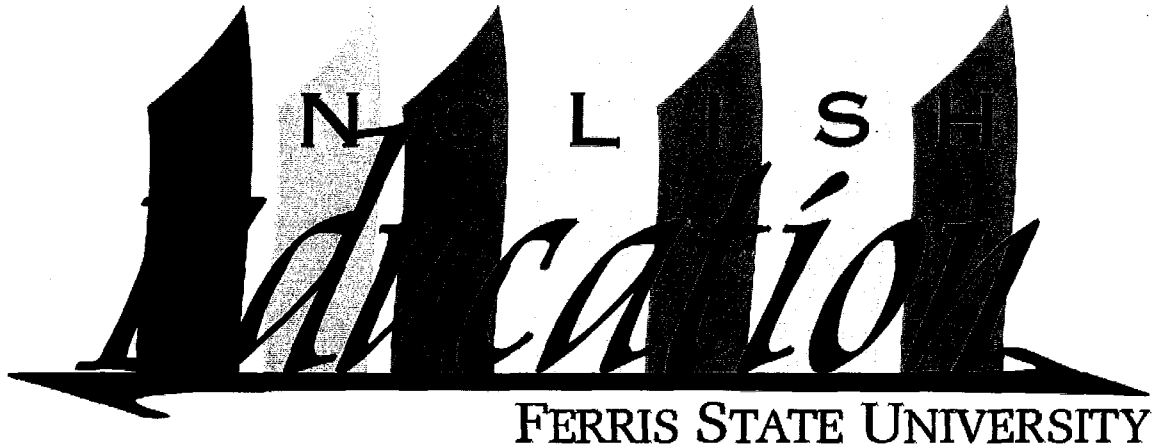


English Education  
Program Review Panel Report  
August 2000



**Panel members**

Roxanne Cullen, Chair of PRP, Head, Department of Languages and Literature

Christine Vonder Haar, Program Coordinator, Associate Professor of English

Tracy Webb, Associate Professor of English

Matthew Nikkari, Assistant Professor of English

Robert von der Osten, Professor of English

Ruth Mirtz, Assistant Professor of English

Elliott Smith, Professor of English

John Jablonski, Professor of English

Leonard Johnson, Assistant Professor of Education

## Table of Contents

Section 1	Program Overview.....	Page 3
Section 2	Program Evaluation Plan: Techniques and Budget...	Page 9
Section 3	Graduate Survey.....	Page 11
Section 4	Employer Survey.....	Page 15
Section 5	Student Evaluation of Program.....	Page 17
Section 6	Faculty Perceptions of Program.....	Page 22
Section 7	Advisory Committee Perceptions.....	Page 29
Section 8	Labor Market Analysis.....	Page 30
Section 9	Evaluation of Facilities and Equipment.....	Page 31
Section 10	Curriculum Evaluation.....	Page 35
Section 11	Enrollment Trends.....	Page 50
Section 12	Program Productivity and Costs.....	Page 52
Section 13	Conclusion.....	Page 53
Section 14	Recommendations.....	Page 55



## Section 1

### Program Overview

# Section 1: Program Overview

## Program Focus

The Ferris State University English Education program provides prospective teachers with the knowledge and skills essential for effective English instruction. Ferris' program is distinct in Michigan because of its focus on writing and literacy in courses such as Composition Theory, Linguistics, Literacy, and Professional Writing. The program also thoroughly prepares students in the traditional literature-based curriculum (such as Shakespeare, American Literature Survey, and British Literature Survey). Within the literature-based coursework, curricular requirements in non-traditional areas (such as African and Native American literatures) are designed to prepare new teachers for diverse classroom populations and the expanding canon. This program's strengths in both writing/literacy as well as literature offer Ferris graduates greater opportunity because they are as prepared to teach in alternative settings such as vocational-technical centers and non-traditional educational settings as they are to teach in the traditional public school.

(Appendix A: English Education Web Page)

## Program Support

Supporting the English Education program are (1) the Writing Center, employing English Education students as tutors and giving some students their first taste of teaching, as well as providing academic support for writing and literature coursework; (2) the Technical and Professional Writing program, offering students coursework in business and technical writing in order to sharpen their own writing skills and broaden their preparation for teaching; and (3) a core faculty with experience in secondary English education, who are active in their profession through regional and national organizations such as NCTE (National Council of Teachers of English), MCEA (Michigan College English Association), and MCTE (Michigan Council of Teachers of English).

The Department of Languages and Literature supports its English Education students through the Coordinator for English Education who advises students (assisted by 8-10 faculty) and heads the English Education Committee. Through faculty advising, semester assessment reports, and a final portfolio assessment tool, students are monitored and counseled during their progress toward graduation and certification. In addition, the English Education Committee sponsors social activities such as end-of-semester gatherings for English Education students to meet informally with faculty and fellow students, the Shakespeare Festival, Children's Literature Conference and National Poetry Month activities, as well as trips to Conferences of national organizations such as NCTE (National Council of Teachers of English) and MCTE (Michigan Council of Teachers of English).

The Crossroads Writing Project, a National Writing Project site sponsored by the National Endowment for the Humanities, resides within the Department of Languages and Literature. This nationally funded project is based on a "teachers teaching teachers" model which functions as a resource for faculty development for K-12 in the northern

half of the lower peninsula. The presence of this Writing Project site is a wonderful resource for prospective teachers in English Education, providing them with an unusual opportunity to learn and interact with experienced teachers in the area.

### **Program Growth**

Since the program was initiated in 1997, it has become the largest of the teacher-prep programs. In the Winter semester of 2000 there were 132 on campus students and 31 off campus.

The popularity of this program has had a significant impact on the Department of Languages and Literature. The productivity in literature classes has risen from 1,881 in 1995/96 to 2,664 in 1998/99. New courses have been developed in the area of language study, including ENGL 382, History and Structure of the English Language; ENGL 290, Traditional Grammar; ENGL 413, Literacy: Issues and Conflicts; LITR 415, Teaching Literature in the Secondary Schools; and ENGL 415, Composition Theory.

The Department now faces the challenge of redefining the goals in upper level courses, previously offered for General Education purposes, but now required for students in the major.

President Sederberg recently held a summit focusing on a document prepared by the American Council on Education entitled *To Touch the Future: Transforming the Way Teachers are Taught* (Appendix B: To Touch the Future). This is an action agenda for college and university presidents. As part of that summit, the question of teacher education and our university mission was raised. The mission statement of the University reads as follows: **Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.** At the summit, representatives from Ferris faculty, area high school faculty and administration, and Ferris administration determined that teacher education fits the Ferris mission very clearly, including such key elements of Ferris programming as hands-on training, internships, and advice from advisory boards. Of particular note is the fact that Ferris itself, because of its focus as a teaching institution and its reliance on full-time tenured faculty who teach courses at all levels (as opposed to adjunct and graduate student teachers), is the perfect site for teacher preparation because, in courses across the curriculum, students are exposed to excellent teaching models. To quote the American Council on Education "The success of the student depends most of all on the quality of the teacher." (p.5) Ferris State University is, therefore, well positioned to prepare excellent teachers.

### **Program Review Summary**

Through the work of the program review committee, a number of strengths and challenges are identified in the following report:

#### **Strengths:**

1. Core curriculum includes appropriate focuses for preparing graduates to succeed as secondary English teachers, as evidenced in employee, graduate, and faculty surveys and in certification exam pass rate (100%). Of particular note is the responsiveness of

the curriculum, through the English Education Committee, to the needs of students as more and more graduates send feedback about their successes and needs.

2. Student :Teacher ratio. Our courses are capped at 23 because they are writing intensive, so the student to teacher ratio is conducive to individualized learning.
3. Advising is centralized through the Coordinator of English Education, who ensures that faculty are current and consistent in advising and has mechanisms for assessing and communicating with students throughout the program. While faculty wish students would make even better use of advising opportunities, students do not report significant problems.
4. Student interest, as shown in enrollment growths, continues to be high. Employment forecasts list secondary education as a field with expected growth in the next decade.
5. Low costs of this program make it a valuable investment. Because most of the courses in the English Education program also fulfill general education and cultural enrichment requirements and because of high enrollment numbers in the program, courses are full. No faculty are assigned exclusively to the English Education program; all teach the full range of General Education courses within the department.

### **Challenges**

1. Working relationship with College of Education is unacceptable because of mixed messages from administrative leaders.

*Issue #1: Organizational "misalignment" of responsibility and work assignments for content-area majors and minors. We have the responsibility and the content expertise, but we don't have any authority or decision-making ability.*

### *Examples:*

- A. *They have waived courses or made inappropriate course substitutions within our academic majors and minors, without our approval or consultation.*
- B. *They have challenged our knowledge of good practice and good curriculum design in our own disciplines. E.g., they held up our revision of the English Teaching minor for two years because, as a senior faculty told the Languages and Literature Dept. Head, "We will never pass a minor that has ENGL 415 in it." We finally had to call their bluff and vote to delete the minor in order to resolve the conflict.*
- C. *We have not been able to make curricular revisions to our majors and minors without getting the "approval" of the Education faculty. When we attempt to make curricular changes, they make ridiculous comments and suggestions because they assume a*

knowledge of the discipline which they simply do not have and then prevent action being taken based on these misconceptions.

- D. *They assign us work, yet they do not allow us any decision-making or authority.* The entire process of developing Elementary Education majors and minors was a prime example. We dropped everything and made this curricular issue our top priority. We (L&L) said at the outset that we did not have the coursework to provide Language Arts (which includes a number of courses we don't have), so we built the curriculum around the English criteria with their blessing and in consultation with them. We put the curriculum together based on the guidelines that had been provided and then Teacher Education turned around and tried to stonewall our approval because "they" didn't think the courses were appropriate.
- E. *We don't get any workload credit or recognition for the work we do for them. Arts and Sciences provide three-quarters of the course work for education students, but we get no credit or recognition for those enrollments or for the growth generated.*
- F. *We're expected to support the growth of the education programs and the expense of our other department responsibilities.* Examples: (1) More students mean more sections and more S&E consumption, but we are not given more resources.

*Issue #2: The emphasis on technique at the expense of content undercuts the quality of the program and conveys disrespect for our faculty and discipline.*

*Examples:*

- A. Education will assign people outside of the discipline (and often adjuncts rather than full-time faculty) to supervise student teachers in our content areas. *These student teacher supervisors may be able to comment on your use of AV or your speaking manner, perhaps, but they cannot give appropriate feedback about how you're teaching your subject matter.*
- B. Education teaches methods divorced from content and insist on having all the students in all the different majors and minors in the same methods course, as though the teaching of math is the same as the teaching of English. *This means that our ed students are graduating without any formal course work on the methods appropriate for their particular discipline.*
- C. Education has insisted that we avoid anything that looks to them like we are teaching teachers how to teach the content areas that we know how to teach. The whole controversy about our ENGL 415 course (theory of rhetoric and composition) was a feud that lasted two years even though the two faculty who teach ENGL 415 and the education methods course had met, reviewed their syllabi and texts, and agreed there was no overlap between their courses.

*Issue #3: The attitude and behaviors of senior faculty and administrators in Education have recurrently undermined our attempts at working together collaboratively.*

**Examples:**

- A. *We have been told on numerous occasions of Education faculty denigrating our faculty in their classes.* The most recent example was a faculty member from COEHS taking class time this summer to discuss a plagiarism case involving an English Education student which was a source of dispute between the colleges, as well as the difficulties we had over the revision of the English minor. This was not an isolated incident. This behavior is intolerable, and when the English faculty hear about it from students, it really hurts morale or a sense of mutual respect.
- B. When curriculum needed to be developed for the elementary ed program, L&L and all of the other A&S departments dropped everything else and made this a priority. We completed several of the pieces ahead of schedule. Yet, after all of our departments had sent forward all of our materials for Elementary Education, the dean of Education wrote to the VPAA saying that none of our materials were completed and that WE were being uncooperative.
- C. The Department Head of Languages and Literature was called before the Dean of Education and Director of Teacher Education to explain ENGL 415 to them and assure them that "Composition Theory" was not equivalent to their methods courses, in short, having to justify this course to them. This was an unprecedented request which was inappropriate.
- D. In the case of the student from English Education found guilty of plagiarizing four times, the dean and associate dean challenged our understanding of plagiarism (something we teach on a regular basis) and flatly pronounced that we were wrong and the student was right. The explanation they offer on the student's behalf, even if true, would not alter the fact of plagiarism (directly quoting without acknowledging the source of the quote) or academic fraud (turning in Internet material as his own "personal reaction" to a piece of literature). To our knowledge, the Dean of the College has still not admitted that this student has done anything wrong.
- E. Additionally, Dean Cooley suggested to Dean Hammersmith that the student who was accused of plagiarism run workshops on plagiarism for other students, sponsored out of their office. For faculty workshops, she suggested turning to a counselor in University College to offer workshops on plagiarism rather than acknowledging the fact that this is our subject area expertise.

The COEHS associate dean wrote the Department Head of Languages and Literature that she had referred this student's case to Sandra Strothers for her own investigation,



implying impropriety on the part of Languages and Literature. Their dean accused us of not informing the student, of not following due process, and of just looking for academic fraud in this student's papers or in the papers of minority students—all serious and completely unfounded charges of unprofessional conduct.

The same student has been signed up for student teaching in the fall. Our records show that he is hours short of required course work in his major. COEHS won't tell us how he has finished the major.

Finally, on two separate occasions their associate dean formally intervened on behalf of this student, implying that the faculty and the Department Head of Languages and Literature were incompetent and/or maliciously intended, without ever extending the courtesy of picking up the phone and calling. From later conversations it became clear that they had just assumed (and wrongly so) they knew what we do or don't do in our classes without ever even asking.

We are left with no reasonable way to proceed. We have tried to find a common ground with them, and we were excited when we first started working with the new COEHS administration. In the end, though, they show us nothing but disregard and disrespect.

(AppendixC: Memo to Thomas Oldfield)

2. Budget: There is no budgetary support for the program from the College of Education. The English Education program needs to offer more courses and hire more faculty, resources which will have to come from College of Arts and Sciences though Arts and Sciences is not given budgetary support for the program.

3. Quality of students is mixed. Faculty are uncertain that all English Education students are adequately prepared to enter the program and to succeed once enrolled. Possibly a higher entering GPA and GPA requirement for core courses will address this issue.

4. Elective offerings need to increase. While not a high priority, students and faculty see advantages in a more flexible curriculum with more choices to meet students' individual interests in writing and literature.

5. Library holdings are inadequate. As the enrollment increases, pressure on the library holdings increases, making research and advanced critical writing difficult. In some cases, graduates may find positions in school systems with better equipped libraries than Ferris'.



## Section 2

### Program Evaluation Plan

## Section 2: Program Evaluation Plan: Techniques and Budget

**Degree Awarded: B.S. in Education**

### **Program Review Panel:**

Roxanne Cullen, Chair of PRP; Head, Department of Languages and Literature

Christine Vonder Haar, Program Coordinator, Professor of English

Tracy Webb, Associate Professor of English

Matthew Nikkari, Assistant Professor of English

Ruth Mirtz, Assistant Professor of English

Robert von der Osten, Professor of English

Elliott Smith, Professor of English

John Jablonski, Associate Professor of English

Leonard Johnson, Assistant Professor of Education

**Purpose:** To conduct an evaluation of the English Education program in order to identify its strengths and weaknesses and, in doing so, to improve the program and its service to Ferris State University.

### **Data Collection Techniques:**

1. Graduate Surveys sent out to all identifiable alumni of the program
2. Employer surveys from interviews with identifiable employers
3. Student evaluation of the program through questionnaire given out to juniors and seniors enrolled in core courses ( LITR 312, LITR 352, ENGL 382) Winter 2000
4. Faculty Perceptions of the English Education Program from a survey given to members of the Department of Languages and Literature , College of Arts and Sciences and Teacher Education Program, College of Education
5. Advisory Committee Perceptions of the program not available since Teacher Education Advisory Council first established Winter 2000
6. Labor Market Analysis from current market indicators available through the State Department of Education
7. Curriculum Evaluation through a review by the English Education Committee and program assessment instruments on file

### **Schedule of Events**

<b>Activity</b>	<b>Leader</b>	<b>Target Date</b>
Graduate Survey	Tracy Webb	May 1
Employer Survey	Matthew Nikkari	May 1
Student Evaluation	Tracy Webb	May 1
Faculty Perceptions of Program	Elliott Smith	May 1
Labor market Analysis	Roxanne Cullen	May 1
Evaluation of Facilities	Brenda Vasicek/Christine VonderHaar	May 1
Curriculum Evaluation	Roxanne Cullen/ Christine VonderHaar	May 1

# Budget

## Surveys

170 current students  
20 graduates  
20 employers  
50 faculty

260 x .5 = \$130

---

## Mailing

.32 x 40 = 12.80 + return postage = \$25

---

## Printing Final Report

\$150 \$150

---

## Student Assistance

40 hours x 5.25 per hour = \$210

---

## Telephone/ fax

\$50 \$50

---

<b>Total</b>	<b>\$565</b>
--------------	--------------



## Section 3

### Graduate Survey

## Section 3: Graduate Survey

### Overview

Of the fifteen graduates of the program (1977/98/99) we were able to survey nine. The majority of these graduates are employed either as a full-time, part-time or substitute teachers. The graduates were asked the same questions regarding the effectiveness of the program that were asked of the current students in the program, and their responses are very similar. Like the students currently in the program, they feel that the core courses in literature and composition theory are very valuable. There was less enthusiasm for the practical writing requirement (most responding that the courses were valuable rather than very valuable) and even less enthusiasm for the Professional Education courses, though they felt that the feedback from their supervising teacher during student teaching was very valuable. These students also noted that they lacked advisement from the College of Education but were unanimous in their support of the "unofficial" advisement that they received from the Department of Languages and Literature.

The most consistent recommendation from the students was for more grammar instruction and courses on teaching grammar. This recommendation has already been responded to by the department. Winter 2001 an experimental course on traditional grammar is being offered with the intention that it will become a regular course offering.

### Demographic Information

Year of Graduation	No. of Graduates
1997	1
1998	2
1999	6

Employment					
Full time teacher	4	Traditional School	6	Income less than \$15,000	3
Part time teacher	3	Alternative School	2	\$15-20,000	2
Substitute teacher	2	Graduate teaching assistant	1	\$25-30,000	3
				More than \$30,000	1

### *Why did you enter the English Education Program?*

Long-term interest in English and/or teaching	Previous teacher as role model	English is one of my academic strengths	Other
4	2	3	0

### *What are your plans 5-10 years from now?*

Work as a teacher	Attend graduate school	Other (business, not sure, teach at university level)
3	2	4

**Part I: Value of Courses in Preparation to Teach**

*How valuable were the following courses in preparing you to teach?*

**English Education Core courses** (American Literature I and II; English Literature I and II, Shakespeare, Teaching Literature in the Secondary Schools, Composition Theory)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
8			1

**English Language Studies courses** (Linguistics, History and Structure of the English Languages, Literacy, Rhetoric and Style)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
3	5		1

**Practical Writing Courses** (Technical Writing, Business Writing, Proposal Writing, Creative Writing.)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
3	5		1

**Diverse Perspective Courses** (Women in Contemporary Culture, Black Literature, African Literature, Native American Literature, World Short Fiction, World Literature, Adolescent Literature.)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
6	1		2

**Professional Education courses** (Life Span and Human Growth and Development; Micro-computer Applications; School, Work and Society; Principles of Teaching and Learning; Instructional Planning and Delivery; Educational Technology; Instruction Delivery and Evaluation; Teaching Reading/Secondary Areas; Secondary Directed Teaching; Professional Seminar)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
3	3	2	1

**Part II: Knowledge of the Field.**

*How valuable to you expect the following courses to be in developing your knowledge of the field?*

**English Education Course courses** (American Literature I and II; English Literature I and II, Shakespeare, Teaching Literature in the Secondary Schools, Composition Theory)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
6	2		1

**English Language Studies courses (Linguistics, History and Structure of the English Languages, Literacy, Rhetoric and Style)**

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
4	4		1

**Practical Writing Courses (Technical Writing, Business Writing, Proposal Writing, Creative Writing.**

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
5	3		1

**Diverse Perspective Courses (Women in Contemporary Culture, Black Literature, African Literature, Native American Literature, World Short Fiction, World Literature, Adolescent Literature.**

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
7			2

**Professional Education courses (Life Span and Human Growth and Development; Micro-computer Applications; School, Work and Society; Principles of Teaching and Learning; Instructional Planning and Delivery; Educational Technology; Instruction Delivery and Evaluation; Teaching Reading/Secondary Areas; Secondary Directed Teaching; Professional Seminar)**

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
2	5	2	

**Part III: Development of specific skills**

*Rate how well the English Education program helped you develop problem-solving and critical-thinking skills.*

a. very well	b. adequately	c. poorly	d. n/a (have not taken or am currently taking)
7	2		

*Rate how well the English Education program helped you develop writing skills.*

a. very well	b. adequately	c. poorly	d. n/a (have not taken or am currently taking)
8	1		

*Rate how well the English Education program helped you develop an appreciation of literatures.*

a. very well	b. adequately	c. poorly	d. n/a
8	1		

*Characterize the choice of electives offered by the English Education program.*

a. very broad	b. adequate	c. not very broad	d. n/a
2	6	1	



*Did the English Education program offer faculty with expertise in their professional areas?*

a. yes, very expert	b. adequate	c. not very expert	d. n/a
9			

*How helpful was advising through the College of Education?*

a. very helpful	b. adequate	c. not very helpful	d. n/a
3	1	5	

*How helpful was advising through the Department of Languages and Literature*

a. very helpful	b. adequate	c. not very helpful	d. n/a
9			

*How well did the program prepare you to teach written composition?*

a. very well	b. adequately	c. poorly	d. n/a (have not taken or am currently taking)
7	2		

*How well did the program prepare you to teach literature?*

a. very well	b. adequately	c. poorly	d. n/a (have not taken or am currently taking)
9			

*How well did the program prepare you to teach students with a wide range of ability?*

a. very well	b. adequately	c. poorly	d. n/a (have not taken or am currently taking)
4	5		

**Highlights of Written Comments from Graduates of English Education program:**

Improvements suggested in student teaching experience:

“Make sure student teacher accepts responsibility right away, not spend too much time observing.”

“Provide opportunities for teaching under more than one mentoring teacher and more than one kind of school”

“More professional interaction with evaluators.”

“More realistic education classes.”

Improvements suggested for the English Education program:

“More writing experience”

“Include a grammar review class, mythology, and writing refresher classes”

“More discussion of how to teach students at all levels”

“Better advising from Education”



## Section 4

### Employer Survey

## Section 4: Employer Survey

Because English Education is a new program, there are few graduates at this time. Those who graduated in Fall 1999 would most likely not obtain a position until the following school year, leaving approximately 15 graduates who could have been employed at the time the survey was conducted.(see Table 1: Graduates 1997-present)

**Table 1: Graduates 1997-present**

<b>Term graduated</b>	<b>Off campus</b>	<b>On campus</b>	<b>Total</b>
<b>1997F</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>1998F</b>	<b>1</b>	<b>6</b>	<b>7</b>
<b>1999W</b>	<b>4</b>	<b>3</b>	<b>7</b>
<b>1999F</b>	<b>1</b>	<b>7</b>	<b>8</b>

Of the graduates contacted, all were working at a number of temporary/substitute positions with the exception of one who was working as a graduate assistant at Central Michigan University. The nature of the teaching duties of these graduates included teaching of freshman composition (graduate student); 12<sup>th</sup> grade creative writing; American literature; 10<sup>th</sup> grade Language Arts, 9<sup>th</sup> grade at-risk; English 10 and English 12. Of the six graduates responding, one was employed by CMU, 1 in junior high, 3 in high school, and 1 in middle school.

The names of employers were obtained from the graduates during the graduate follow-up survey. Of the sixteen on-campus students contacted, eleven provided an employer name and address. Of the eleven questionnaires sent to employers, six were returned.

The employers surveyed gave very positive feedback regarding our graduates. All indicated that they would hire students from our program. As Table 2: Employer Survey indicates, the employers found our graduates well prepared to teach literature, composition, critical thinking, and grammar. They reported slightly lower ability in teaching "at risk" students and students with diverse ethnic/linguistic backgrounds. Contrary to common belief, it is more difficult and requires additional expertise to work with "at risk" students, thus it is to be expected that our graduates, new to the world of teaching, have not yet acquired the experience base to handle these students expertly. The employers also rated out students high in organization ability, developing assignments, developing assessment tools, and overall professionalism.

**Table 2: Employer Survey**

Skill	Well Prepared	Capable	Poorly Prepared	N/A
Teaching Literature	4			2
Teaching Composition	6			
Teaching Critical Thinking	6			
Teaching Basic (i.e., "at risk") Students	3	2		1
Teaching Students with Diverse Ethnic, Cultural, and Linguistic Backgrounds	4	1		1
Knowledge of Grammar	6			
Developing Instructional Assessment Tools (e.g., exams, quizzes, etc.)	6			
Developing Assignments	6			
Public Speaking Abilities	4	2		
Classroom Management Abilities	4	2		
Organizational Abilities	6			
Overall Professionalism	6			

Student teacher supervisors were also surveyed in order to gain some perspective on the preparedness of the graduates. Again, our students received high ratings from the student teacher supervisors. Table 3: Supervising Teacher Survey reflects those finding.

**Table 3: Supervising Teacher Survey**

Skill	Well Prepared	Capable	Poorly Prepared	N/A
Teaching Literature	4	1		1
Teaching Composition	5	1		
Teaching Critical Thinking	4	2		
Teaching Basic (i.e., "at risk") Students	4	2		
Teaching Students with Diverse Ethnic, Cultural, and Linguistic Backgrounds	4	1		1
Knowledge of Grammar	5	1		
Developing Instructional Assessment Tools (e.g., exams, quizzes, etc.)	4	1		1
Developing Assignments	6			
Public Speaking Abilities	4	1		1
Classroom Management Abilities	6			
Organizational Abilities	6			
Overall Professionalism	6			



## Section 5

### Student Evaluation of Program

## **Section 5: Student Evaluation of Program**

### **Overview**

Students from three of the core courses (LITR 352, LITR 312, and ENGL 382) were surveyed in order to gain perspective on the students' perceptions of the program. A total of 100 students were surveyed: 5 sophomores, 37 juniors, and 58 seniors. Of those students, 40 transferred into the program from another Ferris program.

When asked why they chose English Education, 48 responded that they had a long-term interest in English and/or teaching; 14 indicated a previous teacher as a role model influenced their decision; 29 indicated that they chose the program because English is an academic strength; and 7 were advised to try English Education (2 responded "other").

Overall, the majority of students indicated that the program has prepared them to teach written composition and literature and to work with students with a wide range of abilities. They also indicated that library and computer resources, while not outstanding, were adequate.

In Part I of the survey, 75-95% of students feel their work in courses in the Dept. of Languages and Literature were valuable or highly valuable in preparing them to teach. In Part II, 82-100% of students feel their work in courses in the Dept. of Languages and Literature was valuable or highly valuable in developing their knowledge of the field.

In Part III, 89-98% of the students feel that the English Education program helped them to prepare their skills in three areas adequately or well: critical thinking and problem-solving, writing skills, and appreciation of literature.

In Part IV, a majority of students feel that the number of electives in the English Education program is adequate; that the program offers faculty with expertise in their professional areas; and that advising through both the College of Education and the Dept. of Languages and Literature has been adequate or very helpful.

In the final section, the survey reports that most students were aware of additional activities sponsored by the Dept. of Languages and Literature for English Education students. However, 35% of students said that they were not aware of these activities, indicating a need for more publicity and encouragement from faculty about these special events. When asked how well the English Education program would prepare them to teach literature and writing, more students felt they would be prepared to teach literature than writing, possibly a reflection of the much larger number of courses they take in literature than in writing or a need for more writing courses designed especially for the needs of English Education students. The survey also reported that most students found library resources adequate or poor for their needs although they rated computer resources somewhat more highly, with more "adequate" responses.

In their written comments, students remarked on a wide range of concerns from asking for courses to be offered more often, to suggesting mandatory advising meetings, to complaining about overlapping material in education courses. The suggestions that were repeated among written comments included more composition courses, more literature courses, fewer education courses, and more grammar review and theory.

### Survey Results

**Part I. Preparation for Teaching.** The first part of the survey asked students to respond to curricular questions, rating the value of groups of courses from the program checksheet in terms of preparing them to teach.

*How valuable do you expect the following types of courses will be in preparing you to teach?*

**English Education Core courses** (American Literature I and II; English Literature I and II, Shakespeare, Teaching Literature in the Secondary Schools, Composition Theory)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
58%	35%	5%	2%

**English Language Studies courses** (Linguistics, History and Structure of the English Languages, Literacy, Rhetoric and Style)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
45%	31%	12%	12%

**Practical Writing Courses** (Technical Writing, Business Writing, Proposal Writing, Creative Writing.)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
36%	45%	7%	12%

**Diverse Perspective Courses** (Women in Contemporary Culture, Black Literature, African Literature, Native American Literature, World Short Fiction, World Literature, Adolescent Literature.)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
48%	33%	7%	12%

**Professional Education courses** (Life Span and Human Growth and Development; Micro-computer Applications; School, Work and Society; Principles of Teaching and Learning; Instructional Planning and Delivery; Educational Technology; Instruction Delivery and Evaluation; Teaching Reading/Secondary Areas; Secondary Directed Teaching; Professional Seminar)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
50%	19%	21%	10%

**Part II. Knowledge of the Field.** The next part of the survey asked students how valuable they expected the courses to be in developing their knowledge of the field.

*How valuable to you expect the following courses to be in developing your knowledge of the field?*

**English Education Course courses** (American Literature I and II; English Literature I and II, Shakespeare, Teaching Literature in the Secondary Schools, Composition Theory

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
67%	33%	0%	0%

**English Language Studies courses** (Linguistics, History and Structure of the English Languages, Literacy, Rhetoric and Style)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
62%	24%	2%	12%

**Practical Writing Courses** (Technical Writing, Business Writing, Proposal Writing, Creative Writing.

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
41%	41%	10%	9%

**Diverse Perspective Courses** (Women in Contemporary Culture, Black Literature, African Literature, Native American Literature, World Short Fiction, World Literature, Adolescent Literature.

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
52%	31%	7%	10%

**Professional Education courses** (Life Span and Human Growth and Development; Micro-computer Applications; School, Work and Society; Principles of Teaching and Learning; Instructional Planning and Delivery; Educational Technology; Instruction Delivery and Evaluation; Teaching Reading/Secondary Areas; Secondary Directed Teaching; Professional Seminar)

a. highly valuable	b. valuable	c. not valuable	d. n/a (have not taken or am currently taking)
46%	24%	20%	10%

**III. Part Three** The third section of the survey asked students to rate how well the English Education program helped them in developing specific skills.

*How well has the English Education program helped you develop problem-solving and critical thinking skills?*

Very well	Adequately	poorly
47%	51%	2%

*How well has the English Education program helped you develop writing skills?*

Very well	Adequately	poorly
47%	42%	11%



*How well has the English Education program helped you develop an appreciation of literature?*

Very well	Adequately	poorly
67%	26%	12%

**Part IV.** The fourth section of the survey asked questions regarding course electives, faculty expertise, advising and extra-curricular offerings.

*Characterize the choice of electives offered by the English Education program:*

Very broad	Adequate	Not very broad
5%	79%	16%

*Does the English Education Program offer a faculty with expertise in their professional areas?*

Yes, very expert	Adequate	Not very expert
74%	23%	3%

*How helpful has advising been through the College of Education?*

Very	Adequate	Not very
35%	41%	24%

*How helpful has advising been through the Department of Languages and Literature?*

Very	Adequate	Not very
41%	41%	18%

*Are you aware of opportunities to participate in English Education activities ( such as Shakespeare's Birthday, Poetry month activities, etc.)*

Yes, aware & participated	Aware & not participated	Not Aware
35%	30%	35%

*How well do you expect the English Education program will prepare you to teach writing?*

Very Well	Adequately	Poorly
33%	54%	13%

*How well do you expect the English Education program will prepare you to teach literature?*

Very Well	Adequately	Poorly
70%	23%	7%

*How well do you expect the English Education program to prepare you to work with students with a range of abilities?*

Very Well	Adequately	Poorly
42%	47%	11%

*How useful did you find the library resources for the English Education program?*

Very Useful	Adequate	Poor
10%	61%	29%

*How useful did you find the computer resources for the English Education program?*

Very Useful	Adequate	Poor
13%	75%	12%

**Highlights of Written Comments:**

The majority of students indicated that the program has prepared them to teach written composition and literature and to work with students with a wide range of abilities. They also indicated that library and computer resources, while not outstanding, were adequate. Written comments reiterated the need for traditional grammar and for more credit hours in the academic subject area.

- The education classes could be condensed to allow students the time for literature classes. I've gotten much more out of my literature classes and linguistics than any education class I've taken.
- Less doubling of Education classes; combine education with content at higher levels.
- More literature classes. . . I think another LITR 415 is needed.
- Certain education classes are repetitious in their material, for example EDUC 251 & 301 as well as 330 and 430.
- Grammar classes should be required earlier in the program
- Grammar review early on in the program
- Need course on grammar theory and instruction
- Add course in grammar to core curriculum



## Section 6

### Faculty Perceptions of Program

## **Section 6: Faculty Perceptions of English Education Program**

### **Overview**

Twenty-five members of the full-time tenured or tenure-track faculty in the Department of Languages and Literature and two members of the faculty in the College of Education responded to the faculty survey about their perceptions of the English Education program. The survey results showed mixed perceptions in many areas, indicating that, while most faculty feel the program is strong, some faculty are dissatisfied with the abilities of many of the English Education students. Other reasons why the survey average numbers are low are that many Languages and Literature faculty have had little contact with English Education students because they teach Technical Communications courses or lower level courses and because the English Education program is fairly new. Therefore, "no response" is a frequent response on the survey. Some of the questions that were marked negatively also reflect the realism of the faculty; they understand that English Education students are experienced and enthusiastic readers and competent writers but that they often do not possess deep understanding and abiding commitment to English studies, being more career-oriented and seeking to become good teachers rather than advanced critics.

