COURSE NUMBER AND TITLE:
AP-English IV, Dual Enrollment English IV British Literature (Eng 2321)

INSTRUCTOR: Edwin Everett, Adjunct D/E Instructor at Rio Hondo High School, Rm. E2003, eeverett@rhisd.net, RHHS: 956-748-1200
Conference Hours: 11:00-11:50, anytime through email, & by appt.
Makeup & Tutoring Hours: 7:30-7:55 M-F, 4:00-5:00 PM Tues. & Thurs.

COURSE (CATALOG) DESCRIPTION: A survey of the development of British literature from the Anglo-Saxon period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

This course is given for dual-enrollment through the TSTC system and is aligned also with the Texas Essential Knowledge and Skills objectives for English IV as well as the curriculum associated with preparation for the AP Literature and Composition exam. Thus, students will receive instruction during both semesters in both Composition II and British Literature foundational material. Each will complement the other and assignments will often reflect the weaving of these two course for the entire year. It is this way that the course will meet the standards for the two TSTC courses as well as the TEKS and AP Literature Exam throughout the year.

Students taking and passing this course with a 70 will receive AP weighting and English IV high school credit. For AP expectations and requirements, please see the Rio Hondo High School AP English Handbook.

The work done in this class will involve analytical essays, reading quizzes, presentations, and a research paper. All essays will require at least some of the elements of the MLA documentation format as applicable to the type. The formal research paper (turned in during the latter part of the course) will require all MLA documentation requirements.

The work done in this class will involve mostly product development through analysis of problems via individual and collaborative projects. However, analytical essays, reading quizzes and presentations--along with a college-level, fully MLA or APA formatted research paper due in May--will also be required. This course will also prepare students for postsecondary “Cloud”-based learning through the manipulation of files and folders in virtual space. Almost no paper will be used during the course. Students are required to have access to an Internet-connected desktop computer or laptop for use outside of school hours. Students are also welcome to come in during any class period (with a pass from their teacher) to use the classroom laptops as available. Arrangements can be made to use them before school, after school, and during lunch on certain days. See me for details.

MAJOR COURSE REQUIREMENTS:
1. Proofread written documents.
2. Accommodate cultural diversities in oral and written communication.
3. Participate in group situations.
4. Perform research.
5. Document research sources.
6. Write a research paper.
7. Read analytically.
8. Analyze literature in various genres.
9. Critique various literary genres.

A. Class Administration and Orientation.
B. Reading and critical analysis of various genres of literature.
C. Finding source materials, writing and documenting notes for research.
D. Drafting and revising essays and research paper that respond critically to works in the arts and humanities.

LEARNING OUTCOMES:

Upon successful completion of this course, students will:
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Assignments
This entire structure of this course will be found at www.eng4.info. All assignments will be found here in the form of information and links, as well as the syllabus, the course calendar, list of readings, online texts, discussion boards, and all other information relevant to the course. Most questions can be answered by simply perusing this site.

- Assignments will be “turned in” as shared files that you will upload to or create in your Google Drive account in Gmail.
- Once you are ready for an assignment to be graded, simply drag it into the dropbox. Work is considered “turned in” once it has been dragged into the dropbox for this course AND the assignment deadline has elapsed. No assignments in your dropbox will be graded before the given deadline (usually midnight of the assigned date), so any items placed in this dropbox can be edited up until that date and time without fear of being graded early.
- I will archive a copy of the work once it has been graded and no changes can be made after that time unless the work is explicitly a rough draft.
- An assignment that is in your dropbox after the deadline will be graded. Thus, if want to take late points and work on an assignment past the deadline, you must remove it from the dropbox by dragging it out until you are ready for it to be graded. Late points will be assessed based upon its most recent revision time & date.
- Students should expect to read up to 75 pages of text per week, depending on the fonts and paginations.

Late Work:
- Turning in work late is very much discouraged. However, late work will be accepted for 10 points off per day.
- After five calendar days (not school days) after the deadline, late work will not be accepted. Thus, an assignment earning a 90 but turned in two days late will receive a 70. An assignment earning a 100 but turned in six days late will receive a zero.
- Special circumstances (death, mortal injury, etc.) may apply, but you need to see me about it before turning in a late assignment.
- Since all assignments will normally be turned in online, “late days” INCLUDE weekends and
• A student need not be present in class to be held responsible for assignments not present in his/her dropbox. Thus, absences are irrelevant to assessing late points. **Being absent gets you no extra time to work on an assignment.** The exceptions involve class presentations and reading quizzes, since these must be performed during class.

