-69%
B	81-85%	D	64-66%
B-	77-80%	D	60-63%

Instructor:

Office Hours:

Phone:

Course Objectives:

1. Students will have working knowledge of the following areas. (K)
2. Students will be able to perform the following tasks. (P)

I. Reading- Overview

- A. Present State of Reading (K)
- B. Research Generalizations- *Becoming a Nation of Readers* (K)
- C. Definitions (K)
- D. Maryland School Performance Program Reading Outcomes- Three Purposes for Reading (K)

Textbook- Chapter I

II. Components of Content Area Reading Program/Language Arts Program

- A. Parent Education and Involvement (K)
- B. Teacher Education and Attitudes (K)
- C. Testing and Assessment (K)
- D. Instruction (K)
- E. Materials- Print and Non-print (K)
- F. Research (K)

Textbook- Chapter 3

III. Reading Instruction

- A. Approach, Method, Technique (K)
- B. Major Approaches (K)
 1. Basal (K)
 2. Literature-based (K)
 3. Whole Language (K)
- C. Developmental Reading Instruction (K)
 1. Basic Reading Instruction (K)
 2. Functional Reading (K)
 3. Content Area Reading (K)
 - a. Description (K)
 - b. Cognitive and Affective Domains (K)
 - c. DRA/DRTA (K)
- D. Corrective Reading Instruction and Services (K)
- E. Remedial Reading Instruction and Services (K)
- F. Multicultural/Bilingual Instruction and Services (K)
- G. Computer Assisted Instruction (K)

Textbook- Chapter 2

- IV. Language Development and Content Area Instruction
 - A. Relationship Between Language Development and Content Area Instruction (K)
 - B. Definitions (K)
 - C. Instructional Implications and Strategies (K)

Textbook- Chapters 4 and 5

- V. Word Identification Skills/Instructional Implications and Strategies
 - A. Sight Vocabulary (K)
 - B. Picture Clues (K)
 - C. Configuration (K)
 - D. Phonics (K)
 - E. Structural Analysis (K)
 - F. Context Clues (K)
 - G. Dictionary Skills (K)

- VI. Vocabulary Development
 - A. Overview and Rationale (K)
 - B. Word Typing/Concept Development (K)
 - C. Instructional Implications and Strategies (K)
 - 1. Prior Knowledge (K)
 - 2. Discussions (K)
 - 3. Semantic Mapping (K)
 - 4. Semantic Feature Analysis (K)

Textbook- Chapter 8

- VII. Comprehension
 - A. Theories of Comprehension (K)
 - B. MSDE Stance Questions (K)
 - C. Patterns of Text Structure /Organization (K)
 - D. Instructional Implications and Strategies (K)
 - 1. Metacognition (K)
 - 2. Schema Theory (K)

Textbook- Chapter 6

- VIII. Assessment
 - A. Value and Purpose (K)
 - B. Instruments (K)
 - 1. Observation (K)
 - 2. Surveys (K)
 - 3. Group Informal Reading Inventory (K)
 - 4. Individual Informal Reading Inventory (K)
 - 5. Cloze Procedure (K)
 - 6. Standardized Assessments (K)

Textbook- Chapter 7

- IX. Reading Expectancy and Causes of Reading Delay
 - A. Cognitive Ability (K)
 - 1. Theories of Intelligence (K)
 - 2. Determining Reading Expectancy (P)
 - B. Reading Delay (K)
 - 1. Definitions (K)
 - 2. Causes (K)

- X. Readability
 - A. Overview/Rationale (K)
 - B. Fry Reading Graph- Extended (P)

- XI. Writing in the Content Area
 - A. Writing Process (K)
 - B. Instructional Implications and Strategies (K)

Textbook- Chapter 9

BIBLIOGRAPHY

- Afflerbach, P. (1990). Engaged assessment of engaged reading. In L. Baker, P. Afflerbach, and D. Reinking (Eds.) *Developing engaged readers in home and school communities* (pp. 191-214). Hillsdale, NJ: Erlbaum.
- Alverman, D. , & Phelps, S.F. (1998). *Content reading and literacy. Succeeding in todays diverse classrooms* (2nd ed.) Boston, MA: Allyn and Bacon.
- Berger, A- , & Robinson, H.A. (Eds.) (1982). *Secondary school reading: What research reveals for classroom practice*. Urbana, IL: ERIC Clearinghouse on Teaching and Communication Skills.
- Doman, R. (1997). *Multiple voices, multiple texts*. Portsmouth, NH: Boynton/Cook.
- Irwin, J. W. , & Davis, C.A. (1980). *Assessing readability: The checklist approach*. **Journal of Reading**, 24,124-130.
- Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.
- Kutz, E. (1997). *Language and literacy*. Portsmouth, NH: Boynton/Cook.
- Manzo, A.V. , & Manzo, U. (1997). *Content area literacy: Interactive teaching for active learning* (2nd ed.). Saddle River, NJ: Prentice Hall.
- Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Nelson, J. (1978). *Some cautions for the content area teacher*. **Journal of Reading**, 1978,620-625.
- Reehm, S.P. , & Long, S.A. (1996). *Reading in the mathematics classroom. Middle School Journal*, 25, S.
- Roe, B.F., Stoodt, B.D., & Burns, P.C. (1998). *Secondary school literacy instruction: the content areas* (6th ed.). Boston: Houghton Nliffin.
- Ruddle, M.R. (1997). *Teaching content reading and writing*. Boston: Allyn and Bacon.
- Tierney, R. Readance, J. , & Dishner, E. (1990). *Reading strategies and practices: A compendium* (3rd ed.). Boston: Allyn and Bacon.
- Vacca, R. T. , & Vacca, J.L. (1999). *Content area reading: Literacy and learning across the curriculum* (6th ed.). New York: Longman.

TEACHING READING IN THE CONTENT AREA: PART II

ED 475

Instructor:

Phone: Office:

Home:

Office Hours: By Appointment Only

Time:

Course Description

Designed for pre-service teachers of content subjects. Provides an application of current theory and research into the teaching of reading, writing and study skills to the classroom situation. Through the development of assessment techniques and an awareness of individual differences of students, teachers develop a knowledge base which allows for the teaching of various strategies necessary for the understanding of content material.

Text

No textbook is required for the course. A variety of current content area textbooks will be available on a weekly basis for review (in or out of class) and discussion.

Attendance

If absent, have a member of the class collect handouts for you. Handouts will not be brought back to class the following week.

Course Requirements

1. Attendance and participation in class discussions.
2. Critique and interpret current research pertaining to any content area.
Please type the critique using the attached format. Generally one page, no longer than two pages. Due on or before mid-term exam. Present brief overview and copies of critique to class.
3. Mid-term exam; recognition level-take home; exact date to be determined; grade will be doubled.
4. Final presentation: oral presentation of unit developed for content area instruction. Presentation time of approximately 15 minutes. Grade will be tripled. Suggested guidelines:

completed individually or in collaboration with fellow students; reading, writing and/or study skills as an interactive and development process;
process skills (to include) that help students construct meaning from a variety of texts:
blending of process skills and product skills;
allows students to be active learners in all aspects of content area instruction;
utilizes narrative text, expository text and/or non-print sources to
promote reading growth and foster motivation;
models and discusses reading, writing and/or study skills as lifelong activities.

Grading

A=10 A-=9 B+=8 B=7 B-=6 C+=5 C=4 C-=3 D+=2 D=1 F=0

Total points=60

A	=	56-60	95-100%
A-	=	52-57	91-94%
B+	=	45-51	86-90%

B	=	40-44	81-85%
B-	=	34-39	77-80%
C+	=	27-33	74-76%
C	=	22-26	70-73%
C-	=	16-21	67-69%
D+	=	11-15	64-66%
D	=	6-10	60-63%

Course Competencies

Students will demonstrate a basic understanding of:

- the theory of cognition;
- the importance of language development and vocabulary/concept development during content area instruction;
- word classification/typing system and its relationship to reading and writing;
- effective techniques and strategies for developing vocabulary and concepts;
- school factors that influence student learning;
- past and present researchers involved with content area instruction;
- the multiple causes of reading problems;
- the present state of reading research;
- the promotion of the language arts in content areas;
- various word identification skills, the three cueing systems, and the instructional implications for a content area;
- metacognition and self-cueing systems;
- various textbook organizational patterns and structures and its importance to text comprehension;
- the importance of adjusting reading rate (fluency) when interacting with text; various study skill techniques to promote understanding of content area information;
- a content area writing process for drafting, revising and editing written assignments;
- available sources for diagnostic and assessment information regarding students.

Students will demonstrate the ability to:

- apply reading, writing and/or study skills as an interactive and developmental process (unit presentation);
- apply reading as the construction of meaning through prior knowledge, the text, and the context of the reading task;
- blend process skills and product skills for instructional purposes;
- allow students to be active learners in all areas of content area instruction;
- use narrative text, expository text and non-print sources to promote reading growth and foster motivation;
- model reading and/or writing as lifelong activities;
- utilize formal and informal assessment techniques to link directly with instruction;
- initiate and develop curriculum process and product skills into content area instruction;
- provide students with developmentally appropriate instruction;
- apply current literacy and content area research for instructional purposes.

I. Overview of Reading

- A. Present State of Reading- Research from Reid Lyon
- B. Research Generalizations/Instructional Implications
Becoming a Nation of Readers
 - 1. Interactive/prior knowledge
 - 2. Fluency
 - 3. Strategic
 - 4. Motivation
 - 5. K-12 process
- C. Content Area Reading

1. Attitudes and Perception
 2. Description of Content Area Reading
 - a. Blend of Process and Product
 - b. Cognitive and Affective Domains
 - c. Emphasis on Expository Text
 - D. Textbook Organization/Structure
 1. Organizational Patterns
 2. Instructional Implications
 - E. Comprehension and Assessment- Research from Dolores Durkin
 - F. Reflection/Final Thoughts
- II. Diagnostic Procedures in Content Area Classrooms
- A. Decision Model for Diagnostic Teaching
 1. Multiple Causes of Reading Problems
 2. Grouping Issues
 3. Instructional Decision Making
 4. Feedback to and from Students
 - B. Formal and Informal Sources of Diagnostic Information/Link to Instruction
 1. Fellow Professionals and Paraprofessionals
 2. Parents
 3. Record Folders
 4. Additional Sources
 - C. Group Administered Content Area Informal Reading Inventory
 - D. Individual Informal Reading Inventory/Operational Definitions for Comprehension Assessment
 - E. Cloze Procedure
 - F. Reflection/Final Thoughts
- III. Vocabulary/Concept Development and Assessment in Content Area Classrooms
- A. Overview/Rationale-Significance of Language Development-Research from MSDE and John Pikulski
 - B. Word Classification/Typing System
 1. Type 1 – Automaticity
 2. Type 2 – Multiple Meaning
 3. Type 3 – Low Abstract Concepts
 4. Type 4 – High Abstract Concepts
 5. Instructional Implications and Concept Development Strategies
 6. Word Identifications Skills and Three Cueing Systems
 7. Signal Words
 - C. Summary – Research from Herman and Dole
 - D. Reflection/Final Thoughts
- IV. Thinking Skills in Content Area Classrooms
- A. Overview/Rationale
 1. Defining the Problem – Research from Barry Beyer
 2. Practical Approaches – Research from Barry Beyer
 - B. Relationship between Thinking and Intelligence
 - C. Inferencing Skills
 - D. Instructional Implications
 - E. Reflection/Final Thoughts
- V. Organizing for Instruction in Content Area Classrooms
- A. Learning Strategies – Research from Deshler and Alley
 - B. Metacognition and Self-cueing Strategies
 - C. Before Reading Activities
 - D. During Reading Activities
 - E. After Reading Activities
 - F. Additional Strategies

1. SQR3R
 2. DRA
 3. DRTA
- G. Reflection/Final Thoughts
- VI. Study Skills in Content Area Classrooms
- A. Overview/Rationale – Significance of Study Skills
 - B. Study Skills and Instructional Implications
 1. Listening Skills
 2. Reading
 3. Math
 4. Social Studies/Science
 5. Research Skills
 6. Test Taking
 7. Notetaking
 8. Homework
 9. Time Management
 10. Organizational Skills
 - C. Reflection/Final Thoughts
- VII. Adapting Instruction in Content Area Classrooms
- A. Overview/Rationale – Significance of Adapting Instruction
 - B. Developmentally Appropriate Instruction
 - C. Reflection/Final Thoughts
- VIII. Integrated Language Arts in Content Area Classrooms
- A. Overview/Rationale – Significance of Integrated Language Arts
 - B. Examples of Integrated Language Arts Activities
 - C. Content Area Writing Process
 - D. Reflection/Final Thoughts

BIBLIOGRAPHY

- Afflerbach, P. (1990). Engaged assessment of engaged reading. In L. Baker, P. Afflerback, and D. Reinking (Eds.) *Developing engaged readers in home and school communities* (pp. 191-214). Hillsdale, NJ: Erlbaum.
- Alverman, D., & Phelps, S.F. (1998). *Content reading and Literacy: Succeeding in today's diverse classrooms* (2nd ed.) Boston, MA: Allyn and Bacon.
- Berger, A., & Robinson, H.A. (eds.) (1982). *Secondary school reading: What research reveals for classroom practice*. Urbana, IL: ERIC Clearinghouse on Teaching and Communication Skills.
- Dornan, R. (1997). *Multiple voices, multiple texts*. Portsmouth NH: Boynton/Cook.
- Irwin, J. W., & Davis, C.A. (1980). Assessing readability: The checklist approach. *Journal of Reading*, 24, 124-130.
- Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.
- Kutz, E. (1997). *Language and literacy*. Portsmouth, NH: Boynton/Cook.
- Manzo, A. V., & Manzo, U. (1997). *Content area literacy: Interactive teaching for active learning* (2nd ed.). Saddle River, NJ: Prentice Hall.
- Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Nelson, J. (1978). *Some cautions for the content area teacher*. *Journal of Reading*, 1978, 620-625.
- Reehm, S.P., & Long, S.A. (1996). *Reading in the mathematics classroom*. *Middle School Journal*, 25, 5.
- Roe, B. F. Stoodt, B.D., & Burns, P.C. (1998). *Secondary school literacy instruction: the content areas* (6th ed.). Boston: Houghton Mifflin.
- Ruddle, M.R. (1997). *Teaching content reading and writing*. Boston: Allyn and Bacon.
- Tierney, R. Readance, J., & Dishner, E. (1990). *Reading strategies and practices: A compendium* (3rd ed.). Boston: Allyn and Bacon.
- Vacca, R.T., & Vacca, J.L. (1999). *Content area reading: Literacy and learning across the curriculum* (6th ed.). New York: Longman.

