

Framingham State University

Course Syllabus

Instructor: Alison Courchesne, MA, MLIS
Library Media Specialist and English teacher

Contact: acourchesne@framingham.edu, (508) 505-7835

Course Title: Teaching Narrative Point of View

Course No.: PRDV #73827

Term: Summer 2021, July 12-August 6

Credit Hours: 1

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Course Description

This course will consider the elements of narrative point of view and the power of the narrative voice to shape an audience's perception and beliefs. You will craft lesson plans that enable your students to understand how authors use this power and that empower your students to thoughtfully craft their own narratives.

Course Objectives

Upon completion of this course, students will be able to:

- identify the elements of a text's narrative point of view.
- contrast traditional narration with contemporary shifts in styles of narration.
- assess how point of view shapes the content and style of a text.
- analyze the effect of narrative point of view on the reader's experience of a text.
- consider the ways in which different readers may empathize with the narrator of a text.
- formulate lesson plans that focus on a text's point of view.

Standards

Mass. ELA Anchor 6-12 Standards for Reading and Writing #6 and Common Core CCRA.R..6:

Assess how point of view or purpose shapes the content and style of a text.

- Grade 6 - Explain how an author develops the point of view of the narrator or speaker in a text.
- Grade 7 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Grade 8 - Analyze how differences in the points of view of characters and an audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Grade 9-10: Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.
- Grade 11-12: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).

Course Expectations

The course is a collaborative four week online learning experience for teachers. You will explore the nuances of literary point of view with the goal of creating engaging lessons and teaching materials that will help your students to master these concepts and apply them to their own narratives. Though this course is aimed primarily at teachers of grades 6-12 ELA (English Language Arts), the content will be relevant - with modification - to younger students or to students of other Arts and Humanities disciplines. The tone of the course will be collegial and collaborative, and you will share the results of your work with your classmates to help one another generate ideas for lessons and teaching materials.

All course material is posted on the course Canvas site. Students should expect to spend time each week reading articles, participating in the discussion threads, and posting assignments to the class collaboration space. As a final assignment, students will submit a unit plan or a set of 3 stand-alone lessons / teaching materials that align with course objectives. Assignments completed in the first three weeks may be incorporated into these lesson plans; indeed, the course is designed with this in mind.

There are **no** face to face or synchronous meetings in this course. According to the FSU Continuing Professional Education Department, “1 Graduate Credit = 15 contact hours (50 minute classroom hours) plus 2 hours of out of class work for every hour in class = 30 hours of out of class work.” Therefore, students in a 1 credit graduate course should expect about 45 hours of work in total. Late work is accepted up to two days at a reduction of 20% credit per day late. If there are extenuating circumstances, those will be discussed on a case-by-case basis.

Course Materials

The required readings in this course are academic articles or sections of books posted in .pdf format on the course BlackBoard site. The full list is included in this syllabus. No outside research or book purchases are required for this course.

Two assignments ask you to briefly analyze a literary text of your choice. You may choose *any* text, though it is recommended that you use a text that you teach to your students, so that you may use your assignments as potential teaching materials.

Course Content and Outline

Week 1:

Video Lesson#1: “Narration: Making the Categories” (~10 minutes)

Themes: *Defining Narrative and Point of View*
Narrative traditions in literature (inventory of typical narrative stances)

Readings: *REQUIRED:*

- Zeidner, Lisa. “Introduction: You Talkin’ to Me?” (6 pages)
- Abbott, H. Porter. “Narration.” (11 pages)
- Abrams, M. H. “Point of View.” (6 pages)

OPTIONAL readings, if interested:

- DuFresne, John. “Point of View.” (10 pages)
- Abbott, H. Porter. “Defining Narrative.” (12 pages)

Week 2:

Video Lesson #2: “Narration: Breaking the Categories” (~10 minutes)

Themes: *20th & 21st century shifts in narrative style*
Narration and power dynamics

Readings: *REQUIRED:*

- Gladwell, Malcolm. "[The Foot Soldier of Birmingham](#)." *Revisionist History*. (Podcast, 34 minutes)
- Zeidner, Lisa. "Childhood Points of View." (9 pages)

OPTIONAL readings, if interested:

- Abbott, H. Porter. "Closure." (10 pages)
- Martin, Wallace. "Points of View on Point of View." (16 pages)
- Booth, Wayne. "Types of Narration." (14 pages)

Week 3:

Video lesson #3: "How Readers Respond" (~10 minutes)

Themes: *Readers and empathy*
Narrative and developmental psychology

Readings: *REQUIRED - CHOOSE THREE OF THE FOLLOWING:*

- Zaki, Jamil O. "[Building Empathy: How to Hack Empathy and Get Others to Care More](#)." *TEDx - Marin*. (Video, 13 minutes)
- Sedun, Anthony and Matthew Skillen. "The Breath of Life: The Power of Narrative." (4 pages)
- Thein, Amanda Haertling and Mark Sulzer. "Illuminating Discourses of Youth through the Study of First-Person Narration in YA Literature." (7 pages)
- DesHarnais, Miriam, and Lisa M. Barker. "Life and literature beneath the surface: Using neurodiverse young adult literature as mentor texts for narrative writing." (6 pages).