• If you need to make up an in-class assignment, like a quiz or an in-class essay, you have one week (five class days) to do so before receiving a zero. To make up in-class assignments, like quizzes, it is best to come in during lunch, before school, during another class period (bring a pass) or after school to do so—on the day of your return.
### Tentative Schedule (Subject to change by your instructor)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Lecture/Event</th>
<th>Measurable Activities</th>
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| 1-2  | **Early Middle Ages in Britain**                        | Apply your understanding of events of the early middle ages by mapping them and posting them to a portfolio website via a shared Google Drawing file.  
                                             | Analyze the origins of English by looking for English/German cognates in the original *Beowulf* text. |
|      | This week, you will be introduced to English’s first extant literary work, *Beowulf*, and explore European geography relevant to the history of English. You will also explore the development of English as a language, comparing words from the Old English of the untranslated *Beowulf* to their modern English equivalents, exploring the relevant connections between English and German. |                                                                                         |
| 3-4  | Online debate on the nature of heroes and cultural values with regard to changes in cultural paradigms.  
                                             | Evaluate the arguments of others via an online debate.  
                                             | Synthesize your understanding of ten folk epic conventions by collaboratively creating a “modern epic” piece and displaying it on a website portfolio. |
|      | Discuss, take notes, and apply the conventions and cultural paradigms found in the *Beowulf* epic |                                                                                  |
| 5-6  | **Late Middle Ages in Britain**                         | Interpret untranslated Middle English texts for their literal and figurative meanings via multiple-choice tests.  
                                             | Synthesize your understanding of archetypes as applied to the quest motif by analyzing *Sir Gawain and the Green Knight* in a multi-draft essay. |
|      | Discuss and work through an introduction to Middle English via Chaucer’s “Prologue” and the “Prioress’ Tale” in the original Middle English. Students will read the medieval poem *Sir Gawain and the Green Knight* in its entirety, with questions emphasizing detail and symbolic analysis. |                                                                                         |
| 7-8  | **The English Renaissance**                             | Analyze and interpret a Shakespearean tragedy in terms of the elements of tragedy, devices of language, theme, motif, and conflict through various project-based assignments. |
|      | Study English drama through the works of Shakespeare. Students will focus on devices drama and tragedy. Other literary devices studied will include motif, imagery, symbolism, and meter.  
<p>| |
|                                                                                         |
|      | Online debate: Modern Tragic Figures? |                                                                                         |
|      | Reading Quizzes on <em>Beowulf</em>                           |                                                                                         |
|      | Reading Quizzes on <em>Sir Gawain and the Green Knight</em> and <em>The Hero with a Thousand Faces</em> |                                                                                         |
|      | Reading Quizzes on <em>Macbeth</em>                           |                                                                                         |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>9-10</td>
<td>Evaluate the arguments of others via an online debate.</td>
<td>Reading quizzes on <em>Hamlet</em></td>
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<td>Study cavalier and Metaphysical poetry in the late Renaissance. Poetry</td>
<td>Diagram the plot structure of <em>Hamlet</em> as an Aristotelian tragedy.</td>
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<td>readings by Donne, Marvell, Jonson and others</td>
<td>Synthesize one’s understanding of the elements of 17th century</td>
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<td>Literary Devices: speaker, occasion, audience, paraphrase, tone/mood/</td>
<td>literature and drama: Choose a topic from the AP Open-ended essay list</td>
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<td>atmosphere, diction, attitude, tropes, schemes, plot structure</td>
<td>of prompts and apply it to <em>Macbeth</em> or <em>Hamlet</em>.</td>
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<td>11-12</td>
<td><strong>The Age of Reason</strong></td>
<td>Reading Quizzes on <em>Robinson Crusoe</em></td>
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<td>Study the conflicts between Neoclassicism and Romanticism in history,</td>
<td>Evaluate the arguments of others via an online debate.</td>
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<td>art and literature.</td>
<td>Research: Create a concept map detailing the causes and effects of</td>
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<td>Dig into the historical and ethnic causes of imperialism in history</td>
<td>industrialism on art in the 18th and 19th centuries.</td>
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<td>while understanding the elements of an early novel dealing with these</td>
<td>Analytical Essay: &quot;How would you improve <em>Robinson Crusoe</em> in terms</td>
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<td>issues.</td>
<td>of theme, plot, characterization, and/or conflict?</td>
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<td>Online debate on imperialism as it exists (or doesn’t exist) today.</td>
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<td>13-14</td>
<td><strong>The British Romantics</strong></td>
<td>Reading Quizzes on <em>Jane Eyre</em></td>
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<td>Romantic Period with introductions to Romantic poetry and a further</td>
<td>Compose a poem containing a consistent rhyme scheme and identifiable</td>
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<td>study of rhetorical devices regarding figures of speech.</td>
<td>rhetorical devices.</td>
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<td>Byron’s “She Walks in Beauty”</td>
<td>Synthesize one’s understanding of the elements of early 19th century</td>
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<td>Blake’s “To the Evening Star,”</td>
<td>literature: Choose a topic from the AP Open-ended essay list of prompts</td>
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<td>Shelley’s “Ozymandias”</td>
<td>and apply it to <em>Jane Eyre</em>.</td>
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<td>Keats’ “Ode to a Nightingale”</td>
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<td>Wordsworth’s <em>Prelude to the Lyrical Ballads</em>, “We are Seven,”</td>
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<td>15-16</td>
<td><strong>Britain’s Victorian Period</strong></td>
<td>Collaboratively and individually analyze poetry from the late 19th</td>
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<td>Tennyson: “The Lady of Shallot,” “Crossing the Bar,” Browning: “My Last</td>
<td>century through the development of online products, such as web sites.</td>
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<td>Duchess,” “Meeting at Night, “Parting at Morning,” Arnold: “The Forsaken</td>
<td>Reading quizzes on <em>Heart of</em></td>
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<td>Merman,” “Dover Beach” Noyes: “The Highwayman”</td>
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<td>Topic</td>
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| 17-18 | **Britain’s Modern Age**  
Online debate on *Brave New World and its implications today.*  
MLA Formatting review.  
Semester Essay Exam |
| Darkness | Synthesize one’s understanding of the elements of the late 19th century British novel: Choose a topic from the AP Open-ended essay list of prompts and apply it to *Heart of Darkness*  
Evaluate the arguments of others via an online debate.  
Final Research Essay: Evaluate modern society in terms of paradigms predicted in Brave New World |
Major Out of Class Readings