EFFECTIVE WRITING, Fall , Dr. Ron Tanner
Office: 231 Humanities Bldg., 617-2434
Office hours: MWF 1:00-2:00

REQUIRED MATERIAL:

- 1) TEN ON TEN: Major Essayists on Recurring Themes by Robert Atwan (at Loyola book store)
- 2) WRITER'S REFERENCE by Hacker (at book store)
- 3) Dr. Ron's photocopied coursebook
- 4) college-level dictionary
- 5) spiral notebook & a 2-pocket folder
- 6) at least \$30 budgeted for photocopying

NOTE/WARNING: this syllabus is subject to change; assignments may vary according to the needs and progress of the class. In any case, it is your responsibility to update the syllabus and check it daily for assignments. If in doubt, ask me for clarification. Take nothing for granted.

DATES YOU MUST RESERVE FOR EXTRACURRICULAR ACTIVITY

Sat., Sept. 9: noon-7:00

Mon. 11, Mon. 25, Oct. 9, Oct. 30

Nov. 4-5: camping trip

Other dates to be announced

- SEPT. Wed. 6: introduction; concrete detail exercise
HOMEWORK: read Orwell's "Shooting An Elephant," pp. 258+
--answer questions (assignment # 1)
- Fri. 8: brainstorm; discuss reading
HOMEWORK: writing assignment # 2
-- read pp. 50-67 in coursebook
- Saturday, 9: noon-6:30 field trip
Meet in front of Guildford Towers at noon. Be there promptly or be left behind!
- Mon. 11: essay # 1 assigned; in class exercise
Homework: Walker's "Beauty ..." pp. 20+
-- answer questions (assignment # 3)
-- writing assignment # 4
HOMEWORK: assignment # 3
- Mon. 11: Meeting at 4:00 to discuss advising, majors etc.
- Wed. 13: discussion of Walker
HOMEWORK: assignment # 5 (workshop prep)
- Fri. 15: sample workshop
Homework: complete your essay, volunteers bring enough
copies for the class; small groupers bring copies too
- Mon. 18: ESSAY 1 DUE (draft)
HOMEWORK: workshop prep (3)
- SEPT. 20 Wed.: WORKSHOP
HOMEWORK: workshop prep (3)

- 22 Fri.: WORKSHOP
HOMEWORK: small group prep
- 25 Mon.: small group workshop
Homework: read Baldwin's "Stranger in the Village."
-- answer questions: assignment # 6
- 27 Wed.: discussion
Homework: finish essay # 1
- 29 Fri.: ESSAY 1 DUE: final; essay 2 assigned
Homework: assignments # 7 & 8
- OCT. 2 Mon.: small group work
Homework: read Walker's "In Search of Our Mother's Gardens," pp. 82+
-- answer questions, assignment # 9
- 4 Wed.: discussion: place; in-class exercise: brainstorming
Homework: read Dillar's "Living Like Weasels"-- assignment # 10
- 6 Fri.: discussion
Homework: read the self-help section in coursebook
revise/finish your essay; volunteers bring enough copies for the class or small group
- 9 Mon.: ESSAY 2 DUE:
Homework: workshop prep
- 11 Wed.: workshop
Homework: workshop prep
- 13 Fri.: MIDTERM: no class
- 16 Mon.: workshop
Homework: workshop prep (3)
- 18 Wed.: small group
Homework: workshop prep (3)
- 20 Fri.: exercise: metaphor
Homework: final draft of ESSAY 2
- 23 Mon.: ESSAY 2 FINAL DUE; exercise; essay 3 assigned
Homework: assignment # 11
- 25 Wed.: analysis exercise
Homework: brainstorm sheet (handout)
- 27 Fri: analysis exercise
Homework: read Baldwin's "Notes of a Native son," pp. 55+; answer questions, assignment # 12
-- assignment # 13 (research)
- 30 Mon.: discussion
Homework: quotation assignment (handout)
-- assignment # 14 (interviews due Friday)
-- assignment # 15

NOV. 1 Wed.: in-class exercise
Homework: work on your essay

3 Fri.: discussion; interviews due
Homework: none

CAMPING TRIP: Sat. 4-Sun. 5

6 Mon: in-class exercise
Homework: complete draft of essay 3
--bring copies for your group workshop prep

8 Wed.: ESSAY 3 DUE (draft)
Homework: workshop prep

10 Fri.: WORKSHOP 3
Homework: workshop prep

13 Mon.: WORKSHOP 3
Homework: complete final of essay 3

15 Wed: ESSAY 3 FINALDUE

17 Fri.: revision prep
Homework: complete revision of essay 1 or 2 and bring copies for your small group

20 Mon.: REVISION I DUE = exchange small group copies
Homework: workshop prep for small groups

!!!! Thanksgiving Break: Wed/22; Fri/24 !!!!

27 Mon: revision workshop

29 Wed.: revision workshop
Homework: complete revision II and bring copies for your small group

DEC. 1 Fri.: REVISION II DUE = exchange small group copies
Homework: workshop prep for small groups

4 Mon.: SMALL GROUP WORKSHOP II: REVISION
Homework: workshop prep

6 Wed.: revision workshop II

8 Fri.: final revisions of 2 different essays due in my office by noon. Include the earlier draft of each on which I commented and anything else you think I should see.

EFFECTIVE WRITING Fall 1998, Dr. Ron Tanner
Office: 282 Humanities Bldg., 617-2434
Office hours: MWF 1-1:45 or by appointment

- REQUIRED MATERIAL: 1) Fields of Reading, fifth edition
2) Best American Essays, edited by Ian Frazier
3) A Writer's Reference (handbook) by Diana Hacker
 These books are in the bookstore
4) Dr. Ron's photocopied coursebook
5) college-level dictionary
6) spiral notebook & a 2-pocket folder
7) at least \$25 budgeted for photocopying

NOTE/WARNING: this syllabus is subject to change; assignments may vary according to the needs and progress of the class. In any case, it is your responsibility to update the syllabus and check it daily for assignments. If in doubt, ask me for clarification. Take nothing for granted.

AUGUST Mon. 31: introduction

 Homework: read pp. 1-30 in our coursebook and write me a letter (see assignment sheet, item #1)

SEPT. 2 Wed.: in-class exercise (brain/detail)

 Homework: read Orwell's "Shooting An Elephant," in FIELDS OF WRITING, p. 104 and come prepared to answer the questions at the end read pp. 50-67 in coursebook writing assignment #2

4 Fri: discussion; in-class exercise (detail)

 Homework:

 -- read Walker's "Beauty: When the Other Dance Is the Self" in FIELDS, p. 40 and come prepared to answer the questions at the end

 assignment #3

 read pp. 68-72 in coursebook

 assignment # 4

7 Mon: no class = holiday

9 Wed.: discussion of Walker

 Homework: assignment #5 (workshop prep.)

 -- assignment # 6

11 Fri.: sample workshop

 Homework: complete your essay, volunteers bring enough copies for the class

14 Mon.: ESSAY 1 DUE (draft); in-class exercise: language

 Homework: workshop prep (3)

Loyola College: WR 113, Effective Writing.... 3

- SEPT.16 Wed.: WORKSKHOP
Homework: workshop prep (3)
- 18 Fri.: WORKSHOP
Homework: workshop prep for small groups
- 21 Mon.: small group WORKSHOP
Homework: workshop prep
- 23 Wed.: small group WORKSKHOP
Homework: read Self-Help in coursebook, pp. 1-18
revise/finish your essay
- 25 Fri.: ESSAY 1 Final DUE; essay # 2 assigned
exercise: techniques & technicalities
Homework: Baldwin's "Stranger in the Village"
(handout) assignment # 7 (questions)
read Kusz's "Ring Leader" in BEST AMERICAN
- 28 Mon.: discussion; exercise (analysis)
Homework: L. Eiseley's "The Bird and the Machine" in
FIELDS, p. 138
- 30 Wed.: exercise (analysis); discussion
Homework: Cooper's "Labyrinthine" in BEST, p. 33
-- read Marcus Laffey's "The Word on the Street"
(handout)
-- assignment # 8
- OCT. 2 Fri.: analysis continued; essay 1 returned
Homework: complete essay 2; volunteers bring enough
copies for the class assignment # 9
- 5 Mon.: ESSAY II due; exercise: technique technicalities
Homework: workshop prep (3)
- 7 Wed.: WORKSHOP
Homework: workshop prep (3)
- 9 Fri.: WORKSHOP
Homework: workshop prep
- 12 Mon.: small group workshop
- 14 Wed.: small group workshop
- 16 Fri.: MIDTERM: no class
ESSAY 2 FINAL DUE in my office by noon
assignment # 10 assignment # 11

Loyola College: WR 113, Effective Writing.... 4

- OCT. 19 Mon.: discussion; in-class exercise
Homework: read James Alan McPherson ¹⁶11 Crabcakes ¹¹ in
BEST. quotation assignment (handout) assignment
12 assignment # 13
- 21 Wed.: discussion
Homework: read Dillard's "Living Like Weasels" in
FIELDS assignment # 14 assignment # 15
- 23 Fri.: discussion; essay 2 returned
Homework: finish essay 3; volunteers bring copies for
the class
- 26 Mon.: ESSAY 3 due
- 28 Wed.: WORKSHOP III; in-class exercise
- 30 Fri: WORKSHOP III
Homework: workshop prep
- NOV 2 Mon.: small group workshop
Homework: workshop prep
- 4 Wed.: small group workshop
- 6 Fri.: discussion; final of Essay 3 due
Homework: Dickerson's "Who Shot Johnny" in BEST, p.
46, and Tan's "Mother Tongue" in FIELDS, p. 76
assignment # 16
assignment # 17
- 9 Mon: discussion
Homework: assignment # 18
- 11 Wed.: discussion
Homework: TBA
- 13 Fri.: exercise Homework: complete your essay & bring copies
for small group
- 16 Mon.: ESSAY 4 DUE; exercise: techniques & technicalities
Homework: workshop prep
- 18 Wed: small group WORKSHOP
Homework: workshop prep
- 20 Fri.: SMALL GROUP WORKSHOP

NOV. 23 Mon.: Essay 4 final due

25 /27: Thanksgiving Break Homework: revise any essay of your
choice & bring copies
for your small group

30 Mon: REVISION DUE for small workshop; in-class exercise
Homework: workshop prep

DEC. 2 Wed.: REVISION workshop

Homework: workshop prep for small groups

4 Fri.: REVISION workshop

Homework: write your second revision & bring copies
for your small group

7 Mon.: small group revision workshop II

9 Wed (last day): small group revision workshop II

11 Fri: due by noon, in my office: final revisions of 2
different essays. Include the earlier draft of each on
which I commented and anything else you think I should
see.

WR 113 ASSIGNMENT SHEET

REMINDER: all work must be typed or computer printed.

I will accept late work no later than the next class period after it is due and that will be for reduced credit (plus no comments from me).

1) So that I may get to know you better, I'd like you to write me a letter that recounts your life as a writer. You might start with your earliest memory of learning to write. Maybe you've always hated writing. If so, you'd want to discuss why you hated writing. If you now like (or love) writing, what and/or who encouraged this interest? Different schools and teachers offer different approaches to writing (and reading): what approaches have you experienced and which did you find most helpful? Can you think of specific assignments that you found especially helpful (or not helpful)? Be sure to mention the kinds of reading you have done and what reading most interests you now.

In closing your letter, describe your current hopes, fears, and expectations for this class and respond to what you've read so far (m. 1-30 in our coursebook (the photocopied spiral-bound packet I handed out in class. Any problems? questions? In order to understand you well, what should I know about you?

Take time with this--it's my first introduction to you.

Minimum length: 2 type-written or computer-printed pages

2) Concrete detail exercise: write a descriptive list of 15 things (places, objects, sounds, smells, etc.) that give you a bad feeling. For example, one thing that depresses me is the smell of woodsmoke on a cloudless autumn afternoon. Remember you're concentrating on sensory detail.

3) Questions for Walker's "Beauty":

a) Why do you think Walker writes this essay in the present tense?

b) You'll notice that the essay is presented in fragments (separated by space breaks): what's the benefit of this?

c) What is the effect of the single italicized sentences interspersed through the essay?

d) Answer question # 1 at the back.

e) What is this essay about (besides an eye injury)? what issues does it raise.

4) ESSAY 1 preparation: describe a) what you'd like to write about for this essay; b) why you'd like to write about it; c) what the purpose is; and d) what you'd like to discover.

Do this for 2 different topics.

5) Read again pages 19-22 in our coursebook about "How A Workshop Works," then prepare the two student essays for workshop on Friday. Preparation includes your writing margin comments and a letter that discusses your findings.

6) Memorable moment exercise: pick (from your brainstorming sheet) two of the memorable incidents that most interest you. Begin writing about each of these: at least one page each. For example, say you want to write about the time you broke your grandmother's precious antique vase. You might start like this: "Although my grandmother was not a collector of gewgaws and knick-knacks, she did own a small collection of glassware. Her Waterford vase--nearly three times as old as I--was her most precious piece, and hardly a Sunday would pass that I did not stare at the thing, because I thought it so ugly. It was as big as a one-pound flour sack and, in my eyes, just as bulky.... "

7) Baldwin's essay, "A Stranger in the Village" is ostensibly a memoir about the time he lived in a Swiss hamlet. He makes clear that he was an anomaly among his European hosts--and not always a welcome one. But Baldwin quickly moves far beyond this simple memoir of being a stranger.

- a) What is his theme or idea?
- b) How does the title of his essay play into this?
- c) Ultimately, through his analysis of black/white relations in America, what point does Baldwin make?
- d) How is Europe different from America with regard to blacks?
- e) How does Baldwin show his fair-mindedness?
- f) With what ultimatum does Baldwin leave us?

8) Itemize the strategies you see Marcus Laffey using in his essay, "The Word on the Street." For instance, in a few places he uses anecdotes from his own experience as examples to illustrate his point.

9) Essay II: complete brainstorming sheet.

10) Read the section on introductions in your coursebook (pp. 60-65). With strategies for effective introductions in mind, write 2 different introductions (at least one page each) for your essay. You may do this for the one essay you prefer to write about (of the two explored in #5). Or, if you're undecided, do one intro for each of the essays you are considering.

11) Essay III: complete brainstorming sheet.