Week 4:

Video lesson #4: "Teaching Narrative Point of View to Your Students" (~10 minutes)

Themes: *Approaches to Teaching about Narrative and Narration*

Readings: *REQUIRED - CHOOSE ONE OF THE FOLLOWING:*

- Erickson, John J. "The Truth of Historical Fiction." (4 pages)
- O'Connor, John S. "Seeking Truth in Fiction: Teaching Unreliable Narrators." (3 pages)
- Carter, Ally. "POV." (9 pages)

Grading Criteria and Methods of Evaluation

Detailed instructions and a grading rubric for each assignment will be available on BlackBoard at the beginning of the course.

Assessment	Description	Points	Due Date
Week 1			
Discussion posts	<p>Contribute to at least 3 of the weekly discussion threads. Each post must include a <i>cited</i> quotation and/or paraphrase from one of the week's readings, your own thinking on the topic, and a reference to a previous post in the thread, if you are not the first to post.</p> <p>In this first week, please make 1 of your 3 posts to the "Introduce Yourself" thread. For this thread, there's no need to quote from the readings.</p>	7.5	Weds., July 14th
Graphic organizer	<p>Create 1 or more charts or graphic organizers that help you to understand the categories of narrators and narrative elements in this week's video lecture and readings, and/or create graphic(s) that would help your students to understand these terms. Draw by hand and upload a picture, or create digitally. Consider using: diagrams.net, LucidChart, Popplet, or any other design tool that you are already comfortable with. Please consult the rubric for grading information.</p>	15	Friday, July 15th
Week 2			
Discussion posts	Contribute to at least 2 of the weekly discussion threads. See description in Week #1.	5	Weds., July 21st
Close Readings	<p>Think deeply about 2 different texts that you are very familiar with (ideally ones that you teach), and do a close reading of ~1-2 paragraphs of each. Analysis should be ~1 page for each text, and does not need extensive intro and conclusion; a thesis alone is sufficient for an intro paragraph. Please title the submission with the original text's title, author, and the page number that you analyzed; no other contextualization is needed. You can use this assignment to improve your own understanding of the texts, or as model analytical texts for your students, or 1 of each. If you're intending any of them to be a model text for your students, please let me know what grade your students are in, so I understand the intended audience. Please consult the rubric for grading information.</p> <p><i>Questions to consider:</i> What <i>kind</i> of narrator is this? How do this narrator's traits affect the way the story is told? Why would the author create a narrator like this one for this story? What are the benefits and drawbacks of this type of narrator?</p>	20	Friday, July 23rd

Week 3			
Discussion posts	Contribute to at least 2 of the weekly discussion threads. See description in Week #1.	5	Weds., July 28th
Creative Writing	<p>Change the narrative point of view of 1 page of the text of your choice. Change the narrator in at least 2 of the following ways: gender/ethnicity, age, voice, kind of discourse, distance, time and tense, reliability. Please title the submission with the original text's title, author, and the page number that you changed; no other contextualization is needed.</p> <p>Please submit a paragraph of explanation following your 1 page text, regarding what you changed about the narrator, and how you think the changes might affect the reader's experience of the text. Please consult the rubric for grading information.</p>	15	Friday, July 30th
Week 4			
Discussion posts	Contribute to at least 1 of the weekly discussion threads. See description in Week #1.	2.5	Weds., August 4th
Lesson Plans	Create a unit on narrative point of view or a collection of 3 stand-alone lessons with teaching materials (slideshow, worksheets, assignments, etc.). These lesson materials should align with the relevant state standard and/or our course objectives, but it is not necessary that all standards or course objectives are represented. It is perfectly acceptable, indeed it is encouraged, to reuse materials created earlier in this class (graphic organizers, model texts, etc.) as part of your unit or lesson materials. Use whatever lesson format or template is practical for you. Please consult the rubric for grading information.	30	Friday, August 6th
	TOTAL	100	

FRAMINGHAM STATE UNIVERSITY GRADING SCALE		
RECORDED GRADE	EQUIVALENT QUALITY POINTS	TOTAL POINT VALUE
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
C-	1.7	72-70

Course Readings (both required and optional)