The faculty feel the English Education program is strong in these areas:

- The required core courses help students to develop critical and analytic reading skills.
- Students are good writers and enthusiastic readers.
- Students learn how to teach writing and literature in their courses.
- The quality of most courses is appropriate for the program.
- Faculty have been consulted and have participated in developing the program.

The faculty perceive the program as weaker in these areas:

- Students do not make use of advising opportunities.
- Library holdings (books and journals) in all areas of English studies are weak.
- Students' preparation in literary criticism, use of secondary criticism and the traditional and nontraditional canon of literature is weak.

The faculty were divided on these aspects:

- More literature electives are needed.
- More university recruitment effort is needed.

**Faculty Perceptions of the Ferris State University  
English Education Program (*Combination of Educ & Lang/Litr*)**

Please respond to each statement in this section as follows: "A" *strongly agree*, "B" *agree*, "C" *no response*, "D" *disagree*, and "E" *strongly disagree*.

1. EED graduates are knowledgeable about the traditional canon of American and British literature.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	41%	26%	22%	11%

2. EED graduates are informed about emerging voices which are expanding the traditional canon of American and British literature.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	22%	33%	19%	19%

3. EED graduates are knowledgeable about theories of literary criticism.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
4%	22%	26%	29%	19%

4. EED graduates possess the skill to work with secondary sources of literary criticism.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
4%	19%	33%	40%	4%

5. EED graduates possess the skill and ability to teach literature.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	26%	33%	22%	12%

6. EED graduates have the ability to read works of literature critically.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	41%	19%	26%	7%

7. EED graduates have the ability to analyze works of literature independently.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	52%	19%	19%	10%

8. EED graduates are knowledgeable about the structure and history of the English language.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
4%	30%	30%	30%	6%

9. EED graduates possess a reading knowledge of a second (foreign) language.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	0%	48%	26%	26%

10. EED graduates possess an understanding of the theories and issues of literacy.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
4%	37%	22%	33%	4%

11. EED graduates possess fundamental proofreading and editing skills.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
11%	44%	15%	19%	11%

12. EED graduates have the ability to help students improve their own language skills.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	52%	26%	11%	4%

13. EED graduates possess an overall ability to write well.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	48%	15%	26%	4%

14. EED graduates are knowledgeable about composition theory.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
11%	33%	26%	19%	11%

15. EED graduates have the skill and ability to teach writing.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	37%	30%	19%	7%

16. EED graduates are knowledgeable about teaching methodology.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	41%	41%	18%	0%

17. EED graduates are effective classroom teachers.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
4%	26%	52%	19%	0%

18. EED students are enthusiastic about literature.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
4%	59%	11%	18%	7%

19. EED students come to the program as experienced readers.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	19%	19%	47%	15%

20. EED students come to the program deeply interested in English studies.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	19%	30%	40%	11%

21. EED students are quite interested in studying a second (foreign) language.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	7%	34%	37%	22%

22. The required core of literature courses for the EED program (*American Literature I and II, English Literature I or Shakespeare, English Literature II, and Literature in Secondary Schools*) is appropriate for intended outcomes.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
33%	52%	0%	11%	4%

23. The overall quality of the literature courses available to the EED program is appropriate for the students enrolled.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
30%	56%	3%	7%	4%

24. The language studies area of the EED curriculum (two course selections from *Linguistics 301, History and Structure of English 382, Literacy 413, or Rhetoric and Style 324*) is appropriate for intended outcomes.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
33%	33%	4%	26%	4%

25. The practical writing requirements for the EED program (one course selection from *Technical Writing 311*, *Creative Writing 322*, *Proposal Writing 323*, or *Business Writing 325*) are appropriate for intended outcomes.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
26%	37%	11%	26%	0%

26. The number of literature electives for the EED program (one class) is appropriate for intended outcomes.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	37%	8%	33%	15%

27. The diversity requirement for the EED program (one course selection from *Women in Contemporary Culture 170*, *Black Literature 202*, *African Literature 203*, *Native American Literature 204*, *World Short Fiction 241*, *World Literature 300-306*, or *Adolescent Literature 327*) is appropriate for intended outcomes.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
15%	48%	11%	26%	0%

28. The professional education sequence required by the College of Education for the EED program (*Life Span Human Growth & Development 251*; *ISYS 105*, *School, Work, and Society 300*; *principles of Teaching & Learning 301*; *Instructional Planning & Delivery 330*; *Educational Technology 340*; *Instructional Delivery & Evaluation 430*; *Teaching Reading/Secondary Areas 443*; *Secondary Directed Teaching 491*; and *Professional Seminar 499* for a total of 40 credits) is appropriate for intended outcomes.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	30%	19%	26%	18%

29. EED students are generally pleased with the professional education sequence required by the College of Education.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	7%	34%	37%	22%

30. EED students are generally pleased with the academic content courses developed by the Department of Languages and Literature.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
19%	48%	22%	11%	0%

31. The established advising scheme for the EED program serves the students well.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	30%	11%	30%	22%



32. EED students are very responsive to the established advising scheme.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	11%	38%	44%	7%

33. The university library holdings in literature are adequate to the needs of EED students.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	15%	11%	56%	18%

34. The university library holdings in literary criticism are adequate to the needs of EED students.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	11%	19%	52%	18%

35. The university library holdings in composition theory are adequate to the needs of EED students.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	15%	26%	44%	15%

36. The university library holdings in linguistics and literacy are adequate to the needs of EED students.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	7%	30%	44%	19%

37. The university library holdings for the professional education sequence offered by the College of Education are adequate for EED students.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	11%	63%	26%	0%

38. The university library professional journal holdings are adequate for EED students.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	11%	15%	63%	11%

39. As a faculty member in either the College of Education or the Department of Languages and Literature, I have been adequately consulted during the development of the EED program.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
22%	56%	0%	15%	7%

40. As a faculty member in either the College of Education or the Department of Languages and Literature, I have had ample opportunity to participate in the development of the EED program.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
26%	59%	8%	7%	0%

41. To date, the university's recruitment efforts for students for the EED program have been about what they should be.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
7%	33%	26%	22%	11%

42. The current focus of the EED program is to prepare graduates to work with weaker students in non-traditional educational settings such as vocational ed programs.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
4%	37%	19%	26%	15%

43. ... to prepare graduates to teach in traditional high school English programs.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
11%	56%	14%	19%	0%

44. ... to prepare graduates to work with weaker students in non-traditional settings *and* to teach in a traditional high school.

<b>strongly agree</b>	<b>agree</b>	<b>no response</b>	<b>disagree</b>	<b>strongly disagree</b>
0%	44%	24%	32%	0%



## Section 7

### Advisory Committee Perceptions

## **Section 7: Advisory Committee Perceptions**

The Teacher Education Advisory Council (TEAC) was newly formed in winter semester 2000. The Council has met three times in an effort to define its role and mission. Therefore, there is not report of the perceptions of the Advisory Committee. See Appendix D for a statement regarding the mission of TEAC.



## Section 8

### Labor Market Analysis

## Section 8: Labor Market Analysis

Most information regarding available positions for teachers is not categorized by academic discipline. The ASCUS Annual for 1993 reports that in the Great Lakes Region in 1992 there is "some shortage" in English. On a scale of 5 (considered shortage), English ranks 4.05, outranked in demand by only bilingual education (4.33) and several categories of special education. Nationwide, English ranks a 2.94 or slightly below a "balanced" supply and demand.

The State of Michigan Occupational Employment Forecasts 1996-2006 indicate that there will be an increase in the number of positions available in secondary education in the state, the increase from 1996-2006 growing from 55, 220 to 57,350

While we were not able to obtain specific data regarding employment opportunities in English, anecdotal data derived from students indicates that numerous graduates who have a minor in English are teaching in their area of minor preparation. This suggests that English teachers are, indeed, in demand.

Overall, the number of jobs in secondary education is expected to rise to meet the increase in the number of high school students in the next decade. The federal Occupational Outlook Handbook reports that "employment of secondary school teachers is expected to grow faster than average [21-35%] for all occupations through the year 2008," largely due to increased enrollments of secondary school students (from 18 million in 1999 to 19.5 million by 2008). The Bureau of Labor Statistics projects a 22.6% employment increase for secondary school teachers from 1998-2008, a growth of 322, 034 positions nationwide. The local job market is expected to reflect these national and state trends: the Michigan Department of Career Development's Occupational Employment Forecasts for West Central Michigan lists secondary school teachers as 13th on the list of occupations with largest growth, forecasting 120 new jobs between 1994 and 2005 (a 15 % increase).

See Appendix E Teacher Supply and Demand by Field and Region  
See Appendix F State of Michigan Occupational Employment Forecast



## Section 9

### Evaluation of Facilities and Equipment

## Section 9: Evaluation of Facilities and Equipment

### Overview

In the three years since the English Education program began, the department has been diligently working toward building library holdings, acquiring journal titles (institutional and department), and collecting resources for both the student program and faculty development. Below are summaries describing materials and resources, with reference to appendices which list specific program-related acquisitions.

However, significant gaps remain which make research and advanced critical study difficult or impossible for undergraduates. Faculty must rely on their personal libraries and interlibrary loan to keep current with English Education issues. Online resources do not yet, nor do we expect they ever will, decrease or eliminate the need for significant journal and book collections and media resources.

### Books

When the resources for EE program proposal were first surveyed (1994-95), it was noted that the largest library holdings were in the area of literature, with American and British literature publications numerous, both in primary sources (anthologies and collections) and critical works. There was a satisfactory number of literary criticism resources, but, as these were mostly from the 1960's and 70's, our goal was to increase our number of publications, especially in the following areas of **literary theory and criticism**: feminist criticism, ethnic and minority literature, and children/adolescent literature. World literature anthologies and critical works are a current goal for book holdings. See Appendix G for literary theory holdings list.

In addition to literary theory, an area of priority is **linguistics**, a key area of the EE program of courses, FSU Library has a strong collection from the 1960's and 1970's, especially in the areas of dialects, oral language, speech acts, transformational grammar, and metaphor. The specific areas we have worked to build up the past three years are phonology, morphology, historical linguistics, semantics, sociolinguistics, psycholinguistics, ethnography, applied linguistics including English as a Second Language (ESL). See Appendix H for holdings list.

The language area also includes recent addition of titles in **reading**, reading theory, reading pedagogy, and literacy theory and education.

In the area of **rhetoric and composition**, the holdings are numerous, both in early works (60's-80's) and contemporary publications. Areas of recent acquisition include writing assessment, writing across the curriculum, English pedagogy, modern and classical rhetorical theory. However, the holdings in classical or modern rhetorical theory are meager. Besides Timme Library holdings, the department faculty library has also increased significantly in the past five years, especially rhetoric and composition titles. While the department collection is a great help to faculty, it is not available to undergraduates. (See Appendix I for the Faculty Development Library List in the



Languages and Literature Department.) The Crossroads Writing Project Library is also available to students . This collection has over 200 titles aimed specifically at teaching English in K-12 grades.

The English Education department committee compiled in 1998-99 a faculty recommendations and requests list for books and resources in rhetoric, language, and reading. FSU librarian Joe Weber has assisted the department in the search for and acquisition of these publications.

The Department of Languages and Literature's library committee and the faculty development committee have made it a priority the past three years to assist in promoting and supporting the department's efforts to increase the number of books, journals, and other resources for the English Education program.

In 1999, a recommended reading list for English Education majors was posted in the department's website (American and British fiction, drama, and essays). With very few exceptions, these titles can be found in the Timme library. See Appendix J : Recommended Reading List, for titles.

Overall, these lists demonstrate that the bulk of our library holdings are too old to be useful for undergraduate research. Books from the 80s and 90s are a distinct minority.

### **Journals**

The department library contains the following journal titles available to teachers:

*College Composition and Communication*  
*College English*  
*Chronicle of Higher Education*  
*Linguistics Journal*  
*Research in the Teaching of English*

The Timme Library holds many of the major titles for composition and literature journals including the following:

*PMLA (Publication of the Modern Language Association)*  
*CCCs (College Composition and Communication)*  
*English Journal*  
*Journal of Basic Writing*

These journal holdings are barely adequate for students' basic research needs. Timme Library should also include a number of other basic journals, which speak directly to prospective high school teachers: *Research in the Teaching of English*, *Composition Studies*, *Writing on the Edge*, *Writing Instructor*, *Journal of Teaching Writing*, *Rhetoric Review*, *Computers and Composition*, and *Journal of Advanced Composition*, to name a few.

### **Audio-Visual and Computer-Related Resources**

Other resources available to English Education students include media collections located in Timme, Media Distribution, the English Education website, and the Department of Languages and Literature video library.

Timme Library media resources collections contain a strong collection of recordings of poetry and drama, with most Shakespeare titles.

Media Distribution has a variety of videos for language and literature and drama. Other facilities include general computer labs available to all Ferris students, CAS computer-equipped classrooms, Department-owned laptop, VCRs and monitors, the Department and English Education web-site, and Department Video Library (see Appendix K : Media Holdings, for attached holdings).

Here again, media resources are strong but aging and in need of new acquisitions on a regular basis. The English Education website is in need of updating and expansion to be more useful as a first-stop resource for prospective English teachers.

#### **Resources for Off-campus Student:**

Many of our strongest English Education students are commuting to campus or take a majority of their coursework at remote sites such as Traverse City. These students need as much access to library and online resources as on-campus students. Online resources, especially access to databases from off-campus locations, are especially important and need to be expanded to fill these needs.

Ferris does not issue regular ID cards with bar codes to these off-campus students; this means they have difficulty checking out books and using databases at Timme. While the library staff has been extremely helpful working with these students, who must resort to using interlibrary loan or community college libraries for all their research, it is imperative that ID cards be issued to these students. This problem affects all off-campus programs, not just English Education.

#### **Student and Faculty Perceptions of Library Resources**

The library staff has been very supportive of our efforts in spite of their own limited resources. When students were asked how useful they found library resources, a majority (90%) of students answered "adequate" or "poor." When asked about computer resources, 75% of students rated them "adequate" or "poor." (See Section 5 for full results.)

Included in the survey conducted among English Education faculty in the Department of Languages and Literature and College of Education were questions specifically about the nature of the library holdings for English Education studies. The majority of the faculty disagreed or disagreed strongly with the statements that "the university library holds in literature, literary criticism, composition theory, linguistics, literacy, and English education. (See Section 6 for full results.)

### **Recommendations**

- Continued acquisitions based on faculty request lists and department needs for language areas, world literature, criticism, literacy and current research titles. Faculty must continue to stay actively involved in library acquisition process.
- Work toward a system of securing library ID cards (with bar code) for our off-campus students.
- Make institutional acquisition of current journal titles a priority.
- Recordings are outdated; begin acquisition of compact disks, video disks, and CD-ROMs for literature and drama recordings.
- More attention devoted to the department website for English Education: continue building and refining recommended reading lists, develop internet resources, update advising information



Section 10

Curriculum Evaluation

## Section 10: Curriculum Evaluation

### Introduction

The English Education program focuses on preparing prospective teachers for the challenges of teaching students from a broad range of educational and cultural backgrounds. One of the challenges faced in the preparation of future English teachers at the secondary level is that English teachers are expected to be conversant in many areas: grammar, linguistics, language acquisition, literature, literacy, composition, critical thinking. Similarly, the high school English teacher is called upon to perform a wide variety of extracurricular duties including such typical assignments as drama coach, student newspaper advisor, debate coach, to name a few. Our curriculum is designed to provide the best background possible for emerging teachers of English.

Like all students at Ferris, English Education students meet the General Education guidelines for graduation. In addition to the General Education requirements, English Education students are required to complete an academic core of 39-40 credit hours, a professional sequence of 40 credit hours, and an Education minor. Because of the broad ranging duties of the English teacher, students are advised to select a minor that complements the English major, such as the Communications minor or the proposed Journalism minor; however, students may select from any of the approved Education minors in order to complete their degree. (Appendix L: Program Checksheet)

### The Academic Core

Responsibility for the academic core lies within the Department of Languages and Literature. The core meets State of Michigan competency requirements for English teachers and exceeds the minimum competencies in several areas.

The core is divided into five areas which represent the many facets of English Education. The **Required Core** includes survey courses in American and English literature as well as courses in literary theory (LITR 415) and composition theory (ENGL 415). The English 415 course serves as the capstone course for the program and is where students finalize their preparation of an extensive portfolio of their written work for a final, required assessment by faculty. Portfolios contain 1) a statement of philosophy which describes the student's conceptualization of his or her role as an English educator, 2) a resume, 3) a series of revised analytic papers from literature and composition coursework, 4) samples of work from English Language studies coursework which demonstrate competency in language issues and theory, 5) a sample of work from a course in Practical Writing demonstrating advanced writing competency, and 6) a selection of professional teaching materials that show how the student applies knowledge from core courses to a teaching context. The portfolios are assessed by a faculty committee and are a requirement for graduation.

The Required Core courses also include a "professional" component that introduces students to the concept of professionalism by requiring students to take part in a professional, on-campus conference similar to the conferences that they will be expected

to participate in after graduation, such as those offered through NCTE (National Council of Teachers of English) and MCTE (Michigan Council of Teachers of English). We feel that it is important for our students to leave knowing that they have more to learn and that teachers must always better themselves and continue to educate themselves throughout their lives, hence the importance of introducing the concept of professional development as they ready themselves for graduation.

The second area of the academic core is the **English Languages Studies** component. Students are required to take six credits of course work in language theory courses, choosing from Linguistics, History and Structure of English, Literacy, and Rhetoric and Style. These courses give students a background in how language works and how humans learn language, as well as advanced practice in audience analysis, stylistic studies, and linguistic structural analysis. With this background, students are better prepared to teach spelling, vocabulary, English as a second language, grammar and punctuation, and the forms and genres of academic writing. Since it is imperative that English educators understand why their students acquire and improve language abilities in a variety of ways, these courses give students the theoretical and practical knowledge to deal with teaching very specific language skills (for example, MEAP-tested skills), to assess their students' progress in reading and writing, and to teach diverse student bodies with varied cultural and linguistic backgrounds.

One of the distinctive features of our program is the **Practical Writing** component of the academic core. Students must select an advanced writing course in addition to the Advanced Composition course (ENGL 321) which they take as part of the General Education Writing Competency requirement. They may select Technical Writing (ENGL 311), Creative Writing (ENGL 322), Proposal Writing (ENGL 323), or Business Writing (ENGL 325). All of these courses ensure that English Education students have sophisticated and detailed knowledge of specific genres and audiences for writing and demonstrate their advanced competency as writers. In addition, Business Writing and Technical Writing provide students with a background in the kinds of writing that take place in the workplace because some of our students may elect to teach in a vocational setting. These courses also add to their depth of understanding of the real world significance of literacy which they can pass along to their students. Proposal Writing gives students practice in concise, audience-directed prose and practical knowledge in the grant proposal-writing process in which most public and private schools are involved. Creative Writing provides advanced practice in the genres of poetry, short story, memoir, and personal narrative (genres which most English educators assign their own students) and hands-on experience with the teaching of imaginative and inventive works of writing.

Another distinctive feature of our academic core is the section on **Diverse Perspectives**. Diversity issues are part of the State competencies. Were they not, we would still insist on this requirement. First of all, social critics and English professionals recognize that many quality works of literature have been excluded from the traditional canon because they were written by women or minorities or because they had simply not been widely distributed. The state test reflects this growing perception. While our survey courses (LITR 311,312,351,352) make a solid attempt to cover works not traditionally included

# Professional Standards for the Preparation of Teachers of English (BA)

## Preface

English teachers play the major role in developing students' critical reading, writing, thinking, speaking, and listening skills on which the life of a democratic nation depends. Thus English teachers must demonstrate and apply high standards of professional preparation in both content and pedagogy. The following professional standards for the preparation of secondary teachers of English promote the development of understandings, skills, and attitudes that characterize teachers who complete effective English teacher-preparation programs. These standards are consistent with national K-12 IRA/NCTE Standards, the Content Standards and Benchmarks of the Michigan Curriculum Framework, NCATE-approved teacher education standards, the National Board for Professional Teaching Standards, and the Entry-Level Standards for Michigan Teachers. Like them, the standards below communicate a vision of teaching and learning that reflects high expectations for the intellectual quality of student and educator performance.

### 1.0 Standards for the Structure of the English Teacher Education Program

The English teacher education program will:

- 1.1 model effective pedagogical practices and provide opportunities for analysis of pedagogy, reflection on pedagogy, and implementation of effective pedagogy in preservice teachers' own planning and instruction;
- 1.2 embody a philosophy consistent with the Michigan Curriculum Framework (its Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards);
- 1.3 maintain an articulated and coordinated curriculum involving content, pedagogy, and professionalism, that is aligned with standards from NCATE, MCTE, NCTE/IRA Standards, and Michigan's *Guidelines for the Professional Development of Teachers of English Language Arts*;
- 1.4 promote curriculum integration and cross-disciplinary applications;
- 1.5 provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with varied populations; and
- 1.6 maintain a system of evaluation that includes demonstration and documentation (e.g. a comprehensive portfolio) of teaching and learning processes and abilities.

### 2.0 Standards for Professionalism

English teachers demonstrate professional practices when they:

- 2.1 respect the worth, contributions, abilities, language of all learners;
- 2.2 help students understand their own and others' cultures, abilities, and language;
- 2.3 develop students' effective use of oral, written, and visual literacy in their daily lives;

2.4 develop students' effective use of critical thinking;

2.5 promote students' appreciation of and engagement in a wide variety of media and genre;

2.6 engage regularly in professional growth, through participation in conferences and other professional development opportunities; the reading and/or writing of professional materials, and the reading, writing, or performing of literary pieces;

2.7 work with colleagues, parents, community members, and professional organizations to develop an appreciation and understanding of the English language arts;

2.8 join and participate in professional organizations, such as the Michigan Council of Teachers of English, the National Council of Teachers of English, the Michigan Reading Association, the International Reading Association, the Michigan Association of Speech Communication, and the Journalism Education Association.

### **3.0 Standards for Knowledge of Content and Curriculum**

#### **3.1 Meaning and Communication**

Teachers of English will know the following and understand their instructional applications:

- a. the elements of effective communication in a variety of rhetorical situations and the use of appropriate communication modes and behaviors; (1.5, 2.1, 3.2, 3.5, 4.1, 6.1, 6.2; NCTE 3.2, 3.6.1)
- b. the acquisition and development processes of first and second languages in speaking, reading, and writing; (NCTE 3.1.1)
- c. the integrated nature of the English language arts (listening, speaking, reading, writing, critical thinking, viewing, and visual representation); (3.1; NCTE 3.1.2)
- d. a variety of communication models and an awareness of the interdependence of their components; (1.5, 3.2; NCTE 3.1.2, 3.2.5, 3.6.2, 3.6.3)
- e. the history and evolution of the English language; (4.2, 4.3; NCTE 3.1.5)
- f. the social, cultural, and dynamic nature of language, particularly the reciprocal relationship between language, culture, and individual identity and how language choices advance and constrain people. (4.1; NCTE 2.6, 3.1.3, 3.1.4, 3.6.1)

#### **3.2 Literature and Understanding**

Teachers of English will know the following and understand their instructional applications:

- a. literature as oral, written, enacted, and visual texts that reflect cultures, values, and perspectives; (5.1-5.5, 9.1; NCTE 3.5.1.1, 3.5.1.2, 4.9)
- b. a wide variety of quality contemporary and classic literature appropriate for different developmental levels and student needs, including multicultural/world



literature, literature by women, and literature for young adults; (5.1-5.5; NCTE 3.5.1.1-6)

- c. key issues and recurring themes in classic and contemporary literature in a variety of cultural contexts; (5.1-5.5, 9.1-9.3, 10.1)
- d. the use of oral, visual, enacted, and written texts to explore and address important issues and problems in communities beyond the classroom; (3.8, 5.1-5.5, 9.2-9.3, 10.3, 11.1; NCTE 3.2.2, 3.6)
- e. varied critical approaches to textual analysis; (1.3, 1.5, 3.8, 5.1-5.5, 12.3; NCTE 3.2.5, 3.3.1, 3.5.1.6, 4.7, 4.8)
- f. the historical/social contexts of and relationships among texts; (5.1-5.5, 10.1-10.3; NCTE 3.5.1)
- g. the varied purposes for reading that foster life-long reading practices; (1.1, 1.2, 10.1-3; NCTE 2.7)
- h. issues of censorship. (NCTE 2.5)

### 3.3 Genre and Craft of Language

Teachers of English will know the following and understand their instructional applications:

- a. grammars and conventions of English, e.g., morphology, phonology, semantics, and syntax; (2.4, 4.2, 8.1; NCTE 3.1.6, 3.1.7)
- b. differences between descriptive and prescriptive conventions of usage; (8.1; NCTE 3.1.6, 3.1.8)
- c. the diversity of language uses, patterns, and dialects in spoken, written, and visual discourse; (4.2, 4.3, 8.1; NCTE 3.1.4, 3.1.7, 3.1.8)
- d. the effects of style, voice, and language choices as determined by context, purpose, and audience in print and non-print texts; (2.1, 3.5, 3.7-3.8, 4.4, 6.3; NCTE 3.2.1)
- e. the characteristics, forms, and appropriate use of a variety of genre, e.g., narration, drama, poetry, exposition, and persuasion; (1.2, 2.1-2.2, 3.5, 3.7, 3.8, 8.2, 8.3; NCTE 3.2.3, 3.5.1.2)
- f. the appropriate use of a variety of artistic and stylistic techniques and devices; 1.3, 1.4, 2.1, 2.4, 3.5, 3.7-3.8, 8.4, 8.5; NCTE 3.2.5, 3.4.1, 3.4.2)
- g. writing processes, including inventing, revising, and publishing. (2.3; NCTE 3.2.2, 3.4)

### 3.4 Skills and Processes

Teachers of English will demonstrate a mastery of the following:

- a. the effective use of the English language, both written and oral, in a variety of rhetorical contexts; (2.1-2.4, 3.1-3.8, 4.1-4.5, 6.1-6.4, 7.1-7.4, 8.1-8.5, 10.1-10.3; NCTE 3.0-3.2, 3.4)
- b. independent reading and viewing and the critical consideration of texts with reasonable comprehension and interpretation; (1.1-1.5, 2.1-2.4, 3.1-3.8, 7.1-7.4, 12.1-12.5; NCTE 3.2.5, 3.3, 3.6)
- c. the use of research and reference resources for inquiry-based learning in literacy education; (9.2-9.3, 11.1-11.4; NCTE 3.7)
- d. critical standards for analyzing and assessing the craft, aesthetics, and significance of their own, students' and other authors' texts; (7.3, 12.1-12.5; NCTE 3.0- 3.6, 4.8)
- e. the processes of and strategies for reading and writing. (1.2, 1.4, 2.3, 3.6, 7.1; NCTE 3.3-3.4, 11)

#### **4.0 Standards for Pedagogy (Instruction and Assessment)**

##### **4.1 Instructional Design.**

Teachers of the English language arts will be able to:

- a. examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts;
- b. design and sequence literature, writing, and language assignments which support standards-based integrated units of instruction;
- c. set meaningful goals as part of short and long term planning for literacy instruction;
- d. plan for literacy instruction to accommodate the range of learners and different learning needs;
- e. plan instruction that takes into account students' personal backgrounds and experiences, students' prior curricular experiences in language and literacy, and students' cross-disciplinary curricular experiences.

##### **4.2 Instructional Strategies**

Teachers of the English language arts will be able to:

- a. use discussion for a variety of purposes, e.g., to engage students in literacy tasks, to develop interpretations and understanding of multiple points of view, to promote critical thinking, and to promote an understanding of their own and others' perspectives and experiences;
- b. ask questions as a means of probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem-solving, facilitating recall of information, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;

- c. use small group work and collaborative learning to facilitate critical thinking as students construct meaning in the English language arts, i.e., peer revision, collaborative group writing, dramatic performance, readers theatre, literature discussion groups;
- d. work with students individually through such activities as conferencing and facilitating independent projects;
- e. present or explain information to support literacy learning, i.e., assignments, criteria for evaluation, information about an author or period, terms or concepts in language, rhetorical strategies, revision strategies, etc.;
- f. create environments that support respectful approaches to individual differences in culture, race, gender, religion, ethnicity, and heritage;
- g. model the use of technology as an effective component of learning for conducting research and for the processes of writing;
- h. use means to encourage student goal-setting, reflection, metacognitive understanding, and assessment.

#### 4.3 Assessment Strategies.

Teachers of the English language arts will be able to:

- a. respond effectively and constructively on an ongoing basis to students' literacy efforts, i.e. student's contributions to discussion, writing, oral presentations;
- b. design rubrics appropriate for literacy tasks;
- c. to recognize students' oral and written miscues and their underlying causes as a means of informing curricular choices for individual and group instruction;
- d. design a variety of assessment tools, i.e., essay tests, portfolios, objective measures, individual projects, performance criteria, reflective self-evaluation, etc.;
- e. interpret and report assessment methods and results to students, administrators, parents, and the public;
- f. use assessment results to shape or revise instructional design and/or strategies;
- g. use the requirements of state and national assessment programs to inform curricular choices and instructional strategies.

## English Education Objectives

### The Required Core

#### Literature

##### Students

- Read unfamiliar literature reflectively.
- Approach literature from different historical periods with enthusiasm.
- Engage hermeneutically with unfamiliar works to make them intelligible.
- Place works within their appropriate historical contexts.
- Recognize the significant works of American and English literature.
- Can explain the significance of the major works.
- Can explain the major social and political issues involved in the formation of any canon.
- Can explain the significance of Shakespeare.
- Are very open to and seek out new literary experiences.
- Can draw connections among different works.
- Can explain the various literary movements
- Effectively use the language of literary criticism.
- Offers insightful interpretations.
- Effectively supports interpretations.
- Demonstrates appreciation for possible alternative readings.
- Consciously employs multiple critical approaches to literature.
- Draw comparisons with outside reading.
- Write with insight about literature.
- Demonstrate an appreciation for the richness of literary language.
- Can explain the different genres.

**ENGL 415 and LITR 415:** See course objectives

#### Language

##### Students:

- Appreciate the power of language.
- Know the structure of English.
- Can offer a linguistic analysis.
- Know theories of language acquisition.
- Can explain the distinction between descriptive and prescriptive grammar.
- Can explain the social context of literacy, language, and discourse.
- Can support well informed positions about disputes on language, correctness, and literacy.
- Know the key language of linguistic analysis and can both justify and apply it.
- Can apply knowledge of language to analyze style and language development.
- Can identify the forces shaping a person's or community's language usage or literacy.
- Understand the place and impact of creoles and dialects,

- Can apply semantics to an understanding of language use.
- Can explain the role of phonemes and morphemes.
- Can measure student language development.
- Can explain the causes of student “usage” problems.
- Have an enthusiasm for understanding language.
- Can identify the historical changes in the sound, form, and lexicon of English.

## **Writing**

Students:

- Enjoy writing.
- Deliberately try to meet different kinds of rhetorical challenges.
- Effectively adapt writing to meet the audience.
- Employ a variety of rhetorical strategies.
- Are open to different kinds of rhetorical approaches.
- Understand and make use of the writing process.
- Revise effectively.
- Demonstrate an understanding of different writing contexts.
- Offer good insights about writing samples discussed in class.
- Seek out writing ideas from other texts.
- Integrate different voices into a text.
- Engage in extensive research.
- Adapt to meet the format demands of different assignments.
- Offer effective peer response.
- Demonstrate a positive attitude about writing.
- Appear to enjoy language.
- Make effective word choices.
- Demonstrate a rich vocabulary.
- Use a mature syntax.
- Proofread so that there are few errors.
- Understand grammar and punctuation.

## **Diverse Literary Perspectives**

Students:

- Recognize the place of literature as a voice of diverse communities.
- Can identify how literary works are developed in contexts that help establish the literature’s perspective.
- Understand reception theory and how different works are received by differing communities.
- Show sensitivity to how different works may be perceived and can negotiate the work and community responses.
- Understand social critical approaches to literature.
- Recognize the importance of diverse literary forms.
- Are familiar with at least one major literary perspective.

## **Electives**

Students:

- **Demonstrate a sustained interest in an area of study.**
- **Are eager to expand their areas of appreciation and understanding.**
- **Develop an area of expertise that they could effectively teach.**
- **Make coherent choices about how to take meaningful electives.**
- **Make an effort to compensate for their areas of perceived weakness.**

Draft  
English Education Assessment

Could you please take a moment to fill out this assessment form for each of the English Education majors in your class and then return the completed forms to Betty Stolarek. A copy will be given to the student and a copy will be forwarded to the student's English Education advisor. Together we can provide students with the kinds of assessment information that will allow them to improve as future English teachers.

Please circle for each of the major areas whether the student is VS = Very Strong, S=Strong, O=Average, W=Weak, VW=Very Weak, NA=Not Applicable.

For each sub-criteria circle whether the student's work is E= excellent, S = Satisfactory, NI = Needs Improvement. Leave the question unanswered if it does not apply.