12) This week interview two people for your essay and write out the results. SUGGESTIONS:

- a) When talking with the person, be sure to take notes in order to quote that person reliably.

b) Remember, first you're simply asking each person's opinion. Second, you're asking about the person's experience, what he/she has seen of this phenomenon. Ultimately your aim is to put your topic into a broader context: what do others seem to think?

c) Don't limit yourself to two people. You could take a poll of your entire dorm floor, for instance.

d) Seek out a person who is an expert or who can offer an informed response.

13) Questions for McPherson's "Crabcakes":

a) Consider McPherson's introduction. What is the advantage of starting as he does?

b) Why does the "new language" he mentions (p. 240) frighten him?

c) What does the auction become to McPherson?

d) Why does McPherson use the third person instead of the first as he describes the auction?

e) What changes his mind about selling the house?

f) Why does he make so much of buying the crabcakes?

g) Ultimately, McPherson analyzes Mrs. Washington's function in the lives of others, particularly Eric. What was her function?

14) Look up the word "rumination." How is Dillard's essay ruminative?

What problem Dillard is trying to address in this essay?

15) This weekend do some research on the topic for your third essay. Yes, research is matter of reading some book stuff, but it's also a matter of talking with other people about your topic: interviews. Come up with a list of 3-5 questions that you can ask three people (ideally, of different ages). For example, if your topic is Romantic Love, you might proceed as follows:

a) What is your definition of romantic love?

b) Where do you think it should lead?

c) Why do you think it should lead there?

d) What effects do you think our culture--TV, movies, radio, etc.--has on our notions of romantic love?

e) What, besides your own experience, has affected your notion of romantic love?

f) How has your view of romantic love changed since you were, say, 15? 18? 29?

For Monday, hand me a list of your questions and a summary of your findings so far.

16) Complete brainstorming sheet for ESSAY IV

17) Write a 2-page reflection on Tan's essay about her mother. Consider her personal story (mother/daughter relationship) as compared with the larger themes of cultural assimilation, cultural differences and generational differences.

18) Write at least two pages of analysis about your topic. Analysis, remember, involves speculation making thoughtful guesses about the origins and reasons for your interest or problem. Why am I fascinated with collecting tin toy robots of the 1950s and 1960s? For starters, I could speculate about collecting in general: why do some people collect and others don't? What are collectors trying to do?

What do others say about these things? (research) Bring these two pages to class. At the top of the first page, write your guiding question.

ESSAY I-----

A Small But Significant Moment

Write an essay that describes a small moment in your life, one that you feel has had an impact on you, that has changed the way you see yourself or others or the world or life or....

Do not choose a big moment, like a marriage, a divorce, the death of a loved one, a graduation, a prom, a holy communion, etc. These are too common and too hard to make interesting (in part because they are so big).

Helpful hints:

1) write about an incident that truly interests you, something you want to reflect upon and make sense of.

2) pick a moment that is contained in a small space time, so that your focus is manageable.

3) make sure you have a point to make about this moment (a reason to describe it) --what does it tell us about you? What might it say about us and others?

4) be selective in your use of detail in order to maintain your focus and guide us to your point.

5) make use of your five senses while describing the incident--seeing, touching, hearing, smelling, tasting--so that we can experience the moment as you did;

6) make use of dialogue to show us important interactions between yourself and others.

7) orchestrate your narrative with time cues(i.e., meanwhile, as soon as, by the time, before, after, while, when, etc.) to insure that we keep track of how and where the incident is going.

8) make sure that your introduction grabs or engages our attention (see the coursebook and our anthology for help and examples).

9) in closing your essay, instead of summarizing what has come before, reflect on the incident in terms of your thoughts and feelings now.

Minimum 5 (full) pages, type written or computer printed

Due: first draft Friday, Sept. 19

final draft Friday, Sept. 26

Something I Do and Why I Do It

Consider explaining and exploring a hobby you enjoy or an interest you have or a habit you observe or a standard you uphold. Your aim in this essay is to describe your hobby/interest/habit/condition (or whatever) , put it into the context of your life, and explain why it makes sense or why it matters and how we can understand it. For example, maybe every time you see a turtle crossing the road, you stop the car, then get out to carry the turtle to safety on the other side. Always you do this, sometimes endangering yourself. In explaining why you do this, you can reveal and explore a lot about who you are and how you view the world.

For models, you may look at Walker's "In Search of Our Mother's Garden," Dillard's "Living Like a Weasel," White's "Death of a Pig," Orwell's "Shooting an Elephant" and "Why I Write," Didion's "On Keeping a Notebook."

Variation: Something I Did and Why I Did It. This can be an extension of your first essay, "A Memorable Moment," only in this instance you add and develop your reflection about the moment. Or perhaps there was a specific action you took, like Orwell's shooting an elephant. Describe what you did, then explain how it fits in with the rest of your life and what sense you make of it now.

REQUIREMENTS:

- 1) Description of the action.
- 2) Context of the action in your life.
- 3) Your thoughts and feelings regarding this action.
- 4) Reflection about this action: how and why it does or does not fit with the other elements of your life.
- 5) Comparison of this action to the actions of others you have seen or heard about.
- 6) An update to tell us the status of this action now in your life.

WORKSHOP DRAFT DUE: Wed., Oct. 13

FINAL DUE: Mon., Oct. 25

ESSAY III--

What is it?

In this essay I'd like you to search for the meaning of something you appreciate or something you love or something you misunderstand or something you loathe.

For example, this essay could be about a definition. Love: what is it? Of course you'd want to start by specifying which kind of love you are discussing: romantic love? familial love? the love of friendship?

REQUIREMENTS:

1) This essay demands analysis, which, according to Webster's "New World Dictionary, "is a matter of "separating a whole into its parts so as to find out their nature, function, and relationships to other things."

2) This essay also demands reflection, your own considered thoughts on your observations and interactions regarding the topic. This includes an understanding of your motivation for exploring this topic.

3-4) You are required to interview at least 3 people for this essay and to read in at least 3 textual sources. Such outside sources will help you amplify your topic, putting it into a broader context.

5) Your pursuit of a thesis (a guiding statement or question) should lead you to develop some idea.

For models, you may examine Robert Lifton's "What Made This Man? Mengele," Jonathan Franzen's "Sifting the Ashes," Christopher Clausen's "Dialogues with the Dead," and Carl Sagan's "Can We Know the Universe? Reflections on a Grain of Salt" in FIELDS OF WRITING and Louis De Bernieres "Legends of the Fall," "Frank Gannon's "Rat Patrol: A Saga," and Joy Williams's "The Case Against Babies" in BEST AMERICAN ESSAYS and our handout of James Baldwin's "Stranger in the Village."

Questions to get you started. 1) What is your topic?

2) What is the genesis of your interest in this topic? In other words, what personal experiences first introduced you to this topic? (Context.)

3) How does this topic apply to your life now? (Motivation: i.e., why are you still interested in this topic?)

4) What human sources are you going to explore in order to gain more perspective? (Interviews.)

5) What written sources will you explore? (Readings.)

6) What idea do you find yourself developing as you explore this topic? (Thesis = theme.)

Brainstorming for Essay 3

1) Topic: What is the guiding question of your essay?

2) What is the primary incident that illustrates the problem/phenomenon you wish to analyze? Be specific.

Where was this?

When was this?

What were you doing?

How did you feel at the time?

What did you think about this phenomenon/problem at the time?

3) Motivation: Why is this phenomenon/problem/question important for you to write about? (one sentence)

4) List two other incidents you have witnessed or experienced which also illustrate this problem or phenomenon.

5) What do you assume your readers already know about this subject?

6) What other points of view should you consider to understand this problem/phenomenon fully? (List these.)

7) How do these points of view differ from yours? List the differences.

8) Name five influences or conditions (causes)--like role models, cultural environment, media encouragements (advertising, TV programs, movies, songs) --which may help explain this phenomenon or problem. Rank these in ascending or descending order of importance.

a)

b)

c)

d)

e)

9) Who are the three people you are going to interview? Why have you chosen these?

ESSAY IV -----

A Problem, a Phenomenon, a Question Worthy of Analysis

As thinking persons, we make sense of our world by analyzing the problems, the phenomena, the questions that affect our lives. In your next essay, I'm asking you to choose one such problem, phenomenon, or question that you think worthy of analysis. Here's your opportunity to search for the meaning of something you appreciate or something you love or something you misunderstand or something you loathe.

For example, this essay could be about a definition. Love: what is it? Of course you'd want to start by specifying which kind of love you are discussing: romantic love? familial love? the love of friendship?

REQUIREMENTS:

1) This essay demands analysis, which, according to Webster's "New World Dictionary, "is a matter of "separating a whole into its parts so as to find out their nature, function, and relationships to other things."

2) This essay also demands reflection, your own considered thoughts on your observations and interactions regarding the topic. This includes an understanding of your motivation for exploring this topic.

3-4) You are required to interview at least 3 people for this essay and to read in at least 3 textual sources. Such outside sources will help you amplify your topic, putting it into a broader context.

5) Your pursuit of a thesis (a guiding statement or question) should lead you to develop some idea.

FIRST DRAFT DUE: Nov. 8, Mon.

FINAL DRAFT DUE: Nov. 15, Mon.

Troubleshooting the Technicalities

1) Possessives: use an apostrophe P) to indicate possession or a contraction.

I don't care what Suzys mother says.

The soldiers sergeant was shouting at them.

I told him that these donuts were theirs for the taking.

One parents opinion is sometimes better than the others.

My parents generation was more confused than mine, I think.

Tell me whos home and I'll tell you whose house I'll visit.

Its so hard to know when a monsters smile means its happy.
But what might be the source of its happiness? A good meal?

Melanies got Ruth overalls and is chasing the pigs pet
rabbit.

2) Commas are one of our primary tools for orchestrating, and making sense of, our sentences. Correct, with the appropriate punctuation, the following examples where necessary.

I wish you'd call Pete. I miss you.

He can't blame me after all I'm a Republican.

He's a sloppy eater however she said it didn't matter.

She came home, she didn't like home, she liked her club
better.

She came, she went, she was everywhere.

Good golly Miss Molly I sure gotta go sang Little Richard
in a now-famous oldie but goodie.

Some people don't like school, I like school just fine
don't you?

Hey you can't go in there you ticket-snatching weasel.

She said that you can't go in there.

I want to live in the desert where I might see the deer and
the antelope play.

She goes to a school where the nuns are especially strict.

3) Dialogue punctuation: Correct the following where necessary.

"What do you mean I'm no good?,"she asked. "Aren't I as good as good can be"?

He smiled, "you might be as good as you think you are but not as good as you could be."

"So she began you're the arbiter of goodness, are you?"

"It's not my fault I'm so good at arbitrating goodness." he said.

She looked at him with disdain "You're not good for me, you know that?".

4) We use hyphens (- - -) to staple two or more words together to form compound nouns or adjectives. Example: He's a typical father-in-law, a real stick-in-the-mud. Hyphenate the following:

She's going to try one of those please forgive me for being late stories.

He acts as a go between for Carol and Astor.

This was a get it now or else die in the desert, last-chance gas stop.

For a thirteen year old, she was fairly coherent, though I didn't understand her off the wall remarks about Hitler.

NOTE: two hyphens - + - make one dash --

5) We use dashes to mark off dramatically--like a gunshot--incidental or supplementary information within a sentence or at the end of a complete sentence. Use dashes to rewrite the following.

Steve stumbled down the stairs because he could hardly see without his glasses. It was so dark in his uncle's house, and so cold, he felt that he was in a cave. In fact, there was a musty, cavelike odor to the place. Maybe that explained the moss on the walls.

6) The logic of language: we often write something which sounds good but which, upon closer inspection, makes is inaccurate or redundant. Consider the following examples. See anything wrong?

Did turtles count? Jane thought to herself.

"You don't really believe that, do you?" he smiled.

It was raining down hard but it didn't bother him much.

She was all alone. The whole house was empty.

ENGLISH 130.13 HU T-15
SYLLABUS T/R 8-9:15 a.m.

FALL, 1999
DR. ABROMAITIS

COURSE OBJECTIVES: to read with understanding and pleasure; to write with precision, logic, and felicity; to speak persuasively and respectfully, sharing interpretations and demonstrating the bases in the works for these interpretations. If these goals are going to be achieved, **each student must be prepared for each class**. Preparation includes reading each work and the editorial material about authors, knowing the meaning of all the words in the work (consult a good dictionary), mastering the literary terminology and concepts that each work reflects. Students are encouraged to form study groups.

GOALS: (1) exposure to a variety of genres, authors, periods, and cultures;

(2) ability to read with creativity and an analytical sensitivity;

(3) ability to speak before the class about the works being read based on student work;

(4) emphasizing the importance of clear and critical thinking in the student's developing an ability to communicate. This ability manifests itself in speech and writing, each one of which has an impact on the other.

(5) re-enforcing the connection that grammatical precision and syntactical correctness have with clear communication;

(6) mastering the critical terminology of the discipline of literature;

(7) showing the relationship among the arts, e.g., the music, Poetry, and art of modernism;

(8) appreciation of, and openness to, the richness of diverse human experiences that express themselves in literature, painting, film, and drama.

ABSENCES: More than two unexcused absences will lower your grade.

TEXTS: (B) Bate & Perkins. British & American Poets. Harcourt...
(C) Cassill. The Norton Anthology of Short Fiction.
Hacker. Writer's Reference
Harmon. Handbook to Literature. Macmillan.
Percv. Thanatos Syndrome. Ballantine Books.
Shakespeare. The Tempest. Penguin Books
Undset. Kristin Lavransdatter. Vintage.

SCHEDULE:

SEPTEMBER 7 Lecture
9 (B 993ff) "Ancient Mariner" (B 404ff)
14, 16 Rape of the Lock" (B 284 ff) **RESP**
21 Shakespeare #'s 29, 60, 116, 130 (B 133 ff)
23 "Batter my heart" (B157-60, 173) "To His
Coy Mistress" (B 246, 248-49)
28-30 ON ONE OF THESE DAYS YOU WILL SCHEDULE AN
APPOINTMENT WITH ME ABOUT YOUR POETRY PAPER.