- Abbott, H. Porter. "Narration." *The Cambridge Introduction to Narrative*. Cambridge UP, 2002, pp. 62-73.
- Abrams, M. H. "Point of View." *A Glossary of Literary Terms*, 7th edition, Harcourt Brace, 1999, pp. 231-236.
- Booth, Wayne. "Types of Narration." *The Rhetoric of Fiction*, University of Chicago Press, 1961, pp. 149-165.
- Carter, Ally. "POV." *Dear Ally, How Do You Write a Book?* Scholastic, 2020, pp. 34-43.
- DesHarnais, Miriam, and Lisa M. Barker. "Life and literature beneath the surface: Using neurodiverse young adult literature as mentor texts for narrative writing." *The ALAN Review*, Vol. 47, no. 3, Summer 2020, pp. 82-87.
- DuFresne, John. "Point of View." *Storyville: An Illustrated Guide to Writing Fiction*. Illustrated by Evan Wondolowski, W. W. Norton, 2020, pp. 203-212.
- Erickson, John J. "The Truth of Historical Fiction: Researching Osseo Senior High." *English Journal*, Vol. 83, no. 2, Feb. 1994, pp. 36-39.
- Gladwell, Malcolm. "[The Foot Soldier of Birmingham](http://revisionisthistory.com/episodes/14-the-foot-soldier-of-birmingham)." *Revisionist History*, Panoply, Season 2, Episode 4, 6 July 2017, <http://revisionisthistory.com/episodes/14-the-foot-soldier-of-birmingham>.
- Martin, Wallace. "Points of View on Point of View." *Recent Theories of Narrative*. Cornell UP, 1986. pp. 130-146.
- O'Connor, John S. "Seeking Truth in Fiction: Teaching Unreliable Narrators." *English Journal*, Vol. 83, no. 2, Feb. 1994, pp. 48-50.
- Sedun, Anthony and Matthew Skillen. "The Breath of Life: The Power of Narrative." *English Journal*, vol. 104, no. 5, 2015, pp. 102-105.
- Thein, Amanda Haertling and Mark Sulzer. "Illuminating Discourses of Youth through the Study of First-Person Narration in Young Adult Literature." *English Journal*, vol. 104, no. 3, 2015, pp. 47-53.
- Zeidner, Lisa. "Introduction." *Who Says?: Mastering Point of View in Fiction*, Norton, 2021, pp. 1-6.
- . "Childhood and Animal Points of View." *Who Says?: Mastering Point of View in Fiction*, Norton, 2021, pp. 137-145.

Works Cited in class videos

Appleyard, S. J. "Adolescence: The Reader as Thinker." *Becoming a Reader: The Experience of Fiction from Childhood to Adulthood*, Cambridge University Press, 1991, pp. 94-120.

Kaufman, Geoff and Libby, Lisa. "Changing Beliefs and Behavior Through Experience-Taking." *Journal of Personality and Social Psychology*, Vol. 103, no. 1, 2012, pp. 1-19.

Mar, Raymond and Oatley, Keith. "The Function of Fiction is the Abstraction and Simulation of Social Experience." *Perspectives on Psychological Science*, Vol. 3, no. 3, 2008, pp. 173-192.

O'Neill, Daniela and Shultis, Rebecca. "The Emergence of the Ability to Track a Character's Mental Perspective in Narrative." *Developmental Psychology*, Vol. 43, no. 4, 2007, pp. 1032-1037.

Pradl, Gordon. "Narratology: The Study of Story Structure." *ERIC Clearinghouse on Reading and Communication Skills*, 1984, pp. 10-11. [1984f](#).

Smith, Michael W. *Understanding Unreliable Narrators: Reading between the Lines in the Literature Classroom*. National Council of Teachers of English, 1991, pp. 17-28.

FSU Library Access

[Whittemore library](#) provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. To login to the [library databases](#) from off-campus, you may use your Blackboard username and password. If you have problems searching the library databases, please contact the Reference Librarians at: tel: 508.626.4654 or e-mail: reference@framingham.edu

FSU Technology Support

Submit help requests online using the ITS [self-service portal](#).

Contact the Technology Resource Center Service Desk by e-mailing it@framingham.edu or by calling 508-215-5906. The Technology Resource Center is located in the Henry Whittemore Library - Lower Mezzanine.

Contact the Education Technology Office by e-mailing eto@framingham.edu or by calling 508-626-4927. The Education Technology Office is located in Hemenway Hall, Rooms 105-109.

FSU Academic Honesty Policy

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty.

Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities.

Infractions of the Policy on Academic Honesty include, but are not limited to:

1. Plagiarism: claiming as one’s own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal.
2. Cheating on exams, tests, quizzes, assignments, and papers including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s).
3. Unauthorized collaboration with other individuals in the preparation of course assignments.
4. Submitting without authorization the same assignment for credit in more than one course.”

Please see the [FSU Graduate Catalog](#) p. 21-22 for full policy and further information.

Accommodations

“Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.”

Please see the [Disability/Access Services website](#) for more information or contact LaDonna Bridges, Associate Dean of Academic Success, lbridges@framingham.edu.