



**English 2331 – Readings in World Literature
English IV Dual Credit/AP**

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Prerequisites: English 1301/English 1302

Course Description and Learning Outcomes: English 2331 covers selected significant works of world literature and may include study of movements, schools, or periods. We will focus on a survey of our literary heritage, beginning with Sumerian, Greek, and Roman classics and tracing the contribution of world masterpieces through the eighteenth century.

Upon completing English 2331, students should :

- understand the role of literature as an expression of values and interpretation of human experience.
- understand and apply methods of responding to literature analytically.
- understand the form, function, scope, and variety of literature, including specialized terminology.
- understand the interactive relationship between history, culture, and literature.

State Core Curriculum Objectives for English 2331:

- critical thinking
- communication
- social responsibility
- personal responsibility

Prerequisites: Students must have credit for English 1301 and 1302 and must have applied to and been accepted into the dual credit program through Angelo State University.

Required Texts:

The Norton Anthology of World Literature, 2013
How to Read Literature Like a Professor

Puchner, Martin
Foster, Thomas C.

Supplies: 1 inch binder, dividers, notebook paper, blue and black pens

Other necessary materials to be used at home:

- Collegiate dictionary or access to an online dictionary
- Computer and internet access. Most essay drafts will be word-processed and submitted via Google Classroom or TurnItIn.com. Those who do not have access to a home computer may either utilize the computer labs at: 1) Lake View High School; 2) Tom Green County Library; or 3) Angelo State University.

Course Requirements

- The student must be able to recognize the major characteristics of each of the literary movements and genres studied and works and authors of the movement.
- The student must be able to define in writing the literary tools utilized by authors in order to create deeper meaning.
- The student must be able to compose an essay that demonstrates his/her ability to read a work of literature and produce a well-reasoned criticism of the work, response to the work, and discussion of literary tools used throughout.
- The student must be able to compose logical, well-organized, and grammatically correct papers, using the MLA style of documentation.

Attendance Policy/Makeup Work

Attendance and punctuality are imperative in a college course. All assignments are due on their due dates regardless of whether a student is absent from class or present. Due dates for assignments are given in advance. Students who are absent for a school trip, or any other reason on the day an assignment is due, must turn in the assignment early or give the assignment to a parent/sibling/other responsible person to give to the instructor on the day it is due. Assignments may also be turned in via e-mail to Miriam.Smith@saisd.org.

If a quiz is given the day a student returns to class, the student is expected to take the quiz. Students should contact the instructor, a trustworthy classmate, or Google Classroom if absent to see what assignment was missed during the assignment. Students who are absent on the day a quiz/test is given have the number of consecutive days absent to make up the quiz/test or schedule time to make up.

Students should make every attempt to avoid scheduling doctor appointments, college visits, counseling center appointments, etc. during any advanced level class time.

Class Assessment/Grading:

- Major Grades (major exams, essays, essay tests) 70%
- Minor Grades (daily grades, quizzes) 30%
- Final Exam (which will include a timed essay portion): 14% of semester average

Course Content and Rigor: College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Students with Disabilities: Persons with disabilities that may warrant academic accommodations must contact the Student Life Office at ASU in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. See Stacie Riddle in the LVHS counseling center if you have any questions.

Academic Honesty: Angelo State University and Lake View High School expect students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the ASU website at <http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>. At minimum, students who are determined to have violated this policy by plagiarizing or cheating will receive a failing grade on the assignment and may also receive a failing grade in the course.

Tentative Course Calendar

Week 1:

- Introduction to course and course expectations; college/life success skills
- Introduction to technology apps that will be integrated (Google Classroom, TurnItIn.com, Student Accounts, etc)
- Theme – vs – Author’s Purpose and how to analyze (practice with “Eleven”)

Week 2:

- Vocabulary: Latin/Greek prefixes
- Writing: Annotating for a Writing Purpose
- Literature Boot Camp: “How’d He Do That” and “Now Where Have I Seen Her?”/Application to text – “Woman Hollering Creek”

Week 3:

- Vocabulary: Latin/Greek prefixes
- Grammar: Commonly Confused Words
- Writing: What is literary criticism? Explication vs Analysis
- Literature Boot Camp: “Don’t Read with YOUR eyes”/ “It’s Never Just Rain or Snow”
- Literature: The Invention of Writing & Ancient Mesopotamia / Begin *The Epic of Gilgamesh* / Analysis of epic traits and historical context

Week 4:

- Vocabulary: Latin/Greek Root Study #1
- Grammar: Capitalization (what you didn’t know!)
- Writing: Evaluating explication essay and looking at the writing process of explication
- Literature Boot Camp: “Geography Matters,” “Every Trip is a Quest,” and “It’s Never Just Heart Disease / Application to texts – “The Story of an Hour” and *Gilgamesh*
- Literature: The Invention of Writing & Ancient Mesopotamia – *The Hebrew Bible* and comparison of creation & flood stories (Genesis compared to *Gilgamesh*)

Week 5:

- Vocabulary: Latin/Greek Root Study #2
- Grammar: Punctuation of Quotes and Using Embedding Quotes
- Writing: Draft of explication essay and peer conferencing via Google Classroom
- Literature Boot Camp: “Yes, She’s a Christ Figure, too” / Application to Text – “The Lottery”
- Literature: Introduction to Ancient Greece / The Role of Mythology and Epic Poetry – Begin *The Iliad* and discuss the traits of the epic hero

***Week 6: Eligibility Determination

- Explication Essay Due to TurnItIn.com
- Vocabulary: Latin/Greek Root Study #3
- Grammar: Parts of Speech Part #1
- Writing: Explication essay conferences and feedback
- Literature Boot Camp: “Is That a Symbol” and “He’s Blind for a Reason” – Application to Text – “The Cathedral”
- Literature: Continue study of Ancient Greece / The Role of Drama / The Elements of a Tragedy – *Oedipus the King*

Week 7:

- Vocabulary: Latin/Greek Root Study #4
- Grammar: Parts of Speech Part #2
- Literature Boot Camp: “Is He for Real?”
- Writing and Literature: Timed Explication Essay of *Antigone* / Ancient Greek Poetry with excerpts from *The Aeneid*

Week 8:

- Vocabulary: Latin/Greek Root Study #5
- Grammar: Subjects/Predicates
- Writing: College Notebook with Scholarship Essays / Evaluation of Effective College Essays
- Literature Boot Camp: “Or the Bible” / Application to Texts – “Popular Mechanics” and King Solomon
- Literature: *The Hebrew Bible* – the parables of the Gospels as compared to modern parables

****Week 9: End of 1st Grading Period**

- Vocabulary: Latin/Greek Root Study #6
- Grammar: Subject/Verb Agreement
- Writing: Evaluation of Effective College Essays / College Notebook with Scholarship Essays DUE
- Literature: Augustine’s *Confessions* and the influence of religion and religious symbols

Week 10:

- Vocabulary: Latin/Greek Root Study #7
- Grammar: Dependent/Independent Clauses
- Writing: Writing for Analysis – the writing process (view sample writings and evaluate)
- Literature: Introduction to Dante Alighieri’s Conflicted Italy, Develop your own Hell, a virtual tour of Hell, Cantos 1-5

Week 11:

- Vocabulary: Latin/Greek Root Study #8
- Grammar: Avoiding sentence fragments
- Literature: *The Divine Comedy*, Cantos 6-16
- Writing: Writing for Analysis – draft and peer editing via Google Classroom

Week 12:

- Vocabulary: Latin/Greek Root Study #9
- Grammar: Avoiding and correcting run-on sentences
- Literature: complete *The Divine Comedy*, including summary and discussion of *Purgatorio* and *Paradiso*
- Writing: Revision Process and Final Draft to TurnItIn.com

Week 13:

- Vocabulary: Latin/Greek Root Study #10
- Grammar: Punctuation of clauses
- Writing: Analysis Conferences and Feedback
- Literature: Introduction to Middle Eastern Literature / *The Thousand and One Nights*

Week 14:

- Vocabulary: Latin/Greek Root Study #11
- Grammar: Improving writing by using a variety of sentence types (simple, complex, etc)
- Literature: Introduction to Chinese Literature / The poetry of Li Bo
- Writing: Writing a poetry analysis – the writing process

Week 15:

- Writing: Writing a poetry analysis – draft and peer editing via Google Classroom
- Writing: Poetry analysis due on TurnItIn.com

Week 16:

- Vocabulary: Latin/Greek Root Study #12
- Grammar: Grammar Review
- Literature: The impact of poetry in the world today – poems of protest, resistance and empowerment / The poetry of the Middle East (“I Am From There,” “Jerusalem, 1967,” etc.)
- Writing: Annotation of poetry

Week 17: End of Semester

- Vocabulary: Latin/Greek Root Study #13
- Grammar: Grammar Review
- Literature: Introduction to Russian Literature: the short stories of Leo Tolstoy
- Writing: Choose a Tolstoy story to read/analyze on own for final exam
- Writing: Analysis essay due on TurnItIn.com
- Semester Exam Preparation
- Semester Exam

San Angelo Independent School District Pre-AP/AP/DC Course Commitment

Choosing Pre-Advanced Placement (Pre-AP)/Advanced Placement (AP)/Dual Credit (DC)

SAISD is committed to identifying and encouraging students with potential for success, communicating the value of college-rigor coursework, supporting advanced academic instruction, and providing students with opportunities for success. Our teachers are committed to encouraging student participation and success, planning for student learning, providing rigorous, quality instruction, and offering assistance for struggling students.

Students enrolled in Pre-AP courses are expected to maintain at least a 70 average. Student grades will be reviewed each grading report cycle (3 weeks.) In the event that the grade is below a 70 average, students, parents, teachers, counselors, and administrators should discuss: steps for improvement, student supports necessary for success, and potential outcomes for not meeting grade expectations. The teacher must develop a targeted improvement plan for students. Examples of strategies for the intervention plan may include, but are not limited to: parent/teacher communication, assignment calendar/organizational strategies provided by the teacher and made available to both student and parent, and opportunities for reteach/retest/redo for mastery of objectives.

Petition for Pre-AP/AP/DC Course Exit

To ensure that students allow sufficient time to become acclimated to the courses and what the Pre-AP/AP/DC curriculum can offer, SAISD expects that any student who enrolls in a Pre-AP/AP/DC course will remain in the course through the first grading period progress report cycle (3 weeks). At that time a student may request a Pre-AP/AP/DC Course Exit. Exit processes are in place to assist students in making sound course selection decisions. The petition for exit requires that the student has conferenced with their teacher about their performance and has implemented recommendations for improvement.

Student Name _____ Student ID _____

Pre-AP/AP/DC Student Commitment	Pre-AP/AP/DC Parent Commitment
<ul style="list-style-type: none"> ● I understand that Pre-AP/AP/DC courses are challenging and my initial grades may not reflect later performance, especially if it is my first time to take such a course. ● I understand that Pre-AP/AP/DC courses require time and persistence. ● I will be prepared for class each day and actively participate in lessons and discussions. ● I will seek assistance when needed, including conferencing with my teacher, and attending tutorials. ● (AP students) I understand that I am expected to take and do my best on the AP exam at the end of this course. ● (DC students) I understand that dual credit courses have different guidelines for enrollment, grading, credit, and communication. 	<ul style="list-style-type: none"> ● I will support my student's learning and the teacher's efforts to provide quality advanced instruction. ● I understand that Pre-AP/AP/DC courses are challenging and initial grades may not reflect later performance, especially if it is my child's first time to take such a course. I will support my child through the adjustment and use improvement as a measure of success. ● I will encourage my child to be prepared for class and ready to learn every day. ● I expect my child to conference with the teacher and attend recommended tutorials if my child has difficulty with course content. ● (DC parents) I understand that dual credit courses have different guidelines for enrollment, grading, credit, and communication.
<p>_____ Signature Date</p>	<p>_____ Signature Date</p>

We look forward to a successful school year for your student. Thank you for your support.