	28	"Lycidas" (B 205ff) RESP
	30	"Lines .. Tintern Abbey" (B 380ff) "God's Grandeur" (B 614ff) "Lake Isle ..." (B 632ff) "Spring and Fall" (B 620)
OCTOBER	5	The Second Coming" (B 640-41) "Musee des Beaux Arts" (B 825-27, 831)
	7, 12	<u>The Tempest</u> RESP You are encouraged to view the BBC version. In class students will take roles in the play as we proceed.
	14	MID-SEMESTER EXAMINATION MID-SEMESTER HOLIDAY
	19	"The Love Song..." (B 740ff) RESP POETRY PAPER DUE AT THE BEGINNING OF CLASS
	21, 26, 28	<u>The Wasteland</u>
NOVEMBER	2, 4	Poetry paper presentations to the class
	9, 11	<u>Thanatos Syndrome</u>
	16-18	ON ONE OF THESE DAYS YOU WILL SCHEDULE AN APPOINTMENT WITH ME ABOUT YOUR PROSE PAPER.
	16	In Cassill read italicized comments on pages xxiii-xxxv, mastering the terms; read as well 1627-37, 1652, 1703-10. "Lottery" (C 782ff)
	18	"A Rose for Emily" (C 465ff) RESP
	23	"A Good Man..." (C 1268ff; 1689-90) RESP THANKSGIVING BREAK
	30	"Everything That Rises..." (C 1281ff) NOVEL PAPER DUE AT THE BEGINNING OF CLASS.
DECEMBER	2	"Parker's Back" (C 1294ff) RESP
	7, 9	Novel paper presentations to the class
	20	FINAL EXAMINATION FRIDAY AT 9 A.M.

MID-TERM EXAMINATION: **THURSDAY, OCTOBER 14.** Without a medical practitioner's validation of illness, or documentation of an inter-collegiate athletic event, or a serious and documented excuse, you may NOT make up a missed exam. You will receive a 0 for an unexcused absence.

FINAL EXAMINATION: **MONDAY DECEMBER 20 AT 9 A.M.** The same rules apply as are listed for the Mid-Term Exam.

RESPONSES: You are to give me a typed, double-spaced, ONE-PAGE response to the assigned reading for the following classes: **SEPTEMBER 16, 28; OCTOBER 12, 19, 28; NOVEMBER 11, 18, 23; DECEMBER 2.** Topics will be distributed in class. On the date due, students will present their responses orally to the class.

REPORTS: **SEPTEMBER 28, 29, OR 30 -- POETRY; NOVEMBER 16, 17, OR 18 -- PROSE:** you will have (following the format specified below) a typed thesis statement, summary of the contents of the work, and tentative outline of your paper. If you do not have this material during our meeting, you will not be allowed to hand in a paper and will receive an **F=0** for that part of your grade.

FORMAT: IN 12 POINT FONT, title page, thesis-statement page (neither paginated), text (pagination begins here), page with a bibliographical entry for the work being analyzed and any work with critical terminology you use, e.g., Harmon, Bate's "Appendix," Cassill's editorial material. Each paper is to be no less than three pages nor more than five pages of **your words** (double-spaced), i.e., no less than 750 nor more than 1250 of your words -- exclusive of quotations and paraphrases from the work being analyzed. If I cannot read the printed paper, I will consider it a late paper. Five points will be deducted from the grade for each day the paper is late. **No** blank sheets or folders.

HONOR AND HONESTY: The English department regards plagiarism and other forms of cheating as the antithesis of scholarship, learning, collegiality, and responsible citizenship. The department defines plagiarism as any unacknowledged use of another's words or ideas. This definition applies to non-print media, including the internet, as well as to books, magazines, journals, newspapers, or other print media.

This course is covered by the Loyola College Honor Code. All students guilty of plagiarizing or cheating on any assignment will fail the course regardless of their grades on other assignments or activities.

It is the student's responsibility to understand what constitutes plagiarism and to avoid it in all assignments. Students should familiarize themselves with the Loyola Undergraduate Catalogue's statement on "Intellectual Honesty" (63) as well as with the section "Citing Sources; Avoiding Plagiarism" (82-93, R%) in Diana Hacker's A Writer's Reference, the English department handbook. Anyone having questions or uncertainties about plagiarism should consult with the instructor before submitting any assignment. Neither ignorance of the definition of plagiarism nor the lack of the intention to deceive constitutes an acceptable defense in matters of scholarly dishonesty.

TOPIC: **POETRY PAPER:** By chance you will be assigned poetry in the first class to analyze.

PROSE PAPER: By chance you will be assigned a chapter in Kristin Lavransdatter to analyze.

Neither paper is to be a summary of contents.

PROCEDURE: **POETRY PAPER: DUE, TUESDAY OCTOBER 19TH AT THE BEGINNING OF CLASS.** Next, **TUESDAY NOVEMBER 2ND**, each student will distribute to the class a thesis statement and present a **5-MINUTE** summary of his or her paper as revised based on the corrections received. At this time the student may earn additional points on the paper. Any paper exceeding 5 minutes will have points deducted from the grade.

PROSE PAPER: DUE, TUESDAY, NOVEMBER 30TH AT THE BEGINNING OF CLASS. Next **TUESDAY DECEMBER 7TH**, each student will distribute to the class a thesis statement and present an **8 MINUTE** summary of his or her paper as revised based on the corrections received. At this time the

student may earn additional points on the paper. Any paper exceeding 8 minutes will have points deducted from the grade.

EXTRA CREDIT OPPORTUNITIES: In the course of the semester there will be opportunities for you to earn extra credit. These will be announced in a timely fashion in class. These include on- and off-campus dramatic presentations and on- and off-campus lectures

GRADES:	A = 92 +	A- = 90-91	B+ = 86-89	B = 82-85
	B- = 80-81	C+ = 76-79	C = 72-75	
	C- = 70-71	D+ = 68-69	D = 65-67	F = 64 -below

DISTRIBUTION:	Responses	= 10%	Poetry Paper	= 20%
	Mid-Term	= 25%	Prose Paper	= 20%
	Final	= 25%		

OFFICE HOURS:	Humanities Center 242	Phone 617-2254
	T, W, TH: 1:30-3:30	M, F: BY APPOINTMENT

Sign up for appointments on the sheets on my door. If I must change times, I will announce the change in class and/or list the altered times on the appointment sheets.

EN201.01 & .02

Major British Writers: Birthing Modernity Spring, 1999

Office Hours: Monday & Wednesday 2-4:30pm; Friday 10-10:50am; and by appointment

Office: 238 Humanities Building

Office Phone: ext. 2321

e-mail: gmcglarnery@rmailgate.loyola.edu

Course Goals: To stimulate critical thinking, hone communication skills, and develop knowledge through: (1) the study of 19th and 20th century British texts from different cultures and ethnicities, written by both men and women; (2) viewing appropriate films; (3) oral presentations and class discussion; (4) writing weekly response papers and a formal research paper; (5) the study of literary theories developed in the 19th and 20th centuries; and (6) the application of literary theory in discussion and writing assignments.

COURSE REQUIREMENTS:

Texts: Norton Anthology of English Literature, Vol 11. (Sixth Edition)
Great Expectations, Charles Dickens (Penguin)
The Time Machine, H. G. Wells (Raintree Steck-Vaughn)
East/West, Salman Rushdie (Vintage)
• Writer's Handbook, James D. Lester
• good dictionary, preferably a paperback (easy to pick up and thumb through)

Reading: As noted on your syllabus. **No virgin texts!** Take notes and mark important, curious or puzzling passages in the readings as aids to class discussion and preparation for exams. You are also responsible for looking up words you do not know. Write these definitions in your text before you come to class, so you'll be prepared if I ask you what a word means. I will sometimes distribute discussion questions before a reading is due. Keep these questions in mind and try to answer them as you read.

Paper: Each student will write one formal paper of 6-7 pages using secondary sources and appropriate documentation. Prior to submission of the paper, students will draft a one-page plan for the essay, which I will critique and return. More about this later. [I try to be very careful with your work, but you should always retain a copy of any paper you turn in case it goes astray.] Materials that may help with your paper project are on Reserve in the Library under my name.

Exams : Students will take three "period" exams--one focusing on the Romantic era, one on the Victorian, and one on the Modern. Each will consist of short answer questions and at least one essay question, and students will have a choice among questions to answer. I will distribute a review sheet and discuss the material on it before each test.

Reports : Students will be assigned to present one oral analytical report to the class during the term, working in cooperation with a partner. The report will respond to a question or questions I have distributed ahead of time and be no longer than ten minutes in length.

Internet Use: The internet is a wonderful resource, but some of the e-zines, web sites and data banks it offers contain information that is not reliable. For this reason, *do not rely on internet sources for your research*. If you want to surf the Web for background information on your topic, visuals, etc., feel free to do so, but retain your skepticism about any information published only on the internet.

Quizzes: There will be at least one unannounced quiz each week as a means of encouragement to keep up with the reading. These will consist of five multiple-choice questions on factual matters. Your highest ten quiz grades will comprise your quiz average.

Written Responses: Each week I will distribute a series of questions about the assigned material. You will be responsible for choosing a question and responding to it in writing (typed, 100-200 wds.). Responses will be due at the beginning of class on the day the material is to be discussed.

Film: I am asking you to see three films outside classtime: one version of Frankenstein, one version of Great Expectations and Howard's End. You are responsible for arranging to see the films by the due-dates indicated on your syllabus. A list of VHS reference numbers for the films--which will also be on RESERVE in the Audio/Visual Department of the Library--is included at the end of your syllabus.

Participation

and Attendance: I consider your involvement in class discussion vital to the success of the course. Everyone learns more when the whole group prepares and participates. For this reason, attendance and participation will influence your grade. *Students who miss more than three class meetings will find that this affects their final grade adversely.*

Participation in discussion can take many forms--from raising points in class to answering my questions to asking your own questions. If you find it hard to contribute to class discussion, don't hesitate to prepare a brief observation or question before you come to class. This will make it easier to join in. **Students aspiring to a grade above B should participate fully and enthusiastically.**

Extra Credit: Students may add up to 10 points to their grade for the midterm or final (whichever is lower) by attending a reading in the Modern Masters Reading series or an International Film Series movie (see posters on my door and elsewhere) and writing a thoughtful, two-page response to the event. The response should include at least one point of comparison/contrast with the material of this course. Extra credit is due *no later than the last day of class*.

Cautions: All late papers will be penalized a half a letter grade for each day late. In order to pass the course, you must take the two major exams, give the oral report assigned to you and hand in the final paper. Unless you make arrangements ahead of time, you must take the midterm and final on the day assigned.

<<IMPORTANT>>

This course is covered by the Loyola College Honor Code. In this course that means:

Anyone caught cheating or plagiarizing in any way in the course will fail the course and be reported to the Honors Council. This penalty applies to any form of cheating--on even the smallest quiz, assignment, exam or paper. To avoid any possibility of plagiarism (borrowing words or ideas from someone else without crediting the source), properly document *any* information you get from another source, *even if you believe it is common knowledge*. If you have any questions, see me.

Help: If you have any difficulty with the reading, the quizzes, the report, the exams or the final paper, please see me at the earliest sign of trouble. Don't let things get out of control and then panic near the end of the semester when it is too late to retrieve your grade. It is my hope that everyone will do well in the class.

<u>How It All Adds Up:</u>	Quizzes	10%*
	Responses	10%
	Report	10%
	Participation	10%
	Midterm	20%
	Final	20%
	Paper	20%

*Highest ten quiz grades.

EN201 - Dr. McGlamery
Major Writers: English Literature
Syllabus - Fall 1999

January

- M 11 - Introduction to Course and Syllabus / handout - Pope, "The Rape of the Lock"
W 13 - **Looking Back: The 18th Century** / Pope, "The Rape of the Lock" (handout)
F 15 - Romanic Modernity (Norton Rom. 1-17)
M 18 - **MLK Holiday - NO CLASS**
W 20 - Wordsworth bio. (126-29) / "We Are Seven" (132ff), "Lines" (Tintern Abbey) (136ff)
F 22 - Wordsworth, "Lines" (Tintern Abbey) (I 36ff) Preface to Lyrical Ballads (I 40ff)
M 25 - Wordsworth, "Michael" (172ff)
W 27 - Wordsworth, "I wandered lonely. .." (186ff) D. Wordsworth, Journal April 15, 1802 (293ff) / "Ode: Intimations of Immortality" (I 87ff)
F 29 - Wollstonecraft bio. (98-10 1) / from A Vindication of the Rights of Woman (10 1 - 126) / **Paper Assignment & Paper Guide**

February

- M 1 - P. Shelley bio. (643-47) / P. Shelley, "Men of England" (673) and recording "England in 1819" (674) / View a Frankenstein film before Monday (see list below)
W 3 - P. Shelley, "Ode to the West Wind" (689) and "To a Skylark" (710)
F 5 - P. Shelley, "To a Skylark" (71 Off), "A Defense of Poetry" (I 807ff)
M 8 - M. Shelley bio, Frankenstein (intro. vii-xiii; author's intro & preface, 1-98)
F 12 - M. Shelley, Frankenstein (99-215)
W 10 - M. Shelley, Frankenstein cont. and film clips / Review Sheet
M 15 - Exam: **Romantic Modernism**
W 17 - Victorian Modernism (891-9 10) /film
F 19 - Intro, to the Victorian Period / Engels, from The Great Towns (15 86ff) / Kingsley, from Alton Locke (I 593ff) Dickens, from Hard Times (I 594ff)
M 22 - Carlyle bio. (910-915) Portraits: "Wordsworth" (920ff), "Tennyson" (922ff), from Past and Present (965ff)
W 21 - J. S. Mill bio. (992-94), from On Liberty (1003ff), from Autobiography (1022ff)
F 26 - J. S. Mill, from The Subjection of Women (1012ff) / View a version of Great Expectations before next Wednesday (see list below)

March

March 1-7 - Spring Break

- M 8 - Rossetti, Goblin Market (1589)
W 10 - Dickens intro, Great Expectations (Ch. 1-17)
F 12 - Dickens, Great Expectations (Ch. 18-3 1)
M 15 - Dickens, Great Expectations (Ch.32-48)
W 17 - Dickens, Great Expectations (Ch. 49-59)
F 19 - **NO CLASS**
M 22 - Dickens, Great Expectations wrapup, film clips
W 24 - Browning bio (1182-87)/ "Porphyria's Lover" (I 187ff), "My Last Duchess"

En 203.04, Major Writers: American Literature

Schedule of Studies

D. C. Dougherty

Fall 1999

M-W-F, 11 - 11:50 AM.

Required Texts:

Nina Baym, Wayne Franklin, et al, eds. The Norton Anthology of American Literature (W. W. Norton). Shorter Fourth Edition. (NAL in this schedule).