**Writing**

VS S O W VW NA

- |  |   |   |    |
|--|---|---|----|
| 1. Overall writing ability.                        | E | S | NI |
| 2. Adapts effectively to audience in writing.      | E | S | NI |
| 3. Employs a variety of rhetorical strategies.     | E | S | NI |
| 4. Revises effectively.                            | E | S | NI |
| 5. Offers effective peer responses.                | E | S | NI |
| 6. Demonstrates a positive attitude about writing. | E | S | NI |

**Language and Grammar**

VS S O W VW NA

- |  |   |   |    |
|--|---|---|----|
| 7. Appears to enjoy language.                | E | S | NI |
| 8. Makes effective word choices.             | E | S | NI |
| 9. Uses a mature syntax.                     | E | S | NI |
| 10. Proofreads so that there are few errors. | E | S | NI |

**Behaviors**

VS S O W VW NA

- |   |   |   |    |
|---|---|---|----|
| 11. Consistently produces quality work.                           | E | S | NI |
| 12. Is well organized.  | E | S | NI |
| 13. Is a leader in the class.                                     | E | S | NI |
| 14. Voluntarily does additional work, such as secondary research. | E | S | NI |

**Professional Courses**

VS S O W VW NA

- |  |   |   |    |
|--|---|---|----|
| 14. Learns professional content well.                        | E | S | NI |
| 15. Demonstrates a real interest in the teaching of English. | E | S | NI |
| 16. Can effectively apply theories.                          | E | S | NI |
| 17. Shows evidence of outside reading.                       | E | S | NI |
| 18. Makes effective connections across courses.              | E | S | NI |

**Literature**

**VS S O W VW NA**

- |   |   |   |    |
|---|---|---|----|
| 19. Demonstrates an enthusiasm for literature.                    | E | S | NI |
| 20. Draws comparisons with outside reading.                       | E | S | NI |
| 21. Offers insightful interpretations.                            | E | S | NI |
| 22. Effectively supports interpretations.                         | E | S | NI |
| 23. Demonstrates appreciation for possible alternative readings.  | E | S | NI |
| 24. Effectively uses language of literary criticism.              | E | S | NI |
| 24. Leads in discussion of literature.                            | E | S | NI |
| 25. Writes with insight about literature.                         | E | S | NI |
| 26. Makes connections with the historical context for literature. | E | S | NI |



## **Portfolio Assessment Guideline**

### **Literary Core**

Includes a sample of literary analysis that meets the following criteria.

- Insightful interpretation
- Appropriately employs language of literary criticism
- Demonstrates awareness of literary critical approach
- Is complete in the interpretation
- Offers support

Includes either an exam or essay from required history sequence that shows:

- Appropriate placement of work in historical period
- Some explanation of the historical significance of the work
- Use of the appropriate historical terminology
- Makes connections with other related works

### **Language**

Includes an exam and a project from one of the required ENGL courses that show:

- Use of appropriate terminology for analysis
- Ability to appropriately discuss with support language issues
- Uses theory correctly.

### **Writing**

Includes two essays from upper level writing classes that show:

- Sensitive to audience.
- Ability to employ divergent rhetorical strategies.
- Effective organization
- Effective revision
- Excellent use of language
- Careful proofreading with no more than 1 error per page.

### **Professional Courses: ENGL 415 and LITR 415**

At least one project or exam from each course that shows:

- Understanding of theory.
- Appropriate application of theory to classroom.

### **Diverse Literary Perspectives**

At least one paper or exam from a course in the literary perspective category that shows:

- Understands work from a different literary perspective.
- Can place the work or works in the appropriate cultural context.
- Understands the work or works role in the given culture or group.

### **Elective**

At least one paper or exam that shows:

- Expertise in the area represented by the work.

## English Education Portfolio Assessment

Each English Education major will develop a portfolio of work which will demonstrate the competencies expected of graduates of the program. While the final portfolio will be compiled as a project during English 415 the capstone class for English Education, students are expected to collect materials for the portfolio throughout their time in the program.

The portfolio should include the following components:

- I. **Table of Contents**
- II. **Statement of Philosophy**  
*The statement of philosophy should be a comprehensive statement examining the student's conceptualization of the role of an English teacher. It may be an expansion of the philosophy statement written in ENGL 415 but should go beyond a discussion of the philosophy of teaching composition to encompass the many facets of English education.*
- III. **Resume**
- IV. **Required Core**  
**One paper from each of the following courses should be included: LITR 311, 312, 351 or 323, 352, 415, and ENGL 415. It is expected that this section will illustrate the student's competency in literary criticism, using a variety of critical approaches to literary analysis.**
- V. **English Language Studies**  
*One paper, project or examination from each course taken within this portion of the checksheet ( ENGL 301, 382, 413, TCOM 324) should be included. It is expected that this section will illustrate the student's competency in discussing language issues, appropriate terminology, and theoretical issues.*
- VI. **Practical Writing**  
*One paper from English 321 and one paper from one of the other practical writing classes (ENGL 311, 322, 323, 325) should be included. This section of the portfolio should illustrate the student's proficiency in writing.*
- VII. **Elective**  
*Students may choose to include representative works which illustrate their "elective" interests.*
- VIII. **Teaching Materials**  
*Students should include materials from their practical experiences in the professional track. Such materials may include a sample lesson plan or syllabus or other pertinent teaching materials. The materials in this section should illustrate the student's ability to work with students and to employ strategies consistent with the pedagogical statement.*

Other materials to be included in the portfolio will be provided by the program coordinator (136 screen; student assessment forms for all classes taken in the Department of Languages and Literature)

# NCTE/IRA STANDARDS FOR THE ENGLISH LANGUAGE ARTS

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that makes productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

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

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

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

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

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

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

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

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

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

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

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

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

## LANGUAGE, SPEAKING, AND LISTENING

**Understand that English is a dynamic language shaped by cultural, social, and historical influences.**

Includes analyzing the significance of historical events that have influenced the development of the English language (e.g., the Norman Conquest, the interactions between native peoples and immigrants during the colonization of North America); relating English derivatives, borrowings, and slang terms to their origins in other languages and dialects; and analyzing regional and social variations in language in the United States.

**Understand fundamental concepts relating to the structure, acquisition, and use of language.**

Includes distinguishing structural features of languages (e.g., phonological, morphological, syntactic, semantic) and applying principles of language acquisition and use (e.g., language development in children, second language and dialect acquisition).

**Understand how language use reflects culture and affects meaning in all modes of communication.**

Includes analyzing how diction, dialect, and patterns of expression transmit culture and affect meaning in all modes of communication; understanding the relationship between language and concepts related to customs and daily life in various cultures; and understanding the sociopolitical uses of language.

**Understand listening and speaking strategies used in formal and informal communications.**

Includes analyzing elements of effective listening and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker) and analyzing techniques of effective listening and speaking in small and large groups (e.g., paraphrasing to clarify, interpreting nonverbal cues to monitor reactions, applying discussion techniques).

**Understand listening and speaking strategies used for effective communication.**

Includes evaluating strategies of organization, selection of details, and delivery in relation to audience and purpose; analyzing factors affecting a listener's ability to understand spoken language in different contexts; recognizing the role of body language, gestures, and visual aids in communicating a point of view; and recognizing the effects of voice and intonation patterns in oral presentations and interpretations.

RE

## WRITING

### **Understand a variety of strategies for generating ideas for writing.**

Includes demonstrating knowledge of the purposes and uses of prewriting strategies such as brainstorming, clustering, researching, discussing, questioning, reading, listing, viewing, and drawing.

### **Understand appropriate writing strategies for particular audiences and purposes.**

Includes selecting and organizing resources and information to support ideas and arguments; demonstrating knowledge of techniques for planning, outlining, composing, and drafting both individually and collaboratively; recognizing aspects of the writer's craft used to convey meaning effectively (e.g., persuasive techniques, dialogue, metaphors, points of view, logic); and applying effective word choices to create an appropriate style.

### **Understand the connection between writing and learning across the curriculum.**

Includes examining the uses of a variety of written forms (e.g., journals, learning logs, dialogues, diaries, letters) to make connections across the curriculum, record progress and reflect on completed tasks, assist in generating authentic questions for inquiry, encourage reflection on content and the process of learning, and explore ideas and solve problems in all content areas.

### **Understand strategies and characteristics of writing for personal and artistic expression.**

Includes distinguishing an authentic voice in written text; demonstrating awareness of the aesthetic dimension of language (e.g., imagery, figurative language, rhythm, sentence variety); judging effectiveness of alternative leads and endings; identifying details appropriate for specific purposes (e.g., mood, setting, suspense, characterization); distinguishing passages that show rather than tell; and understanding uses of forms of expressive and creative writing (e.g., personal essay, short story, poem, dramatic monologue).

### **Understand processes and purposes of revising and editing written texts.**

Includes demonstrating an awareness of the recursive nature of revision; understanding revision to address the writer's purpose and audience (e.g., refocusing, clarifying, improving word choice); recognizing resources for revision (e.g., conferences with peers or teachers, use of reference materials and computers); and applying the principles of copyediting and proofreading.

## READING

### **Understand strategies for eliciting and using readers' responses to text.**

Includes strategies such as using reading journals to record and share personal responses to text, identifying methods used in relating texts to personal experiences, and comparing multiple interpretations of a text.

Includes interpreting literary devices and figurative language; analyzing authors' use of language to inform, persuade, and entertain; and applying knowledge of word structure and context to determine meaning.

**Understand and apply reading strategies for the acquisition, interpretation, and application of information.**

Includes interpreting visual representations; distinguishing between general statements and specific details; and, from a given passage, drawing conclusions, interpreting information, and providing a summary.

**Understand and apply techniques of critical analysis and evaluation.**

Includes distinguishing between fact and opinion in a passage; judging the relevance, importance, or sufficiency of facts or examples in a writer's argument; assessing the credibility or objectivity of a source of information; and determining how the author's point of view, tone, and style affect the reader's evaluation of the material.

**Understand the use of metacognitive techniques in reading comprehension.**

Includes analyzing the purposes of reading techniques and strategies (e.g., skimming, varying reading rate) and using techniques for improving reading comprehension (e.g., recalling prior knowledge related to a topic, generating questions).

**LITERATURE**

**Understand various aspects of North American literature, including the literary contributions of native peoples, women, ethnic minorities, and regional writers.**

Includes analyzing the significance of writers, works, and movements to the development of North American literature; analyzing changes in literary form and style in U.S. literature from the colonial period to the contemporary period; analyzing the literary responses of North American writers to social conditions, patterns of inclusion and exclusion, historical events, and cultural movements, as exemplified in given passages; and demonstrating a familiarity with children's and adolescents' literature.

**Understand the ways in which literature reflects the diversity of a global society.**

Includes analyzing the contributions of male and female authors, authors from diverse racial and ethnic groups, and authors from many countries and cultures; and recognizing forms, writers, works, and characteristics of modern and contemporary world literature, including children's and adolescents' literature.

**Understand the variety of purposes for studying literature.**

Includes helping readers understand a variety of cultures; understanding the experience of others from a historical perspective; enriching language use; developing self-expression and understanding; deriving enjoyment; and recognizing the benefits of fostering lifelong reading habits.

**Understand a variety of approaches to experiencing literature, including visual and audio media.**

Includes understanding the characteristics and applications of a variety of approaches to reading literature (e.g., historical, thematic, sociopolitical, archetypal) in a variety of contexts; understanding the uses of readers' theatre, dramatic readings, visual interpretation, and cross-curricular integration; and recognizing the literary characteristics and applications of print, audio, and visual media.



question that follows:  
It will cost you a sawbuck to purchase this book.

The use of the phrase "a sawbuck" in place of "ten dollars" is an example of:

- A. slang.
- B. dialect.
- C. style.
- D. jargon.

idioms and expressions, they:

- A. are not articulate in Standard American English.
- B. are using language to establish group identity.
- C. are dissatisfied with their formal education.
- D. are unfamiliar with other dialects.

3. Billy is an eighth-grade boy who has just returned home after playing on his soccer team. He slams the door, stomps past his mother, and slumps into a chair in the den. His mother goes into the den and sees that Billy has been crying. She asks him what is wrong and he says, "I hate that Brad. He cheats! He pushed me away from the ball again. I could have gotten the goal. He always does this to me! I don't want to play anymore. I mean, who cares?" Which of the following responses by Billy's mother would be most illustrative of reflective listening?

- A. Well, I know you care about the game, Billy. Once this blows over, you'll want to play again.
- B. You're really mad at Brad. Sounds like a rough game.
- C. I'm sure it's not that bad. You're a great player! How about a snack?
- D. It sounds like you're jealous of Brad. You need to overcome this to be a good team player.

4. In writing a collaborative essay, it is most important that everyone involved:

- A. write a piece to be included in the final draft.
- B. be in general agreement about the issues being presented in the essay.
- C. participate in decisions on the content, structure, and delegation of work.
- D. write a first draft to be shared with the others in the group.

5. In which of the following passages is the reader shown rather than told about the character's emotions?
- A. Tom stared at the phone, a knot of icy terror growing in his stomach. Any time now, it would ring.
  - B. With one hand on the phone, I found I was shaking with a terror so profound that it stripped me of any ability to move or think. Fear possessed the hotel lobby; lived in the carpet, the wallpaper. Any time now, the phone would ring.
  - C. Tom stared at the phone, thinking: fear is a physical reaction, like heat or hunger. Trying to suppress his panic, he willed himself to be calm.
  - D. Tom stared at the phone, which had suddenly become the focus of his entire life. In all the world, there was only himself and this phone. A sudden dizziness took hold of him. Any minute now, the phone would ring.
6. Johanna is a quiet and shy student in Ms. Bank's eighth-grade English class. She rarely participates in discussions but is a competent student who always completes her assignments with care. The class is about to read *The Diary of Anne Frank*, and Ms. Banks wants to ensure that Johanna feels free to respond to the book and feels her responses have been heard. Which of the following activities would be the best choice for Ms. Banks in this situation?
- A. organizing a panel discussion about the book and having Johanna be on the panel
  - B. beginning dialogue journals with each student in which students "converse" with Ms. Banks about the book
  - C. assigning an essay based on the book and offering to read Johanna's essay to the class
  - D. meeting privately with each student and asking them questions about their responses to the book

7. Read the passage below; then answer the question that follows.

<sup>1</sup>Our town library is a small, square, granite building. <sup>2</sup>In its pleasantly cluttered rooms—amid pots of daffodils, books in the process of being logged in, a basket of photos from last year's costume party—musical performances are held on Sunday afternoons. <sup>3</sup>There's almost always an evening reading-and-discussion group available for adults, on subjects from world religions to Native Americans and the colonial landscape. <sup>4</sup>In the back corner is the volunteer-staffed homework center, which includes a computer with a CD-ROM that is used by everyone from six year olds reading animated storybooks to middle school students researching their reports on the states. <sup>5</sup>Modest as it is, our little library is a vital center of our community.

Which of the following sentences from the passage above is a general statement?

- A. sentence 1
- B. sentence 2
- C. sentence 4
- D. sentence 5

8. Read the paragraph below written by a seventh-grade student; then answer the question that follows.

I think that my brother is a gang member. This gang that I know about they all wear these red and black shirts. My brother has a red and black shirt a lot like that, so I think he's in that gang.

Which of the following is a major weakness in the student's argument?

- A. He or she is getting information from an unreliable source.
- B. He or she is focusing on irrelevant or unimportant details.
- C. He or she does not have sufficient facts to support his or her conclusion.
- D. He or she is not able to be objective about this subject.

9. Read the excerpt below from Sophocles' *Antigone*, in which she is illegally burying her brother's body; then answer the question that follows.

*Chorus:* You showed respect for the dead.  
So we for you: but power  
is not to be thwarted so.  
Your self-sufficiency has brought you down.

*Antigone:* Unwept, no wedding-song, unfriended, now I go  
the road laid down for me.  
No longer shall I see this holy light of the sun.  
No friend to bewail my fate.

Based on the information in this passage, which of the following statements best describes the likely attitude of the ancient Greeks toward this tragic protagonist?

- A. surprise at the catastrophic force of her passions
- B. detachment from her suffering and inevitable punishment
- C. absorption in the psychological sources of her conflict
- D. admiration for her individualism and self-expression

10. Read the excerpt below from "Discovery of the New World" by the Native American poet Carter Revard; then answer the question that follows.

The creatures that we met this morning  
    marveled at our green skins  
        and scarlet eyes.  
They lack antennae  
    and can't be made to grasp  
        your lawful proclamation that they are  
    our lawful food and prey and slaves  
    nor can they seem to learn  
    their body-space is needed to materialize  
    our oxygen absorbers—  
which they conceive are breathing  
    and thinking creatures whom they implore  
at first as angels or (later) as devils  
    when they are being snuffed out  
        by an absorber swelling  
            into their space. . . .  
We need their space and oxygen  
    which they do not know how to use,  
        yet they will not give up their gas unforced,  
and we feel sure,  
    whatever our "agreements" made this morning,  
        we'll have to cook them all:  
        the more we cook this orbit,  
        the fewer next time around.

Which of the following statements best describe the ways in which the literary techniques used in this passage draw the reader into an unexpected point of view?

- I. A metaphor from science fiction is extended to reveal a particular sensibility.
  - II. A distinctive diction and vivid sensory images create a convincing aura of exoticism.
  - III. A meditative monologue unfolds the speaker's most intimate thoughts and feelings.
  - IV. A dispassionate poetic voice contributes to a satiric characterization.
- 
- A. I and III only
  - B. I and IV only
  - C. II and III only
  - D. II and IV only

# FERRIS STATE UNIVERSITY

## Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>		
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter
<u>College of Arts and Sciences</u>												
<u>Language and Literature</u>												
IEPG	1997-98	0.00	0.00	336.00	336.00	0.00	0.00	4.00	2.00			84.00
IEPG	1998-99	288.00	252.00	224.00	476.00	3.25	3.50	3.00	3.25	88.62	72.00	74.67
IEPG	1999-00	188.00	404.00	288.00	692.00	2.57	2.84	3.00	2.92	73.11	142.15	96.00
JRNL	1995-96	4.00	85.00	60.00	145.00	0.66	1.00	1.00	1.00	6.06	85.00	60.00
JRNL	1996-97	20.00	60.00	24.00	84.00	0.05	0.21	0.33	0.27	400.00	280.00	72.00
JRNL	1999-00	0.00	81.00	111.00	192.00	0.00	0.25	0.75	0.50		324.00	148.00
LANG	1995-96	0.00	12.00	12.00	24.00	0.00	0.18	0.00	0.09		65.67	
LANG	1996-97	0.00	12.00	12.00	24.00	0.00	0.00	0.00	0.00			
LANG	1997-98	0.00	0.00	60.00	60.00	0.00	0.00	0.27	0.14			220.00
LITR	1995-96	78.00	876.00	1,005.00	1,881.00	0.50	3.86	4.25	4.06	156.00	226.70	236.47
LITR	1996-97	99.00	1,143.00	1,362.00	2,505.00	0.50	4.42	5.17	4.79	198.00	258.44	263.61
LITR	1997-98	162.00	1,382.00	1,329.00	2,711.00	0.64	5.35	5.17	5.26	254.57	258.55	257.23
LITR	1998-99	204.00	1,296.00	1,368.00	2,664.00	0.75	5.25	5.74	5.50	272.00	246.86	238.33
LITR	1999-00	193.00	1,283.00	1,416.00	2,699.00	0.75	4.93	6.12	5.52	257.33	260.32	231.33
SPAN	1995-96	163.00	895.00	653.00	1,548.00	0.66	3.44	3.25	3.34	246.97	260.43	200.92
SPAN	1996-97	108.00	722.00	745.00	1,467.00	0.33	3.00	3.25	3.13	327.27	240.67	229.23
SPAN	1997-98	187.00	928.00	721.00	1,649.00	0.66	3.33	3.00	3.17	283.33	278.68	240.33
SPAN	1998-99	152.00	972.00	620.00	1,592.00	0.66	3.00	3.00	3.00	230.30	324.00	206.67
SPAN	1999-00	172.00	895.00	752.00	1,647.00	0.66	3.00	3.33	3.17	260.61	298.33	225.83
TCOM	1995-96	40.00	31.00	45.00	76.00	0.34	0.46	0.68	0.57	116.00	66.93	66.32
TCOM	1996-97	16.00	22.00	73.00	95.00	0.33	0.33	0.58	0.46	48.48	66.00	125.14
TCOM	1997-98	24.00	28.00	12.00	40.00	0.36	0.33	0.00	0.17	67.24	84.00	



Litr 311: American Literature 1  
9-9:50 a.m. M-W-F Starr 128

Fall 1999

Fall 1999

Catalog description: "Surveys American Literature--journals, poetry, fiction, drama, and prose--from 1620 to 1870. Includes writers such as Bradford, Winthrop, Bradstreet, Taylor, Paine, Franklin, Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Alcott, Douglass, Stowe, Davis, Whitman, and Dickinson. This course meets General Education requirements: Cultural Enrichment; Writing Intensive."

Prerequisite: Engl 250 or 211.

Instructor: Phillip Sterling  
Office: 3056 ASC Tel.: 591-5898  
E-mail: [sterlinp@ferris.edu](mailto:sterlinp@ferris.edu)  
Office hours: Mon., Weds.: 11-11:50 a.m.  
Tues.: 9-9:50 a.m.  
Fri.: 10-10:50 a.m.  
Other times by appointment.

I'm generally available before and after class for brief consultation. If you'd like more time, and my office hours are not convenient, please don't hesitate to make an appointment for a convenient meeting.

Lit 311 Objectives: to begin to understand America's unique social and cultural perspectives through an examination of its literature, particularly the literature of its Colonial, Federalist, and Romantic periods--roughly to the mid-19th century; to learn to read and discuss literature analytically; to evaluate the significance of the American literary tradition as it impinges upon our contemporary lives.

Text: *American Literature: A Prentice Hall Anthology*. Vol I.  
Ed. Emory Elliott, et al. New York: Prentice Hall, 1991.

Written requirements:

All papers done outside of class must be typewritten, double-spaced, with legible print, unless otherwise announced.

You will be responsible for at least:

twelve (12) one-page papers  
two (2) short-essay exams

Each of the one-page papers will be due weekly--not counting the first and final weeks--on the day you establish as a due date. You must submit to me by Friday, September 3, what day of the week you wish to use as your due date. Each week thereafter I will expect your paper on that day of the week.

I will accept ONLY ONE paper per week, and I WILL NOT accept any papers longer than one double-spaced typed page. Skip the cover sheets; just put your name in the upper right-hand corner. See the attachment for suggested approaches. These papers will be your responses to the assigned (or recommended) reading and must clearly reveal that you did in fact read the assignment. They must include specific references to the text. You will be allowed one opportunity to change the due day during the semester, and there is one grace week. Should you choose to turn in more than twelve papers, I will simply average the twelve highest scores of the papers you turn in. No short papers will be accepted after December 8.

Each "exam" will be essay format, with essay topics distributed at least a week before the due date. Exams will result in two or three essays. You will be expected to use at least one secondary, critical source--properly identified--in each essay. The exam due dates are listed on the attached daily reading schedule.

Unacceptable papers must be rewritten in order to receive credit. However, the one-paper-per-week rule includes rewrites.

#### General requirements:

You are expected to abide by the policies on Academic Misconduct as articulated in the *University Catalog*, the *Student Handbook*, and the *College of Arts and Sciences Syllabus Attachment*. Plagiarism will result in a grade of "F" for the course.

You are expected to attend class; more than three (3) absences may affect your final grade. In addition, 20% of your course grade is reserved for class participation, and I will assign it accordingly. Since most of our understanding of a text will depend upon different viewpoints or interpretations, you will be encouraged to share your thoughts by participating in discussion.

You will be held responsible for required reading assignments. Some assignments are lengthy and difficult, so it is best to read ahead if possible. Reading assignments on the attached daily schedule are listed on the day they are DUE. This schedule may change as we progress, but you'll be given plenty of warning.

I'm also including on the weekly schedule a list of recommended or related readings--from our anthology--for comparison. References to ancillary texts are often beneficial to written or oral arguments (and grades).

We will obviously not be able to discuss every aspect of every reading, so jot down questions as you read. Come prepared to share ideas and concerns.

I reserve the right to give 'pop' quizzes and to use any grades from them in evaluating your course performance.

You will be held responsible for any group activities, should they be assigned.

Questions to keep in mind:

What is American literature? What are the social, political, religious, personal, economic, or regional contexts that make this literature particularly American? What role does Puritanism, Federalism, spirituality, democracy, or capitalism play in American literature? How does a text deliver its point to an audience? How does a poem differ from an essay? Can we infer anything about American history or the American mind from our literary examples? Do these texts tell us anything about ourselves? About literature in general? About the principles of American democracy? About humor? About American foibles or fantasies? About the independence of the spirit? About humanity or human values? Do they still move us a century or two later?

Grades: The one-page papers will be averaged for 50% of your grade; each exam will be 15%; 20% will be assigned for participation and attendance, etc.

In order to receive a final grade of:

A--a student must complete all of the course work at a superior level; at least 65% of the written work must be A level; attendance must be good; participation must be often and active.

B--a student must complete all the course work at an above average level; at least 65% of the written work must be B level or better; attendance must be good; class participation must be at least average.

C--a student must complete all of the course work; 65% of the written work must be C level or better; class must be attended.

D--a student must complete most of the course work; 50% of the written work must be C level; there must be evidence of a concerted effort and improvement.

Litr 311 Reading Schedule

- M Aug 9 Intro.  
W Sept 1 Christopher Columbus, "The Journal . . .," pp. 33-38; Samuel de Champlain, "Voyages of Samuel De Champlain," pp. 43-46; Mayan Poetry, "They Came From the East," p. 25; Tlingit Oral History, "The Coming of the First White Man," pp. 25-29.  
F Sept 3 John de Verrazzano, "Verrazzano's Voyage," pp. 48-57; Powhatan, pp. 57-59; John Smith, pp. 59-66

(Recommended: "The European Colonization of the Americas," pp. 1-14; The "Literature of Exploration," pp. 31-32.)

- M Sept 6 Labor Day Recess  
W Sept 8 William Bradford, "Of Plymouth Plantation," pp. 66-82.  
F Sept 10 John Winthrop, pp. 82-96.

(Recommended: Roger Williams, pp. 96-104.)

- M Sept 13 Anne Bradstreet, pp. 115-118; "Flesh and Spirit," pp. 127-130; "The Author to Her Book," p. 130; "Before the Birth...", 130-131; "To My Dear and Loving Husband," pp. 131; "In Reference to Her Children," pp. 133-135; "Here Follows...", pp. 136-137.  
W Sept 15 Edward Taylor, pp. 148-152; "Meditation 8," pp. 155-156; "Upon a Spider...", pp. 160-161; "Huswifery," pp. 162-163; "The Ebb and Flow," pp. 164-165; "A Fig for Thee Oh! Death," pp. 165-166.  
F Sept 17 Mary Rowlandson, pp. 167-185.

(Recommended: Samuel Sewall, pp. 215-234.)

- M Sept 20 Cotton Mather, pp. 185-187; "The Trial of Martha Carrier," pp. 190-192; "Bonifacius: An Essay Upon the Good," pp. 198-210.  
W Sept 22 William Byrd, pp. 245-265.  
F Sept 24 Ebenezer Cook, pp. 266-273.  
M Sept 27 Jonathan Edwards, pp. 273-276; "Sinners in the Hands of an Angry God," pp. 300-310.  
W Sept 29 Benjamin Franklin, pp. 318-322; "Poor Richard," pp. 322-328; "The Sale of the Hessians," pp. 331-333; "Information to Those...", pp. 333-335; "Remarks...", pp. 335-339.  
F Oct 1 Franklin, "Autobiography," pp. 340-365(±).  
M Oct 4 Franklin, "Autobiography," pp. 365-399.  
W Oct 6 Thomas Jefferson, pp. 431-434; "Declaration of Independence," pp. 434-436; "Religion," pp. 439-442; "Manners," pp. 442-443; "Letters to Adams," pp. 444-452; "Letter to Burwell," pp. 452-453.  
F Oct 8 Abigail Adams, pp. 460-468.

(Recommended: "Age of Democratic Revolution," pp. 415-425; "Late 18th C. Prose," pp. 425-430; John Adams, pp. 454-460.)

- M Oct 11 Thomas Paine, pp. 468-470; "An Occasional Letter...", pp. 470-474; "Common Sense," pp. 474-484; "American Crisis," pp. 485-490.
- W Oct 13 Michel-Guillaume Jean de Crèvecoeur, pp. 495-520.
- F Oct 15 Olaudah Equiano, pp. 533-543.

(Recommended: "The Federalist," pp. 543-556; "Late 18th C. Poetry," pp. 556-560; "Late 18th C. Drama," pp. 598-603; "Late 18th C. Fiction," pp. 653-659.)

- M Oct 18 Phillis Wheatley, pp. 560-563; "On Being...", p. 563; "To the University...", pp. 563-564; "On Imagination," pp. 565-567; "To S.M.,...", pp. 570-571.
- W Oct 20 Philip Freneau, pp. 572-574; "To Sir Toby," pp. 576-577; "Wild Honey Suckle," pp. 577-578; "Indian Burying Ground," pp. 578-579; "On the Religion of Nature," pp. 582-583; "On Observing a Large...", pp. 583-584.
- F Oct 22 FIRST EXAM DUE. Royall Tyler, pp. 611-614; *The Contrast*, pp. 614-632.
- M Oct 25 Tyler, *The Contrast*, pp. 632-653.
- W Oct 27 Washington Irving, pp. 707-709; "Rip Van Winkle," pp. 712-724.
- F Oct 29 Irving, "The Legend of Sleepy Hollow," pp. 724-745.

(Recommended: "Progress and Crisis," pp. 695-707.)

- M Nov 1 James Fenimore Cooper, pp. 745-747; "Preface...", pp. 753-755; "Deerslayer," pp. 756-761.
- W Nov 3 Edgar Allen Poe, pp. 761-765; "The Black Cat," pp. 792-798; "The Cask of Amontillado," pp. 798-803; "Annabel Lee," pp. 817-818.
- F Nov 5 Augustus Baldwin Longstreet, pp. 831-837; Thomas Bangs Thorpe, pp. 837-848; George Washington Harris, pp. 855-865.

(Recommended: Edgar Allen Poe, "Ligeia," pp. 765-776; "The Fall of the House of Usher," pp. 776-789; "The Tell-Tale Heart," pp. 789-792; "The Raven," pp. 811-814; "Ulalume," pp. 814-817.)

- M Nov 8 Nathaniel Hawthorne, pp. 865-868; "My Kinsman, Major Molineux," pp. 869-881; "Wakefield," pp. 889-894.
- W Nov 10 Hawthorne, "Young Goodman Brown," pp. 894-903; "The Birth-Mark," pp. 912-922.
- F Nov 12 Herman Melville, pp. 1094-1098; "Bartleby, The Scrivener," pp. 1098-1122.

(Recommended: Nathaniel Hawthorne, *The Scarlet Letter*, pp. 959-1094; Herman Melville, *Moby Dick* [Not in our book].)

- M Nov 15 Melville, *Billy Budd*, pp. 1193-1221.  
W Nov 17 Melville, *Billy Budd*, pp. 1221-1248.  
F Nov 19 Harriet Beecher Stowe, pp. 1269-1270; "Uncle Tom's Cabin,"  
pp. 1271-1287.

(Recommended: "Early to Middle 19th Century Nonfiction Prose," pp. 1325-1329; Louisa May Alcott, pp. 1287-1297; Rebecca Harding Davis, pp. 1298-1325.)

- M Nov 22 Ralph Waldo Emerson, pp. 1341-1345; "Nature," pp. 1345-1373.  
W Nov 24 Emerson, "Self-Reliance," pp. 1386-1402  
F Nov 26 Thanksgiving Recess

(Recommended: Emerson, "The American Scholar," pp. 1373-1385; "The Poet," pp. 1410-1424; selected poems, pp. 1455-1470.)

- M Nov 29 Henry David Thoreau, pp. 1474-1478; "Walden," pp. 1493-1551.  
W Dec 1 Thoreau, "Walden," pp. 1551-1665.  
F Dec 3 Frederick Douglass, pp. 1747-1812.

(Recommended: Harriet Jacobs, pp. 1812-1838; Abraham Lincoln, pp. 1838-1841; "19th C. Poetry," pp. 1841-1847; Henry Wadsworth Longfellow, pp. 1856-1867.)

- M Dec 6 Margaret Fuller, pp. 1681-1684; "The Great Lawsuit," pp. 1684-1718.  
W Dec 8 William Cullen Bryant, pp. 1847-1856.  
F Dec 10 John Greenleaf Whittier, pp. 1867-1896.

- M Dec 13 SECOND EXAM DUE.

Papers (including essay exams) should be written responses to a reading or to a point made in class. They should be specific enough to clearly indicate an understanding of the text or discussion and they should include direct references. Generally, these papers will have:

1. A statement of the point being made (thesis), including proper and specific identification of the author and relevant parts of the text. The purpose for the essay should be clear. The statement of purpose may include (but is not limited to) enjoyment or disgust, agreement or disagreement, reaction or identification, confusion or clarification, comparison, enlightenment, placement in context, etc.
2. Specific references to the point or points being made (evidence in support of the thesis), including paraphrase or direct quote properly cited (page references in parentheses; MLA format for work not in the assigned text).
3. The essay writer's response or conclusion, with detailed explanation. (The response is mostly the answer to WHY?)

Keep in mind the limitation in length. The point is not to show how much you have read and thought about, but how perceptive and valuable your reading and thought is.

Responses should conform to proper grammar and syntax. Papers that are not acceptable by these standards will be returned with specific suggestions for revision. Revisions must be turned in within a week after they are marked; but two papers may not be turned in on the same day (that is, a revision may be turned in instead of an original, not in addition to).

