



English 2332 – Readings in British Literature
English IV Dual Credit/AP

Instructor: Miriam Smith
Office Location: Lake View HS, D140
Office phone: 659-3500 ext. 440
Office hours: M-F, 7:15-4:00
Email: Miriam.Smith@saisd.org
Prerequisites: English 1301/English 1302

Course Description and Learning Outcomes: English 2332 covers selected significant works of world literature representing a variety of genres and may include study of movements, schools, or periods. We will focus on a survey of our literary heritage, beginning with the 16th century through the present day. Emphasis will be placed on the critical interpretation of literature according to the philosophical influences according to each text's historical context. Student will engage in critical thinking and present understandings in a variety of forms, including formal and informal writing assignments.

Upon completing the course, students should be able to:

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

State Core Curriculum Objectives for English 2332:

ASU Core Curriculum Objectives for English 1302 and Related Course Assessments
Students in English 1302 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.
Critical thinking will be demonstrated in a research essay.
• Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.
• Students will then develop and demonstrate a logical position (i.e. perspective, thesis, & hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.
Communication will also be demonstrated in a research essay.
• Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.
Teamwork will be demonstrated in a Group Project.
• Students will consider different viewpoints as a member of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers' drafts, presentations, and arguments.
• Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.
Personal responsibility will be demonstrated in a final reflection essay.
• Students will demonstrate the ability to evaluate choices, actions, and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.
When you complete this course, you should be able to
• Use the writing process as a form of learning, critical thinking, and communicating
• Communicate in writing effectively with audiences from a variety of disciplines
• Locate, evaluate, and integrate resources from the ASU library into your writing
• Conduct a methodical research process to complete an academic research essay
• Practice source attribution, synthesis, and citation style properly for academic research purposes

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:

- 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.

Late assignments will result in a grade of zero.

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 two class days to make up the quiz/test or schedule time to make up; failure to do so will result in a score of a zero on the quiz/test.

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
- Literature: Introduction to Elizabethan Age and sonnets: Sonnet 130, "Shall I Compare Thee," "On His Blindness"

Week 2:

- Vocabulary: Latin/Greek prefixes
- Writing: Begin research process
- Literature: Introduction to Shakespearean Drama: "Hamlet"

Week 3:

- Vocabulary: Latin/Greek prefixes
- Grammar: Brushstrokes of writing
- Writing: Research notes and develop outline
- Literature: "Hamlet"

Week 4:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Writing: Peer review of research paper draft/final draft due
- Literature: The Age of Enlightenment/Restoration

Week 5:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Writing: Satire analysis and satiric news script
- Literature: "Modest Proposal," from *A Vindication of the Rights of Woman*

Week 6: Satiric news casts due on YouTube

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Writing: Poetry Analysis
- Literature: Intro to Romanticism: William Blake – "The Lamb," "The Chimney Sweeper"; William Wordsworth – "The World is Too Much With Us"

Week 7:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Writing: Poetry Analysis Peer Review and Final Draft
- Literature: Percy Byssche Shelley – "Ode to the West Wind;" Lord Byron – "She Walks in Beauty"

Week 8:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Writing: Poetry Analysis
- Literature: Intro to the Victorian Age: "The Condition of England," "Evidence of Progress," "The Woman Question," "The Cry of the Children," Analysis of Victorian political cartoons

Week 9:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing

- Writing: Timed Poetry Analysis
- Literature: *The Importance of Being Earnest*

Week 10:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Writing: Poetry Analysis
- Literature: Introduction to Modernism: “The Hollow Men,” “When You Are Old”

Week 11:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Literature: Modernism: “The Rocking Horse Winner”
- Writing: Thematic Analysis

Week 12:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Literature: Modernism and *Lord of the Flies*
- Writing: Revision Process and Final Draft to TurnItIn.com

Week 13:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Writing: Analysis Conferences and Feedback
- Literature: Modernism and *Lord of the Flies*

Week 14:

- Vocabulary: Latin/Greek Root Study
- Grammar: Brushstrokes of writing
- Literature: Modernism and *Lord of the Flies*
- Writing: Writing a poetry analysis – the writing process

Week 15:

- Mock AP Exam and writing conferences
- Literature: Introduction to Post Modernism and *The Kite Runner*

Week 16:

- Vocabulary: Latin/Greek Root Study
- Grammar: Grammar: Brushstrokes of writing
- Literature: Introduction to Post Modernism and *The Kite Runner*
- Writing: Writing Portfolio

Week 17:

- Vocabulary: Latin/Greek Root Study
- Literature: Introduction to Post Modernism and *The Kite Runner*
- Writing: Writing Portfolio

Week 18:

- Writing: Analytical Writing Portfolio due on TurnItIn.com
- Semester Exam Preparation
- Semester Exam