Toni Morrison, *Paradise* (Plume)

Diana Hacker, *A Writer's Reference* (4d' edition) or James B. Lester, A Writer's Workbook: Style and Grammar (HBJ): Highly recommended.

Schedule of Studies

September

8 W Introduction, assignments, expectations, goals.

Setting the dialogue:

The Puritans, the Federalists, the conflicted senses of Self and Society.

- 10 F And you thought it was only Thanksgiving: Rowlandson, "Narrative of Captivity and Restoration," NAL 148-164. Compare, Bradstreet, "My Dear and Loving Husband," "The Author to her Book," 140-41
- 13 M The Religious Experience (or why do we call them "Puritans"?) Edwards, "Sinners in the Hands of an Angry God," NAL 200-211; "Personal Narrative," NAL 174-86.
- 15 W The Federalists, or the "Age of Reason": Franklin, "The Way to Wealth" NAL 211-23, The Autobiography, part 2, NAL 273-85.
- 15 W Content Reflection due on Autobiography
- 17 F Poetry and the Colonies: Taylor, NAL 164-70; 173-4; Wheatley, NAL 358-60, 364, 368-70.

The Challenge of Freedom

- 20 M Emerson, "Self-Reliance," NAL 493-96, 550-67.
- 22 W Thoreau, "Civil Disobedience," NAL 849-67.
- 24-27 F-M Walden, ch 1 ("Economy"), NAL 868-911.
- 29 W Selected Walden Chapters: "Where I Lived. . .", 910-920; "The Ponds," 935-49; "Conclusion." NAL 959-67..
- 29 W Content Reflection due on Walden

October

- 1 F Douglass, Narrative, Chapter 1, 6, 10. NAL 967-75; 982-1001.

The Burden of the Past

- 4 M Hawthorne, "My Kinsman, Major Molineux." NAL 584-600.
- 6 W "Young Goodman Brown," NAL 613-21.
- 8 F "Rappaccini's Daughter" NAL 650-70.

- 11 M **Hour Test**

The Poet of Democracy:

- F 26 - Browning, "My Last Duchess," cont. / "Andrea del Sarto" (1222ff)
 M 29 - Huxley bio. (1558), "Science and Culture" (1559), "Agnosticism and Christianity" (1566) / See Howards End before Friday, April 9th (list below)
 W 31 - Wells, *The Time Machine* / **Paper plans due**

April

April 1-5 - Easter Break

- W 7 - **Exam: Victorian Modernism**
 F 9 - *20th Century Modernism*
 M 12 - Woolf, "A Room of One's Own" (2153) / See Howards End by this date / Paper plans returned
 W 14 - T.S. Eliot, "The Love Song of J. Alfred Prufrock" (2140ff) / "Tradition and the Individual Talent" (2170)
 F 16 - Joyce, "Araby" (2236) and "The Dead" (2240)
 M 19 - Lawrence, "The Horse Dealer's Daughter" (2097), "Snake" (2123) / **Papers due**
 W 21 - Orwell, "Shooting an Elephant" (2228) / Walcott bio. and "A Far Cry from Africa" (2358)
 F 23 - Doris Lessing, "To Room Nineteen" (2542)
 M 26 - Rushdie, East/West (5-83)
 W 28 - Rushdie, East/West (87-211) / Review Sheet / **Evaluations**
 Th 29 - **Study Day**

EXAMS: 9:00 class - Wednesday, May 5th, 1:00pm
 1:00 class - Friday, April 30th, 6:30pm

Films on Reserve:

- VHS-300 Great Expectations (115 min. - 1947 black & white film)
 VHS 1728 Frankenstein (71 min. / 1931) - Boris Karloff stars
 VHS2787 Victorians: 1837-1901 (1987 / 27 min.) about Victorian poetry
 V H S-3 8 3 2 Howards End (1991/ 143 min.) Anthony Hopkins, Vanessa Redgrave, Helena Bonham-Carter)
 VHS3909 Great Expectation (195 min. / 1989 - two cassettes) Masterpiece Theater
 VHS3951 Frankenstein (1973 / 96 min.) Andy Warhol directed
 VHS4473 The Victorian Era (30 min.)
 VHS5404 Mary Shelley's Frankenstein (123 min. / 1994; Kenneth Branagh, Robert De Niro, Helena Bonham-Carter)

III. Course Goals

Core objective: to learn to read American literature as a crucial component in living the Ignatian ideal of the "examined life," that is in developing the individual's reflection on his or her identity, relation to society, and awareness of the opportunities for citizenship; to develop lifelong habits of reading, writing, critical judgment, and reflection.

Supporting goals:

1. Historical sense of the development of key themes and movements in our national literature.
2. Appreciation of the conscious struggle to define a "national literature" that would reflect the emerging national identity.
3. Reflection on the relationship between canonical literature and the "national mind" (if any such thing exists).
4. Discussion of the ways in which literature represents and influences our perceptions of such cultural issues as freedom, dignity, gender, ethnicity, ethical conduct.
5. Appreciation of the artistic qualities of selected great stories and poems from a rich native literary tradition.
6. Reflection on diversity and its place in the canon that constitutes "American" literature.
7. Opportunities for stimulated thought about our own perceptions of nationality and its relation to our personal identity.
8. Building on and developing writing and organizational skills.

IV. Grading Disclosure.

Option 1: Submitting Exegesis essay

Option 2. No Exegesis essay

1 hour exam @ 20 % =	20	1 hour exam @ 25 % =	22
1 Exegesis paper @ 15%	15	1 Research Project @ 30%	30
1 Research Project @ 25%	25	4 content reflections @ 5% each	20
4 content reflections @ 5% each	20	1 Final Exam @ 30%	28
1 Final Exam @ 25% =	25		

Class Participation Component: Significant leadership in the class discussions can influence the grade upward by as much as half a letter (i.e., from B to B+). The criteria for this consideration are consistency, originality, and cogency of the student's responses. Students who are consistently prepared and ready to lead in creating a climate of learning for the entire class may be considered for this bonus.

Attendance Component: Failure to attend three (3) or more classes **automatically disqualifies** the student from consideration for class participation. Failure to attend six (6) or more classes results in an **automatic deduction** of 5% per class missed in excess of six from the earned, weighted, grade in the final computation. The three class exclusion takes into account sickness, travel, injury, etc. Only a very serious and thoroughly documented disability will justify any extension of the missed class policy. See the 1999-2000 Catalogue, 52 for the college position on class attendance.

- All papers are expected to exhibit command of the fundamentals of English grammar, as well as literacy in style and organization. The Hacker or the Lester Handbook is a valuable resource if this is a problem for students.
- ** All papers must be submitted on or before the due date specified in the schedule. Late papers, whatever the reason for their tardiness, are penalized at 5% of the earned grade per class day.

Departmental Statement on Plagiarism and Cheating

The English department regards plagiarism and other forms of cheating as the antithesis of scholarship, learning, collegiality, and responsible citizenship. The department defines plagiarism as any unacknowledged use of another's words or ideas. This definition applies to non-print media, including the Internet, as well as to books, magazines, journals, newspapers, or other print media.

All students guilty of plagiarizing or cheating on any assignment will fail the course regardless of their grades on other assignments or activities.

It is the student's responsibility to understand what constitutes plagiarism and to avoid it in all assignments. Students should familiarize themselves with the *Loyola Undergraduate Catalogue's* statement on "Intellectual Honesty" (p. 63), as well as with the section "Citing Sources; Avoiding Plagiarism" (pp. 82-93, R5) in Diana Hacker's *A Writer's Reference*, the English departmental handbook. Anyone having questions or uncertainties about plagiarism should consult with the instructor before submitting any assignment. Neither ignorance of the definition of plagiarism nor the lack of the intention to deceive constitutes an acceptable defense in matters of scholarly dishonesty.

Honor Code Statement

"All students of the College are expected to understand the meaning of the Loyola College Honor Code. Ignorance of the Code is not a valid reason for committing an act of academic dishonesty. The following will constitute violations of the Code and are defined in the **Student Handbook**: cheating, stealing, lying, forgery, plagiarism and the failure to report a violation" (Loyola College Honor Council).

V1. Office and Times

Humanities Center 250

Telephone 617-2410.

FAX 410-617-2702

E-Mail "Ddougherty@.loyola.edu"

Open hours: Mondays, Wednesdays, Fridays: 1-2 PM.

Tuesdays, 1 -3 PM. Other times by appointment only.

EN205.01, Major Writers: Shakespeare

Spring, 1999
MWF 1p.m..

Jenkins 217

D.C. Dougherty
Schedule of Studies

Required Texts: Introductions for all plays are required reading.

- Sylvan Barnet, ed. Four Great Comedies. (FGC) Signet Classic.
_____, ed. Four Great Tragedies. (FGT) Signet Classic.
Barbara and William Rosen, eds. Julius Caesar. Signet.
Mark Eccles, ed. Richard III. Signet.
Maynard Mack, ed. Henry IV, part 1. Signet.
S. Nagarajan, ed. Measure for Measure. Signet.
James D. Lester, A Writer's Handbook: Style and Grammar HBJ, 1991.

Class Plans

January

11 M Introduction, assignments, procedures.

13 W Barnett, "Prefatory Remarks," Richard III vii-xxi.

Class Topics: The Renaissance Theater and its implications for our studying Shakespeare as the millennium slouches to its close; the auditory imagination.

History Plays: Focus on the Just State

15-22: Machiavelli and Ambition: Richard III (Quiz 22)

25-2/1 Rascals, Rebels, and Royals: Henry IV, part 1. (Quiz 25)

Comedy: Focus on the Social Order

February

3-8 Enchantments and Athenian law: A Midsummer Night's Dream (FGC-- Quiz 5)

10- 17 What is anyone to do in Illyria? Twelfth Night (FGC -- quiz 12).

19 Review and catch-up

22 (M) **Mid-term Examination**

24 Film response and Adaptation Assignment

Spring Recess

March

8-15 Problem Comedy? Contradiction? Measure for Measure (Quiz 10)

15: **Film Adaptation Essay Due**

Tragedy: Focus on the Individual

17-22 Roman history or tragedy? Julius Caesar (Quiz 19)
24-31 The ghost said to do what? Hamlet (FGT -- Quiz 29).

Easter Recess

April

7-12 The witch said to do what? Macbeth (FGT -- quiz 9).
14-21 "The art of our necessities is strange": King Lear (FGT-- Quiz 16).
21 Wednesday. **Research Essay Due.**

Tragi-Comedy = Synthesis?

23 (Shakespeare's Birthday!) - 28 "Into something rich and strange" The Tempest (FGC, Quiz 26).
30: Friday, 6:30-8:30 pm. **Final Examination.**

Course Goals:

- * understanding and appreciation of selected plays by the greatest playwright in English (in 1999, Shakespeare was named the most important English person of the millennium; Sir Winston Churchill, Charles Darwin, and Isaac Newton were runners-up);
- appreciation of the resources and limitations of the Renaissance stage;
- familiarity with historical and cultural contexts out of which these plays operated;
- appreciation of the language and rhetoric of Shakespeare and his characters;
- awareness of the operation of literary genres like drama, tragedy, comedy, and romance;
- reflection on the relation of history to drama.

Grading Disclosure: These components will be measured to determine your course grade:

An hour examination @ 15% and a final @ 25% =	40%;
Film Adaptation Essay = 16%; Research essay = 26%=	42%;
9 of 10 quizzes @ 2% each =	18%

Class Participation.: The degree to which each student contributes to a learning environment for the group as a whole can have a positive effect of as much as one-half a letter grade (ie., from B+ to A-). This means that those who consistently raise substantive questions will do well in this area, whereas those who simply chatter will not get high marks. The criteria are consistency, originality, cogency, and contribution to your classmates' understanding of the issues raised in class sessions.

Attendance Component: contribute and thereby qualify for the benefit described above students must come to class. Therefore, missing more than three (3) classes for any reason

(including illness unless documented as chronic and requiring continuous medical attention) automatically disqualifies a student from consideration for an participation bonus. Moreover, missing five (5) or more classes for any reason except documented chronic illness as described above results in an automatic deduction of 5% of the weighted class average per day missed in excess of five. It is exclusively the student's responsibility, if he or she arrives late for a class session, to insure that his or her attendance has been recorded. Three late arrivals equals one missed class session. See the 1998-99 College Catalogue, pages 50-51 for policies on class attendance.

Quizzes: On the dates specified on the schedule, a brief (answer four of five questions) quiz will cover your mastery of the factual content of the play assigned. Only nine of these count in the final evaluation, but there will be no make-ups for any reason.

Examinations: An hour examinations and a final will measure your mastery of the content of the plays, class sessions, and introductions, as well as your original comprehension and interpretation. Each exam will ask three or four brief essay response questions covering a wide range of issues from your reading, the lecture sessions, and class discussions. These will be followed by a series of quotations for speaker identification and developed rhetorical analysis.

Cheating on any exam results in automatic failure for the course. See the College Catalogue pages 61-62, for college policies on academic integrity. Make-up examinations will be scheduled only on the acceptance of a validated physician's statement. This course and instructor affirm the Loyola College honor code and expect that all students conduct themselves consistently with the principles and practices set forth therein. If you have any questions about the meaning or application of the honor code, see page 61 of the current catalogue. The instructor will gladly discuss any aspect of that code with you.

Adaptation Reflection Essays: each student is required to view a film version of a play read in class. Your report must include this information: Date, director, adaptation credit, producer, main actors (you can get this from the credits). Your analysis will evaluate "liberties" the production took with Shakespeare's text, or elements the director and actors chose to emphasize from the text. or things the production omitted, and the effect these had on your understanding of the play. Try to show whether these are "interpretations" or "adaptations" of Shakespeare's play. Suggested length: 2-3 typed, double-spaced, pages.

Research Essay: This assignment offers you an opportunity to develop your writing as well as interpretative skills. We'll look at critical analyses from materials soon to be placed on the reserves section of the Library. You'll then do research on what other experts have said about this topic. Ideally you will develop a structured argument around how the experts you turn up in your research disagree with the essay in the reserves collection. Your paper will discuss what the evidence (the play itself) leads you to conclude is true and what implications this issue has for the meaning of the play as a whole. Competition for research materials promises to be keen, and prudent students will want to get started on this project early.