Papers in the C range are papers that meet most of the objectives of good writing: clear purpose, consistent thought, adequate development, proper grammar and syntax, useful paragraph structures, etc. In the lower C range, any one of these areas may be seriously weak; any two may be slightly weak.

Papers in the B range may have minor weaknesses or distractions, but every quality listed in the C range works together. B papers are generally interesting and developed, though they may have minor punctuation problems; or, they may be stylistically clean but minimally developed.

Papers in the A range are exceptional, surpassing all the qualities of a C paper. They are interesting and well-developed, original and controlled. The reader is caught up in the topic and presentation and ignores minor weaknesses.

Papers in the D range show evidence of hard work and initiative, though two or more areas listed above may be weak. Unacceptable papers are either marked with a U or are left ungraded, with my suggestion that they be rewritten. Unacceptable papers may be sloppy or mechanically problematic or illogical or do not satisfy the assignment.

LITR 312: American Literature 2 NTA  
6:00-8:45 p.m., W

Winter 2000

Instructor: Phillip Sterling  
Office: 3056 ASC Tel.: 231-591-5898 (voice messaging); 231-796-1785 (home)  
E-mail: sterlinp@ferris.edu  
Office hours: Mon., Fri., 11-12; Tues., 10-11 a.m. *Other times by appointment.*

I'm generally available before and after class for brief consultation. If you need more time to confer with me, and my office hours are not convenient, please don't hesitate to make an appointment for an alternate time.

Catalog description: "Surveys American Literature--fiction, poetry, drama, prose--from 1870 to the present." Writing Intensive Course.

Litr 312 Objectives: to begin to understand America's unique social and cultural perspectives through an examination of its literature, particularly the literature of the 20th century; to read and discuss literature analytically; to evaluate the significance of the American literary tradition as it impinges upon our contemporary lives. This course is a chronological continuation of the American Literature sequence.

Texts: *Anthology of American Literature: Volume II.* 7th ed. Ed. George McMichael, *et al.*  
Upper Saddle River, NJ: Prentice Hall, 2000.

Fitzgerald, F. Scott. *The Great Gatsby*. [edition of your choice]

Salinger, J. D. *The Catcher in the Rye*. [edition of your choice]

A collection of poetry [your choice, from list]

Written requirements: All papers done outside of class must be typed, double-spaced, with legible, 12 pt. print, unless otherwise announced. You will be responsible for at least:

12 one-page papers (50%)

two essay exams (30%)

Each of the one-page papers will be due weekly--except for the weeks when exams are due (March 15; May 3). Unless otherwise announced, I will accept ONLY ONE paper per week, and I WILL NOT accept any papers longer than one double-spaced typed page. I will NOT accept late papers. Skip the cover sheets; just put your name in the upper right-hand corner. See the attachment for suggested approaches. These papers will be your responses to the assigned (or recommended) reading and must clearly reveal that you did in fact read the assignment. They must include specific references to the text.

Each "exam" will be essay format, with essay topics distributed at least a week before the due date. Exams will result in two essays. You will be expected to use at least one secondary



source--properly identified--in each essay. The exam due dates are listed on the attached daily reading schedule.

**General requirements:** You are expected to attend class. At least 20% of your grade will be assigned according to class participation. Since most of our understanding of a text will depend upon a discussion of our different viewpoints or interpretations, you are encouraged to share your thoughts by participating.

You will be held responsible for reading assignments. Some assignments are lengthy and difficult, so it is best to stay ahead if possible. Reading assignments are listed on the attached schedule according to the day they are DUE. This schedule may change as we progress. We will obviously not be able to discuss every aspect of every reading, so as you read, jot down questions and come prepared to discuss them.

You will be held responsible for group activities, should they be assigned.

You are expected to abide by the academic policies of the University, particularly those concerning academic dishonesty, as they are spelled out in the *FSU Catalog*, the student handbook, or the College of Arts and Sciences syllabus attachment.

**Some questions to consider:** What are the social, political, religious, personal, economic, or regional contexts that make this literature particularly American? What role does modern warfare, industrialization, technology, transportation, multiculturalism, or free enterprise play in shaping American literature? How does a text deliver its point to an audience? What can we infer about American history or the American mind from our examples of literature? Do these texts speak to us as individuals? Do they tell us anything about ourselves? About literature in general? About the principles of American democracy? About humor? About humanity?

**GRADES:** The twelve one-page papers are worth 50% of your grade; two exams are worth 30%; the final 20% will be based on class participation.

In order to receive a course grade of:

**A--**a student must complete all of the course work at a Superior level; at least 70% of the written work must be A level; attendance must be good; participation must be often and active.

**B--**a student must complete all the course work at an Above Average level; at least 70% of the written work must be B level or better; attendance must be good; class participation must be average.

**C--**a student must complete all of the course work; 70% of the written work must be Average or better; class must be attended.

**D--**a student must complete most of the course work; 50% of the written work must be Average or better; there must be evidence of a concerted effort and improvement.

## Reading Schedule

*Page numbers in parentheses.*

**Jan 12:** Intro. **Whitman**, from "Song of Myself" [#s 21, 24, 33], "I Saw in Louisiana a Live-Oak Growing" (79), "There Was a Child Went Forth" (107-108), "To a Locomotive in Winter" (125-126); **Emily Dickinson**, poems numbered 67, 185, 249, 258, 303, 328, 441, 465, 632, 712, 754, 1732, 1755 (148-172).

**Jan 19:** "The Age of Realism" (1-8); **Mark Twain** (231-233), *Adventures of Huckleberry Finn* (264-448).

[Recommended: **Joel Chandler Harris** (220-230); **Mark Twain**, "The Notorious Jumping Frog of Calaveras County" (234-238), "How To Tell a Story" (448-451).]

**Jan 26:** **Sarah Orne Jewett**, "A White Heron" (182-190); **Charlotte Perkins Gilman**, "The Yellow Wall-Paper" (664-678); **Kate Chopin**, "The Story of an Hour," "The Storm" (handouts); **Edith Wharton** (890-892), "Roman Fever" (906-915).

**Feb 2:** **Henry James** (483-484), "The Real Thing" (524-541); **Stephen Crane** (771-772), "The Open Boat" (858-875); **Sherwood Anderson**, "Death in the Woods" (1090-1099).

[Recommended: **William Dean Howells**, "Editha," "From *Criticism and Fiction*" (456-483); **Henry James**, "Daisy Miller" (485-524), "The Beast in the Jungle," (541-571), *The Turn of the Screw* (571-642); **Ambrose Bierce**, "An Occurrence at Owl Creek Bridge" (657-664); **Stephen Crane**, *The Red Badge of Courage* (776-858); **Jack London**, *The Call of the Wild* (not in our anthology); **Henry Adams**, "From *The Education of Henry Adams*" (938-980).]

**Feb 9:** "Twentieth-Century Literature" (981-987); **Edwin Arlington Robinson** (988-995), "Richard Cory" (990), "Miniver Cheevy" (991-992), "Eros Turannos" (992-993), "Mr. Flood's Party" (994-995); **Robert Frost** (995-996), "Mending Wall" (996-997), "Home Burial" (997-1000), "After Apple-Picking" (1000-1001), "Birches" (1002-1004), "Fire and Ice" (1008), "Design" (1008-1009), "Stopping by Woods on a Snowy Evening" (1009-1010).

**Feb 16:** **Ezra Pound** (1148-1149), "Portrait D'une Femme" (1149-1150), "Salutation" (1150), "A Pact" (1151), "In a Station of the Metro" (1151), "The River Merchant's Wife: A Letter" (1151-1152), From *The Cantos*, nos. XLV (1162-1163) & "LXXXI" (1163-1164), "A Retrospect" (1164-1171); **T.S. Eliot**, "The Love Song of J. Alfred Prufrock" (1171-1176), "The Waste Land" (1180-1197), "Journey of the Magi" (1197-1198).

[Recommended: Carl Sandburg, poems (1016-1020); Gertrude Stein, selections (1063-1090); John Dos Passos, selections (1099-1116).]

Feb 23: E. E. Cummings, poems (1209-1219); Wallace Stevens (1243-1244), "Disillusionment of Ten O'clock" (1246-1247), "Sunday Morning" (1247-1250), "Anecdote of the Jar" (1250), "A High-Toned Old Christian Woman" (1251), "Of Modern Poetry" (1254-1255), "No Possum, No Sop, No Taters" (1255-1256); William Carlos Williams (1257-1258), "The Young Housewife" (1259), "Danse Russe" (1262), "To Elsie" (1264-1265), "The Red Wheelbarrow," (1265-1266), "This Is Just to Say" (1267-1268), "These" (1269-1270), "Landscape With the Fall of Icarus" (1270-1271); Marianne Moore (1276), "The Fish" (1277-1278), "Poetry" (1278-1279), "No Swan So Fine" (1279), "The Student" (1280-1281), "The Pangolin" (1281-1283).

[Recommended: Robinson Jeffers, poems (1271-1275).]

Mar 1: F. Scott Fitzgerald, *The Great Gatsby*

Mar 8: Semester break

Mar 15: EXAM #1 DUE. Eugene O'Neill, *The Hairy Ape* (1116-1147); Tennessee Williams, *The Glass Menagerie* (1445-1493). Arthur Miller, *Death of a Salesman* (1493-1560).

[Recommended: Tennessee Williams, *A Streetcar Named Desire* (not in our anthology); Edward Albee, *Who's Afraid of Virginia Woolf* (not in our anthology); Edward Albee, *The Zoo Story* (1906-1923)].

Mar 22: Ernest Hemingway (1348-1349), "The Short Happy Life of Francis Macomber" (handout), "Big Two-Hearted River" (1350-1362); William Faulkner, "That Evening Sun" (1362-1375); John Steinbeck, "Flight" (1391-1404).

[Recommended: Jean Toomer, "Blood-Burning Moon" (1293-1300); Zora Neale Hurston, *Their Eyes Were Watching God* (not in our anthology); F. Scott Fitzgerald, "Babylon Revisited" (1334-1348); William Faulkner, "A Rose for Emily" (1375-1382); John Steinbeck, *The Grapes of Wrath* (not in our anthology).]

Mar 29: Langston Hughes, poems (1382-1391); Lorraine Hansberry, *A Raisin in the Sun* (1560-1620); Richard Wright, "The Man Who Was Almost a Man" (1425-1434). [To be discussed April 5]

Apr 5: Gwendolyn Brooks, poems (1620-1628); James Baldwin, "Sonny's Blues" (1772-1795).

[Recommended: Richard Wright, *Native Son* (not in our anthology); Ralph Ellison, *Invisible Man* (only Chapt. 1 in our anthology, 1434-1445).]

Apr 12: Elizabeth Bishop (1644-1645), "The Fish" (1646-1647), "Sestina" (1651-1652), "In the Waiting Room" (1655-1657), "One Art" (1657-1658); Robert Lowell (1658-1659), "Memories of West Street and Lepke" (1665-1666), "Skunk Hour" (1666-1667), "For the Union Dead" (1668-1669); Allen Ginsberg, poems (1684-1703); Adrienne Rich (1703-1704), "Living in Sin" (1705), "Breakfast in a Bowling Alley in Utica, New York" (1705-1706), "Diving into the Wreck" (1706-1708); Denise Levertov, poems (1711-1717); Sylvia Plath, poems (1725-1738).

[Recommended:; Theodore Roethke, poems (1628-1638); Richard Wilber, poems (1673-1684); James Dickey, poems 1739-1748); W.S. Merwin, poems (1748-1755); A. R. Ammons, poems (1755-1765)]

Apr 19: J.D. Salinger, *Catcher in the Rye*

[Recommended: Flannery O'Connor, "A Good Man Is Hard to Find" (1795-1806), "Good Country People" (1807-1820); Rita Dove, poems (1887-1897); Maxine Hong Kingston, *The Woman Warrior* (one chapt., "No Name Woman," in our anthology); Saul Bellow, *Sieze the Day* (not in our anthology); Toni Morrison, "1922" (2149-2159), *Beloved* (not in our anthology).]

Apr 26: Joyce Carol Oates, "How I Contemplated the World From the Detroit House of Correction and Began My Life Over Again" (1962-1975); Bobbie Ann Mason, "Shiloh" (2006-2017); Raymond Carver, "Cathedral" (2038-2049)

May 3: EXAM #2 DUE

## Format and Guidelines for One-Page Papers

Papers (including essay exams) should be written responses to a reading or to a point made in class. They should be specific enough to clearly indicate an understanding of the text or discussion and they should include direct references. Generally, these papers will have:

1. A statement of the point being made (thesis), including proper and specific identification of the author and relevant parts of the text. The purpose for the essay should be clear. The statement of purpose may include (but is not limited to) enjoyment or disgust, agreement or disagreement, reaction or identification, confusion or clarification, comparison, enlightenment, placement in context, etc.
2. Specific references to the point or points being made (evidence in support of the thesis), including paraphrase or direct quote properly cited (page references in parentheses).
3. The essay writer's response or conclusion, with detailed explanation. (The response is mostly the answer to WHY?)

Keep in mind the limitation in length. The point is not to show how much you have read and thought about, but how perceptive and valuable your reading and thought is.

Responses should conform to proper grammar and syntax. Papers that are not acceptable by these standards will be returned with specific suggestions for revision. Revisions must be turned in within a week after they are marked; but two papers may not be turned in on the same day (that is, a revision may be turned in instead of an original, not in addition to).

Papers in the C range are papers that meet most of the objectives of good writing: clear purpose, consistent thought, adequate development, proper grammar and syntax, useful paragraph structures, etc. In the lower C range, any one of these areas may be seriously weak; any two may be slightly weak.

Papers in the B range may have minor weaknesses or distractions, but every quality listed in the C range works together. B papers are generally interesting and developed, though they may have minor punctuation problems; or, they may be stylistically clean but minimally developed.

Papers in the A range are exceptional, surpassing all the qualities of a C paper. They are interesting and well-developed, original and controlled. The reader is caught up in the topic and presentation and ignores minor weaknesses.

Papers in the D range show evidence of hard work and initiative, though two or more areas listed above may be weak. Unacceptable papers are either marked with a U or are left ungraded, with my suggestion that they be rewritten. Unacceptable papers may be sloppy or mechanically problematic or illogical or do not satisfy the assignment.

Literature 351, section 1  
John Jablonski  
Office Hours: MW 11-12, T 9-11, or by appointment

British Literature: Medieval to Neo-Classical  
Office: ASC 3091  
Telephone: 592-5868/3988.

FALL 1996

### Objectives:

LIT 351 concerns itself with a broad overview of English Literature from the Anglo-Saxon invasion until the end of the Neo-Classical era. While the course focuses on an analysis of the literature of the periods represented in the survey, it also seeks to examine the social and political currents of the times during which the literature was written. Students are expected to be familiar with both. We will also study the nature of allusion, imagery, and recurring themes in this literature. Such an approach demands that students come to class regularly and participate in discussions. Since this course is listed as "writing intensive," students may expect that composition will be the major means of evaluation. Prepare to write regularly, and to both comment upon others' writing and have your own writing scrutinized and evaluated. Necessarily, the class requires that students be familiar with and be able to use terminology about literature and its analysis.

### Required Text (available at Great Lakes Bookstore or at the FSU Bookstore):

Abrams, et al. The Norton Anthology of English Literature, 6th Edition, Volume 1.

### Policies

**Attendance:** Students are allowed 4 (four) unexcused absences; five or more unexcused absences will result in an automatic failure for the course. Absences will be excused for medical reasons, family crises, or to attend a Ferris-sponsored trip (field trip, athletic team event, etc.) You will be required to provide a written excuse in such cases. In all cases, you are responsible for all work missed during your absence. If you are absent for an exam or an impromptu, you must bring a written excuse from a professional if you wish to make the work up. In cases of a serious nature or extended illness, contact me immediately to arrange assignments. Coming to class 10 minutes late or later counts as an absence; otherwise two late entrances equal one absence. Excessive lateness will also be grounds for failing the class. If you have an extenuating circumstance, such as having a class immediately before this one in a building far away, see me after the first class meeting.

**Assignments:** Late assignments have real consequences. If you miss a class when an assignment is due, arrange to have another class member bring in the assignment when it is due. Turning in an assignment when you return is not acceptable. Assignments are due at the beginning of the class on the due date. Late assignments are graded one full letter grade down for each calendar day late.

We may sometimes read and comment on each other's writing during the term (usually short critiques of the readings), and you will be required to provide a number of photocopies (usually 15) to the class. These photocopies are required and are due when the assignment is due. If you do not provide them when required, you won't get credit for the assignment. Several copy shops around campus can provide you with copies at reasonable prices. Do not come to class late with the excuse that you were looking for a copying machine; plan well enough in advance to take care of this. Exact requirements for format will follow.

**Readings:** You are expected to read the material assigned for any given class. The readings are sophisticated and are intended to be. Reading an assignment does not mean skimming the material. It means reading carefully and deliberately, looking up unfamiliar terms, being able to summarize the material, being able to respond to questions about the material. Use the margins of your books to good effect: underline, raise issues, question. You are responsible for the complete meaning of any assigned reading. Use a dictionary to identify unfamiliar phrases and allusions.

**Essay Format:** All assignments are due in COMPLETED FORM. Please refer to the appropriate pages in the coursepack for full information about essay format. Assignments not meeting acceptable format or word-length

guidelines will not be accepted. Quizzes daily exercises are generally acceptable in handwritten form, but I won't read any if they are illegible.

**Computers:** I strongly recommend that you become familiar with composing on the computer if you are not already familiar with word-processing. Computers take most of the drudgery out of rewriting, and I always encourage rewriting.

**Impromptus and Take-home Exercises:** These assignments are acceptable in handwritten form; however, if any is illegible, I will return it for you to recopy.

**Quizzes:** I give quizzes frequently, announced or unannounced, in-class or take-home, covering the readings and class discussion. Quizzes may not be made up.

**Grading:** Assignments will be evaluated by performance. Effort is admirable, but performance determines grades. I adhere to the following criteria for grading:

- A Outstanding performance. Work shows insight, takes intellectual risks and convincingly proves them, more than fulfills instructor's expectations, is readable and interesting. 100-90%.
- B Good performance. Work fulfills instructor's expectations for sound writing, shows conventional insight, is convincing. 89-80%.
- C Work fulfills instructor's average expectations, shows basic insight and is fundamentally convincing. 79-70%.
- D Unacceptable performance. Work barely meets expectations, but shows some merit. 69-60%.
- F Clearly unacceptable work. 59% and lower.

You are responsible for keeping track of your own grades. Your final grade in the course will be based on the following approximate distribution:

Participation	20%
Critiques (2)	10%
Impromptus, misc. exercises, quizzes	10%
Essays (2)	30%
Class presentation	10%
Mid-term	10%
Final Exam	10%

The participation grade is made up of attendance, coming prepared to class. Quizzes and exercises will often be graded on a less formal basis than the A-F system. This less formal system consists of check plus (✓+), check (✓), check minus (✓-), and U(μ). These grades are roughly equivalent to A, B, C, and R/W respectively.

**Rewriting:** You may be allowed to rewrite one of the essays. If so, you must adhere to the following guidelines:

## Questionnaire/Agreement

Please fill in the following questionnaire and return it at the next class meeting:

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Student ID number \_\_\_\_\_ Address (optional): \_\_\_\_\_

Advisor \_\_\_\_\_

Class/section number \_\_\_\_\_ Semester \_\_\_\_\_

Are you familiar with word-processing? YES NO

Do you have regular access to a computer? YES NO

If so, which word-processing program do you use? \_\_\_\_\_

If applicable, give the instructor(s) and grade(s) received in the prerequisite(s):

INSTRUCTOR GRADE

English 150: \_\_\_\_\_

English 250: \_\_\_\_\_

Other(s): \_\_\_\_\_

Is English your native language? YES NO

If not, indicate native language: \_\_\_\_\_

If not, indicate your native language. \_\_\_\_\_

List any other degrees (other than associates' degrees) you might have, if any:

---

Please sign the following statement

I have read and I understand the syllabus for this course, Assignment Requirements, Essay Format (in Coursepack), and plagiarism regulations.

Signature \_\_\_\_\_

forms.cpk



- \* You may rewrite only after a conference.
- \* During the conference I will determine a due date for the rewrite.
- \* Come to the conference prepared: Look up errors; be ready to suggest improvements. I won't accept feeble excuses, half-hearted preparation, and I won't rewrite the assignment for you.

If I place the R/W "comment" on your essay, you must rewrite. Such assignments that are not rewritten will, after two weeks, become F's.

Rewrites must be accompanied by all drafts and corrected copies of that essay and must be submitted by the due date determined during the conference. There will be a deadline toward the end of the term after which I will not accept any more rewrites. Simply rewriting an essay does not mean that your grade on the rewrite will automatically go up and does not guarantee a steadily improving grade.

**Plagiarism:** Plagiarism is a writer's use of someone else's words or ideas as his own without adequate and accurate acknowledgment of the source-- either copying word-for-word or paraphrasing or summarizing. Any instance of plagiarism will result in automatically failing the course and may lead to referral to the department or university.

**Incompletes:** I allow incompletes only in extreme circumstances such as illness or severe personal problems. In either of these two extremes, I will ask for written verification before allowing an incomplete. Also, if you are given an incomplete, it will only be allowed after you have signed a written a plan of work and committed yourself to a specific completion date.

**Assignment Schedule:** A schedule of specific assignments will follow directly. Be aware, however, that I amend these assignments constantly, and you are responsible for any oral changes made in class.

# SYLLABUS — Literature 352 — Winter 2000

Instructor: Professor J. L. Ollenquist

Office: ASC 3034 591-2915

E-mail: ollenquj@ferris.edu

Office hours: Tuesday 12:30-1:30, Tuesday/Thursday 4:30-6:00, and by appointment

## **COURSE DESCRIPTION**

LITR 352 surveys English literature from the 19<sup>th</sup> and 20<sup>th</sup> centuries. The course emphasizes analysis of major authors and representative works, including poetry, fiction, drama, and essay. In addition, it focuses on introducing the historical, social, and political contexts that influenced the literature. As a writing intensive course, LITR 352 also provides frequent practice in writing about literary texts--formally and informally--and using effective methods of literary research and critical analysis.

## **REQUIRED TEXTS AND SUPPLIES**

**Texts:** Abrams, *et al.*, *Norton Anthology of English Literature*, Vol. 2, 7<sup>th</sup> edition.  
Austen, *Persuasion* (Norton Critical Edition).  
Hardy, *Tess of the D'Urbervilles* (Norton Critical Edition).  
College-level dictionary, preferably hardbound

**Supplies:** White lined paper, without spiral edges, for handwritten work  
Access to a computer/typewriter and white typing/printer paper  
Stapler

**Suggested:** A campus or other e-mail account

## **COURSE REQUIREMENTS**

### **Reading and Reading Responses (150 points)**

You will be assigned many complex readings from the textbooks, as well as library sources and handout materials. Read assigned texts thoroughly by the due date (see Schedule), taking notes as necessary, and be prepared to discuss them in class.

To help you understand readings and prepare for discussion, you'll be assigned to write a 1-3 page (handwritten) informal response for each day on which reading is due, according to specific instructions I'll give in class. I will check and/or collect fifteen of these reading responses. If a response is complete and on time, it will receive 10 automatic points; otherwise, it gets zero points and may not be made up.

### **Exams (150 points)**

There will be three exams (50 points each) to demonstrate your knowledge of authors, texts, concepts, terms, and other information covered in class. Exams will require written answers ranging from several sentences up to extended essay responses; the second and third exams won't be comprehensive. Exams may not be made up except in documented cases of dire emergency, at my discretion.

## **Essays (150 points)**

You'll be assigned two research essays (75 points each), one on a major novel and the other on an approved topic of your choice. These papers will range from about 4-8 pages and must be typed. You'll have the chance to get peer/instructor response on preliminary versions of the essays before submitting the final version, but you may not "redo" an essay after the final version has been evaluated. You may take a one-week, no-penalty extension on ONE of the two essays if you need to, but the other must be on time, or it will receive a zero.

## **Group Presentation (50 points)**

With one or two assigned partners, you'll prepare a 15-20 minute informal oral presentation to deliver to the class. The reports will focus on social and historical topics related to the literature we're studying. All participating members of a team will receive the same points. Oral reports may not be made up, except in documented cases of dire emergency, at my discretion, and only if our schedule permits.

## **Attendance and Participation**

Regular attendance and constructive, enthusiastic participation are essential. I don't take roll, and you need not explain absence, but in-class activity and discussion will directly affect how successfully you perform on the written work. Come to class ON TIME, with needed materials, take notes, listen attentively, and join in class discussion.

**On-time work** = complete work you're present to submit in the classroom at the start of class on the due date--and you must remain to attend class. Work handed in otherwise receives zero points. Thus, if you miss a deadline, regardless of the reason, you cannot make up the work, except as noted above.

## **GRADING**

Your percentage of total points (responses + exams + essays + presentation) will determine your final course grade. Total points available for the semester = 500.

97-100% = A+	77-79% = C+
93-96% = A	73-76% = C
90-92% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	under 63% = F

No D- grade will be given. To determine your percentage/grade at any time during the semester, divide your own point total by the overall points currently available.

## Schedule -- Weeks 1-6

dates subject to change

page numbers are in the *Norton Anthology* except as noted

### DATE            READING/WORK DUE

#### Week 1

Introductory stuff — no readings

#### Week 2

Jan 18 T

"The Romantic Period," 1-21

Smith — bio., 32; "Written in the Church-Yard...," 34

Robinson — bio., 91; "January, 1795," 93

Burns — 99; "Afton Water," 108; "A Red, Red Rose," 115

20 R

Blake — 35; "The Lamb," 45; "The Chimney Sweeper," 46; "Infant Joy," 48; "The Tyger," 54; "London," 56; "Infant Sorrow," 57

#### Week 3

Jan 25 T

Wordsworth — 219; Preface to *Lyrical Ballads*, 238-51; "Lines Written in Early Spring," 226; "I Wandered Lonely as a Cloud," 284; "My Heart Leaps Up," 285; "The World Is Too Much with Us," 297; "Lines... " (Tintern Abbey), 235

27 R

Baillie — 209; "A Winter's Day," 210--only up to line 121

Coleridge — 416; "Rime of the Ancient Mariner," 423; "Kubla Khan," 439; "Dejection: An Ode," 459

Oral report: French Revolution

#### Week 4

Feb 01 T

Byron — 551; "Written after Swimming from Sestos to Abydos," 555; "She Walks in Beauty," 556

Shelley — 698; "Mutability," 701; "Ozymandias," 725; "Ode to the West Wind," 730; "To a Sky-Lark," 765

Essay #1 topic choice deadline

03 R

Keats — 823; "When I Have Fears...," 833; "La Belle Dame Sans Merci," 845; "Ode on a Grecian Urn," 851; "Ode on Melancholy," 853

Oral report: English class system

#### Week 5

Feb 08 T

Austen — *Persuasion* — complete novel, 3-168 in Austen text

Oral report: Feminism and women's rights

10 R

Astell — "Anne Elliot's Education," 275-85 in Austen text

#### Week 6

Feb 15 T

no reading, for a change! Oral report: Industrial Revolution

17 R

EXAM 1

**Tentative Major Due Dates — Weeks 7-finals**  
(very subject to change)

**Week 7**

Oral report — Queen Victoria  
Oral report — Empire and colonialism  
Essay #1 draft workshop

**Week 8**

Essay #1 final version

**Week 9**

Oral report — Science and technology/evolution  
Oral report — Victorian religion and morality  
Essay #2 topic deadline

**Week 10**

Hardy, *Tess of the D'Urbervilles*

**Week 11**

Exam 2  
Oral report — World War I

**Week 12**

**Week 13**

Oral report — World War II  
Oral report — End of empire/postcolonialism

**Week 14**

Essay #2 draft workshop

**Week 15**

Essay #2 final version

**Finals week**

Exam 3

**Kantar, Andrew**  
Professor of English  
Undergraduate Faculty  
Appointed: 1986

Academic Degrees

Ph.D. University of Minnesota	1988	English education
M.A. University of Minnesota	1982	English
B.S. University of Minnesota (with high distinction)	1975	English education

Professional Experience

1998-present	Department of Languages and Literature, Ferris State University, Professor
1991-93	University of Trondheim, Norway, Fulbright Scholar
1992-98	Ferris State University, Associate Professor
1986-92	Ferris State University, Assistant Professor (tenured 1991)
1981-86	Department of Rhetoric, University of Minnesota, Instructor
1978-80	Department of English, University of Minnesota-Duluth, Instructor
1976-78	Crater High School--Central Pt., Oregon, English Teacher
1977-78	Oregon Writing Project, Writing Fellow/Consultant
1975-76	Southwest Secondary School, Minneapolis, English Teacher

Awards

Finalist for Distinguished Teacher Award for 1994  
Fulbright Scholar Award to Norway, 1991  
Oregon Writing Fellowship, 1977

Faculty Load

Fall, 1999

LITR 327	Adolescent Literature	3 cr.
ENGL 311	Advanced Tech. Writing (2 secs.)	6 cr.
ENGL 211	Career & Industrial Writing	3 cr.

Summer, 1999

ENGL 311	Advanced Tech. Writing (2 secs.)	6 cr.
----------	----------------------------------	-------

Winter, 1999

ENGL 311	Advanced Tech. Writing (3 secs.)	9 cr.
ENGL 211	Career & Industrial Writing	3 cr.

Fall, 1998

ENGL 311	Advanced Tech. Writing (3 secs.)	9 cr.
ENGL 211	Career & Industrial Writing	3 cr.

Winter, 1998

ENGL 311	Advanced Tech. Writing (2 secs.)	6 cr.
ENGL 211	Career & Industrial Writing (2 secs.)	6 cr.

Fall, 1997

LITR 328	Golden Age of Children's Lit.	3 cr.
ENGL 311	Advanced Tech. Writing (3 secs.)	9 cr.
ENGL 211	Career & Industrial Writing	3 cr

Winter, 1997

LITR 327	Adolescent Lit.	3 cr.
ENGL 311	Advanced Tech. Writing	3 cr.
ENGL 211	Career & Industrial Writing (2 secs.)	6 cr

Fall, 1996

ENGL 311	Advanced Tech. Writing (3 secs.)	9 cr.
ENGL 211	Career & Industrial Writing	3 cr

Summer, 1996

ENGL 211	Career & Industrial Writing	3 cr
----------	-----------------------------	------

Winter, 1996

ENGL 311	Advanced Tech. Writing (3 secs.)	9 cr.
LITR 150	Introduction to Literature	3 cr

Fall, 1995

Sabbatical: Completed and published book for young adults.

Summer, 1995

ENGL 311	Advanced Tech. Writing (2 secs.)	6 cr.
ENGL 211	Career & Industrial Writing	3 cr

Winter, 1995

ENGL 311	Advanced Tech. Writing (2 secs.)	6 cr
LITR 327	Adolescent Lit.	3 cr.
LITR 328	Golden Age of Children's Lit.	3 cr.

Fall, 1994

ENGL 311	Advanced Tech. Writing (3 secs.)	9 cr
LITR 326	Children's Literature	3 cr

Summer, 1994

ENGL 311	Advanced Tech. Writing	3 cr
----------	------------------------	------

Winter, 1994

LITR 326	Children's Literature	3 cr
LITR 327	Adolescent Lit.	3 cr.
ENGL 311	Advanced Tech. Writing (2 secs.)	6 cr

Fall, 1993

LITR 327	Adolescent Lit.	3 cr.
ENGL 311	Advanced Tech. Writing (3 secs.)	9 cr

1991-93

Fulbright Senior Lectureship to the Norwegian College of Science and Technology,  
University of Trondheim, Trondheim, Norway

## Recent Professional Assignments and Activities

Numerous Departmental, College, and University Committees (1986-present)

Guest Speaker, *Writing and Publishing a Book for Young Adults*, for Friends of the Library (Big Rapids, MI), November, 1998.

Guest Speaker, *Writing a Prospectus and a Review of Research* for BIOL 415, (1998).

Guest Speaker, *Small-Group Work and Discussion in the Literature Classroom* for LITR 415: Teaching Literature in the Secondary Schools (1999). Presentation for literature methods class for English education students.

## Publications

**29 Missing: The True and Tragic Story of the Disappearance of the S.S. Edmund Fitzgerald.** East Lansing: Michigan State University Press, 1998. Young adult nonfiction book.

"Passage from Norway: The Days of Darkness" and "Norway: A Land of Extremes" in **Up and Down the River Anthology.** Big Rapids, Michigan: Humanities Council of West Central Michigan and Craftsmen Printing, 1999: 110-111.

**Encyclopedia of Children's Literature**, ed. by Bernice Cullinen and Diane Person. Continuum Press (subsidiary of Gale Research), in press. Published more than twenty historical and contemporary biographical entries, including Louisa May Alcott, Joan Aiken, Randall Jarrell, Seymour Simon, Elizabeth George Speare, M.E. Kerr, X.J. Kennedy, Dick King-Smith.

"*The Chocolate War*: A Book/Movie Analysis," *English Journal*, **80** (Jan., 1991): 85, ("Booksearch").

"Censorship: From Tantrum to Discussion," *English Journal*, **79** (Sept., 1990): 88-89, ("The Round Table").

**Adventuring with Books: A Booklist for Pre-K - Grade 6.** Ed. by Dianne Monson. Urbana, IL: NCTE, 1985. Reviewed works of nonfiction as a member of NCTE's Committee on the Elementary School Booklist.

**Reading and Writing in Agriculture, Natural Resources, and Human Ecology** (co-authored with Arthur E. Walzer). St. Paul: University of Minnesota Duplicating Services, 1983, rev. 1984, 1987, 1990, 1991, 1994. Writing-across-the-curriculum textbook.