Each paper should aim for a length of 5-6 typed, double spaced pages, and must conform in format with appropriate scholarly practice, as described in Lester's A Writer's Handbook, especially

En 205, Shakespeare

4

chapter 50, pages 460-500. Late papers (those not turned in at the beginning of class on the due date), whatever the reason for their tardiness, are penalized at 5% per class day. Early papers (those turned in 48 hours before the essay is due) are rewarded with a 2.5 % bonus on the student's earned grade. **Plagiarism of all or any part of any paper results in automatic failure for the course**, charges before the Honor Council, and a note explaining this dishonesty for your permanent record. See the College Catalogue for a definition and College Policy on plagiarism. See also Lester, section 50f, pages 480-82 for useful guidelines about avoiding plagiarism.

Server: Most course supplements, including this schedule, will be on the campus network for your use. You may copy these files to your floppy disk, but I ask you to refrain from printing them out for environmental reasons. To get these files, simply call up the fac-files and proceed to my name: Thus, H\DDOUGHER\En205 > needed file.

Office hours: Spring 1999

Monday, Wednesday, Friday, 9-10:30 am

Tuesdays, 2-4 pm.

Other times by appointment only.

EN 300: English Literary History until 1800

Fall 1997

Dr. Bryan Crockett

HU 230; phone ext. 2378

Office Hours: 9:30-11:30 MWF, and by appointment

Course Format

This course is different from all other upper-level English classes at Loyola in that its *primary* aim is to impart information: to equip every English major (as well as any non-English majors in the class) with a solid knowledge of English literary history up to the Romantic movement. Of course, information is exchanged in other English classes, as well, but such information tends to be a by-product of the course's primary aim: to develop interpretive skills through careful reading, discussion, and writing. There will be some discussion in EN 300, but in this course I do more lecturing than in others. Aside from short essays for the tests and final exam, there are no formal writing requirements. This arrangement allows us to concentrate on the course's primary aim: to gain a clear, lasting understanding of how individual literary works form episodes in the larger story of English literary development.

We will come to appreciate this story through both primary and secondary daily reading. That is, we will read, from *Beowulf* to *Boswell's Life of Samuel Johnson*, the literary works themselves, and we will read, largely through our textbook's headnotes, about those works. Lectures will address the implications of primary and secondary reading, as well as provide information not contained in the textbook.

In such a course keeping up with the readings is a must, as is regular attendance. Course grades will be determined as follows:

Test 1: Old and Middle English:	15%
Test 2: The Sixteenth Century:	15%
Test 3: The Early Seventeenth Century:	15%
Test 4: The Restoration and Eighteenth Century:*	15%
Unannounced quizzes:	10%
Attendance and participation:	10%
Final exam:*	20%
Total:	100%

Test 4 will be administered along with the final exam. The exam itself will cover Old and Middle English, the sixteenth century, and the early seventeenth century.

Missed quizzes may not be made up for any reason. Missed tests may be made up only by a substantial amount of extra work.

Needless to say, anyone caught cheating on any exam, test, or quiz will be dealt with severely. The usual penalty is failure of the course. Please review the passage on intellectual honesty in the 1997-98 *Undergraduate Catalogue*, pp. 59-60.

Required textbook: *The Norton Anthology of English Literature, Vol. 1, 6th ed.*

Wed., Oct. 8: Marlowe, "The Passionate Shepherd to His Love," p. 767; Raleigh, "The Nymph's Reply to the Shepherd," p. 1022; Shakespeare, pp. 801-803; Sonnets 18, 130, 29, 30, 73, 116; Daniel, p. 105 1; Sonnet # 45, p. 1052; Drayton, p. 1054; Sonnet # 6 1, p. 1055; Campion, pp. 1042-1043; "I Care Not for These Ladies," p. 1045.

Fri., Oct. 10: Nashe, pp. 1005-1006; "A Litany in Time of Plague," p. 1006; Foxe, p. 996; *Acts and Monuments*, pp. 996-997; Elizabeth, pp. 997-998; "The Doubt of Future Foes," p. 998; "On Monsieur's Departure," p. 998; "Speech to the Troops at Tilbury," p. 999; Hooker, p. 1013; Preface, *Of the Laws of Ecclesiastical Polity*, pp. 1014-1016.

Mon., Oct. 13: Shakespeare, I *Henry IV*, pp. 822-824; Acts 1-2, pp.824-855.

Wed., Oct. 15: Shakespeare, I *Henry IV*, Acts 3-5, pp. 855-888.

Fri., Oct. 17: Mid-Semester Holiday.

Mon., Oct. 20: Test, The Sixteenth Century.

Part III: The Early Seventeenth Century (1603-1660)

Wed., Oct. 22: Jonson, *Volpone*, pp. 1128-1129; Acts 1-3, pp. 1129-1180.

Fri., Oct. 24: Jonson, *Volpone*, Acts 4-5, pp. 1180-1217; "On My First Daughter," p. 1218; "On My First Son," p. 1220; "Song: To Celia," p. 1225; "To Heaven," p. 1226; "To the Memory of ... William Shakespeare," p. 124 1; "To John Donne, p. 1219."

Mon., Oct. 27: Webster, p. 1281 *The Duchess of Malfi*, Acts 1-3, pp. 1281-1324.

Wed., Oct. 29: Webster, *The Duchess of Malfi*, Acts 4-5, pp. 1324-1354; Bacon, pp. 12571258; *Novum Organum*, pp. 1271-1276.

Fri., Oct. 31: Donne, pp. 1080-1082; "The Good-Morrow," p. 1082; "The Sun Rising," p. 1085; "The Canonization," p. 1086; "The Flea," p. 1090; "A Valediction: Forbidding Mourning," p. 1093; Holy Sonnets 1, 7, 10, 14, pp. 1114-1117; *Devotions upon Emergent Occasions*, Meditation 17, p. 1123; Sermon 76, p. 1125.

Mon., Nov. 3: Herrick, pp. 1354-1355; "The Argument of His Book," p. 1355; "Delight in Disorder," p. 1357; "Corinna's Going A-Maying," p. 1358; "To the Virgins. . . " p. 1361; "The Hock Cart. . . " p. 1362; "Upon the Nipples. . . " p. 1363; "Upon Julia's Clothes," p. 1367; "To His Book's End," p. 1367; "A Grace for a Child" p. 1369; Herbert, pp. 1369-1370; "The Alter" p. 1370; "Easter Wings," p. 1372; "Jordan (1)," p. 1374; "Jordan (2)," p. 1379; "The Bunch of Grapes," p. 1380; "The Collar," p. 1382; "Love (3)," p. 1388; Crashaw, pp. 138-1390; "To the Infant Martyrs," p. 1390; "I Am the Door," p. 1390; "On the Wounds...," p. 1390; "On Our Crucified Lord. . . " p. 1391; "The Flaming Heart," p. 1396.

Wed., Nov. 5: Vaughan, pp. 1399-1400; "A Rhapsody, p. 1400; "The Retreat," p. 1404; "Corruption," p. 1406; "The World," p. 1407; "They Are All Gone p. 1410; Marvell, pp.1414-1415; "To His Coy Mistress," p. 1420; "The Garden," p. 1428; "An Horatian Ode," p. 1430; Carew, p. 1696; "An Elegy . . . " p. 1696; "To Ben Jonson," p. 1698; "A Song," p. 170p; Suckling, pp. 1704-1705; "Song," p. 1705; "Out upon It!" p. 1706; Lovelace, pp. 1706-1707; Going to the Wars, " p. 1707; Cowley, pp. 1715-1716; "Ode: Of Wit," p. 1716; Traherne, p. 1723; "Wonder," p. 1723.

Fri., Nov. 7: Burton, pp. 1654-1655; *The Anatomy of Melancholy*, pp. 1655-1658; Hobbes, pp. 1658-1659; *Leviathan*, pp. 1659-1667; Walton, p. 1667; *The Life of Dr. John Donne*, pp. 1668-

LOYOLA COLLEGE
BALTIMORE, MARYLAND

ED 429 SECONDARY METHODS OF TEACHING

Class sessions: August 21 – 25; 8:30 – 11:30 and 12:30 – 3:30

Seminar sessions: TBA; will be held in PDS schools

Primary Instructor: Kathleen A. Sears, 410-617-2122, ksears@loyola.edu

Course Description:

This course is a pre-requisite for the content methods courses and for student teaching. During the course, students study teaching and learning styles, methods of instruction, planning, assessment, and classroom management and discipline. Students will be actively involved through interacting, planning, and teaching lessons to their peers and their students.

Course Objectives: Students will

- Describe secondary education in the United States today.
- Apply current research about teaching/learning styles and methods in making instructional decisions.
- Demonstrate the ability to develop unit and daily lesson plans for effective instruction.
- Choose from a variety of instructional strategies and resources in order to attain the desired objectives.
- Demonstrate teaching behaviors which facilitate learning by multicultural populations, by both genders and by students at varying levels of performance.
- Select from a variety of assessment procedures those which best fit particular objectives and situations.
- Describe a code of ethics for secondary teachers.
- Describe the instructional and non-instructional responsibilities of the teacher.
- Develop and/or refine a personal philosophy of education.
- Examine resources available to aid in teaching.

Course Requirements:

- Attend all classes and seminars, be punctual, and participate actively.
- Complete assigned readings and journal entries. **Reading organizers and journal entries are due at the following class session.**
- Develop a unit plan in your content area using a model demonstrated in class. **Unit plan for middle school due to Ms. Sears on or before September 5; unit plan for high school due to Ms. Sears on or before November 6.**
- Develop daily lesson plans for all units and lessons taught; be prepared to show Dr. Golden, Ms. Sears, and/or Mr. Wentworth previous, current, and potential lesson plans **any time** they visit – announced or unannounced; submit typewritten copies of **two of your best** middle school lessons by **October 20** and submit typewritten copies of **two of your best** high school lessons by **December 11.**

- Create at least two bulletin boards. Submit written and/or sketched bulletin board description and a photograph of your middle school bulletin board by **October 6** and for your high school bulletin board by **December 8**.
- Videotape at least one lesson for your middle school assignment and one lesson for your high school assignment. Videotapes are due by **October 23** and **December 13** respectively. **For each videotape, include a self-analysis of strengths and suggestions.**

Course Evaluation:

- Attendance, punctuality, participation – 10%
(Because of the nature of this course, three or more absences will ordinarily result in a failing grade)
- Unit Plans (2) – 20%
- Lesson Plan (4) – 20%
- Bulletin board (2)– 10%
- Videotapes and self-analysis (2) – 20% (do not need to be typed)
- Journals, organizers, etc. – 20% (do not need to be typed)
- All work is to be done in a professional, thoughtful manner.
- All work is to be typed unless otherwise noted.

Course Texts:

Kellough, Richard D. and Noreen G. **Secondary School Teaching: A Guide to Methods and Resources – Planning for Competence.** Upper Saddle River: Prentice-Hall, Inc., 1999.

Suggested Books:

Berliner, David C. and Biddle, Bruce J. **The Manufactured Crisis.** White Plains, NY: Longman Publishers

USA 1997.

Curwin, Richard and Mendler, Allen. **Discipline with Dignity.** Alexandria, VA: Association for Supervision

and Curriculum Development, 1988.

Gardner, H. **Multiple Intelligences: The Theory in Practice.** New York: Basic Books, 1993.

Goodlad, John I. **A Place Called School.** New York: McGraw Hill, 1984.

Johnson, LouAnne. **Dangerous Minds.** New York: St. Martin's Press, 1992.

Kozol, Jonathan. **Amazing Grace.** New York: Crown Publishers, 1995.

Marzano, Robert J. et al. **Dimensions of Learning (Teacher's Manual).** Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

National Association of Secondary School Principals. **Breaking Ranks: Changing an American Institution.** Reston, VA: NASSP, 1996.

Pipher, Mary. **Reviving Ophelia: Saving the Selves of Adolescent Girls.** New York: Ballantine Books, 1994.

Pollack, William. **Real Boys: Rescuing Our Sons from the Myths of Boyhood.** New York: Henry Holt & Company, 1998.

Sizer, Theodore R. **Horace's Compromise: The Dilemma of the American High School.** Boston: Houghton Mifflin, 1984.

TENTATIVE SCHEDULE

SECONDARY METHODS OF TEACHING

Session 1: Monday 8:30 – 11:30, August 21, 2000—SECONDARY EDUCATION TODAY: THE CALLING

Introductions
Overview of course syllabus
What are the characteristics of a good teacher?
What are today's secondary students like?
How do people learn?
How can learning be assessed?
School structures today
Video: **Multiple Intelligences**
Reflection on teaching strategies used in this session

Session 2: Monday 12:30 – 3:30, August 21, 2000—LEARNING AND THE MIDDLE SCHOOL STUDENT

Praxis Test
Characteristics of the Middle School Student
How the Brain Works - Metacognition
Dimensions of Learning Overview

Assignment:

1. Review Kellough and Kellough, Chapter 2, pp. 60 – 98, “The Expectations, Responsibilities, and Facilitating Behaviors of a Classroom Teacher.” Reflect on Madeline Hunter’s quote on p. 61. Write reflection in your journal. Complete exercises 2.5 (pp. 85-86) and 2.9 (pp. 89-92). Reflect on your answers in your journal.
2. Formally complete a journal entry on why you want to be a teacher.
3. Reflect on the activities and discussions in Sessions 1 & 2. Identify two interesting ideas about teaching that you gained from others. How do these ideas relate to your own experience or beliefs? Respond in a journal entry.

Session 3: Tuesday 8:30 – 11:30, August 22, 2000—PLANNING: THE BIG PICTURE

Discussion of journal entries
Analysis: **Cosby Show** (Griffith as substitute teacher)
Dimension of Learning #1: Positive attitudes and behaviors
Planning – The Big Picture
 Selecting course content
 Levels of Planning
 Instructional goals
 Maryland Core Learning Goals for High School
 Unit Planning
 Selecting Strategies
 Potential for Interdisciplinary Teaching
Reflection on teaching strategies used in this session

Session 4: Tuesday 12:30 – 3:30, August 22, 2000— LESSON PLANNING

Discussion of selected journal entries
The daily lesson plan
 Behavioral objectives
 Motivational techniques

Development
Flow and pacing
Transitions
Questioning
The significance of summaries
Embedded assessment
Home assignments

Dimension of Learning #2: Acquiring and Integrating Knowledge
Reflection on strategies used in this session

Assignment:

1. Read Kellough and Kellough, Chapter 4, pp. 167 – 217, “Preparing for the Levels of Planning, Selecting Content, and Setting Objectives.” Create graphic organizer(s) to cover the material in this chapter.
2. Read Kellough and Kellough, Chapter 5, pp. 218 – 270, “Preparing an Instructional Plan.” Complete Ex 5.5 pp. 259 –261.

Session 5: Wednesday 8:30 – 11:30, August 23, 2000 – THE INVITING, WELL-MANAGED CLASSROOM

Discussion of journal entries
Dimension of Learning #5: Productive Habits of Mind
Establishing inviting classrooms
 Importance of the environment
 Bulletin Boards
 Routines
 Classroom rules - Behavior Management Systems
Problems caused by the teacher
Dealing with potentially difficult people: students, parents, colleagues,
 administrators

Session 6: Wednesday 12:30 – 3:30, August 23, 2000 – SCHOOL LAW

Safety in Schools
School Law
Student Handbook
Police in the Schools

Assignment:

1. Read Kellough and Kellough, Chapter 6, pp. 273 – 284, “Theoretical Considerations for the Selection of Instructional Strategies.” Reflect on exercise 6.1 (pp. 281-2). Write your reflection in your journal.
2. Read Kellough and Kellough, Chapter 11, pp. 415 – 456, “Assessing and Reporting Student Achievement.” Reflect on questions 1 and 3 on pp. 454 and 455. Write your responses in your journal.
3. Reflect on any positive or negative grading/assessment experiences you recall personally. Write your response in your journal.

Session 7: Thursday 8:30 – 11:30, August 24, 2000—QUESTIONING AND ASSESSMENT

Discussion of journal entries
Asking higher level questions
Logical sequencing of questions
Interactive lectures
National standards
Maryland Functional Tests
Maryland School Performance Assessment Program
Varieties of Assessment

Individualized, independent learning
Grouping
Developing a scoring tool
Reflection on teaching strategies used in this session

Session 8: Thursday 12:30 – 3:30, August 24, 2000 – COMMUNICATION

Discussion of journal entries
Grading and the grade book
Instructional and non-instructional responsibilities of today's teachers
Professional appearance and demeanor
Oral and written communication with students, colleagues, parents, administrators

Assignment:

1. Review Kellough and Kellough, Chapter 7, pp. 285 – 307, “Questioning for Teaching and Learning.” Reflect on questions 1 and 5 on p. 307. Write your responses in your journal.
2. Complete exercise 7.1 on p. 289 to check your understanding of cognitive levels of questions.
3. Review Kellough and Kellough, Chapter 3, pp. 99 – 165, “Establishing and Maintaining an Effective and Safe Classroom Learning Environment.” Reflect on our discussion of this chapter and the activities we did in class. Think about a time when either you were disciplined by a teacher or you saw someone else disciplined by a teacher. Complete a journal entry in which you comment on the effectiveness of the teacher's actions.

Session 9: Friday 8:30 – 11:30, August 25, 2000 – TECHNOLOGY

Key sites helpful to teachers
Gradebook programs and other computer-assisted instruction
Using computers/computer labs with students

Session 10: Friday 12:30 – 3:30, August 25, 2000 – TODAY'S STUDENTS AND THEIR ISSUES

Bullying
Depression
Alcoholism/Drug Addiction
Sexual Identity

1. Over the next week, read in Kellough and Kellough, Chapters 8 – 10, pp. 308 – 414. Discuss questions or concerns with your content instructors, your mentors, or your college supervisors.
2. For both chapters 8 and 9, write journal entries answering questions 8 and 9 on pages 353 and 381.

Course Outline - Fall 1999

Monday, Tuesday, Friday - 1:00 -3:30 p.m.

Course- DEDU 431 - Methods of Teaching English in the Secondary School

Instructor - Ellen G. Oberfelder

CONTENT

This course examines the ways in which reading, literature study, composing and language mechanics, oral language, and thinking skills are taught and integrated, using authentic materials and practices in an effective secondary school English program . Classes will present students with opportunities to explore theoretical and practical aspects of the English Language Arts curriculum for contemporary middle school and high school students. In addition, students will analyze current issues and will learn techniques for managing a secondary classroom.

At the conclusion of this course, students will be able to

- demonstrate understanding of planning, organization, and evaluation of units and lessons
- identify principles of effective instruction to the various components of the English program : reading, literature study, composing and language mechanics, oral language and thinking skills
- integrate the above segments, including oral and written grammar and usage as part of the writing, reading, and speaking, and listening processes
- plan and present focused, integrated lessons and units
- understand and implement critical thinking practices
- develop questions and evaluative strategies at various factual and inferential levels
- locate, evaluate, and interpret information related to current issues in secondary English instruct
- monstrate the ability to respond critically to ideas and concepts presented in oral, written, and visual form

METHODS OF TEACHING TO BE EMPLOYED:

- Discussion
- Lecture
- Cooperative learning and group work *NCTE 4.3*
- Modeling / Demonstration
- Oral presentations
- Peer teaching

ASSIGNMENTS

Students can expect to be graded on

- Class participation
- Written lesson plans
- Peer teaching
- lesson demonstrations
- Issue response papers
- Tests - as needed
- Final examination
- Thematic unit plan with five (ten for MAT candidates) consecutive lesson plans and a multicultural bibliography

REQUIRED TEXT TEACHING ENGLISH IN MIDDLE AND HIGH SCHOOLS -
by Rhoda J Maxwell and Mary Jordan Meiser - Merrill - Prentice Hall, 1997

OTHER MATERIALS REQUIRED - NONE

ASSIGNMENT TO BE COMPLETED PRIOR TO FIRST CLASS -

Before the first class meeting, students should have read Chapters 1 and 14 in the text. This material will be considered during that class.

Course Syllabus

Course: DEDU 431 - Methods of Teaching English in the Secondary School

Fall - 1999 Monday, Tuesday, Friday - 1 -.00 - 3:30 p.m. **Ellen G. Oberfelder**

Sept. 7 - Read Chapters 1 and 14 in **Teaching English in Middle and Secondary Schools** by Louise Matteoni. Introduction to the course. Whole language. Integrated, thematic planning.

Sept. 13 - Read Chapter 2 in text. Unit planning. Lesson planning. Objectives. Drill formats. "Diary of a First Year Teacher." (Handout)

Sept. 17 - Bloom's Taxonomy. Motivation. Questioning techniques. Writing process. Complete reading of class "anthology" handout.

Sept. 20 - Read Chapter 4 in text . Write a brief paper - 300-400 words - (MAT -500 - 750 words) describing and analyzing the best or

worst teacher you ever had. Classroom Management.
Classroom climate (p.84)

Sept. 21- Read Chapter 5 in text. Turn in first draft of lesson plan # 1. Be prepared to explain the theme and-drill and teach the motivation. Oral language. Evaluation. Cooperative learning.

Sept. 24 - Read chapters 7 and 8 in text. Reading / literary analysis. Teaching the short story and the novel. Reader response theory. Selecting literature for a unit. In-class analytical response to one story. "Class Struggle" handout.

Sept. 27 - Read "Why We Stop Reading Poetry." (Handout) Hand in revised lesson plan # 1. Teaching poetry. "The Children Are Alone."

Sept. 28 - Planning. Vocabulary. Maryland Writing Test. Writing prompts. MSPAP

Oct. 4 - Read Chapter 10 in text. Submit lesson plan # 2. Purposes/ stances for writing. Prewriting strategies. Establishing a climate for writing. Peer response to composing.

Oct. 5 - Read chapter 9 in text. -Writing better sentences. Core Learning Goals. Responding to students' composing. Hand in rough draft of unit plan. Group 1 presents 30-minute lessons.

Oct. 6 - Read Chapter 11 in text. Write a brief paper (300- 500 words) responding to a journal article on an appropriate topic. (MAT - 500750 words, using at least 3 articles) Level 1, 2, 3 writing tasks. Sentence combining. Sentence imitation. Group #2 presents 30-minute lessons.

Oct.8 - Group #3 presents 30-minute lessons. Creating rubrics. Journal writing. Review and summary. Hand in unit plan with 5 consecutive lesson plans (MAT - 10 consecutive lesson plans) and a thematic bibliography that will be the foundation for an outside reading assignment that is part of the unit. Include at least one selection from 6 of the following categories: Hispanic, African-American, Native American, canon, woman - author, non-fiction, poetry, and non-print. The category should apply to both the author and subject matter and all selections should fit the unit theme.

Oct.12 - Grammar and usage. Issues in oral and written language.

Oct. 15 - FINAL EXAM

In preparation for the examination, read one young adult novel from the following list. It should be a selection that fits your unit theme. Do not deviate from the list; choose any book that you have not previously read.

I Know Why the Caged Bird Sings - Angelou
The Chocolate Wars – Cormier
I Am the Cheese – Cormier
Island of the Blue Dolphins - O'Dell
Dacey's Song - Voigt
The Road from Coorain - Ker Conway
Call of the Wild – London
Jacob Have I Loved – Paterson
Souder – Armstrong
If Beale Street Could Talk – Baldwin
Let the Circle Be Unbroken – Taylor
Fahrenheit 451 – Bradbury
The Concubine's Children – Chong
Their Eyes Were Watching God – Hurston
Invisible Man - Ellison
Shabanu – Staples
My Sister's Bones – Hanauer

Internship Assessment Process

**Loyola College Professional Development School
Classroom Observation**

Intern's Name _____

Observer's Name _____

School _____

Date _____

Subject _____

Ability Level _____

Length of Observation _____

Number of Students _____

Lesson Overview

- ___ 1. Plans objectives with learner outcomes
- ___ 2. Plans instruction to achieve objectives
- ___ 3. Plans to evaluate each objective

Instructional Delivery:

- ___ 4. Implements a planned procedure for instruction
- ___ 5. Fosters higher level thinking skills
- ___ 6. Demonstrates mastery of subject matter
- ___ 7. Varies teaching strategies and materials to address learner needs
- ___ 8. Motivates and involves students
- ___ 9. Evaluates learner progress and provides feedback

Classroom Management:

- ___ 10. Organizes instructional learning time
- ___ 11. Organizes and utilizes space, equipment, and materials
- ___ 12. Manages student behavior to enhance learning

Student/Teacher Interaction:

- ___ 13. Creates a positive learning climate
- ___ 14. Uses effective communications to enhance learning

Special Focus:

- ___ 15.
- ___ 16.

Comments:

Overview of Lesson Strengths and Areas for Development:

INTASC Standards

The principles below were developed by Interstate New Teacher Assessment and Support Consortium (INTASC).

Principle #1 The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development

Principle #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

Principle #5 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.

Principle #6 The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle #7 The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

Principle #8 The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social and physical development of the learner.

Principle #9 The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

Principle #10 The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Purpose and Framework

The portfolio will be used to document the intern's accomplishments. The standards for assessing are the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The various tools in this assessment process are based on these standards using a holistic approach. We are not looking for discrete, fragmented skills but rather the competency to teach a very complex process. One example of this is the ability to develop plans--both unit and daily, implementing these lessons and assessing both student success as well as intern success in providing a worthwhile learning experience. This and other aspects will be assessed through the Unit Plan and Observation tool. The development of the portfolio provides the intern with the opportunity to reflect, organize and create a document that shows learnings and competencies. The completed portfolio should clearly illustrate through quality not quantity the efforts, which have been taken by the intern to show evidence, that he/she is prepared responsibly as the teacher of record.

Organization of Portfolio

- A three ring binder with dividers is the recommended method of assembling your documents.
- Use INTASC standards and the table of contents to determine your organization of documents.
- For collection purposes it may be helpful to use an expandable folder (one pocket for each INTASC standard). Cross-reference artifacts that relate to more than one standard.
- Develop a cover
- Write a *rational* which explains the organization of your portfolio. This sets the tone.
- Develop a table of contents. The following items should be included:

Rationale

Introduction to Intern

Philosophy of education
Resume
Items of special interest organizations, awards, jobs
Transcript - student copy
Praxis/NTE scores - if available

Internship Experience

Reflection on internship experience
Implications for the future

Content

Unit plan (one complete)
Lesson plans
(a) a minimum one per instructional assignment to illustrate a variety of teaching techniques and breadth of content area
(b) Modifications of a lesson plan
Examples of students' work, especially assessment
Pictures/video to include delivery of instruction
(c) Assessment/Core Learning Goals
Examples of student assessments - including modifications
Evidence of lesson(s) used to develop an understanding of the High School
Assessment requirements -e.g. writing prompts
Note: When using student's work in your portfolio, please delete name of student.

Acknowledgments (optional)

Commendations from students, parents, colleagues

Professional recommendations

Team Review

Team

Team will consist of two external evaluators, mentors, and college coordinator.

A facilitator will make sure the focus is maintained and facilitate the process as indicated below. This person will not be involved in making the decision.

One external evaluator will be from local school system and one will be a teacher from another Loyola PDS.

Preparation

1. Team will gather for introduction and learning session on assessment.
2. All members of the team will review portfolios which will be available in a designated secure location in the school.
3. Review of the portfolio and written report will be based on the INTASC standards.

Gathering of team, facilitator and intern

1. Team will review the process and decide on questions to be asked of intern.
2. Intern will be invited to join the team.
 - a. Intern will discuss the portfolio in terms of growth and present one item from the portfolio. (5 to 10 minutes)
 - b. Intern will answer questions of clarification. (20 minutes)
3. Team will discuss in order to make decision.
4. Team will inform intern of decision with supportive reasons.
5. Team will write narrative.
6. Narrative will be shared with intern by the college coordinator.

AUDIENCE

Our audience includes interns, mentors, and college supervisors. As a professional development school, all teachers and staff are involved.

STANDARDS

The standards used as a basis for the assessment are INTASC, developed by the Interstate New Teachers Assessment and Support Consortium. These national standards are comparable to the Essential Dimensions of Teaching (EDoT), developed by the Maryland State Department of Education (MSDE).

INTEGRATED AND HOLISTIC ASSESSMENT

Using INTASC as our framework and keeping in mind our purpose, we chose to use a holistic approach that integrates the decision-making and actions of a teacher. Teaching is complex and we have a great appreciation of that fact. This integrated and holistic assessment approach will consist of the following:

1. Guidelines for a Unit Plan;
2. Observation tool to be used by administrators, mentors, and college coordinator or supervisor;
3. Checklist of activities;
4. Portfolio development by the intern with the assistance of mentors and college coordinator or supervisor;
5. Team review of portfolio and team interview.

SUGGESTIONS

1. Review this packet carefully so you are aware of expectations.
2. Express your concerns to the college supervisor or coordinator.
3. Plan ahead for your unit plan. Talk to your mentor(s) about long-range planning.
4. Get to know the students and the entire school community.