"The Secret of the Emerald Brooch" in *Can You Solve the Mystery?* series, vol.5. Deephaven, MN: Meadowbrook Press, 1983. Under pseudonym M. Masters.

Review of *Horace's Compromise: The Dilemma of the American High School*, by Theodore Sizer (Boston: Houghton Mifflin, 1984), in *Minnesota English Journal*, **16**, (1985): 33-36.



## Papers, Conference Activities, and Consulting

"An Amalgamation of Historical Fiction and Scientific Fact: The Early Twentieth-Century Children's Books by Dietrich Lange." Conference of the Society for Literature and Science (Portland, OR), 1990.

"Learning Through Experience: The Science of Wilderness Survival Fiction." International Children's Literature Association Conference (San Diego), 1990.

Panel Chair, "Pioneers, Passionate Ladies, and Private Eyes," The Library of Congress Symposium on Dime Novels, Series Books, and Paperbacks, Washington, D.C., 1995.

Professional Consulting in Norway (1991-93):

Phillips Petroleum (Stavanger), industry

SINTEF Research Group, academic/industry

Micro Design A/S (Trondheim), industry

KVATRO A/S (Trondheim), industry

Children's Literature Conference Co-Director (1987-89) at Ferris State University:

--1989: "A Little Time for Laughter": Humor in Children's Literature.

--1988: Reading the World: Nonfiction for Young People.

\*Workshop Presenter: As a Matter of Fact: Evaluating Science Books for Children.

--1987: The Folktale Transformed: A Conference on Children's Literature.

\*Workshop Presenter: The Folktale as Literature.

Chair, "Writing across the Curriculum: Survival of the Fittest," CCCC (Atlanta), 1987.

Moderator, "Technology and Today's Society," Humanities, Science, and Technology Conference, Ferris State University, 1988.

Participant, Institute for Technical Communication, University of Minnesota, 1987.

Editorial Assistant, The Thoreau Quarterly: A Journal of Literary and Philosophical Studies. Secretary of the Journal's Board of Directors, 1980-83.

## Research

Sabbatical leave (one semester) to complete nonfiction juvenile book on the S.S. *Edmund Fitzgerald*, 1995

Fulbright Lecture/Research Award to Norway, 1991

Grant to attend Institute for Technical Communication, University of Minnesota, 1987

Personal Interview with U.S. Supreme Court Justice Harry A. Blackmun (dissertation related), 1986

Dissertation research at Minnesota Historical Society and Hess Collection of Series Books, Children's Literature Research Collection, University of Minnesota, 1985

# FACULTY DATA SHEET

Middleton, Phillip B., Ph.D.  
Professor of English  
Undergraduate Faculty

## 1. Academic Degrees

Ph.D.	Southern Illinois University	1979	Renaissance drama, American literature, African American lit
M.A.	Tennessee State University	1974	English & American literature
B.A.	Morris Brown College	1969	Business Administration/Economics

## 2. Professional Experience:

1989--Present	Ferris State University
1995--1997	The University of Cluj (Romania)
1987--1989	Morris Brown College
1984--1987	The University of Khartoum (The Sudan)
1980--1983	The University of Niamey (Niger)
1978--1980	Al-Fatah University (Libya)

## 3. Faculty Load (most recent full year)

Winter semester, 2000

English 250 (three sections, nine hours)

Lit 203 Introduction to African literature (one section, three hours)

Fall semester, 1999

English 250 (three sections, nine hours)

Lit 202 African-American literature (one section, three hours)

Summer semester, 1999

English 250 (two sections, four hours per week for each class)

Shakespeare 323 (one section)

Other Collegiate assignments, 1999-2000

Advisor--Lambda Chi Alpha Fraternity

Member, Search Committee for Student Counselor (with Paul Sullivan)

Member, Faculty Support Committee

Member, Sabbatical Leave Committee

## 4. Current Professional and Academic Association Memberships

National Fulbright Association

College English Association

Sudan Studies Association

## 5. Current Professional Assignments and Activities (non-teaching)

Vice President, Friends of the Library--Big Rapids, MI  
Assistant Editor for Korunk  
Ferris Fulbright Association

## 6. Publications

"Purposeful Venom Revisited" in Journey Towards Nationalism, edited by G. Mathews 1999  
"Characters and Characterless Nights: Nuruddin Farah and the Tragedy of Modern Somalia" in Philological Studies  
"Nightsong from a Yamacraw Indian" in New Growth Arts Review 1998  
"Stage Blight Drama" in Echinox 1997  
"Confession of a Woman Sleeping Underneath a Ceiling" in Echinox 1997  
"The Face of Poverty" in Insider 1998  
"Man Without a Tongue" in College Anthology 1998  
"Riverblindness" in College Anthology 1998  
"A Trace of Darkness" in Steau 1996

## 7. Papers Presented

"Primal Aesthetics and the New African *Angst*: a literary and political manifesto" Michigan State University 1991  
"Farah and Recent Somalian History" Grand Valley State University 1994  
"The Moral Underpinnings of The Color Purple" The University of Debrecen, Hungary 1996

## 8. Current Research

Critical studies in the works of Dambudzo Marachera and J.M. Coetzee

Mirtz, Ruth M.  
Assistant Professor  
Department of Languages and Literature  
Ferris State University  
Big Rapids, MI 49307  
Appointed August, 1999

1. Academic Degrees

PhD	University of Nebraska-Lincoln	1992	English
MA	University of Nebraska-Omaha	1983	English/Literature
BS	Dana College	1981	Elementary Education

2. Professional Experience

1999-Present Ferris State University: Assistant Professor

Courses Taught:

ENGL 150 English I  
ENGL250 English II  
ENGL321 Advanced Composition  
LITR 150 Introduction to Literature

1993-1999 Florida State University: Assistant Professor, English Department

1993-1998 Florida State University: Director of First Year Writing

Courses Taught:

ENC 1101 First-Year Composition and Rhetoric  
ENC 1102 First-Year Writing About Literature (computer-supported)  
ENC 3310 Article and Essay Workshop  
ENC 4311 Advanced Article and Essay Workshop--Creative Non-fiction  
ENC 4311 Advanced Article and Essay Workshop--Professional Writing  
ENG 5028 Rhetorical Theory and Practice  
ENC 5317 Advanced Article and Essay Workshop  
LAE 5370 Teaching English in College (computer-supported)  
ENC 5700 Theories of Composition (computer-supported)  
LAE 5948 Supervised Teaching  
ENG 5933 Pedagogy Workshop

1986-1992 University of Nebraska-Lincoln: Teaching Assistant and Instructor, English Department

Coordinator of Writing Lab, English Department, 1991-1992

Courses Taught:

Writing Lab tutorials, 1991-1992  
English 150, 118 First-Year Composition and Reading  
English 151, 152 First-Year Composition (pilot courses in writing and speaking)  
English 254 Advanced Composition  
English 279 Introduction to Oral and Written Communication

## English 957 Nebraska Writing Project

1981-1986 University of Nebraska-Omaha: Teaching Assistant and Instructor, Humanities Department

### Courses Taught:

Humanities 101 Heritage of Western Culture I

Humanities 102 Heritage of Western Culture II

### 3. Faculty and Administrative Load

#### Winter Semester, 2000

ENGL 250 English II 3 sections

ENGL321 Advanced Composition 1 section

#### Fall Semester, 1999

ENGL 150 English I 3 sections

LITR 150 Intro. to Literature 1 section

### 4. Current Professional and Academic Association Memberships

National Council of Teachers of English

Conference on College Composition and Communication

Michigan Council of Teachers of English

### 5. Current Professional Assignments and Activities

Chair, Composition Committee, Dept. of Languages and Literature

Member, Curriculum Committee, Dept. of Languages and Literature

Member, English Education Committee, Dept. of Languages and Literature

### 6. Publications

*Small Groups in Writing Workshops: Invitations to a Writer's Life.* With Robert Brooke and Nick Evans. Urbana, IL: NCTE, 1994. 206 pages.

"Preparing the New College Teacher for the Computer Mediated, Networked Classroom" with Corie Leverenz. *The On-Line Writing Classroom.* Eds. Susanmarie Harrington, Michael Day, and Rebecca Rickley. Cresskill, NJ: Hampton Press, 2000.

"A Sense of History/A Sense of Mystery: Discovering a First Year Writing Program by Researching Its Past." *The Writing Program Administrator as Researcher: Inquiry in Action and Reflection.* Eds. Shirley Rose and Irvin Weiser. Portsmouth, NH: Heinemann Boynton/Cook, 1999.

"On-Task or Off-Task Talk in Peer Response Groups: Reframing the Responsibility for Student Behavior." *Journal of Teaching Writing.* Winter, 1998.

"The Territorial Demands of Form and Process: The Case for Student Writing as a Genre." *Genres and Writing: Issues, Arguments, and Alternatives*. Eds. Hans Ostrom and Wendy Bishop. Portsmouth, NH: Heinemann Boynton/Cook, 1997.

"Just Tell Me What You Want: How to Get the Most Out of Unexpected Writing Assignments." *Elements of Alternate Style: Essays on Writing and Revision*. Ed. Wendy Bishop. Portsmouth, NH: Heinemann Boynton/Cook, 1997.

"The Teacher Training Course as an Introduction to Composition Studies: Connecting the Roles of Teacher, Writer, and Composition Specialist." *Composition Studies* 23.2 (Fall 1995): 20-26.

"Stalking the Small Group." With Robert Brooke and Tom O'Connor. *Dialogue* 2.1 (Fall 1994): 118-163.

"Shaping, Sharpening, and Other Theories of Meaning-Making in First-Year College Writers," *Composition Studies* 21.2 (Fall 1993): 75-90.

"Leadership in College Writing Groups." With Robert Brooke and Tom O'Connor. *Writing on the Edge* 1.1 (1989): 66-85.

"Classroom Learning: Narratives of Emergent Occasions," *ADE Bulletin* Fall 1992: 24-26.

#### 7. Papers Presented (recent)

"Examining the Language of TA Preparation," Conference on College Composition and Communication, Atlanta, March 26, 1999.

"Trading Places: When Teachers Become Students of Technology," NCTE, Nashville, November 20, 1998

"Practicing What We Preach: Rewriting the Narratives of Composition Research," Conference on College Composition and Communication, Chicago, Illinois, April 2, 1998.

"Bridging the Distance Between Chalkboard and Screen: Why All Teachers Need Training in Networked Classrooms," with Carrie Leverenz, 14th Computers and Writing Conference, Gainesville, FL, May 28-31, 1998.

"Writing Programs and Lifelong Literacies: Absolving Ourselves of the Guilt of the Service Course," Conference on College Composition and Communication, Phoenix, AZ, March 14, 1997.

"TA Training as Teflon: Why TA Training Doesn't Reflect the History of Composition Studies and How It Could," Watson Conference, Louisville, Kentucky, October, 1996.

"Fiction, Myth, Scheme, Construct, or Lore: Applying Social Construction Theories of Knowledge to Writing Programs," Writing Program Administration Conference, Oxford, Ohio, July 29, 1996.

"From Defense and Apology to Response and Rejoinder: An Author's Reaction to Blurred Boundaries," Conference on College Composition and Communication, Milwaukee March 28, 1996.

"Discipline-Based Models for TA Preparation and Professional Development," 5th National Conference on the Education and Employment of Graduate Teaching Assistants, Denver, CO, November, 1995.

"The 'Disappeareds' of First Year Writing: Lives Over the Boundary," Writing Program Administrators Annual Conference, Bellingham, WA, July, 1995.

"Hints, Holds, and How-Do-You Do's: Students' Use of Introductions to Negotiate Identity Through Structure," Conference on College Composition and Communication, Washington D.C., March, 1995.

"Writing about Teaching in the Teacher Education Classroom," Conference on the Craft of Teaching, Durham, New Hampshire, October, 1994.

McCullough, Marie Elaine, Ph.D.  
Associate Professor of English  
Undergraduate Faculty  
Appointed 1987

### 1. Academic Degrees

Ph.D.	University of New Mexico	1988	Twentieth-Century Literature
M.A.	California State University	1985	American and British Literature
B.A.	Northeastern State University	1967	English Education

### 2. Professional Experience

1994-present	Ferris State University	Associate Professor of English
1988-1994	Ferris State University	Assistant Professor of English
1987-1988	Ferris State University	Instructor of English
1985-1987	University of New Mexico	Teaching Assistant
1982-1985	Golden State Junior High	English Teacher
1967-1969	Peter Burnett Elementary	Kindergarten Teacher

### 3. Faculty and Administrative Load

#### Winter 2000

ENGL-250	English 2	6 credit hours
ENGL-311	Advanced Technical Writing	3 credit hours
ENGL-321	Advanced Composition	3 credit hours

#### Fall 1999

ENGL-074	Intro - Basic Collegiate Writing	4 credit hours
ENGL-311	Advanced Technical Writing	3 credit hours
ENGL-415	Theory/Prac Teach Comp	4 credit hours

### 4. Current Professional and Academic Association Memberships

Ferris Professional Women, President	1994-present
Ferris Fulbright Group, Member	1994-present
Phi Delta Kappa, Member	1996-present
Delta Kappa Gamma, Member	1996-present
Fulbright Selection Committee, Member	1995
<i>The Year in Review</i> , Editor	1995



## 5. Current Professional and Academic Association Memberships (continued)

General Overview Committee, Member	1993-1994
CAS Women's Studies Committee, Chair	1992-1994
CAS Minority Retention Task Force, Member	1991-1993

## 6. Publications

- "Riding The Russian Roller Coaster." *Pioneer*. 1996.
- "Here There Be Dragons." *Diversity Counts*. Ferris State University. 1996
- "Mastery of the English language or Through the Looking Glass and Back Again."  
*The English Record*. 1987
- "Concurring with the Common Reader: Critical Reception of the Metaphysical Poets in the 18<sup>th</sup> and 20<sup>th</sup> Centuries." *Dominic J. Bazzanella Literary Awards*.  
Publication of the English Department, California State University. 1985

## 7. Papers Presented

- "Experiences of Fulbright Women." Panel member. Event sponsored by Ferris Phi Delta Kapp. 1997
- "Fulbright Women." Panel member. Event sponsored by Ferris Professional Women and the Ferris Fulbright Group. 1996
- "Women in the Former Soviet Union." Presenter. Event sponsored by Ferris Professional Women. Ferris State University. 1995
- "Crossing Cultural Boundaries—Observations of a Fulbright Scholar to Russia." Presenter. Humanities Colloquium. Ferris State University. 1995.
- "Experiences as a Fulbright Scholar in the Former Soviet Union." Panel Member. Council for the International Exchange of Scholars. Washington, D.C. 1995.

Noren, Daniel E.  
Associate Professor  
Undergraduate Faculty  
Appointed 1985

### 1. Academic Degrees

A.B.D.	Middlebury College	1997
M.A.	University of Wisconsin	1984
B.A.	North Park College	1982

### 2. Professional Experience

1995 to present	Associate Professor	Ferris State University
1989-1995	Assistant Professor	Ferris State University
1985-1989	Instructor	Ferris State University

### 3. Faculty and Administrative Load

#### Winter 2000

FREN 100	French for Business and Travel	3 credit hours
FREN 102	Beginning French 2	4 credit hours
FREN 202	Intermediate French 2	4 credit hours

#### Fall 1999

FREN 101	Beginning French 1	8 credit hours
FREN 201	Intermediate French 1	4 credit hours

### Other Collegiate Assignments

Search Committee, department head	1998-1999
FSU Study Abroad Advisory Committee, chair	1997-1999
Library Committee	1997-1999
Non-Tenured Faculty Review Committee	1997-1999
Faculty Development Committee	1997-1999

#### **4. Current Professional and Academic Association Memberships**

Phi Delta Kappa Education Fraternity, historian  
Modern Languages Association  
Michigan Association for Equity in Higher Education  
Michigan Academy of Science, Arts, and Letters  
Michigan Foreign Language Association  
American Association of Teachers of French

#### **5. Current Professional Assignments and Activities**

#### **6. Publications**

#### **7. Papers Presented**

"Using Oral Literature to Teach Francophonia" given at the MFLA annual conference in Lansing, 1998  
"The Significance of Oral Literature in the Film 'La Rue Cae Nègre,'" Michigan Academy Conference at Alma College, 1998  
Le Role Didactique du Trompeur dans l'Oraliture du Zaïre," Michigan Academy Conference at Calvin College, 1997  
"L'Oraliture et la Culture Créolophone de la Martinique," Aquinas College, 1997  
The Role of the Trickster in Azire, at the Grassroots Level, in Protesting Against Mobutu's Cleptocratic Rule," Duquesne University Foreign Language Conference, 1996

**-VITA-**

**Robert von der Osten, Ph.D.**  
**Full Professor**  
**Undergraduate Faculty**  
**Appointed, August 1986**

---

**Academic Degrees**

Ph.D. New York University 1986 English Education - Linguistics and  
Composition Theory Emphasis.  
M.A. SUNY at Stony Brook. 1979 Philosophy  
B.A. Western Michigan University 1974. English and Philosophy  
Secondary Teaching Certificate in English and Religion received May 1976.

**Professional Experience**

1986-Present Ferris State University, Professor  
1982-1986 Brooklyn College, Adjunct - teaching developmental reading  
1983-1986 New York University, Teaching Fellowship  
1983-1984 Literacy Volunteers of New York, Coordinating Teacher  
1980-1983 Federation Employment and Guidance Service of New York  
Instructor of developmental writing and ESL

**Teaching Awards**

VVPA Award for Academic Excellence for 1998-99

**Faculty and Administrative Load**

**Winter Semester, 2000**

SURE/HUMN 331	Ethics for Engineers	3 crs.
ENGL 382	Structure and History of English	3 crs.
ENGL 150	English 1	3 crs.
LITR 286	Justice in Literature	3 crs.
LITR 301	Japanese Literature	1 cr.

**Fall Semester, 1999**

ENGL 325	Advanced Business Writing	6 crs.
ENGL 301	Introduction to Linguistics	3 crs.
LITR 286	Justice in Literature	3 crs.

**Winter Semester, 1999**

ENGL 325	Advanced Business Writing	3 crs.
ENGL 382	Structure and History of English	3 crs.
LITR 233	Science Fiction	3 crs.
	General Education Coordinator	crs.

**Fall Semester, 1998**

ENGL 325	Advanced Business Writing	3 crs.
ENGL 084	Developmental Writing	8 crs.
	General Education Coordinator	crs.

**Winter Semester, 1998**

ENGL 382	Structure and History of English	3 crs.
ENGL 250	English 2	3 crs.
LITR 233	Science Fiction	3 crs.
	General Education Coordinator	crs.

**Fall Semester, 1997**

LITR 286	Justice and Literature	3 crs.
ENGL 074	Developmental Writing	4 crs.
ENGL 321	Advanced Composition: Health	3 crs.
LITR 233	Science Fiction	3 crs.

**Current Professional and Academic Association Memberships**

National Council of the Teachers of English  
 College Composition and Communication  
 National Council of Developmental Education  
 Michigan Academy

**Current Professional Assignments and Activities**

Editor of *The Insider*, Ferris State University's Journal for Faculty and Staff  
 Member of the Department of Languages and Literature Search Committee  
 Member of the Department of Languages and Literature English Education Committee  
 Member of the Department of Languages and Literature Library Committee  
 Member of the Department of Languages and Literature Composition Committee  
 Member of the Department of Languages and Literature Literature Committee  
 Member of the University Committee on Admissions Requirements  
 Chair - Sub-committee for North Central Self Study.

## **Publications**

Co-author of *Strategies for Successful Writing*, a Prentice-Hall writing textbook; Letter published in *College English* in Spring of 1998. *Insider*. Publications include review of George Lakoff's *Women Fire, and Dangerous Things: What Categories Reveal about the Mind*; "Results from the Cultural Enrichment Pilot Survey;" and "Effectively Using Explicit Criteria in the Classroom." in *Proceedings of the Heraclitean Society* published by the Western Michigan University Department of Philosophy. "Derrida's Deconstruction as a Theory of Signs."

## **Presentations**

**Presentations at the Michigan Academy include:** "Writing Memory," Towards a Cognitive Theory of Writing," "Speech Act Theory and Institutional Rhetoric" and "The Language Attitudes of Developmental Writers." **Presentation at Northern Illinois Conference on Literature and Film:** "Traces of deconstruction in Heinlein." **Presentations at the Conference of College Composition and Communication include:** "Shame and Writing," "How Students Read to Revise," "The Politics of Writing," "Writing as an Ethical Act," "Habermas' Discourse Theory and the Writing Process," and "The Deconstructed Text: Comments on Foucault." **Presentation at the Conference on Popular Culture:** "The Greening of Writing Theory." **Presentation at the Penn State Rhetoric Conference:** "Overcoming the Cartesian Ontological Bias in Writing Theories." **Presentation at the Modern Language Association Conference:** "Computers and the De-Construction of the Concept of the Text."

## **Research**

Winter 1998 Pre and post study of the impact of the general education curriculum on student global knowledge.

Winter 1999 Pre and post study on changes in student self perceptions of computer competencies based on the impact of the general education curriculum.

Fall 1997 Pre and post study of attitude changes toward culture based on the impact of the general education curriculum.

Winter 1998 Pre and post study of changes in student interpretative skills based on the impact of the cultural enrichment component of educational curriculum.

Fall 1998 Coordinated the administration of the Academic Profiles.

Fall 1997 Study of attitudes of developmental education students towards language.

Fall 1987 Comparison of the relative effectiveness of ENGL 074/ ENGL 111 Lab on the skills of low ACT writers.

Additional writing assessment research as participant in a variety of research teams.

Russell, David L.  
Professor  
Undergraduate/Graduate Faculty  
Appointed, September 1980

1. Academic Degrees

Ph. D.	Bowling Green State University	1979	English
M. A.	Bowling Green State University	1971	English
B. A.	Bowling Green State University	1968	English and History

Award

Distinguished Dissertation Award, 1979

2. Professional Experience

1980–Present	Ferris State University, Professor
1971-1980	Bowling Green State University, Instructor
1968-1971	North Central High School, Instructor

Awards and Honors

Ferris State University Award for Excellence (1998)  
Distinguished Faculty Award, Michigan Association of Governing Boards (1997)  
Finalist, Distinguished Teacher Award (1984)

3. Faculty Load

Winter Semester, 2000

ENGL 250	English 2	6 crs.
LITR 286	Justice in Literature	3 crs.
LITR 326	Children's Literature	3 crs.

Fall Semester, 1999

ENGL 250	English 2	6 crs.
LITR 286	Justice in Literature	3 crs.
LITR 326	Children's Literature	3 crs.

Winter Semester, 1999

ENGL 250	English 2	6 crs.
LITR 286	Justice in Literature	3 crs.
LITR 326	Children's Literature	3 crs.

Fall Semester, 1998

ENGL 250	English 2	6 crs.
LITR 286	Justice in Literature	3 crs.
LITR 326	Children's Literature	3 crs.

Winter Semester, 1998

ENGL 250	English 2	6 crs.
LITR 286	Crime and Violence in Literature	3 crs.
LITR 326	Children's Literature	3 crs.

Fall Semester, 1997

ENGL 250	English 2	6 crs.
LITR 286	Justice in Literature	3 crs.
LITR 326	Children's Literature	3 crs.

4. Current Professional and Academic Association Memberships

The Children's Literature Association (International); Executive Board member  
(1993-1996)

The Humanities Council of West Central Michigan (MCCH); Vice President  
(1989- 90)

Allocation Review Board, The United Way, 1987-92

The Mecosta County Council for the Arts

Society for Theater Arts Growth and Advancement in Mecosta County  
(STAGE-M)

The Citizens' Advisory Committee, Big Rapids Public School, 1983-84

5. Current Professional Assignments and Activities

Publications Chair, The Children's Literature Association (1993-present)

Department Curriculum Committee (1998-2000), Chair (1998-2000)

University-wide Library Core Planning Committee (1997-)

Editor, *FFA Forum*, quarterly newsletter of Ferris Faculty Association (1999-)

Program Review Panel, Child Development Program (1998-99)

6. Publications

Books

*Scott O'Dell*. New York: Twayne, 1999.

*Patricia MacLachlan*. New York: Twayne, 1997.

*Children's Literature: A Short Introduction*. 4th edition. Forthcoming 2000.

*Children's Literature: A Short Introduction*. 3rd edition. White Plains, NY:  
Longman, 1997.



*Children's Literature: A Short Introduction*. 2nd edition. White Plains, NY: Longman, 1994.

*Children's Literature: A Short Introduction*. White Plains, NY: Longman, 1991.

*Stuart Academic Drama: An Edition of Three University Plays*. New York: Garland, 1987.

### Articles

- "Pippi Longstocking and the Subversive Affirmation of Comedy," *Children's Literature in Education* (forthcoming Spring 2000)
- Twenty entries in the forthcoming *Cambridge Guide to Children's Literature* (Cambridge UP)
- Twenty-six entries in the forthcoming *Encyclopedia of Children's Literature* (Gale Group)
- "The City Spreads Its Wings" The Urban Experience in Poetry for Children," *Children's Literature in Education* 29.1 (1998): 31-42.
- "Reading the Shards and Fragments: Holocaust Literature for Young Readers," *The Lion and the Unicorn* 21.2 (April 1997): 267-80.
- "Cultural Identity and Individual Triumph in Virginia Hamilton's *M. C. Higgins, The Great*." Reprinted in *Children's Literature Review*, Vol. 40. Ed. Alan Hedblad and Diane Telgen. Detroit: Gale, 1996. Pp. 63-66. Originally published in *Children's Literature in Education* 21 (Dec. 1990): 253-59.
- "Hope Among the Ruins: Children, Picture Books, and Violence." *Para\*doxa: Studies in World Literary Genres* 2.3-4 (1996): 346-56.
- "C. S. Lewis." *The Dictionary of Literary Biography, Vol. 160: British Children's Writers, 1914-1960*. Detroit: Gale, 1996. Pp. 134-49.
- "Gillian Avery." *The Dictionary of Literary Biography, Vol. 161: British Children's Writers Since 1960, First Series*. Detroit: Gale, 1996. Pp. 12-19.
- "Penelope Farmer." *The Dictionary of Literary Biography, Vol. 161: British Children's Writers Since 1960, First Series*. Detroit: Gale, 1996. Pp. 125-32.
- "The Pastoral Influence on American Children's Literature." *The Lion and the Unicorn* 18.2 (December 1994): 121-29.
- "*The Gammage Cup* as Utopian Literature for Children." *Children's Literature in Education* 24 (December 1993): 241-49.
- "Pinocchio and the Child-Hero's Quest." *Children's Literature in Education* 20:4 (December 1989): 203-13.
- "Stability and Change in Eleanor Estes' Moffat Series." *The Children's Literature Association Quarterly* 17:4 (Winter 1989): 171-74.
- "The Comic Spirit and Cosmic Order in Children's Literature." *The Children's Literature Association Quarterly* 15 (Fall 1990): 117-19.
- "Virginia Hamilton's Symbolic Presentation of the Afro-American Sensibility." *The Proceedings of the International Conference of the Association of Children's Literature at Ottawa, Canada, 1987* (originally presented at the International Conference of the Association in May 1987).
- "James Otis." *The Dictionary of Literary Biography, Vol. 42: American Writers for Children Before 1900*. Detroit: Gale, 1985. Pp. 258-65.

"Choosing Children's Picture Books," "Children's Picture Books and the Black Experience," "Sexual Bias in Children's Picture Books," "Violence in Children's Picture Books," in *The Pioneer*, Big Rapids, MI, 1984-86.

7. Papers presented

- "The City in Song: Three Urban Poets for Children," at the International Conference of the Children's Literature Association, Omaha, NE, 1997.
- "Maniac Magee: The Legend and the Boy," at the International Conference of the Children's Literature Association, Durham, NH, 1995.
- "The Child in Time: From Fantasy to Reality in *Tom's Midnight Garden*," at the International Conference of the Children's Literature Association, Hartford, CT, 1992.
- "*The Gammage Cup* as Utopian Literature for Children," at the Upper Plains Conference on Children's Literature, Aberdeen, SD, 1992.
- "The Pastoral Influence in American Children's Literature," at the Annual Conference of the Children's Literature Association, San Diego, CA, 1990.
- "Cynthia Voigt and the Modern Family Odyssey," at the Annual Conference of the Children's Literature Association, Charleston, SC, 1988.
- "The Therapeutic Picture Book," presented at the Annual Meeting of the Midwest Modern Language Association, St. Louis, MO, 1985.
- Television Program*, "The Art of Children's Picture Books" for Kaleidoscope Series, Ferris Cable Television, 1988
- Public Lecture* on Children's Literature, "Let's Talk About It", MI" State Library Reading Program, Public Library, Fremont, MI, and Public Library, Byron Center, MI, 1986-87
- Workshop*, "Writing with Folktales," Pennfield Central School, Battle Creek, MI, 1988
- Workshop*, "Using Writing in All Disciplines," sponsored by the Mecosta County Council for the Humanities, Big Rapids, MI, 1983
- Workshop*, "Folktales Around the World," Northwest MI Technical College, Traverse City, MI, 1990, and MI Council of Teachers of English Annual Conference, Lansing, MI, 1990.
- Workshop*, "Biographies for Young People," at "Writing the World: A Conference on Nonfiction for Young People," Ferris State University, 1988;
- Workshop*, "Using Folktales in the Literature Classroom," at "The Folktale Transformed: A Conference on Children's Literature," Ferris State University, 1987
- Workshop*, "Images of the Family in Children's Picture Books," at "A Celebration of the Family: A Conference on Literature for the Child and Adolescent," Ferris State University, 1986

8. Research

Continued research on various aspects of children's literature and folk literature, as my publishing indicates.

**Phillip Duncan Sterling**

20600 Edgewood Dr.  
Big Rapids, MI 49307  
(231) 796-1785

sterlinp@ferris.edu

Department of Languages and Literature  
Arts & Sciences Commons  
Ferris State University  
Big Rapids, MI 49307  
(231) 592-5898

**Education:** Ph.D., Bowling Green State University, 1979

Primary field: 20th Century American Poetry

Dissertation: "Songs for an Unstrung Banjo: The Lyric Sequence in Twentieth Century Literature"

M.A., Central Michigan University, 1974

Thesis: "The Winter Fool: A Collection of Poems"

B.A. (English), Centre College, 1972

**Employment:** Professor of English, Ferris State University (1987- )  
Tenured 1991.

1979-1987 Assistant/Associate Professor of English, Keuka College.  
Tenured 1986.

1976-1979 Teaching Fellow, Bowling Green State University  
1973-1974 Graduate Assistant, Central Michigan University

**Courses Taught:** *Writing:* Developmental, Composition, Research Techniques, Advanced Composition, Prose Techniques

*Creative Writing:* Introduction to Creative Writing, Poetry Workshop, Advanced Poetry Workshop, Short Fiction Workshop, Directed Writing (Thesis)

*Literature:* Modern Poetry, Introduction to Literature, American Literature (Survey), American Literary Humor, 20th Century American Novel, Black Literature, Contemporary Literature, Recent Nonfiction, Topics Seminar

*As Fulbright Lecturer:* (University of Liège, Belgium): 19th Century American Short Fiction, Contemporary American Poetry, American Civilization; (Marie Curie-Sklodowska University, Poland): M.A. Thesis Seminar (Contemporary American Literature); Contemporary American Poetry; American Literature 1945-1995 (Survey); Advanced Writing.

**Awards:** Senior Fulbright Lecturer to Poland (1997-98); Walt Whitman Award Finalist (Academy of American Poets, 1995); Literature Panelist for Jacob K. Javits Fellowship Competition (U.S. Department of Education, 1994); Senior Fulbright Lecturer in Belgium (1992-93); Michigan Association of Governing Boards Distinguished Faculty Award (1992); Robert H. Winner Memorial Award Runner-up (Poetry Society of America 1992); PEN Syndicated Fiction Award (1991); National Endowment for the Arts Creative Writing Fellowship in Poetry (1990); Emerging Writer Award (Bay De Noc Writers' Conference 1989); Ferris State University Faculty Research Grant (1989); Finalist in 1987 & 1993 National Poetry Series.

(1984-1987); Coordinator of English Discipline (1983-1987); Coordinator of Writing Component (1980-1987).

**Departmental Experience:** *Ferris*: English 074 Portfolio Assessment Study; English 150 Assessment Committee, English 250 Assessment Committee, Literature Assessment Committee, *Prism* Committee. *Keuka College*: Instruction Committee, 1980-82 (Chair 1981-82); Curriculum Committee, 1983-85. Appointed to college-wide Forum Committee, 1981-82 (Chair 1982). Appointed to Search Committee for Academic Dean, 1984. Elected to Integrative Studies Planning Committee, 1985. Initiated Writing Center and College-wide Minimal Criteria for Written Work. English Program Review/Curriculum Revision, 1984. Developmental Studies and Peer Tutoring Program Implementation, 1983-87. Class advisor for Classes of 1983, 1987. *Red Jacket* advisor. Sigma Tau Delta advisor. Appointed Faculty Marshall.