Undergraduate Course Descriptions

EN004 Directed Reading (1.00 cr.)

A reading course covering major texts in a specific area--e.g., "the Literary Bible." Designed to help students fill in gaps in their knowledge of basic material. Students read independently and take short answer tests on content. No papers or exams. *Course credit does not apply toward graduation requirements. (Pass/No Credit)*

EN099 English Internships (3.00 cr.)

Prerequisite: Written permission of the instructor is required. Taken by students doing unpaid, off-campus internships in fields that require the skills and/or knowledge taught in the English Department. *May be taken once for degree credit, but does not count toward the English major or minor.*

EN130 Understanding Literature (3.00 cr.)

Prerequisite: WR113. An introduction to literature and literary analysis, focusing primarily on poetry and short fiction. The course teaches critical concepts and methods. It is writing intensive, with an emphasis placed on students' ability to develop clear and persuasive arguments in prose.

EN165 Grammar of the English Language (3.00 cr.)

A close study of traditional English grammar including mechanics, syntax, diction, and rhetoric.

EN201 Major Writers: English Literature (3.00 cr.)

Prerequisite: EN130. A study of selected works written by major English writers from two or more historical periods, ranging from the Middle Ages to the twentieth century. The course may be organized chronologically, thematically, or by genre. Specific readings and periods covered vary with the instructor

EN203 Major Writers: American Literature (3.00 cr.)

Prerequisite: EN130. A study of selected works written by major American writers, focusing primarily on the nineteenth and twentieth centuries. The course may be organized chronologically, thematically, or by genre. Specific readings vary with the instructor. *Students who take EN203 may not count EN366 toward their English major.*

EN205 Major Writers: Shakespeare (3.00 cr.)

Prerequisite: EN130. Readings of selected plays by England's greatest dramatist. In this approach designed specifically for the non-English major, the focus is on the human and artistic elements of Shakespeare's world. Readings include selected tragedies and comedies; histories and sonnets may be read as well. Performance and film adaptations may be considered. At least one brief research paper is required. *Students majoring in English, or seriously contemplating such a major, should take EN310 or EN311 rather than EN205.*

EN211 Major Writers: Classical Mythology (3.00 cr.)

Prerequisite: EN130. A study of the traditional stories of the Greeks and Romans as expressed in their literature and art, with an emphasis on the relationship of mythology to rituals and religious beliefs, legends, and folktales. *Art elective for elementary education majors. Same course as CL211.*

EN212 Major Writers: The Classical Epics (3.00 cr.)

Prerequisite: EN130. A study of the epic poetry of Homer and Virgil in translation, with an emphasis on the poetry's background, value, and influence. The course may include a short survey of other epics. *Same course as CL212.*

EN213 Major Writers: Greek Drama (3.00 cr.)

Prerequisite: EN130. A study of selected plays in English translation by Aeschylus, Sophocles, Euripides, and others, with an emphasis on the literature's background, value, and influence. Specific readings vary with the instructor. *Same course as CL213.*

EN218 Major Writers: The "Golden Age" of Rome (3.00 cr.)

Prerequisite: EN130. A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Virgil, Ovid, and Livy. The course may be organized chronologically or thematically. Specific readings vary with the instructor. *Same course as CL218.*

EN300 English Literary History Before 1800 (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of some of the most important pre-Romantic authors in English literature in their historical context, thus offering students a coherent "overview" as well as an introduction to individual writers and texts. *Required for English majors.*

EN301 Chaucer (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of *The Canterbury Tales* and *Troilus and Criseyde*. Also includes selected readings from Chaucer's other works. *Counts toward Medieval Studies minor.*

EN302 Medieval Love (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of the major authors and works of the period, exclusive of Chaucer. Readings may include medieval drama, especially the English "mystery plays"; lyric love and religious poetry; romances; and major works such as *Sir Gawain and the Green Knight*, *Pearl*, and William Langland's *Piers Ploughman*. *Counts toward Medieval Studies minor.*

EN304 Arthur and Other Heroes (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Beginning with the Teutonic hero Beowulf, this course traces the development and changes in the story of the Arthurian heroes. Topics

include chivalry, the conflict of medieval values, and the different depictions of the major characters of the legends. *Counts toward Medieval Studies minor.*

EN305 Masterpieces in World Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A study of selected literary masterworks, mainly in the western tradition. Students read works from a variety of major figures who represent different periods and cultures. The course may be organized chronologically, thematically, or by genre.

EN306 Topics in Medieval Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor.*

EN307 Seminar in Medieval Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Close and intensive study of a theme, issue, problem or author in Medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor.*

EN310 Shakespeare I (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. The achievement of Shakespeare, primarily the tragedies, set against the background of his time and the works of his contemporaries.

EN311 Shakespeare II (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. The achievement of Shakespeare, primarily the comedies, set against the background of his time and the works of his contemporaries

EN312 Seminar in Shakespeare (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, or problem in Shakespearean literature. *Topic announced each time the course is offered.*

EN313 Renaissance Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A study of Renaissance poetry, drama, and prose, with primary emphasis on English literature but possible consideration of influential continental traditions and masterworks. Readings may include Dante, Petrarch, Erasmus, Castiglione, Machiavelli, Rabelais, Montaigne, More, Marlowe, Sidney, Spenser, Shakespeare, Jonson, and Milton.

EN317 Seminar in Renaissance Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem or author in Renaissance literature. *Topic announced each time the course is offered.*

EN320 Milton (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Through epic and tragedy, Milton reigns supreme in English. After a brief excursion through his lyrics, this course focuses on his major works--*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*

EN322 Seventeenth-Century Poetry and Prose (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of the major poets and prose writers between the Renaissance and the Restoration, excluding Milton. Poets covered usually include Donne, Jonson, Herbert, and Marvell; prose writers usually include Bacon, Browne, Hobbes, Burton, and Donne.

EN325 Topics in Seventeenth-Century Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in seventeenth century literature. *Topic announced each time the course is offered.*

EN327 Seminar in Seventeenth-Century Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author in seventeenth century literature. *Topic announced each time the course is offered.*

EN328 Seminar in Literature and Catholicism (Pre-1800) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author who wrote before 1800, reflecting literary representations of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor.*

EN330 Literature of the Restoration (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of selected major English poets, playwrights, and prose writers from 1660 to 1700. Typically read are works by Butler, Congreve, Dryden, Etherege, Farquhar, Otway, Traherne, Vangruch, and Wycherley. Emphasizes the theory and practice of poetry, particularly satire, and the re-establishment of drama.

EN331 Literature of the Eighteenth-Century (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of selected major English poets and prose writers of the eighteenth century. Typically read are works by Addison, Austen, Burney, Fielding, Gay, Goldsmith, Johnson, Pope, Sheridan, Smollett, Steele, Sterne, Swift, and Thomason. Emphasizes the currents of poetry and theory during the period, particularly satire and the sublime, the emergence of the English novel, and theatrical comedy.

EN332 Literature and the Catholic Imagination (Pre-1800) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A study of literature that reflects the sacramental vision of Catholic thought before 1800. Readings often include Augustine and Thomas. *Counts toward Catholic Studies minor.*

EN335 Topics in Eighteenth-Century Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in eighteenth century literature. *Topic announced each time the course is offered.*

EN336 Seminar in Literature and Film (Pre-1800) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author before 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor.*

EN337 Seminar in Eighteenth-Century Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a movement, issue, problem, or figure in eighteenth century literature. *Topic announced each time the course is offered*

EN338 Intensive Independent Study (Pre-1830) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Written permission of the instructor is required. A close and rigorous study of a literary theme, problem, or author before 1830.

EN339 Seminar in Literary Topics Before 1800 (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a literary theme, topic, problem, or author before 1800. *Topic announced each time the course is offered.*

EN341 History and Structure of the English Language (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. English was first spoken in prehistoric times by a small number of Germanic tribes; but today, it is a major language on every continent and the second most commonly spoken language in the world. Traces the story of English from prehistoric times to the present, emphasizing the significant changes in the development of the English sound system, vocabulary, and grammar.

EN345 Literary Criticism: Theory and Practice (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An examination of major schools, movements, and trends in modern literary criticism. Emphasis is placed on the competing practical claims made by literary and critical theory.

EN346 Seminar in Literary Criticism and Theory (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a movement, issue, problem, or figure in literary criticism and theory. *Topic announced each time the course is offered.*

EN347 Seminar in Romantic Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Close and intensive study of a theme, issue, problem or author in Romantic literature. *Topic announced each time the course is offered.*

EN350 The Romantic Movement (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A study of British literature written during the revolutionary era, 1780-1830, with special attention paid to the poetry and poetic theory of the age. Major figures include Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, and Keats.

EN354 Topics in Romanticism (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in romantic literature. *Topic announced each time the course is offered.*

EN360 Nineteenth-Century Novels (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A study of the contribution made by English nineteenth century novelists to the evolution of the novel as a genre. Authors studied are likely to include Dickens, Thackeray, Trollope, the Brontes, Hardy, and Eliot.

EN361 Topics in Victorian Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in Victorian literature. *Topic announced each time the course is offered.*

EN362 Victorian Poetry (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A study of poetry and poetic theory of the middle and late nineteenth century, including Tennyson, Browning, Arnold, Hopkins, and others.

EN363 Seminar in Victorian Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem or author in Victorian literature. *Topic announced each time the course is offered.*

EN364 Literature and the Catholic Imagination (Post-1800) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A study of literature that reflects the sacramental vision of Catholic thought since 1800. Readings often include works by Newman, Hopkins, Greene, Waugh, O'Connor, and Percy. *Counts toward Catholic Studies minor.*

EN365 Seminar in Literature and Catholicism (Post-1800) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author or group of writers who wrote after 1800, reflecting literary depictions of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor.*

EN366 American Literature to the First World War (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of primarily nineteenth century American literature, with special emphasis on the writers of the American Renaissance and the rise of American realism. *Students who take EN203 may not count EN366 toward their English major.*

EN367 Topics in American Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in American Literature. *Topic announced each time the course is offered.*

EN369 English Literary History After1800 (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of the most important Romantic and Post-Romantic authors in English literature in their historical context, thus offering students a coherent "overview" as well as an introduction to individual writers and texts.

EN370 Modern British and American Fiction (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. The development of English and American fiction from 1900 to 1950, with an emphasis on the evolution of an aesthetic that values poetic composition and experimentation with narrative methods above traditional concepts of narrative structure. Authors studied may include Conrad, Dos Passos, Faulkner, Hemingway, Joyce, Lawrence, and Woolf.

EN371 Post Modern British and American Fiction (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An examination of the reaction against modernism in fiction since 1950, this course studies a range of books as both repudiations of certain attitudes of modern fiction and developments of the possibilities of the experimental novel. Authors studied may include Bellow, DeLillo, Elkin, Heller, Pynchon, and Updike.

EN372 Modern British and American Poetry (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of a coherent revolution in taste that challenged almost every traditional concept of style, theme, attitude, and structure in poetry. Extensive attention to Yeats, Pound, Eliot, Williams, and Stevens. Other authors are studied as well.

EN374 Modern Drama (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Charts the two major streams of naturalism and absurdism in twentieth-century drama. Also examines significant developments in contemporary theater. With the exception of works by such influential playwrights as Chekhov and Brecht, the course focuses on modern and contemporary plays by British, Irish, and American authors.

EN375 Twentieth-Century Irish Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Examines the Irish literary tradition since 1900, with special attention paid to political, social, historical, and religious contexts and their effect on Irish literature during times of violence and revolution. Intensive study of Yeats, Joyce, and Beckett, with readings in other authors, often including George Moore, Synge, O'Casey, O'Brien, Kavanagh, and Heaney.

EN377 Topics in Twentieth-Century Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in twentieth century literature. *Topic announced each time the course is offered.*

EN378 Other Voices: Minority Literature in America (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Designed to compliment traditional survey courses of American literature, this course examines literature by authors from specific ethnic minority groups, e.g., African-Americans, Hispanic-Americans, Native-Americans

EN379 American Women Writers (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A survey of American women writers from the Colonial period to the present, including an introduction to feminist literary theory. Selected readings might include Susanna Rowson, H.B. Stowe, Charlotte Perkins Gilman, Kate Chopin, Emily Dickinson, Edith Wharton, Willa Cather, Tillie Olsen, Alice Walker, and Toni Morrison. *Counts toward Gender Studies minor.*

EN381 Fiction and Film (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Explores the cross-fertilization of fiction and film as modern and post-modern modes of artistic expression. Examines cinematic adaptations of novels, especially films that translate fictional techniques into specifically cinematic ones. Also analyzes the use of film techniques and the fictional portrayal of Hollywood. *Counts toward Film Studies minor.*

EN382 Topics in Literature and Film Studies (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of a theme, issue, movement, or tradition in literature and film. *Topic announced each time the course is offered.* *Counts toward Film Studies minor.*

EN383 Seminar in Modern Twentieth-Century Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author in modern literature. *Topic announced each time the course is offered.*

EN384 Topics in Post-Colonial Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, theme, or movement in post-colonial literature, often focusing on literature from a specific geographical area. *Topic announced each time the course is offered.*

EN385 Seminar in Post-Colonial Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author in post-colonial literature. *Topic announced each time the course is offered.*

EN386 Seminar in Literature and Film (Post-1800) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author after 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor*

EN387 Seminar in Post-Modern Twentieth-Century Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author in post-modern literature. *Topic announced each time the course is offered.*

EN388 Seminar in Minority American Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a writer, theme, issue, movement, or tradition in minority literature in America. *Topic announced each time the course is offered.*

EN396 Non-Western Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. Examines selected master works of literature from non-Western traditions. Students read representative works of one or several cultures.

EN397 Seminar in American Literature (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a theme, issue, problem, or author in American literature. *Topic announced each time the course is offered.*

EN398 Intensive Independent Study (Post-1800) (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. *Written permission of the instructor is required.* A close and rigorous study of a literary theme, problem, or author after 1800

EN399 Seminar in Literary Topics After 1800 (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. A close and intensive study of a literary theme, problem, or author after 1800. *Topic announced each time the course is offered.*

EN409 Senior Honors Seminar (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, topic, or theme, the specifics of which will be determined by the instructor. Students are required to make extensive use of both primary and secondary materials. *By invitation only*

EN410 Senior Honors Thesis (3.00 cr.)

Prerequisite: EN130, one EN200-level Core course. An intensive study of an author, topic, or theme, culminating in a written thesis and an oral defense. Students are expected to confront scholarship and do research at an advanced level. *By invitation only*