**Conferences:** Twentieth Century Literature Conference 1997: "Poems from *Mutual Shores*"; Associated Writing Programs Annual Meeting 1996: "Pretending to Be Ourselves: The 'Subjective' Correlative of the Contemporary Dramatic Monologue"; Associated Writing Programs Annual Meeting 1995: "A Target for Poetry"; 6th Annual Conference on Children's Literature: "Playing With Poetry"; Twentieth Century Literature Conference 1991: "The Discoveries of the Voice: A Reading"; Workshop Leader (Humor) and Panelist at 10th Anniversary Bay De Noc Writers' Conference; Twentieth Century Literature Conference 1989: "The Unity of Consciousness in The Modern Poetic Sequence"; Twentieth Century Literature Conference 1986: "A Common Experience: Poems and Paintings"

**Selected Readings and Workshops:** Centre College, Northwestern Michigan College, Penn Yan Public Library, Hornell Area Arts Council Poet's Theatre, Candor (NY) Free Library, Hartwick College, Yates County Arts Council, Steele Memorial Library of Elmira (NY), University of Louisville, Midwest Poetry Festival, Schoolcraft College, Bay De Noc Writers Conference, Interlochen Arts Academy, Reed City High School, University of Liège (Belgium), Gladwin High School, Big Rapids Community Library, Java Jobbers (Orlando, FL), Red Jacket Writers' Second Annual Workshop, Bath Area Writers Workshop Series, Mindstretchers (Summer Camp for Academically Gifted), Steele Memorial Library Poetry Festival, Big Rapids Gifted and Talented Workshops, Mesick Elementary School Author-in-Residence, Fremont Public Library, Caro Public Schools Author-in-Residence, Coleman Public Schools Poet-in-Residence, Big Rapids High School Poet-in-Residence, Mason-Lake Intermediate School District Young Authors Celebration, Webb Elementary School (Edmore, MI) Poet-in-Residence, Glen Lake Community Schools Poet-in-Residence, Gladwin Public Schools Writer-in-Residence, Clare-Gladwin ISD Visiting Writer, Northern Michigan Christian Schools Writer-in-Residence, McMillan Elementary Writer-in-Residence (5 month series sponsored by Michigan Council for the Arts)

**Interviews:** "Impressions," WFSU TV, February 1995; "Teacher Feature," WFSU TV, December 1994; NEWSTAPE (Honeywell ADG Management Training Center cassette news bulletin)

**Editing and Reviewing:** *CCFL Journal*; *Red Jacket*; *Prism*; textbook manuscripts for HarperCollins

**Publications:** See attachments

- "This Night." *The Cape Rock* 27.1 (Spring 1992): 35.
- "The Voice Discovers Elegy." *Seneca Review* 22.1 (1992): 62-63.
- "Household Goods." *The Sucarnochee Review* 9 (1991): 32.
- "Resolution." *The Formalist* 2.2 (1991): 97.
- "The Voice Discovers Explanation." *The MacGuffin* 8.3 (Fall 1991): 74.
- "The Voice [Re]Discovers Evolution." *Passages North* 12.1 (Summer 1991): 9.
- "The Voice Discovers Faith." *The Little Magazine* 17 (1991): 73.
- "The Voice Discovers Guilt." "A Man Who Survives Twenty-Seven Minutes Underwater Speaks to His Mother." *POET* 2.4 (Winter 1990-91): 35-36.
- "The Voice Discovers Betrayal." "My Cousin's Scar." *Hayden's Ferry Review* 7 (Fall/Winter 1990): 64, 79-80.
- "Notes We'd Rather Not Explain." "A Final Gesture." *The Sucarnochee Review* 8 (1990): 43-46.
- "The Communion of Saints." "Learning To Sing With Our Hands." *Oxford Magazine* 6.2 (Fall/Winter 1990): 56-57.
- "The Voice Discovers Loss." "The Voice Discovers Totems." *The South Florida Poetry Review* 8.1 (Fall 1990): 14-15.
- "Sledding the Old Logging Trail." *Riverrun* (Fall 1990): 19.
- "Time." "The Life Everlasting." "The Voice Discovers Grief." *The MacGuffin* 6.3 (Fall 1989): 37, 86, 101.
- "Crickets." *Passages North* 10.2 (Summer 1989): 23.
- "Rain." *Slant* 3 (Summer 1989): 93.
- "Beginnings." "Junk." *Mobius* 3.3 (1989): np.
- "Relearning Sleep." *Plainsongs* 9.3 (Spring 1989): 6.
- "Quirk." *The Buffalo News* 4 Oct. 1987: H-7.
- "Under the Circumstances." *Another Place to Publish* (July-Sept. 1988): 29.

- "The Forgiveness of Sins." *Passages North* 9.1 (Winter 1988): 5; rpt. in *Passages North Anthology*. Minneapolis: Milkweed, 1990.
- "After Rain." "Rural Electric." *The Buffalo News* 6 Sept. 1987: H-6.
- "The Holy Ghost." "The Holy Catholic Church." *The South Florida Poetry Review* 5.2 (Winter 1988): 24-25.
- "The Voice Discovers Sunrise." *The Garden State* (1987): np.
- "Giving." "Local Industry." *Red Jacket* (1987): 23-24.
- "The Resurrection of the Body." *Seneca Review* 17.1 (1987): 29.
- "Xylograph." *The Sucarnochee Review* 5 (Spring 1987): 35.
- "Ether." *The Buffalo News* 4 Jan. 1987: E-7.
- "White Birch." *The SMALL POND Magazine* 24.1 (1987): 14.
- "A Fish Story." *The Buffalo News* 7 Dec. 1986: E-11.
- "Home Economics." *The Nantucket Review* 27 (Summer 1986): 15.
- "Good-Bye." *Blueline* 8.1 (1986): 23.
- "Letter From the Drought." *Poetry Motel* 7 (1986): 30.
- "Asphalt." "In the Ice-Light." *The Sucarnochee Review* (1985): 52-54.
- "Funny." *PAPA [Publications of the Arkansas Philological Association]* 11.1 (Spring 1985): 44.
- "Days." *Whiskey Island Magazine* (Spring 1984): 25.
- "Sometimes." *Red Jacket* (1984): 41.
- "You." *Passages North* 5.2 (1984): 16; rpt. in *Festival 7* (Friends of the Steele Memorial Library, 1985): 31.
- "Smelt." *Negative Capability* 4.4 (Fall 1984): 16-17.
- "Evaluating an Old Photograph." *Lucky Star* 1.4 (1983): 40.

"Kindred." "Low Rain." "Maybe." *The Buffalo News* 1 May 1983: G-7.

"Enough." *Red Jacket* (1983): 33.

"A Birth-Day Poem." "Another Father." *Blue Unicorn* 6.2 (1983): 13.

No. 20 from SONGS FOR AN UNSTRUNG BANJO, *Smackwarm* 11.1 (Winter 1982) : 48.

"Wind Chill." *The Buffalo News* 5 Sept. 1982: F-5.

No. 7 from SONGS FOR AN UNSTRUNG BANJO, *Xavier Review* 2.1-2 (1982): 25.

"Midwinter: He Makes Excuses." *The Louisville Review* 11 (Fall 1981): 45.

"My Version of a Flower Since I Couldn't Buy You One." *Red Jacket* (1982): 17.

Nos. 13, 14, [& one] from SONGS FOR AN UNSTRUNG BANJO, *Song* 11 (Fall 1982): 29-32.

"This Younger Poem." *Dark Horse* 7.3 (1982): 24.

"Stone." *The Louisville Review* 10 (Spring 1981): 23.

No. 5, [& two] from SONGS FOR AN UNSTRUNG BANJO, *Red Jacket* (1981): 13.

Nos. 1, 6, 8, 10, 11, 15, [& four] from SONGS FOR AN UNSTRUNG BANJO, *International Poetry Review* 6.1 (1979): 124-129.

Nos. 4, 17 from SONGS FOR AN UNSTRUNG BANJO, *Green River Review* 10.2 (1979): 182-183.

"Genitor." *Vantage Point* (1979): 2.

"Half-Brave Challenge to a Winter Song." *Stone Country* 6.1 (1979): 21.

"Carpe Diem: Leelanau County, Michigan." *Yakima* 2 (1978):

"Three Landscapes." *Red Cedar Review* 12.2 (1978): 54.

"Advice to Those Hunting Something." "Advice to an Unborn Daughter." "Advice to Would-Be Scholars." "Advice to No One in Particular." *Studies in Poetry* 3 (1978): 8-11.

"Poem for Any Girl." "Tracks." *International Poetry Review* 3.2 (1977): 124-125.

"Into Another Quarter Century . . ." "After the Screaming Stopped." *Red Cedar Review* 11.1 (1977): 45, 48.

"Salamander." *Armchair Press Broadside* No. 5 (1976).

"For Deb." *Green's Magazine* 5.1 (1976): 21.

"Moon Harvest." *Green's Magazine* 3.3 (1975): 16.

"Bad Morning." *Framework* 2 (1974): 24-25.

"Something Quiet Woke Me." *Framework* 1 (1973): 5.

"Tomatoes." *Green Horse for Poetry* 3 (1973): 59-61.

"I Will Show You Fear." *Thoroughbred* (1972): 157.

"Poem for Moof." "The Dreyfus Affair." *Handsel* 5 (1972): 22-24.

"There Must Be More Than Once to Say." *Handsel* 4 (1972): 83-84.

"Come Fools and Fantasy." "It's Not the Same Anymore." *Handsel* 3 (1971): 51-53.



*Essays and Articles:*

"Pretending To Be Ourselves: The Contemporary Dramatic Monologue." *AWP Chronicle* 30.6 (May/Summer 1998): 31-33.

"Nothing But the Truth." *The MacGuffin* 12.2 (Special Issue 1995): 12-13.

"Who We Are: The Pronoun of Intimacy." *AWP Chronicle* 26.5 (March/April 1994): 22-26.

"A Target for Poetry: Plotting Unity in a Poem." *BELL: Belgian Essays on Languages and Literature* (1993): 69-79.

"Culture Choc." ["Up and Down the River"] *Pioneer* 10 August 1993.

"Morning at the Center of the Universe." *Traverse* April 1993: 50-51.

"La Batte." ["Up and Down the River"] *Pioneer* 4 March 1993.

"Bienvenue ... Luxembourg." ["Up and Down the River"] *Pioneer* 7 January 1993.

"Givin' Summer the Business." *Traverse* July 1992: 50-52.

"Lost and Found." *Poet* 4.1 (Summer 1992): 14-16. [Received Editor's Choice Award; Nominated for Pushcart Prize.]

"Nothing But the Truth." ["Up and Down the River"] *Pioneer* 11 March 1992: 5.

"Perfect Tree." *Pioneer* 23 December 1991: 1, 12; rpt. *Pioneer* ["Up and Down the River"] 5 December 1992.

"It's Everywhere! It's Everywhere!" *Poet* 3.2 (Fall 1991): 23.

"How I Write Poetry." *Poet* 2.4 (Winter 1990-91): 43. [Received Editor's Choice Award.]

"Why Repeat? Why Repeat?" *Pioneer* 8 Jan. 1991: 5.

"Goodbye, My Brother." *Detroit Free Press Magazine* 9 Dec. 1990: 10, 37, 39.

"The Truth About My Mother's Canoe Money." *Michigan Country Lines* Nov./Dec. 1990: 26-27.

"It Takes More Than 'Want' to Write." *Pioneer* 10 Oct. 1989.

"Confessions of a New Age Dad." *West Michigan Magazine* Feb. 1988: 22-24, 59.

"Year of the Mouse." *New York ALIVE* Jan/Feb 1988: 46-48.

"Death, The Poet, and The Community." *CCFL Journal* 6 (Spring 1987): 15-22.

"Poets in the Corporation: A Letter." *Poets and Writers Magazine* [Coda] April/May 1986:  
2.

"The Play Dumb Method of Teaching Writing." *CCFL Journal* 1 (Fall 1984): 23-26.

"Sound in SONGS FOR AN UNSTRUNG BANJO." *Song* 11 (Fall 1982): 29.

"No Opinion." *Upstate New York* 23 May 1982: 11.

"Father Christmas." *Upstate New York* 20 December 1981: 5.

"Frederick Exley's *A Fan's Notes*: Football as Metaphor." *Critique* 22.1 (1980): 39-46.

"The Good Life." *Short Story ns* 2.1 (Spring 1994): 58-65.

"Lifebuoy." *Summer Magazine (Traverse City Record-Eagle)* 16 July 1993: 31.

"A Moment Small and White." *The MacGuffin* 10.2 (10th Anniversary Issue 1993): 140-142.

"Organic Gardening." *Tributary* (Summer 1992): 5.

"Within an Inch of the Burnished Knob the Hand Hesitates." *Boston Literary Review* 8 (Fall 1991): np.

"One Version of the Story." PEN Syndicated Fiction Award 1991. Broadcast on National Public Radio, "The Sound of Writing," Program 79.

"Max's Folly." *The MacGuffin* 7.3 (Fall 1990): 52-56.

"We Find Our Lives in the Lives of Others." *The Albany Review* April 1988: 13.

"Barter." *The Fiction Review* 1.2 (July 1987): 35.

"A Singular Fascination." *Mike Shayne Mystery Magazine* Jan. 1982: 111-126.

"Visit." *Red Jacket* (1981): 26.

"Three Modern Fables." *Wild Fennel* 14 (1978): 22-23.

"I Love You 5 Cents Worth." *Green River Review* 7.2 (1976): 73-82.

Prosepoem Series:

"Foxed." *Snowy Egret* 42.1 (1979): 37-38.

"Litany for a Raccoon." *Wormwood Review* 16.4 (1977): 119-121.

Vonder Haar, Christine, Ph.D.  
Associate Professor of English  
Undergraduate Faculty  
Appointed 1986

### 1. Academic Degrees

D.A.	University of Michigan	1988
M.A.	Bread Loaf School of English, Middlebury College, Vermont and Lincoln College at Oxford University	1983
B.A.	Fontbonne College	1977

### 2. Professional Experience

1998-present	Ferris State University	Associate Professor
1996-1997	Lajos Kossuth University	Fulbright Senior Lecturer
1992-1996	Ferris State University	Associate Professor
1990-1992	Pedagogical University	Fulbright Senior Lecturer
1986-1990	Ferris State University	Assistant Professor
1985-1986	University of Michigan	Teaching Assistant
1984-1985	St. Joseph's Academy	English Teacher
1983-1984	University of Michigan	Teaching Assistant
1982-1983	St. Louis University High School	English Teacher
1977-1982	St. Joseph's Academy	English Teacher
1973-1976	St. Raphael Elementary School	Language Arts Teacher

### 3. Faculty and Administrative Load

Winter 2000		
ENGL 321	Advanced Composition	6 credit hours
ENGL 415	Theory/Prac Teach Comp	4 credit hours
Fall 1999		
ENGL 250	English 2	6 credit hours
ENGL 321	Advanced Composition	3 credit hours

### Other Collegiate Assignments

Program Coordinator, English Education	1999-2000
Curriculum Committee	1999-2000

## Other Collegiate Assignments (continued)

Planning Committee	1999-2000
Tenure Review Committee	1999-2000

### 4. Current Professional and Academic Association Memberships

National Council of Teacher of English  
Conference on College Composition and Communication  
Phi Delta Kappa  
Omicron Delta Kappa  
Ferris Professional Women  
Fulbright Association (Lifetime member)  
Humanities Council

### 5. Current Professional Assignments and Activities

Campus Advisor Workshop, Student Fulbright Program	1999
Shakespeare Festival Organizer	1999
Fulbright Annual Foreign Lecture Series, Coordinator	1999
International Festival, Polish Booth Organizer	1999
FSU Arts/Lectures	1999

### 6. Publications

"Teachers Journey Taught" (poem) *Archer*, December 1982.

*Bibliography of Composition and Rhetoric*, (Longman; NCTE publishers); contributing bibliographer, 1985 to 1990

"Long-range Writing Study: Apprehension and Confidence in Developing Writers" (unpublished study) Study follows 14 twelfth grade expository writing students through college writing years and into careers. Begun at St. Joseph's Academy, St. Louis, MO. 1985-1990.

"Research Findings of the Committee on Research and Assessment in Writing," Ferris State University (unpublished study with Roxanne Cullen, head, and Research Assessment Committee members). A summary of the findings of a two-year project in which 2,129 freshman writing samples (pre-tests and post-tests) were analytically assessed to help determine the state of writing of freshmen. 1987.

### 7. Papers Presented

"Making Connections: Teaching of English in Eastern Europe" (Paper and Presentation) Annual Michigan TESOL Conference, Ferris State University, 1994

"Portfolios as a Transition Tool from Orality to Literacy" (Paper and Presentation) Conference on College Composition and Communication, Nashville, TN, 1994

Webb, Tracy  
Associate Professor, Department of Languages and Literature  
Ferris State University

1. Academic Degrees

Ph.D.	Michigan State University	1990	English (Writing Across the Curriculum, English Education, American Literature)
M.A.	Michigan State University	1984	Community College Teaching of English
B.S.	Adrian College	1982	English (Writing Concentration), Biology

2. Professional Experience

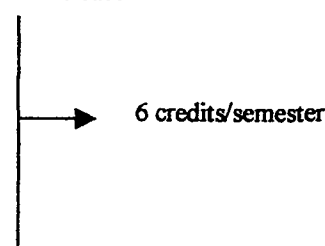
1991-Present	Ferris State University, Associate Professor (1999-present), Assistant Professor (1991-1999)
1990-1991	University of Michigan, Lecturer
1987-1990	Adrian College, Instructor
1986-1987	In-house Software Instructor/User Documentation Writer, College of Osteopathic Medicine, Michigan State University, 1986-1987
1982-1987	Michigan State University, Teaching Assistant
1983	Jackson Community College, Instructor

3. Faculty and Administrative Load

1995-Present

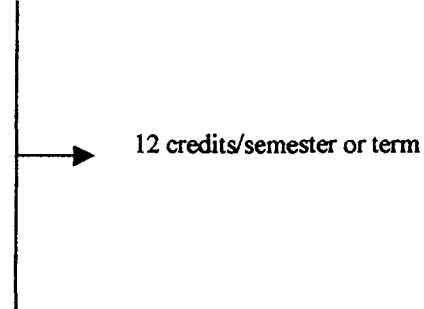
Writing Center Director  
English 074 Introduction to Basic Collegiate Writing  
English 150 Writing 1  
English 250 Writing 2  
English 322 Creative Writing  
Literature 150 Introduction to Literature  
Literature 170 Women in Contemporary Culture  
Literature 180 Literature and Film  
Literature 286 Justice and Literature

1/2 release time



1991-1995 (Ferris State University)

English 111, 112, 113 Freshman Composition  
English 150 Writing 1  
English 250 Writing 2  
English 321 Advanced Composition  
English 322 Creative Writing  
Literature 150 Introduction to Literature  
Literature 170/190 Women in Contemporary Culture  
Literature 180 American Revolutions (designed and taught)  
Literature 180 Literature and Film (designed and taught)  
Literature 311 American Literature 1 (independent study)  
FSU Senate Diversity Committee, 1997-1999  
Faculty Search Committee, 1998



Curriculum Committee, Department of Languages and Literature, 1994-1998  
"Inspiration" software evaluation project, 1997-98  
English 250 Assessment Committee and rating team, 1997  
FSU Writing Outcomes Evaluation, 1996-1997  
General Education Assessment Cultural Awareness Committee 1994-1997  
English 150 Assessment Project 1995-1996  
Faculty Development Committee, Department of Languages and Literature, 1992-1994

1990-1999 (University of Michigan)  
English 125 Introductory Composition  
English 225 Argumentative Writing

→ 9 credits/semester

1987-1990 (Adrian College)

English 101 Topics in Writing  
English 110 Topics in Literature  
English 250 Special Topics: Literature and Film

→ 6 credits/semester

Southeast Michigan Writing Project Steering Committee, 1989-1991

Ad Hoc Curriculum Coordinating Committee, 1987-1990

Campus Environment Committee, 1989-1990

Education Committee, 1989-1990

Coordinator/Instructor, Southeast Michigan Writing Project Summer Writing Camps (grades 3-12 and adult), 1988-1990

Instructor, Michigan State Board of Education Summer Institute for the Arts and Sciences, 1990

Facilitator, A.C.T.O.R. program for faculty development, 1990

Consultant/Group Leader, "Adrian Academy" writing workshop, 1988

Writing Across the Curriculum Consultant, Lenawee Intermediate School District summer workshop, 1988

1982-1986 (Michigan State University)

English Education Field Experience Internship Coordinator, 1985-1986

#### Current Professional and Academic Association Memberships

NCTE (National Council of Teachers of English)

MCTE (Michigan Council of Teachers of English)

MDEC (Michigan Developmental Education Consortium)

Popular Culture Association

Michigan Humanities Council Scholar's Directory

Indiana University Online Copyright Tutorial

Writing Centers Online Discussion Group through the Department of English and Writing Center,  
Winthrop University

Michigan Developmental Education Consortium Listserv

#### Current Professional Assignments and Activities

Developmental Writing Committee

English Education Committee

English Education Program Review Committee

English Education Minor Advisor

FSU Writing Center, English Education and Writing Intensive Courses web-pages maintenance

General Education Writing Assessment Committee

Helen Popovich Scholarship Committee

Planning Committee, Department of Languages and Literature

Prism Committee Judge

Writing Intensive Course Committee Chair

Writing Intensive Courses Committee Liaison

#### Publications

"Blessed Companions: Victorians and Their Books," November/December 1998 Citizens Companion

FSU Writing-Intensive Courses Website

FSU English Education Website

Review of The Master Narrative for American Literature, 1990

"The Role of Water Imagery in Uncle Tom's Children, Spring 1988 Modern Fiction Studies

Presentation on "College Writing" for Wade McCree, Jr. Incentive Scholarship students, 1998, 1999  
FSU Faculty Focus Group panel participant, 1998  
Directed "Uncle Tom's Cabin," Charlton Park Historic Village, Hastings Michigan, 1998  
"Victorian Popular Literature" presentation, Charlton Park Historic Village, Hastings, Michigan, 1997  
Writing Intensive Courses workshops for Social Sciences department, 1997  
"Women and the Civil War" presentations for HIST342 class at FSU, 1996; the American Studies Seminar students from Magoya-Gakuin (Japan) University, 1993 and 1994; all Big Rapids schools fifth grade classes, 1992-1994  
"Writing to Learn" faculty workshop, 1994  
"Collaborative Learning: Pitfalls and Pleasures" presentation at the Conference on College Composition and Communication, 1992  
"New Instructor Roundtable" panelist, Michigan College English Association Fall Conference, 1992  
"Writing to Learn in the Science Classroom" presentation at the National Technological Literacy conference, 1991  
"Figures of the Future: Idioms and Ironies and Margaret Atwood's The Handmaid's Tale" presented at the Popular Culture Association annual meeting, 1990

8. Research

Attended Michigan Writing Centers Association Ideas Exchange: Writing Centers in the Age of Technology, 1998  
"Can You See the Mockingbird?: Learning the Truth in To Kill a Mockingbird



LITR 323-001

Shakespeareology

PB Middleton

Office: 3025 ASC/Office hours: 7:30-9:30 AM Mondays & Fridays

Autumn 1998

Fall 1998

"Shakespeare and Dante divided the world between them," said T.S. Eliot, "there is no third." This statement, made by one of the most influential poets of the twentieth century is, indeed, our starting point. Shakespeare is generally considered to be the greatest writer in the history of the world. Shakespeare lived during a period of time that has largely been regarded as one of the most important in terms of literary achievement. Two of Shakespeare's contemporaries—Ben Jonson and Christopher Marlowe—would be seen as important writers in any generation or time; but in Shakespeare's time their significance really diminishes quite a bit.

Why is Shakespeare (1564-1616) so important? And why do we read him today some 380 years after his death? And why has so much been written about him and his striking creations? These are the kinds of questions that you should be able to answer by the end of the semester.

The purpose of this course is to put you in a position that will enable you to come to terms with Shakespeare's plays (he wrote thirty-seven plays in all, and many could be considered masterpieces). We'll read as many as we can, but we won't be able to cover all of them in one short semester. If we can understand eight to ten works in one semester we'll be doing really well. I say this—and mean it!—because a Shakespearean play can be a very dense experience: i.e., one can read and fail to comprehend what's going on. A course in Shakespeareology, then, should help you, as a reader, by-pass the difficulties by which other mortals might be troubled.

Our text is The Yale Shakespeare, edited by Wilbur Cross and Tucker Brooke, and published by Barnes & Nobles Books. It can be purchased at Great Lakes Books and Supplies. Shakespeare (note this different spelling) wrote tragedies, comedies, and histories; and, as he was very much a man of his times, he had certain tendencies and habits as an artist. On the whole, Elizabethans thought of the universe as a hierarchical system. This was called, by some, the chain of being; by others it was called the logical process of the universe. Essentially, the idea was that there were primates of every order in all levels of the universe. So consider the following and fill in the blank space with what you think is the appropriate response:

- 1.) is the primate of the household.
- 2.) The primate of the heavenly bodies is the .
- 3.) The is the primate of the animal kingdom.
- 4.) The is the primate of the flower kingdom.
- 5.) The and the are the primates of the tree kingdom.
- 6.) The is the primate of the bird kingdom..

Attendance is mandatory. You can have only one absence. After that, your final grade will automatically be reduced by two increments—i.e., an A will become a B+.

You will have two theme papers to prepare, two short quizzes, and one "negotiation." A negotiation is a presentation and interpretation of a passage/scene in one of the plays that we'll be reading.

<i>Element</i>	<i>Quality</i>	<i>Humour</i>
Earth	Cold & Dry	Melancholy
Air	Hot & Moist	Blood(emotional)
Fire	Hot & Dry	Choler

Water

Cold & Moist

Phlegm

Our readings will be in the following order:

1. **King Lear**
2. **Hamlet**
3. **Romeo and Juliet**
4. **The Merchant of Venice**
5. **Measure for Measure**
6. **Julius Caesar**
7. **Richard the Third**
8. **Othello**
9. **Antony and Cleopatra**
10. **Macbeth**

Dr. Paul A. Blake  
Office: 3060 ASC  
Office hours: T/R: 12:30 - 1:30  
W: 3:00 - 6:00 and by appointment  
Office phone: 592-2524  
Home phone: 1-616-924-0356  
E-mail: pblake@ferris.net

Literature 415  
Winter 2000

### **COURSE INFORMATION**

- Textbooks:** Smith, Frank. Understanding Reading. Third edition. Chicago: Holt, Rinehart and Winston, 1982.
- Purves, Alan, Theresa Rogers and Anna O. Soter. How Porcupines Make Love. New York: Longman, 1995.
- Vonnegut, Kurt. Slaughterhouse Five.
- Morrison, Toni. The Bluest Eye.
- Freire, Paulo. Pedagogy of the Oppressed. 20th Anniversary Edition.
- Selected handouts

**Classroom Sessions:** This course will focus on the planning, implementation, and evaluation of teaching literature in the secondary schools. It will examine the role and function of literature in the schools, critical approaches to literature, current issues (e.g., cultural literacy, censorship, values education, inclusion, discipline, etc.), book selection, planning objectives, interdisciplinary relationships, classroom activities, and methods of assessing student performance. The course will incorporate a 4-6 week practicum in conjunction with local public schools that will require the student to plan, design, implement, and assess sample teaching

The content of this course will reflect the importance of sound judgment in each prospective teacher's professional role and that, in agreement with Schoeppach and Nissen (1992), *"All of us in schools and universities must prepare newcomers in our profession to see collaborative decision-making as part of their professional responsibilities."*

#### **Objectives:**

- ☞ Familiarize students with a variety of techniques, methods, and rationale for planning, implementing, and assessing the teaching of literature in a secondary setting.
- ☞ Direct the student toward reading, writing, and thinking clearly about the teaching of literature.
- ☞ Identify the guidelines for teaching literature as stated at local, state, and national levels.
- ☞ describe the national debate over *"values in the classroom"* and to provide for development of specific values dilemmas in the classroom.
- ☞ Identify the concept of interdisciplinary education and to prepare lessons based on that concept.
- ☞ Identify several organizations and journals of use to the professional English teacher.
- ☞ Identify how middle and high school students feel about literature.
- ☞ Identify and describe the problems in defining and teaching literature.

**Assessment:**

Assessment will be accomplished through a number of required and optional methods. *Required* components will be the following:

- Methods/Resource Box (100 pts.)*
- Article critiques/Abstract implementations (100 pts.)*
- Professional bibliography (25 pts.)*
- Presentations (25 pts.)*
- Portfolios (25 pts.) (?)*

Each student will also choose one (1) optional assessment component. Choices may come from the following and will be worth *150 points* toward the final grade:

- Exhibition of Mastery Project*
- Interviews*
- Personal journals/Student studies*
- Observations*
- Experiments*
- Video and/or audio tapes*
- HyperStudio Content Project (interdisciplinary)*
- Professional readings/bibliographies*
- Professional Conference Attendance*
- Professional readings*
- Etc.*

Assessment projects for the course will be worth a total of *425 points*, and the final grade will be assigned on the following scale:

- A= 90 - 100 pts
- B= 80 - 89 "
- C= 70 - 79 "
- D= 60 - 69 "

**Attendance Policy:** Attendance at all classes and practicum experiences is necessary and expected. Each unexcused absence will result in a deduction of ten (10) points from the final number of points accumulated for the semester.

**COURSE OUTLINE:**

**I. "I Hate English!"**

- A. Definition and concept of adolescence**
- B. A talk with high school students**

**II. Literature in the classroom**

- A. What is it?**
- B. Why teach it?**
- C. What is its place in the school program?**
- D. What are the local, state, and national standards?**

**III. Issues**

- A. literacy**
- B. Censorship**
- C. Values and ethics**
- D. Discipline**
- E. Colleagues**
- F. Mentoring and induction**
- G. Multi-culturalism**
- H. Inclusion**
- I. Record-keeping**

- B. Book selection and selection policies
- C. Readability

**V. Introduction to critical approaches**

- A. Traditional, formalistic, psychological, sociological, mythological and archetypal, linguistic, structuralist, feminist, and transactional (response-centered)

**VI. Application of a Transactional Model to Specific Genres**

- A. Folktales, popular literature, and mythology
- B. Fantasy
- C. Realistic fiction (historical fiction, contemporary social realism)
- D. Poetry
- E. Nonfiction (biography, information books)

**VII. Reader Response in the Classroom**

- A. Theory and process of reading and responding
- B. Bringing about student response through discussion techniques, writing activities, dramatic activities
- C. The epistemic and interconnected nature of language (reading, writing, listening, speaking)

**VIII. Assessment in the Literature Classroom**

- A. Types of assessment
- B. Exit projects
- C. Interdisciplinary focus
- D. Technology

**IX. Literature: An Interdisciplinary Approach**

- A. Individual Classrooms
- B. Block Time
- C. Team-teaching: In and across the curriculum

**X. Designing a Literature Unit**

- A. Choice of topic (chronological, thematic, interdisciplinary)
- B. Length of unit
- C. Objectives (general, specific, attitudinal)
- D. Materials
- E. Activities
- F. Assessment
- G. Bibliography

**XI. Literature and Public Relations in the Secondary Schools**

- A. Students
- B. Colleagues
- C. Parents
- D. Community

**TENTATIVE CALENDAR****Week #1: 10 -14 January**

- Syllabus
- Surveys
- Frank Smith
- Overview and exercises
- Student questions
- Assignments

Assign: Frank Smith(1-4)  
*Slaughterhouse Five*  
 Critique

**Week #2: 17 - 21 January**

- Smith
- *Slaughterhouse Five*
- Student panel

Critique due  
 Assign: More Smith  
 Observation hours  
*Slaughterhouse Five*

**Week #3: 24 - 28 January**

- Discussion of student panel
- Observation (models)
- Smith
- Approaches
- Surface vs. Deep Structure
- Projects
- *Slaughterhouse Five*

Critique due (1+1)  
 Assign: More Smith  
 Observation analysis

**Week #4: 31 January - 4 February**

- Observations
- Smith
- Rosenblatt
- Critiques
- *Slaughterhouse Five*

Critique due (1+2)  
 Assign: Rosenblatt  
*Slaughterhouse Five*  
 Observation analysis

**Week #5: 7 - 11 February**

- Observations
- Smith
- Rosenblatt
- Critiques
- *Slaughterhouse Five*

**Week #6: 14 - 18 February**

- Rosenblatt
- Project Prospectus
- Issues/Conflicts
- *Slaughterhouse Five*

Critique due (1+3)  
 Assign: Rosenblatt  
 Observation analysis

**Week #7: 21 - 25 February**

- Rosenblatt/Smith interactions
- Critical Approaches
- Issues/Conflicts
- *Slaughterhouse Five*

Critique due (1)  
 Assign: Rosenblatt  
 handout

**Week #8: 28 February - 3 March**  
- The Transactional Model  
- *Slaughterhouse Five*

**Critique due (1+1)**  
**Assign: Rosenblatt**  
**handout**

**6-10 March: SPRING BREAK**

**Week #9: 13 - 17 March**  
- Approaches to design

**Critique due (1+2)**  
**Activities**

**Week #10: 20 - 24 March**  
- More on design

**Activities**

**Week #11: 27 - 31 March**  
- Still more on design

**Activities**

**Week #12: 3 - 7 April**  
- Assessment

**Assessment**

**Week #13: 10 - 14 April**  
- Assessment  
- Literature and public relations

**Assessment**

**Week #14: 17 - 21 April**  
- Interviewing

**Week #15: 24 - 28 April**  
- Project presentations and social activity

**Resource Box due**  
**Bib. and philosophy**

**Week #16: 1 - 5 May: FINAL EXAM WEEK**

**FINAL EXAM DATE** \_\_\_\_\_

Robert von der Osten, Ph.D.  
Office ASC 3026  
Phone: 592-2916  
e-mail H\_R\_Vonderosten@ferris.edu

Office Hours: M/W/F 11:00-12:00  
Additional hours: W 2:00-3:00  
Other hours: By appointment

English  
Fall 1999  
ENGL 301

### Introduction to Linguistics

Language is a crucial part of what makes us human. All our social institutions, our technology, our sciences, our interpersonal relations, our articulation of our emotions, our sense of self are made possible by language. Language is at the root of all education. However, too few people understand much about how language works. In this course you will begin to understand some of the major issues in linguistics, the science of language.

In this course you will learn:

- The basic topics of study in linguistics.
- Some of the methodologies applied by linguists.
- Many of the basic theories of linguistics.
- The key terms used by the different areas of linguistics.
- The implication these theories have for the classroom.

**Course Texts:** Contemporary Linguistics (3<sup>rd</sup> edition) by O'Grady, Dobrovolsky, and Aronoff. (CL in syllabus)

Linguistics for Teachers by Cleary and Linn (LT in syllabus)

Both books are available at Great Lakes Books

<b>Grades:</b>	Research paper (6 pages minimum)	200 points
	Section Quizzes	130 points
	Projects and Exercises	140 points
	Threaded discussions	50 points (may increase)
	Midterm	100 points
	Final	100 points

The final grade will be averaged and will be subject to the standard grade curve.

**Webct** - Available at [Http://instruction.ferris.edu:8900](http://instruction.ferris.edu:8900) under English, then English 301 vonderosten.

- syllabus
- assignments
- learning quizzes
- calendar
- bulletin board: threaded discussion
- class e-mail



## Syllabus

M 8/30 Course Introduction: What is Linguistics? Why study it?

W 9/1 Introduction to Webct. Starr 109

F 9/3 Studying Language. Read CL pp. 1-14. Threaded discussion due (10 points).

M 9/6 Labor day. No class.

W 9/8 Phonetics. Basic sounds in a language and their production. Read in CL pages 15-54.

F 9/10 Project Due- identifying sounds (10 points); Question 1 page 57 in CL due (10 points). Read in LT pages 397-409. Supersegmentals.

M 9/13 Phonetics and spelling. Read in LT pp. 410-420; 421-425.

W 9/15 Phonetics Quiz (20 points). Read in CL pp. 117-151. Morphology.

F 9/17 Derivational and Inflectional Morphemes. Inflected Languages and inflection in English.

M 9/20 Morphemes and Language Learning. Read in LT pp. 577-589; 589-597.

Exercises 1. page 155- Explain what the bound morphemes do(20 points); Exercise 2 (10 points). Page 155 in CL.

W 9/22 Morpheme Quiz (20 points). Semantic theories of meaning. Read in CL pp. 245-260.

F 9/24 Metaphors and concepts. Exercise 4 page 281 (10 points); Exercise 5 page 281 (10 points) in CL. Response to threaded discussion on morphemes due (10 points).

M 9/27 Analysis of embedded metaphor due (10 points). Metaphor and structure. Read in LT pp. 519-528.

W 9/29 Thought and its relation to the world. General Semantics Read in LT pp. 79-102

F 10/1 The social nature of thought and word. Vygotsky and Bhaktin. Read in LT pp. 71-78.

M 10/4 Due short essay of 1-2 pages on the relationship of thought and language.

Pragmatics. Read in CL pp. 270-277 and in LT pp. 564.

W 10/6 Semantics and education. Read in LT pp. 554-564.

F 10/8 Review. Semantic Quiz (20 points).

M 10/11 Midterm (100 points)

W 10/13 Social linguistics and social context. Read in CT pp. 509-520.

F 10/15 Gender and Language (Discourse Analysis) Read in LT pp. 235-251.

M 10/18 Euphemisms, jargon and group identity. Read in LT pp. 219-233.

W 10/20 Register. Read in CL pp. 520-528; 536-542.

F 10/22 Language differentiation- dialects, pidgins, and creoles. Read in CL pp. 527-536.

M 10/25 AAVE Read in LT pp. 130-147.

W 10/27 AAVE Read in LT pp. 149-172.

F 10/29 Social Analysis due (20 points). Quiz on Social Linguistics (20 points).

Introduction to the study of syntax. Read in CL pp. 163-164.

M 11/1 Threaded discussion response on AAVE due (20 points). Categories and Structures. Read in CL 164-170. Form peer groups for papers.

W 11/3 Rules and sentences. Read in CL pp. 170-183.

F 11/5 Sentence analysis due (20 points) Transformations. Read in CL pp. 183-194.

M 11/8 Grammar and teaching. Read in LT pages 426-441.

W 11/10 Debunking traditional grammar. Read in LT pages 483-489.

F 11/12 Threaded discussion due (10 points). Standards of Good English. Read in LT pages 465-472; pp. 473-482.

M 11/15 Syntax quiz (20 points). Language Acquisition. Read in CL pp. 437-448.

W 11/17 Syntax and semantic acquisition. Read in CL pp. 449-469.

F 11/19 **Typed draft of paper due with four peer responses, prior draft, and revision plan** (200 points). What does language acquisition mean to the classroom. Read in LT pp. 257-265.

M 11/22 An interactionist approach to advancing literacy. Read in LT pp. 265-289.

W 11/24 Threaded discussion due (20 points). Acquisition quiz (20 points). Pulling the threads together.

F 11/26 Thanksgiving.

M 11/29 The brain and language. Read in CL pages 415-424.

W 12/1 Aphasia, dyslexia, and ADD. Read in CL pages. 424-434.

F 12/3 Quiz on language and the brain (10 points). **Final Draft of Paper Due (200 points)** Pulling it all together. Processing models Read CL pp. 407

M 12/6 Due: your own linguistic flowchart (20 points). Writing and Language. Read in CL pp. 553-582.

W 12/8 Language and the writing process. Read in TL pp. 337-356.

F 12/19 Reading comprehension: a selected review. Read in TL pp. 282-307; 313-323.

winter 99

## ENGL 382: The Structure and History of English

Robert von der Osten, Ph.D.

Office: ASC 3026

E-mail [H\\_R\\_Vonderosten@ferris.edu](mailto:H_R_Vonderosten@ferris.edu)

Phone: 592-2916

Office Hours: M/W/F 11:00-2:00

Other Times Available by Appointment

### Course Objectives:

By the end of this course you should

- Understand the structure of English
- Understand the linguistic method of analyzing such structures
- Be able to use standard forms of sentence diagramming
- Be able to diagnose student errors
- Be able to plan effective lessons or interventions
- Be able to discuss curricula issues involving grammar
- Be able to trace the history of the English language
- Be able to identify key features of Old, Middle, and Modern English
- Be able to discuss principles of language change
- Be able to trace modern changes in the language

Text: Klammer, Thomas and Murile Schults. Analyzing English Grammar: Second Edition. Boston: Allyn and Bacon, 1996.

Handouts or Web sites on the history of the English language.

Possibly another text depending on the class interest.

**Assignments:** There are assignments almost each class period intended to help you use the material.

Also, you will be expected to do one larger study for 200 points; attached are possible topics.

Midterm = 100 points

Final = 100 points

The grade will be averaged with a standard grade curve of 90-100 = A; 80-89=B; 70-79=C; 60-69=D; <60=F.

**Given the small number of students enrolled in the class, assignments and topics will be adjusted to meet your interests and needs. The syllabus is therefore only tentative and subject to change.**

## Syllabus

**M 1/11 Course Introduction.** The diagnostic. The reason for the study of the structure and history of the English Language. Understanding the power of the English language. The general goal of linguistic studies: a very short history of the study of the English language.

**W 1/13 Read handouts. Due -bring a one to two page short account of your own experience with "grammar" and your attitude towards it (20 points).** The differences between descriptive and prescriptive grammars. Different forms of grammars and their uses and abuses. The difference between acquisition and learning. The place, if any, of grammar in the schools. What constitutes a sentence; overcoming the old teacher nonsense - "they don't even know what a sentence is?"

**F 1/15 Read pages 1-34. Due -one to two page initial statement of your sense of the place of grammar in the school (20 points).** Do students have a right to their own language? Considering dialect differences and African American dialect in particular. The role of structure in English. How we identify grammatical units. Inductive and deductive approaches to language learning. The distinction between inflectional and structural language. Cases, gender, and other mindbenders.

**M 1/18 No class. Martin Luther King Day. I hope to see you at some of the functions.**

**W 1/20 Read pages 35-54.** The Morphology of English. What is a morpheme and what are allomorphs? Derivational and inflectional morphemes. Bound and free morphemes and the base. The significance of morphemes in English. Morphemes and student error. **Approaches to error. Errors and Expectations**

**F 1/22 Quiz on morphemes (10 points). Assignment 3 Due: Identify common morphological problems in student writing, explain the possible cause of the problems, and recommended interventions (20 points).** Review recommendations. The use and abuse of morphemes in the classroom. Morphemes and language acquisition. Morphemes and different languages feeding into English.

**M 1/25 Read 55-95.** Form Class Words. Form and function in sentence analysis. Elementary school rules or test frames. Why do students have a problem understanding parts of speech? When is a proper noun really proper? How much do students need to know and why? Are there cognitive universals to form class words?

**W 1/27 Assignment 3 due:- a detailed lesson plan, including some materials to help students understand key parts of speech (30 points).** Present portions of the lesson plan. Cases in other languages. Why do students have trouble with personal pronouns? Structural constraints on parts of speech and some foreign language interference. Language development.

**F 1/29 Quiz on Form Class Words (10 points). Assignment 4 due: Identify common pronoun errors in student sample and indicate recommended intervention (20 Points). Due: exercise 4.16, 1-8, pages 91-91 (8 point).** Introduction to government binding – degrees of constraints. Pragmatics. The differences between utterance and written text.

**M 2/1 Read “Structure-Class Words,” pp. 97 - 141.** Analysis of key structure-class words. Introduction of diagramming. Student problems with articles, prepositions, adverbs, qualifiers, Auxiliaries (including non-native speakers). Differing cognitive theories of prepositions and articles.

**W 2/3 Assignment 4 due: Identify common structure-class errors in student sample and indicate recommended intervention (20 Points).** Conjunctions, prepositional phrases, relative clauses. Comma splices and run-ons - why students make these errors. Punctuation rules and basic structures. Expanding student syntactic options with conjunctions and subordination..

**F 2/5 Assignment 5 due: Complete a style analysis of a short sample of writing, including count analysis of form and class-structure words (20 points). Bring enough copies for everyone. Quiz on structure-class words (10 points). Read handout.** Comparison of subordination, conjunctions, and relative clauses in inexperienced and experienced writers. Sentence combining – potential and limitations. Style analysis of student writing.

**M 2/8 Read “Phrases” 145-182. Assignment 6 due: T-Unit analysis.** Linguistic analysis of phrasal structure. How to read linguistic VP rules. Diagramming phrases

**W 2/10 Exercise 6.4, page 165, 1-5 (5 points).** Language acquisition of phrases and tenses. Dialect differences of phrases and tenses. “Yes you may go to the bathroom;” how much should we resist language change. Cognitive issues of tense. The Whorf hypothesis. Common student problems. Helping to develop student use of modals and tenses.

**F 2/12 Review exercises, page 183-184, 1-7 (7 points). Assignment 7 due: identify student tense and phrase errors and offer hypothesis for errors. Read pp. 187-227. “Five Basic Sentence Types.” Student presentation on assigned sentence type (10 points).** Distinguishing verb types and constraints on verb types. Are such distinctions reasonable - a linguistic activity. Group activity diagramming sentences. Different kinds of complements. Direct and indirect objects.

**M 2/15 Exercise 7.5, page 205, 1-5.** Semantic theories of grammar and the power of verbs. Verb confusions. Sentence types and their impact on style. What do students need to know?

**W 2/17 Review Exercise, page 227, 1,2,4,6,8 (10 points). Read pp. 229-273. "Basic Sentence Transformations" pp. 187 - 273 Student presentations on basic sentence transformations (10 points).** The nature of basic sentence transformations. How sentence transformations result in student errors. Using transformations to encourage sentence variety. Going back to the kernel to help students unpack unruly sentences.

**F 2/19 Quiz on basic sentence types and transformations (10 points). Analyze 100 word passage of student writing identifying sentence type and transformations in a grid with a comparative count (30 points). OR Write a short essay of approximately a page explaining the advantages and/or disadvantages of treating structures such as passives or questions as transformations instead of stand alone forms (30 points).** Are there gender differences in writing style? Sentence transformations and style. The appropriate and inappropriate use of the passive. Can we encourage students to increase sentence variety in terms of sentence style? False rules students seem to learn.

**M 2/22 Read "Finite Verb Clauses" pp. 275-310. Student presentations (10 points).** Review sentence type analysis. Analysis of clause. Diagramming subordinate adverbial clauses. Punctuation of adverbial clauses and student problems

**W 2/24 Student presentations (10 points) Exercise: Complete odd exercises on page 310 and diagram sentences 1 and 5 using a tree diagram and a Reed-Kellogg diagram (30 points).** Diagramming of relative clauses. Identifying student problems. How to encourage use of relative clauses. More on sentence combining. Can we use clause analysis to help in instruction

**F 2/26 Read "Finite Verb Clauses II: Nominal Clauses" pp. 313-340. Student presentations (10 points).** The power of "that" clauses. Direct and indirect discourse and common confusions. Relative clauses and deletions.

**M 3/1 Student presentations (10 points)** Interrogative clauses (and does the analysis model work). Elliptical dependent clauses. Enhancing student variety.

**W 3/3 Read: "Nonfinite Verb Phrases, Part I and Part II" pp. 341 -397. Student presentations (10 points).** Infinitive Phrases and how they function. Transformations of Infinitives. Infinitive Functions. Present-Participle Phrases

**F 3/5 Quiz (10 points). Student presentations (10 points). Exercises: On page 361, Review exercises 1, 3, 7. But also break sentences down to Kernels (10 point). Gerunds. Nominative Absolutes.**

**March 8-12 Spring Break**

**M 3/15 Read: "Stylistic Transformations and Sentence Analysis" pp. 399-421. On page 397, Review exercises 1, 3, 5, 7. (40 points). Transitive Phrasal Verbs and the**

Particle Movement Transformation. The "There" Transformation. The Cleft Sentence Transformations.

W 3/17 Review

**F 3/19 Midterm Test on the Structure of English**

**For the section on the History of English, I will provide you with a number of handouts and references to web sites.**

M 3/22 How we are going to approach the study of the history of the English language. Methods for tracing the history of language. Language families and Proto-Indo-European.

W 3/24 Gothic, Old German, the Celts, and Old English. The history of Anglo-Saxon England.

**F 3/26 Short 2 page report on some element of Anglo-Saxon England (50 points).** Examining the features of Old English and learning some old English vocabulary. Syntax and vowel patterns.

M 3/29 Beowulf (Because it's fun) How to use the Oxford English Dictionary

**W 3/31 More Old English (Let's all memorize the Lord's Prayer in Old English)**

**F 4/2 No Class: Easter Recess**

**M 4/5 The Shift to Middle English. Due: Detailed report on three words, tracing their introduction to the language, and major shifts or developments in meaning, and any cognates in other languages (30 points).** Historical forces that changed the language to the Middle English, including the Norman Invasion.

W 4/7 Using selections of Middle English, review the changes in pronunciation, syntax, and vocabulary. The continued legacy of this period

F 4/9 Examining sections of the Canterbury Tales. From Middle English to Modern, and the language renaissance. Is Shakespeare really modern?

M 4/12 View the syntactic, pronunciation change of Modern English.

W 4/14 The diffusion of English and the legacy of colonization.

**F 4/16 Due: one page paper on world role of modern English and possible conflicts (50 points).** Dialects, Creoles, and slang. Forces that change a language

**M 4/19. Sociolinguistic issues in language change. Language groups and sub-groups. The role of technology in language change.**

**W 4/21 Assignment Due: Compare a newspaper article from the 1800's or earlier with one from the present; identify changes in vocabulary and sentence structure (50 points). Reactions to language change. Language conservatism; and English as the Official Language movement. What is an English teacher's role?**

**F 4/23 Predictions of future language change. The place for language studies in the English curriculum.**

**M 4/26 Assignment Due: five words that entered the language from sub-culture slang, ethnic or racial minorities, or advertising. Indicate word, origin, original meaning, and current usage (10 points) The place for language studies in the English curriculum. More ideas for classroom activities.**

**W 4/28 Review.**

**F 4/30 Major projects due. Class discussion of each project.**

**Final Exam as Scheduled.**



## **Structure and History of English Project**

Select any of the following for your final project worth 200 points. The final project is due on April 30 where you will share your results with all of us. However, you may turn in your paper at any time during the semester for my comments so that you can revise. I will gladly review any paper as often as you wish.

1. Write to your local public school administration arguing for what you think should and should not belong in a Language Arts curriculum. The paper should be a minimum of four pages and will require research.
2. Write to English teachers in a local school (you can choose a grade level) arguing to what extent grammar should or should not be taught. The paper should be a minimum of four pages and will require research..
3. Write a researched paper ( minimum of four pages) explaining some aspect of the development of the English language. You might focus on the sentence structure of Old English, the change of vowel sounds, the evolution of word meanings, changes in personal pronouns, and so on.
4. Write a detailed grammatical analysis and comparison of two samples of student writing that demonstrate different abilities. The analysis should include a T-Unit analysis, a count of the major parts of speech and clause structures (expressed as percentages), and analysis of the use of relative clauses, subordinating clauses, passives, and other grammatical structures. Explain how the grammatical structure of language influences the style of the work. Identify and explain any features of the student's language development and any problems the students are having.
5. Interview teachers in a school district (at least three teachers) on their own knowledge of grammar, where they do or do not use their understanding of grammar and why, the extent to which they do or do not teach grammar and why, and the role they see for grammar instruction in the schools. You will need to push to get more than a superficial answer. Be sure to get them to define "grammar." Include your own evaluation of the relative sophistication of their understanding and methodology. Write a report to the class on your findings.
6. Develop an instrument to assess student knowledge of grammar. Use the instrument to assess the knowledge of at least 6 students. Independently rate the students' writing on a scale of 1-5 for overall quality and 1-5 for proofreading accuracy. Write a paper explaining your results, including the extent to which there was any correlation between student knowledge of grammar and the quality of the written product. Another approach to this assignment would be to complete the assessment of the students' knowledge of grammar, and then provide an in-depth study of how at least one of the students proofreads his or her own work by having him or her proofread out loud.
7. Come up with a project of your own and get my approval.

### Objectives

This course is intended to provide a background to the problems of language, rhetoric, and style, that is how language works (i.e. grammatically), how it is used effectively and persuasively, and how it may be varied for rhetorical effect. We will begin by examining the English language both descriptively and prescriptively. After this we will examine rhetoric historically and descriptively--what it is and how it is used. We will also examine the history of rhetoric. By the end of the class, you should know English grammar and how to analyze it, particularly in regards to written texts, as well as the history of and scope of rhetoric. Our study will end with an examination of the principles of classical rhetoric as applied to contemporary situations.

**Required Texts:** All texts are available at Great Lakes Books

Kolln, *Rhetorical Grammar*, 3<sup>rd</sup> Edition

Corbett, *Classical Rhetoric for the Modern Student*, 4<sup>th</sup> Edition

A coursepack "The History of Rhetoric and Style"

Assignments will be supplemented by hand-outs, reserve readings, and internet readings--all of which are requirements.

All students are expected to have a reputable grammar Handbook (Recommended : Hacker, *A Writer's Reference* 4<sup>th</sup> Edition) and a reputable descriptive dictionary (NOT a paperback; recommended: *American Heritage Dictionary*). Although we will discuss English grammar extensively, all students are expected to review grammar on their own prior to the second week of class.

**Agreement:** All students are required to fill out and sign an agreement by the first class of the second week of the semester. This agreement is a class requirement. Please note that all class policies are discussed in detail in the beginning of the Coursepack in the section entitled "Assignment Requirements, Essay/Report Format." The Agreement stipulates that all students have read and understood this syllabus and the "Assignment Requirements," in pages 2-23 of the Coursepack, which includes a thorough discussion of plagiarism.

**Attendance:** You cannot perform well in the class without attending regularly. Students are allowed 6 (six) absences for any reason. After that the student receives an F for the Participation grade. Providing a professionally documented excuse (e.g. for medical reasons, family emergencies, school-sponsored trips, etc.) for an absence allows a student to submit work that was due during the absence period without a late penalty. However, the six-absence limit remains. If you think that you will miss class for more than six times for whatever reason, you should consider taking a different section. In all cases, students are responsible for all work missed during an absence. If you have an extenuating circumstance, such as having a class immediately before this one in a building far away, see me after the first class meeting. Students who demonstrate a pattern of absence are reported to the office of their dean and to the Office of Financial aid.

**Assignments:** Late assignments have real consequences. If you miss a class when an assignment is due, arrange to have another class member bring in the assignment when it is due. Turning in an assignment when you return is not acceptable. Assignments are due at the beginning of the class on the due date. Late assignments are graded one full letter grade down for each calendar day late.

**Readings:** You are expected to read the material assigned for any given class. The readings are sophisticated and are intended to be. Reading an assignment does not mean skimming the material. It means reading carefully and

deliberately, looking up unfamiliar terms, being able to summarize the material, being able to respond to questions about the material.

**Essay Format:** Essay Format: All drafts and final copies of formal assignments must adhere to professional standards for documents. See specific guidelines in "Assignment Requirements" in the Coursepack. All essay and critique assignments are to be typed (with no handwritten items) and submitted in completed form. Essays must conform to MLA documentation guidelines ([www.mla.org](http://www.mla.org)).

**Exercises:** In general exercises are acceptable in handwritten form; however, if any is illegible, I will return it for you to recopy. These works may in most instances be rewritten.

**Quizzes:** Expect at least one quiz per week on either material required for that class meeting or on material from the previous class's discussion. (Plan on one review quiz each Friday at the beginning of class.) Quiz grades are factored into the participation grade in accordance with policies stated above. Quizzes may not be rewritten and only under rare circumstances taken at a later date. Students who can produce a legitimate, documented excuse may be allowed a reduction of liability for quiz grades (i.e. reducing the total points possible).

**Conferences:** Students are encouraged to hold conferences with the instructor whenever necessary. In some cases conferences are mandatory. Missing an appointment for a conference is considered a class absence.

**Grading:** All work is evaluated by performance. Effort is admirable, but performance determines grades. See the Coursepack for precise guidelines and criteria. You are responsible for keeping track of your own grades (academic warnings may very well not be submitted). Your final grade in the course will be based on the following approximate distribution:

Participation, quizzes	20 %
Exercises, assignments,	30 %
Midterm examination	10 %
Presentation	10 %
Final Essay	20 %
Final Examination	10 %

See the Coursepack for grading guidelines.

Grades are considered private. They are not posted anywhere, nor are they given or discussed over the telephone to anyone. Any discussion of grades--from one assignment to an entire semester's grade--must be done in person (i.e. only with the person receiving the grade) in my office. I do not discuss or "negotiate" grades before, during, or after a class. Students are expected to monitor their own grades and to know what their grade in the course at any given date is without consulting the instructor.

**Participation Grade:** All courses have a participation-grade component, which is made up of attendance, coming prepared to class (i.e. having done homework and readings) as determined by a series of quizzes, discussing matters intelligently.

A grade of "A" in participation is the result of excellent (0-2 absences) attendance, responsible class preparation, an average of 90% and above on quizzes, and insightful commentary. A "B" is the result of consistent attendance (3 absences), responsible class preparation, an average of 80-89% on quizzes, and answering questions accurately. A "C" is the result of spotty attendance (4-5 absences), an average of 70-79% on quizzes coming late to class, irregular class preparation, and desultory discussion. Lower grades are given in accordance with the patterns mentioned above. Being obviously unprepared for a class (e.g. not having read an assignment or reviewed the previous class's discussion) will be recorded and will significantly lower the participation grade.

Quizzes and exercises are often graded on a less formal basis than the A-F system. This less-formal system consists of check plus (✓+), check (✓), check minus (✓-), and U(μ). These grades are roughly equivalent to A, B, C, and R/W respectively.

**Classroom deportment:** All members of the class are expected to conduct themselves in a civil and professional manner. Any behavior problems immediately affect on the participation grade and may be immediately referred to security. Children and others not registered for the class are not permitted to stay in the class. Tape recording classes is also not permitted without my prior approval for each person and class that a student might wish to record.

**Rewriting:** Revision and rewriting are the essence of successful writing. Depending upon the assignment, you may be allowed to rewrite essays and other exercises and keep the higher grade received. Be aware, though, that the last essay occurs close to the end of the semester, and rewriting it is impossible. See the Coursepack for exact requirements regarding rewrites. The R/W "comment" on an essay, means that you must rewrite. Such assignments that are not rewritten will, after two weeks, become F's.

Rewrites may be undertaken but only after a conference. During the conference a due date for the rewrite will be determined. Students wishing to rewrite an assignment must follow the following procedures:

1. Come for a conference within one week of receiving a graded assignment.
2. Come prepared to the conference (i.e. determine problems and possible strategies for corrections, bring alternative plans, look up grammar and mechanic problems, etc.).

Rewriting is a privilege and may be revoked if the policy is abused.

**Plagiarism:** Plagiarism is a writer's use of someone else's words or ideas as his own without adequate and accurate acknowledgment of the source-- either copying word-for-word or paraphrasing or summarizing. Any instance of plagiarism will result in automatically failing the course and may lead to referral to the department or university. See the Coursepack and Hacker (pp. 214-217) for a precise discussion of plagiarism.

**Incompletes:** I allow incompletes only in extreme circumstances such as illness or severe personal problems. In either of these two extremes, I will ask for written verification before allowing an incomplete. Also, if you are given an incomplete, it will only be allowed after you have signed a written a plan of work and committed yourself to a specific completion date.

**Exceptions:** Any exceptions to any of the above policies must be made privately in conference.

**Communication:** It's very important that students communicate with me at any time for any academic or professional purpose. Please contact me by telephone, by e-mail, or in person if you anticipate any problems or if you are confused. Ask questions in class regarding upcoming assignments or if you need any clarification. It's generally best if you contact me by e-mail. Use both my FSU and home e-mails.

## Assignment Schedule

The following assignments are due on the days indicated. That is, readings and exercises stipulated for 1/10 are due on that date--not the next. Be aware that these assignments may be changed from time to time without much warning. You are still responsible for any changes. Bring texts as necessary, Coursepack everyday. Worksheets, exercises, quizzes may be added as necessary.

Kolln--	<u>Rhetorical Grammar</u>
Corbett--	<u>Classical Rhetoric for the Modern Student</u>
CP--	Coursepack
L&E--	Coursepack section entitled "Comments Regarding Language and Error" by outline numbers.

Date	Topic	Assignment
1/10	Introduction/Diagnostic	
1/12	Review of Diagnostic	Hacker*, Chapter B (you are required to know this material)
	Introduction to the study of language	Rhetoric Exercise (hand-out on 1/10)
1/14	Introduction to the study of language	Kolln-- Chapter 10
1/17	<b>Martin Luther King Jr. Day--No Classes</b>	
1/19	<b>Signed Agreements due.</b>	Exercises 34, 36 due
1/21	<b>Inflection, parts of speech</b>	Kolln-- Chapters 11; L&E 1-16
1/24	<b>Inflection, parts of speech</b>	Exercises 38, 39 due; Kolln-- Chapter 6
1/26	<b>In-class exercise</b>	
	<b>Inflection, parts of speech</b>	Exercise 18 due; Kolln-- Chapter 7
1/28	<b>Syntax</b>	Exercises 24, 25 due; Kolln-- Chapter 8; L&E 17-35
1/31	<b>Syntax</b>	"For Group Discussion A and B" (p.156), Exercise 28 due; Kolln-- Chapter 1
2/2	<b>Syntax</b>	Exercise 2 due; Kolln-- Chapter 1
2/4	<b>Cancelled for conferences (See me sometime during this week regarding your rhetoric presentation)</b>	L&E 36-55
2/7	<b>Syntax</b>	Kolln-- Chapter 3
2/9	<b>Syntax</b>	Kolln-- Chapter 3
2/11	<b>Syntax</b>	Exercise 6 due; Kolln-- Chapter 5 ; L&E 55-end
2/14	<b>Syntax</b>	Exercise 15 due; Kolln-- Chapter 9
2/16	<b>Punctuation</b>	Exercise 32 due; Kolln-- Chapter 12;
2/18	<b>Presentation**</b> : Gorgias of Leontini	"Encomium on Helen" Hand-out
2/21	<b>Classical Rhetoric</b>	Corbett 489-497; 15-31
2/23	<b>Classical Rhetoric</b>	Corbett 31-84
2/25	<b>Aristotle's Rhetoric</b>	Selections either on-line or from Bizzel and Herzberg
	<b>Take-home mid-term examination handed out</b>	
2/28	<b>Classical rhetoric</b>	Corbett 84-130
3/1	<b>Classical Rhetoric</b>	Skim Corbett pages 141-184
3/3	<b>Project Reports***</b>	
	<b>Presentation**</b>	Isocrates
3/4-3/12	<b>"Spring" Break</b>	
3/13	<b>Ethics</b>	Handouts. Read "The Cigarette Papers" essay (CP)
3/15	<b>Ethics</b>	Handouts and worksheets (CP)
3/17	<b>Rhetorical analysis</b>	Socrates's <i>Apology</i> ; Corbett 212-226 (195-209)

3/20	Arrangement	Corbett 256-292
3/22	Presentations:	Cicero and Quintilian--Handouts
3/24	Project reports Medieval Rhetoric	Corbett 497-501
3/27	Presentation **	St. Augustine
3/29	Style	Corbett skim 337-377; read 377-411
3/31	Style	Corbett skim 337-377; read 377-411
4/3	Presentation **/analysis	"Letter from Birmingham Jail"--Corbett 301-319
4/5	Rhetorical analysis/Presentation **	Corbett 512-526-- Kennedy's inaugural speech 459-472
4/7	16th-18th Century Rhetoric	Corbett 501-517
4/10	Presentation **	Orwell-- "Politics and the English Language" (Handout)
4/12	Project Reports Rewrite Deadline	CP--"Composition, Rhetoric, and the Job of Citizen"
4/14	Canceled for conferences.	
4/17	Presentation **	Chaim Perelman, Stephen Toulmin--Handouts
4/19	Contemporary rhetoric	Corbett 553-578 (517-543)
4/20-4/23	Easter Recess	
4/24	Final essays due. In-class rhetorical analysis	TBA
4/26	Presentations **	James Berlin, Jürgen Habermas
4/28	Presentation** Review for Final Exam	Kenneth Burke, I.A. Richards

\* For those with Hacker. Others may review similar information in another handbook.

\*\* Presentations typically take 20 minutes. Time will be strictly kept. The remainder of the class is devoted to follow-up and further discussion of matters from previous classes.

\*\*\* Project reports will be given by group spokespersons. Each is to last no more than 5 minutes: BE DENSE--precise and concise.

**Final Examination:** Thursday, May 4 10:00-11:40

## Questionnaire/Agreement

Please fill in the following questionnaire and return it at the appropriate class meeting:

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Student ID number \_\_\_\_\_ Address (optional): \_\_\_\_\_

E-mail (if applicable) \_\_\_\_\_

Class/section number \_\_\_\_\_ Semester \_\_\_\_\_

College (circle one):    A&S    Tech    Pharm    A/H    Bus    Educ    Univ    Program \_\_\_\_\_

Advisor \_\_\_\_\_

Are you familiar with word-processing?/ Access to a computer?                    YES    NO

If applicable, give the instructor(s) and grade(s) received in other English or literature class(es):

COURSE	INSTRUCTOR	GRADE
--------	------------	-------

Have you successfully completed the prerequisite for this course?                    YES    NO

Is English your native language?                    YES    NO

If not, indicate your native language. \_\_\_\_\_

---

Please sign the following statement:

I have read, understand, and agree to the syllabus for this course, "Assignment Requirements, Essay Format" (in Coursepack), instructor's photoreproduction and publication policies, and plagiarism regulations.

Signature \_\_\_\_\_

Literature 170  
Women in Contemporary Culture  
Dr. Tracy Webb  
Winter, 2000  
webbt@ferris.edu

1017F ASC  
Ext. 2533  
Office Hours:  
MW 12-3; TTh 8-3

In this course we'll use fiction, poetry, drama and non-fiction to examine and try to understand women's roles in contemporary society. In order to give the present some perspective, we'll also look at writings from previous eras to explore where the present ideas came from, as well as what the future may hold.

**Required texts:** (available at Great Lakes bookstore)

- Women's Writing in the United States Linda Martin & Cathy Davidson, eds.
- Jane Eyre Charlotte Bronte
- Incidents in the Life of a Slave Girl Harriet Jacobs
- The Bluest Eye Toni Morrison
- The Handmaid's Tale Margaret Atwood
- An article or articles groups will select for the class to read and discuss

*Reading assignments must be finished for the dates listed on the schedule.*

**Course Requirements:**

**Attendance:** Because this will be a seminar-type class, in which most of the time is spent on discussion of the readings, it is essential that you be here, prepared, and participating. I will have an attendance policy: you get 3 absences for any reason (you do not need an excuse); beyond that, your final grade will slip one notch (i.e. from a B- to a C+) for each additional absence. Arriving late, leaving early, or habitually leaving during class will count as a half-absence. Missing more than 15 minutes of class for these reasons will count as a whole absence.

**Reading responses:** Unless I specify otherwise, each day, you must bring with you 5 discussion questions about the reading and a one-paragraph-minimum response. I will check these as a means of taking attendance, so they must be complete when you reach class. If you do not have them--or whatever other assignment I give--completed, I will consider you unprepared for class and will mark you absent for that day.

**In-class writings:** I will periodically give you an informal writing assignment in class. Sometimes we'll use these writings in class, sometimes I'll collect them, sometimes I'll grade them (based on thoughtfulness and specific references to the reading. They do not need to be made up if you miss one due to absence.

**Quizzes:** I will give quizzes over readings as needed.

**Major papers:** You'll write two longer, out-of-class papers about the readings. These papers must be typed, include specific page references to the works, and cannot be turned in late (if you are absent on the due date, turn it in the day you return to class). You can revise your first paper after it's graded. It should go without saying that your writing must be your own, original work, done specifically for this class. The *minimum* penalty for plagiarism is an F for the assignment.

**Critiques:** To help papers you turn for grades be as well-written as possible, you'll bring them to class and receive peer feedback on them. I will give you critiquing guidelines when you exchange papers. I will average your critiques into your final grade, so it is better to do a slow, in-depth critique than several rushed ones. If you are absent on a critiquing day, you do not need to make up missed critiques; however, you will miss the opportunity to receive feedback on your paper before grading. If you do not arrive at class with a finished, typed, collated, stapled paper, you will be unable to do a critique and will be marked absent for that day. **PLAN AHEAD. LEAVE TIME FOR COMPUTER DISASTERS. MAKE BACK-UP COPIES.** When you hand in your paper to me for grading, you must also hand in the critiques you receives; I will not accept your paper without them.



**SCHEDULE** (novels are underlined; all other readings except those marked "handout" are in the anthology)

1/10 syllabus; introductions	1/12 Bradstreet (275 & 276), Wheatley (279), Adams (491); literary terms quiz
1/17 Freeman (27), Hurston (100); assign paper 1; Jacobs biography presentation	1/19 <u>Incidents in the Life of a Slave Girl</u>
1/24 <u>Incidents in the Life of a Slave Girl</u>	1/26 Issue presentation #1; Gilman biography presentation
2/7 Gilman (41); critique paper 1	2/9 Jewett (9), Dunbar-Nelson (21); Jewett biography presentation
2/14 Cultural observation presentation #1; Bronte biography presentation; free choice reading (pick 2)	2/16 <u>Jane Eyre</u> ; film
2/21 <u>Jane Eyre</u> ; film; paper 1 due	2/18 <u>Jane Eyre</u> ; film
2/28 <u>Jane Eyre</u>	3/1 Issue presentation #2
Spring	Break
3/13 Cultural observation presentation #2; Yamamoto (83); Chopin biography presentation	3/4 Chopin (63); Morrison biography presentation
3/20 <u>The Bluest Eye</u>	3/22 <u>The Bluest Eye</u> ; Gerstenberg biography presentation
3/27 Gerstenberg (381); assign paper 2	3/29 Issue presentation #3; Glaspell biography presentation
4/3 Cultural observation presentation #3; Glaspell (393)	4/5 free-choice reading (pick 2); Hurston biography presentation
4/10 "Everyday Use" (handout); Atwood biography presentation	4/12 <u>The Handmaid's Tale</u>
4/17 <u>The Handmaid's Tale</u> ; critique paper 2	4/19 <u>The Handmaid's Tale</u>
4/24 "The Company of Wolves" (handout); Cultural observation presentation #4; paper 2 due	4/26 Issue panel #4
final exam period: revision deadline	

1770  
The Black Contribution to American Literature  
PB.Middleton  
Office: 3025 ASC/ Office hours:TBA  
Office phone:x-5878

This course is entitled The Black Contribution to American Literature. This means that we will be studying some works by African-American authors and assessing their value as jewels of thought and expression. When one studies any genre of literature, one has to be aware of certain influences, and this is why we will begin not at the beginning (which would make good sense chronologically), but in the middle (which will make sound thematic sense, eventually). We could, of course, start at the end (but that would not make any sense, ever).

After a few important preliminaries, we will look at some of the work of W.E.B. DuBois (1868-1963) and try to come to grips with his peculiar understanding of democracy. DuBois, a peerless intellectual, contributed as much as any single writer/thinker to what would be called, in the second half of the 20th century, the Black Aesthetic. He wrote poetry, fiction, autobiography, biography, sociological analysis, and history—he was, in short, a master at offering jewels of thought to his diverse audience. Many believe that no other writer comes close to him in terms of output and impact. So we will begin with a very close reading of selected chapters from *The Souls of Black Folk*.

First, however, consider the following terms.

1. Genre
2. Image
3. Symbol
4. Narrator
5. Theme/thought/idea/*dianoia*
6. Character

You will be required to purchase a number of books for this course, and they have all been ordered through Great Lakes Books and Supplies and the bookstore in the Rankin Center.

1. *Black Voices*, edited by Abraham Chapman
2. *Native Son* by Richard Wright
3. *Cane* by Jean Toomer
4. *Passing* by Nella Larsen
5. *The Fire Next Time* by James Baldwin
6. *The Bluest Eye* by Toni Morrison
7. *The Souls of Black Folk* by W.E.B. DuBois

In order to do well in this class you have to read, and think, and write. Attendance is mandatory, as is class participation, because the Socratic method is our daily tool for intellectual investigation. You are allowed one absence. After that each absence reduces your final grade by two increments (that is, a C- becomes a D, an A becomes a B+). The primary prerequisite for this class is English 150. This is extremely important because for most exams you have to write cogent investigative essays. Exams cannot be re-taken for any reason.

Students are expected to prepare readings with extreme care and on time. Of course you will have ample time to do your reading, and certainly I hope that, by the semester's end, you will be able to grasp two essential concepts, the **pathetic center** and the **thematic continuum**.

Winter 2000

LIT 203

An Introduction to African literature

PB Middleton/X-5878

Winter 2000/Office hours: T 4-6, W & F 8-9

Office: 3076 ASC

The objective of this course is to introduce the student to some of the major themes in modern African literature. Considerable time will be spent on getting to know something about the political, cultural, and socio-historical aspects of Africa, because all of the above have had, for better or for worse, a significant impact on the authors to be covered. We hope to have at least one or two guest lecturers visit us: they will discuss various ethnic groups, their problems and realities, and help us to understand the complex nature of Africaness, its strengths and weaknesses, its peculiar beauty and charm. Several different kinds of maps will be provided which will enable the student to at least begin to appreciate the sheer size of what travelers once referred to as the 'dark continent.' This, in turn, should help us all understand some very vital issues pertaining to population density and cultural diversity.

A number of terms will be used during the course of this semester. First we have a basic 'core' list: genre, theme, image, symbol, and allegory. Then, just as important, we have a 'socio-cultural context list' which includes the following:

1. Colonialism
2. African independence
3. Myth (and mythic associations)
4. Tradition
5. Modernity
6. Neo-colonialism
7. Custom
8. Ritual
9. Gods
10. Magic
11. Heroism
12. Negritude
13. Witchcraft

Other terms will, of course, play a huge role in this course but the ones you see listed above are the most important (for now).

The following books will have to be purchased either at Great Lakes Books or at the book store in the Rankin Center.

- 1./ *The Beautiful Ones Are Not Yet Born* by Ayi Kwei Armah (Ghana)
- 2./ *Things Fall Apart* by Chinua Achebe (Nigeria)
- 3./ *Waiting for the Barbarians* by J.M. Coetzee (South Africa)
- 4./ *The Thief and the Dogs* by Naguib Mahfouz (Egypt)
- 5./ *African Stories* by Doris Lessing (South Africa)
- 6./ *The River Between* by Ngugi wa Thiong'o (Kenya)
- 7./ *Fools and other stories* by Njabulo Ndebele (South Africa)
- 8./ *Maps* by Nurridin Farah (Somalia)\*

We will also be reading works by Bessie Head, Wole Soyinka, and Dennis Brutus.

Attendance: You must come to class. You are allowed to miss one class. After that your final grade will be reduced by two increments for each absence (that is, an A becomes an B+, a D becomes an F). The basic rule for this class is presence equals participation and learning. Absence means no active engagement in the works, and no shared learning experience.

*Lit*  
English 204  
Native American Literature  
Home phone: (616) 592-1448

*Eng Lit 204*  
*Winter 97*  
Prof. Gordon Henry  
Thursday 6:00 - 9:00  
e-mail: henryg@pilot.msu.edu

**Course Description:** This course is designed to introduce students to a variety of works of literature by and about North American Indian people. In the process we will explore various forms of Native literature, including oral transcriptions, autobiography, short fiction, poetry and the novel. In addition we will examine themes, critical approaches and contemporary issues relevant to the content and context of literature. At almost every turn, discussion and student participation will determine the direction of classroom activities, yet lectures, outside readings, group presentations, films and guest lectures may supplement the main body of required literature.

**Required Texts:**

Erdrich, Louise. *Tracks*. New York: Harper & Row, 1988.

Krupat, Arnold, ed. *Native American Autobiography*. Madison: University of Wisconsin Press, 1994.

Momaday, N. Scott. *The Way to Rainy Mountain*. Albuquerque: University of New Mexico Press, 1969.

Silko, Leslie, Marmon. *Ceremony*. New York: Viking Penguin, 1977.

Trafzer, Clifford, ed. *Earth Song, Sky Spirit*. New York: Doubleday, 1993.

Vizenor, Gerald. *Dead Voices*. Norman: University of Oklahoma Press, 1992.

Welch, James. *Winter in the Blood*. New York: Penguin, 1977.

**Course Requirements:** Grades for the course will be based on the following.

- a. class participation, including in-class assignments
- b. two mini-exams,
- c. a mid-term exam,
- d. group participation, including
  1. a group project portfolio,
  2. an in-class group presentation,
- e. one 5-7 page paper,
- f. a reading journal.

## **Course Schedule:**

### ***Beshig--Moon of the dead nova***

1/16/97 Introduction to course, terms and definitions, images and stereotypes, oral traditions, themes of Native Literature, post-colonial perspectives, contemporary issues, creation of groups, storytelling assignment distributed. Oral traditions, storytelling workshops (in groups), creation stories, heroic people, how things came to be, *The Sacred Tree*, distribution of group project materials.

1/23/97 Oral traditions, storytelling workshops (inter-group), *The Sacred Tree* (continued). Historical overview of literature by American Indians, introduction to autobiography, (Bumble handout), *NAA* pages 3-16, pages 19-63.

1/30/97 Storytelling exam, discussion of autobiographical texts, *NAA* pages 91-105, pages 121-137, (O'Connell handout).

### ***Neezh--Moon of the frozen doorknob***

2/6/97 Discussion of *NAA* pages 149-170, pages 218-236, pages 237-297, overview of Black Elk Speaks.

2/13/97 Discussion of *NAA* pages 317-375, pages 435-490, (Powers handout).

2/20/97 Discussion of *The Way to Rainy Mountain*.

2/27/97 Autobiography exam, Introduction to contemporary American Indian fiction, (Rupert handout), discussion of *ESSS*, introduction, discussion of *The Moccasin Game*, *The Day the Crows Stopped Talking*, *Lost in the Land of Ishtaboli*, *Faces*.

### ***Nissway--Moon of ogema waboose ogema jibayag***

3/3/97 - 3/7/97 Break...

3/10/97 - 3/14/97 Group work on portfolios.

3/20/97 *ESSS*, discussion of *Lucy*, *Oklahoma*, *Fear and Recourse*, *Lead Horse*, *Bone Girl*, *The Cave*, *The Approximate Size of My Favorite Tumor*, *Slaughterhouse*, *Silver Bass* and *Alligator Gar*.

3/27/97 Mid-term exam. Introduction to the American Indian novel, discussion of Owens handout, Critical paper assigned.

***Neewin—Moon of fools and thunder returns***

4/3/97 Discussion of *Ceremony*, journals due.

4/10/97 Discussion of *Tracks*

4/17/97 Discussion *Winter in the Blood*

4/24/97 Discussion of *Dead Voices*, portfolios due.

4/31/97 Toward creating a better means of reading and writing about American Indian literature, critical approaches, *The Sacred Tree*. Critical paper due, final discussions: the best of four moons, presentations.

# FERRIS STATE UNIVERSITY

Winter '99

Syllabus for Winter Semester 1999  
Introduction to Short Fiction (Literature 241)  
Instructor: Elliott L. Smith (ASC 3038, Ext. 2522)

**GENERAL DESCRIPTION:** Literature 241 is an introductory level genre course featuring the short story and the novella. Primary emphasis is upon the elements of genre structure, analysis of specific works within an historical context, and the development of reading skills necessary for an understanding/appreciation of major works. Selections include 19th and 20th century stories—American, British, European, and Third World.

**REQUIRED TEXT MATERIALS:** *Fiction 100* (8th Edition), James H. Pickering, and several handouts distributed to the class.

**QUIZZES AND TESTS:** A comprehension quiz (matching, fill-in, true-false, or multiple-choice) is given for each assigned reading selection. Additionally, there is a major test (sometimes repeated more than once) on story theory, a major "quotations" test covering all of the selections for the course, and a comprehensive final examination in those class sections where such an exercise seems necessary. Otherwise, the quotations test serves as the final.

**GRADING SCHEMES:** Two grading schemes are available to students—the first or primary one *allowing* makeup (of a maximum of four items) of graded work (i.e. tests or quizzes) missed because of absence and the other *not allowing* makeup of graded work missed because of absence. Throughout the semester, each graded item will have a maximum (announced) point value. At the conclusion of the semester, total points earned will be converted into a percentage of total points possible. The primary scheme (*allowing makeup*) converts the percentages into grades as follows: 100-94 A, 93-92 A-, 91-90 B+, 89-85 B, 84-83 B-, 82-81 C+, 80-76 C, 75-74 C-, 73-72 D+, 71-67 D, 66-65 D-, and 64.99 and below F. The second scheme (*not allowing makeup*) converts these percentages into grades as follows: 100-92 A, 91-90 A-, 89-88 B+, 87-82 B, 81-80 B-, 79-78C+, 77-72 C, 71-70 C-, 69-68 D+, 67-62 D, 61-60 D-, and 59.99 and below F.

**ATTENDANCE:** Attendance is taken during each class session. At his discretion, the instructor may occasionally award "class participation" points to all students present and participating against an equal number of points possible after taking attendance. Makeup of graded work missed because of absence (*under the primary scheme*) must be completed *within one week* of the absence. Under the second scheme, there is no makeup of graded work missed because of absence. Once a student chooses to make up a graded item missed because of absence, his/her grade for the course will be calculated under the primary scheme. Also notice that at the end of the semester a 50-point bonus will be awarded to all students with perfect attendance—that is, *no absences*. Repeated tardiness (three times) will count as an absence.

**BEHAVIOR:** As part of the course requirements, students are to come to class on time (always in possession of necessary texts and other materials), remain until the instructor dismisses the entire class, and refrain from quarrelsome or other activities likely to disrupt class business or divert attention to themselves. Students leaving the class early (except as a result of illness) will be counted absent. Students should understand that grades may not be negotiated. Furthermore, repeated attempts to negotiate grades will be treated by the instructor as a form of harassment and dealt with as such.

**OFFICE HOURS:** As presently scheduled, the instructor's office hours are from 12:00 until 2:00 on Tuesday and Thursday. To accommodate students in a given semester, it is sometimes necessary for the instructor to reschedule office hours, add additional office hours, or to make specific appointment times with individual students. Such changes or additions will be announced in class.

## Readings

### Introductory

- 1925 *Father and I*, Par Lagerkvist [Swedish]\*
- 1924 *The Most Dangerous Game*, Richard Connell [American]\*
- 1942 *By the Waters of Babylon*, Stephen Vincent Benet [American]\*
- 1948 *The Lottery*, Shirley Jackson (655) [American]
- 1968 *A Very Old Man With Enormous Wings*, Gabriel Garcia Marquez (483) [Colombian]

### 19th Century

- 1819 *Rip Van Winkle*, Washington Irving [American]\*
- 1835 *Young Goodman Brown*, Nathaniel Hawthorne (594) [American]
- 1846 *The Cask of Amontillado*, Edgar Allan Poe (1178) [American]
- 1850 *The Tryst*, Ivan Turgenev [Russian]\*
- 1853 *Bartleby, the Scrivener*, Herman Melville (996) [American] novella
- 1884 *The Necklace*, Guy de Maupassant (984) [French]
- 1892 *The Yellow Wall-Paper* Charlotte Perkins Gilman (489) [American]
- 1898 *The Bride Comes to Yellow Sky*, Stephen Crane (343) [American]
- 1899 *The Darling*, Anton Chekhov (172) [Russian]

### 20th Century

- 1902 *The Monkey's Paw*, W.W. Jacobs [British]\*
- 1914 *A Little Cloud*, James Joyce (799) [Irish]
- 1917 *A Jury of Her Peers*, Susan Glaspell (500) [American]
- 1922 *A Hunger Artist*, Franz Kafka [German]\*
- 1922 *The Horse Dealer's Daughter*, D.H. Lawrence (878) [British]
- 1925 *Haircut*, Ring Lardner (870) [American]
- 1927 *Night Club*, Katharine Brush [American]\*
- 1929 *Big Blonde*, Dorothy Parker (1158) [American]
- 1930 *A Rose for Emily*, William Faulkner (414) [American]
- 1933 *A Summer Tragedy*, Arna Bontemps [African-American]\*
- 1944 *King of the Bingo Game*, Ralph Ellison (387) [African-American]
- 1952 *The Wooing of Ariadne*, Harry Mark Petrakis [American]\*
- 1954 *The Country Husband*, John Cheever (143) [American]
- 1961 *I Stand Here Ironing*, Tillie Olson (1147) [American]
- 1962 *Aura*, Carlos Fuentes (461) [Mexican]
- 1967 *To Hell with Dying*, Alice Walker (1351) [African-American]
- 1981 *Cathedral*, Raymond Carver (123) [American]
- 1992 *Playing with Dynamite*, John Updike (1336) [American]
- 1995 *Young Girl's Wish*, Amy Tan (1271) [Chinese-American]



Literature 302—Tentative Syllabus and Course Policies  
Winter Term, 2000  
Devlin

The purpose of this course is to increase your understanding of the play as a form of literary composition by surveying the history of the play in Europe from its origins in fifth century B.C. Greece to contemporary times. National drama will be studied, country by country, through a careful study of specific, representative works.

Two factors must be noted, crucial to the understanding and the success of this course. As a mini-course, covering only five weeks of the school term, there is an inherent superficiality which can only be fully addressed by the students continuing to read and study where the course leaves off; to cover even every prominent country within the course itself would require an effort on the part of the student which is not warranted by the one credit hour awarded by the course.

The other factor is that this course is experimental, and, in this context, its success must, to a considerable extent, depend upon the students' participation in constructing the course to meet their needs. You are to play a valid and necessary role in determining the content and outcome of this class.

The texts used in this course include the following:

To be discussed in class

Students' final grades for this class will be based upon the following factors:

- Tests on lecture notes-----20%
- Class Participation-----40%
- Individual Presentation—40%

Class participation is defined as the following:

- A-----Student contributes positively during almost every class
- B-----Student makes valid remarks on a weekly basis
- C-----Student contributes only occasionally
- D-----Student is silent
- F-----Student remarks detract from quality of the class

Brief quizzes may be given from time to time to insure that students are keeping current with the class' reading assignments. Scores from these quizzes will be incorporated into the test scores for determining final grades.

Because of the nature of this course's goals, particularly heavy emphasis is placed upon your entering into class discussions. Generally speaking, this is not an area where comments are either right or wrong: understanding grows out of examining all sides of an issue, the perspectives of all of the readers. Active participation by you and all of the other members of this class is mandatory.

Before the end of the session, you must lead the class in a twenty minute or longer examination of a work not already covered in class. If this play is not in one of the texts of the course, it must first be approved by the teacher. In addition, you must insure that at least three other *class readers* have read the work prior to your presentation.

To clarify: each student must lead one class examination and be a *class reader* for at least three other examinations. Class readers' grades become part of their class participation grades.

My office hours are on Tuesdays, Wednesdays, and Thursdays from 9:30 to 11:00 a.m. My office is ASC 3078, and my campus phone number is 591-2527. Feel free as well to discuss pressing class matters with me both before and after class.

There is no official attendance policy maintained by the university; nevertheless, because information is primarily communicated through the lectures and because the session is very brief, you will be held responsible for knowing all of the material that was covered in class, irrespective of whether you were present in class at the time that material was covered. Make friends among your classmates.

No recording of lectures is permitted in this class.

**Tentative Outline of Classes**  
**Literature 302**  
**Winter Term, 2000**  
**Devlin**

- |     |           |  |
|-----|-----------|--|
| I   | Monday    | Introduction<br>Discussion of Course Goals<br>Notes on the play as a literary form |
| II  | Wednesday | Lecture on Classical Drama   |
| III | Friday    | Lecture on English Drama, part one   |
| IV  | Monday    | no class, public holiday   |
| V   | Wednesday | English Drama, part two  |
| VI  | Friday    | The English Play Examined: Amadeus   |
| VII | Monday    | Lecture on Scandinavian Drama  |
| VII | Wednesday | The Scandinavian Play: An Enemy of the People                                      |

Japanese Literature  
1 Credit

Dr. Robert von der Osten  
E-mail: H\_R\_Vonderosten@ferris.edu  
Hours: M/W/F 8:30-10:45 M/W 3:00-4:15

Office: 3026 ASC  
Phone: 591-2916

Required Texts: Japanese Tales and Legends  
The Showa Anthology

Assignments: 5 journal assignments (3 pages minimum) - 40 points each due at the end of each week, discussing with quotes from one or more texts for that week the style and content of Japanese literature.

Grades will be averaged to 100 point scale with standard grading scale.

F 3/24 Introduction to Japanese geography and culture

M 3/27 Read in Japanese Tales and Legends pp. 3-35

W 3/29 35-81 (recommended)

F 3/31 Read pp. 81-95; 127-136 Journal 1 due.

M 4/3 Read The Tale of Genji handout

W 4/5 Continue discussion of The Tale of Genji

F 4/7 Discussion of Japanese poetry - handout. Journal 2 due.

M 4/10 Continue discussion of Japanese poetry

W 4/12 Japanese Theater - Noh and Kabuki. Read handout

F 4/14 View Kabuki video

M 4/17 Journal 3 due. Read in Showa Anthology "Kuchisuke's Valley" pp. 1-21

W 4/19 Read in Showa Anthology "Les Joues en Feu" 28-38; "Magic Lantern" 38-45

F 4/21 **No Class - Easter Break**

M 4/24 Journal 4 due. Read "Stars" pp. 114-145

W 4/26 Read "Bad Eggs" pp. 100-114

F 4/28 Read "The Magic Chalk" pp. 63-75; "One Arm" pp. 280-297.

Winter 2000

# Literature 305-001

## Global Literature: South America

Prof. Ronald Haladyna

Office: Alumni 202

Office Hours: M,W: 11-12; T,R: 1-2 p.m.

Tel. 591-2913

e-mail: [haladynr@ferris.edu](mailto:haladynr@ferris.edu)

### Syllabus, Winter Semester, 2000

1 credit: Session D: Mon, February 14- Weds, March 22 (14 classes) 12-12:50, M, W, F

**Objective:** Students will carry out close readings of representative works of some of South America's most celebrated writers of the twentieth century; understand the literary and social background that influenced these writers; and become familiar with relevant geographical, historical, and cultural background for each of the works considered.

**Procedure:** Some lecturing and some group discussion. In addition to reading short stories by each of the authors under consideration, students will be provided background material--brief outlines of geography, history, society and culture of each author's country, as well as biographical and literary considerations--to be able to contextualize the literature before them

#### Required Texts:

Allende, Isabel. The Stories of Eva Luna. Trans: Margaret Sayers Peden. New York: Bantam, Doubleday Dell, 1992. ISBN: 055357535 (Amazon.com \$6.39)

Borges, Jorge Luis. Fictions. New York: John Calder, 1991. ISBN: 0714540838 (Amazon.com \$8.95)

#### Copies of the following materials will be provided to you:

Cortázar, Julio. Blowup and Other Stories. New York: Random House, 1985. ISBN: 0394728815 (out of print)

García Márquez. No One Writes to the Coronel and Other Stories. New York: Harper Collins, 1979. ISBN: 0060907002 (out of print)

Hays, H.R. 12 Spanish American Poets. New Haven: Yale UP, 1943. (out of print)

Dr. Andrew Kantar  
3070 ASC  
591-5869

**LIT. 327: ADOLESCENT LITERATURE**

**Required Texts:**

- Course Packet for LITR 327: Adolescent Literature (purchase from bookstore)**
- Childress, Alice. A Hero Ain't Nothin' But a Sandwich**
- Cormier, Robert. The Chocolate War**
- Golding, William. Lord of the Flies**
- Salinger, J.D. The Catcher in the Rye**
- Jackson, Shirley. "The Lottery" (class handout)**
- Lee, Harper. To Kill a Mockingbird**
- Peck, Robert Newton. A Day No Pigs Would Die**
- Updike, John. "A&P" (class handout)**
- Zindel, Paul. The Pigman**

**Policies**

**Manuscript Format.** All work you do outside of class must be typed. As with any writing intensive course, the papers should represent polished final drafts, so be sure to proofread and edit to eliminate mechanical errors and sloppy usage. Mechanics will count. I do not assume that you are an expert typist, but I do assume that you will go over your work carefully and, with a pen, neatly fix up any mechanical or typographical errors you find.

**Attendance.** Attendance is required. There are in-class activities (e.g., discussion and quizzes) and small-group projects that make attendance mandatory. A total of **six absences (excused or unexcused) will result in a course grade of "F"**. Also point deductions will be assessed for absences related to small-group activities, such as the Oral Presentation.

**Late Papers.** Regardless of absences, assignments not handed in **during class** on the day that they are due will be assessed a late penalty. Ten points will be deducted from the Critical Analysis paper, five points from the Video Analysis, and three points from each response essay that is late. Papers that are more than seven days late will not be accepted.

**Make-Ups.** Quizzes may be made-up **only if you notify me of an acceptable absence at least one day in advance of the class missed**. The make-up will be in the form of an essay that I will assign from the discussion questions and will be evaluated on the same point scale as the quiz. You may call my office and speak to me personally or leave a recorded message. Upon your return to class, I will need some written proof of excuse, e.g., health service form, summons for jury duty, etc.

**Graded Assignments**

Reading Quizzes	70 points	100-90%	A range
Response Journals	45	89-80	B "
Video Analysis	25	79-70	C "
Critical Paper	50	69-60	D "
Oral Presentation	25	Below 60	F
Final Exam	<u>25</u>		
Total points	<b>240</b>		



---

Week 3 9/14 Catcher continued  
9/16 A Hero Ain't Nothin' But a Sandwich  
Read: The Pigman

---

Week 4 9/21 Hero continued.  
9/23 The Pigman  
Read: The Chocolate War

---

Week 5 9/28 Pigman continued.

**Unit II: The Chocolate War & Lord of the Flies**

9/30 The Chocolate War  
**Response Essay for Unit I due.**

---

Week 6 10/5 - 10/7 Video: The Chocolate War  
Introduction to Video Analysis - criteria comparison/contrast,  
paper format, etc.  
Read: Lord of the Flies

---

Week 7 10/12 Lord of the Flies  
10/14 Lord of the Flies continued.  
Video Analysis due: The Chocolate War

---

Week 8 10/19 - 10/21 Video: Lord of the Flies  
Read: To Kill a Mockingbird

---

**Week 9 Unit III: To Kill a Mockingbird & A Day No Pigs Would Die**

10/26 To Kill a Mockingbird  
**Response Essay for Unit II due.**

10/28 Mockingbird continued. Discussion group presentations (three groups)  
Video Analysis due: Lord of the Flies

---

Week 10 11/2 Mockingbird continue group presentations (three groups)  
Read: A Day No Pigs Would Die

11/4 A Day No Pigs Would Die

---



- 
- Week 11    11/9    A Day No Pigs Would Die continued.  
11/11    Discuss: Critical Analysis paper assignment.  
**Response Essay for Unit III due.**
- 
- Week 12    11/16    Open conferences on paper topics  
11/18    Preparation for Oral Presentations.
- 
- Week 13    11/23    Preparation for Oral Presentations  
11/25    **Thanksgiving Recess**
- 
- Week 14    11/30    Oral Presentations  
**Critical Analysis Papers are due.**  
12/2    Oral Presentations
- 
- Week 15    12/7    Discuss Censorship and Writing a Rationale in Defense of a Book  
12/9    Begin in-class Final Exam: A Rationale in Defense of a Book
- 

**Note:** You will be permitted to complete the Final Exam at the assigned Final Exam time during Exam Week.

Blake, Paul A., Ph.D.  
Associate Professor of English  
Undergraduate Faculty  
Appointed 1988

### 1. Academic Degrees

Ph.D. Michigan State University 1995 Twentieth Century American Literature  
Composition theory  
Reading theory

M.A. Ball State University 1973

B.A. Michigan State University 1968

### 2. Professional Experience

1996-present Ferris State University, Associate Professor of English  
1989-1996 Ferris State University, Assistant Professor of English  
1973-1989 Fremont Public Schools, Teacher of English  
1988-1989 Ferris State University, Instructor of English  
1972-1973 Ball State University, Football coach and instructor  
1968-1972 Highland, Indiana Public Schools, Teacher of English

### 3. Faculty and Administrative Load

Winter 2000		
ENGL-321	Advanced Composition	3.0 credit hours
LITR-415	Teach Litr: Secondary School	9.0 credit hours
Fall 1999		
ENGL-250	English 2	6.0 credit hours
ENGL-321	Advanced Composition	3.0 credit hours
LITR-351	English Literature 1	3.0 credit hours

#### Other Collegiate Assignments, 1998-present

Athletic Advisory Committee	1998-2001
Curriculum Committee, Department of Lang. and Lit.	1998-2000
Faculty sponsor of The Non-Traditional Students Assn.	1998
Search Committee for tenure-track faculty positions	1997-1998

#### **4. Current Professional and Academic Association Memberships**

National Education Association  
Michigan Education Association  
Ferris Faculty Association  
National Council of the Teachers of English  
Michigan Council of the Teachers of English  
Wordsworth Trust  
Thoreau Lyceum  
Association for Moral Education  
The Center for the Study of Southern Culture  
Michigan Reading Association

#### **5. Current Professional Assignments and Activities**

Curriculum Consultant: Fort Wayne Public Schools  
Michigan State Department of Education: Reading Assessment Committee  
Michigan State Department of Education: Secondary Literacy Committee  
Michigan State Department of Education: Mentoring and Induction—research at  
the Florida State Department of Education  
Language Arts Curriculum Review consultant: Freemont Public Schools  
In-service speaker at Birmingham Brother Rice, Allegan, and Shelby high schools:  
Incorporating the Writing Process into the High School Curriculum, Reading  
Assessment, Writing Across Curriculums

#### **6. Publications**

"A Word Is a Word, Is a Word," a revised article requested for resubmission by  
Modern Fiction Review  
"Darl Bundren: Yes Yes Yes Yes Yes"  
"An Integration of Monitor Theory in The Writing Process"  
"Composition theory Finds Gertrude Stein"

**Cullen, John**  
**Associate Professor**  
**Undergraduate Faculty**  
**Appointed, August 1984**

**Academic Degrees**

Ph.D	Bowling Green State University	1984	Contemporary Literature
M.A	Bowling Green State University	1981	English
M.F.A	Bowling Green State University	1981	Poetry
B.A	State University of New York, Geneseo	1977	English

**Professional Experience**

1983 - present Ferris State University

**Faculty and Administrative Load**

Winter 2000

ENGL 250	Composition II	9 cr
ENGL 321	Advanced Composition	3 cr.

Fall 1999

ENGL 150	Composition I	6 cr
ENGL 321	Advanced Composition	6 cr

Winter 1999

ENGL 322	Creative Writing	3 cr.
LITR 286	Justice and Literature	3 cr.
ENGL 250	Composition II	6 cr

Fall 1998

ENGL 074	Developmental Writing	12 cr.
----------	-----------------------	--------

**Current Professional and Academic Association Memberships**

Michigan Academy of Science Arts and Letter  
NCTE

**Current Professional Assignments and Activities**

Chair, Tenure Review Committee  
Editor, Muskegon River Review  
Judge, Prism Writing Contest

**Publications and Papers Presented**

"Annie Dillard in the American Nature Tradition" MASAL 1998  
"Gretel Ehrlich: American Agricultural Essayist" MASAL, 1996  
"Strategies for Poetic Immediacy" MASAL, 1994

**Jablonski, John**  
**Associate Professor**  
**Undergraduate Faculty**  
**Appointed, August 1991**

**Academic Degrees**

Ph.D	Wayne State University	1992	Composition Theory
M.S	Boston University	1980	
M.A	Wayne State University	1975	German
B.A	University of Michigan	1969	

**Professional Experience**

1991 - present Ferris State University  
1988-91 graduate Assistant, Wayne State University  
1987-88 Chair, Department of English, The Collegiate Schools

**Faculty and Administrative Load**

Winter 2000

ENGL 325	Advanced Business Writing	9 cr
TCOM 324	Rhetoric and Style	3 cr.

Fall 1999

ENGL 250	Composition I	3 cr
ENGL 323	Advanced Business Writing	6 cr
ENGL 382	History and Structure of English	3 cr.

Winter 1999

ENGL 325	Advanced Business Writing	9 cr.
LITR 286	Justice and Literature	3 cr.

Fall 1998

ENGL 325	Advanced Business Writing	3 cr
TCOM 324	Rhetoric and Style	3 cr.
LITR 286	Justice and Literature	3 cr.
ENGL 150	Composition I	3 cr.

**Current Professional and Academic Association Memberships**

Conference on College Composition and Communication  
National Council of Teachers of English  
Society for Technical Communication

**Current Professional Assignments and Activities**

Tenure Review Committee  
International Education Committee  
Technical and Professional Communication Committee

## **Publications and Papers Presented**

**"Politics, English, and the Hungarian-English Dictionary: The Work of Laszlo Orszagh" Michigan College English Association, 1998**

**"Politics, English, and the Hungarian-English Dictionary: The Work of Laszlo Orszagh" CCCC, Chicago 1998**

**"Composition, Rhetoric and the job of the Citizen" Spirit of Understanding Conference, Budapest, Hungary 1996**