Links to all readings in their appropriate versions will appear on the learning management system for this course by six week units. Weekly reading quizzes will be given and their deadlines will appear on the course calendar on the same website.

Reading List: Beowulf, Sir Gawain and the Green Knight, The Hero with a Thousand Faces, Macbeth, Hamlet, Jane Eyre, A Tale of Two Cities (or Heart of Darkness), Brave New World.


Some of the works to be read in class:


REQUIRED TEXTS and DEVICES:
Most of the texts we’ll be using will be found through the Internet. A few of the 20th century books with copyright restrictions will be either bought by the student or made available to students through the Rio Hondo High School Library collections. The current book we’re covering should be brought in hardcopy or digital format every day.

In addition, students enrolled in this college course will be expected and required to have access to Internet connectivity and a device with which to access it outside of school hours. Students are strongly encouraged to bring a laptop (e.g., a Chromebook) every day, with which to access texts and online tools. Parents of students without a computer and/or Internet connectivity will be advised on how to most affordably obtain these.

Finally, students will be expected to have a Gmail account with which to “turn in” work and perform other Cloud-based tasks as needed.
**GRADING CRITERIA:**

TSTC Grading Scale: A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = 0 - 59  
RHHS Grading Scale: A = 90-100  B = 80-89  C = 70-79  F = 0 - 69

Essays, Exams & Major Presentations: 50% 
Quizzes, Online Discussions, Minor Presentations, & Daily Assignments: 50%

**LEARNING OUTCOMES:**

At the end of the semester, students who have completed all course requirements will be able to:

**Read critically**

This skill begins with the student's ability to see the connection between published material and their personal experience. In addition, they should recognize patterns that organize individual discourses, and to understand that each published discourse exhibits its own pattern. Students are also expected to recognize and evaluate such components as definitions, assumptions, biases, and the ability to summarize and/or paraphrase as appropriate, and to draw conclusions from, or see connections between several pieces of writing. As part of revising their work, students should apply these skills to their own writing.

**Think and write critically**

Critical thinking and writing begins with familiar, traditional methods of organization, such as modes of discourse, or one-step expository patterns, but, at times, requires expansion of those methods to produce more complex and creative patterns. The following sub-skills may sometimes be practiced in isolation, but essay length papers are likely to require specific application of several or all of them.

**Practice of some effective discovery technique, instinctive or formal,** in order to . . . recognize and evaluate what the writer already knows from memory, observation, or reading; determine what the reader already knows or needs to know; collect and process new information as necessary; articulate patterns that appear in individual essays, and the relationships among several essays; discover and evaluate original ideas which exhibit some maturity and complexity [certainly more than "agree/disagree"] from all available information; recognize, apply, and revise the unique organizational patterns [sequences of ideas] predicted by the discovery use of paragraphing and transitional sentences [ie, often more than one word triggers like "first . . ., second . . .," "furthermore," "therefore . . ."] use of appropriate and specific detail and/or authority to clarify the ideas

**Revise appropriately**

Students will learn that successful writers rewrite, often many times before they submit their work. Revision may begin at any point in writing—from preliminary data gathering, to manipulating the pattern of the essay, to sentence combining and refining word choice—thus requiring that students understand the recursive nature of writing. Revision efforts may also be renewed after a completed piece of writing has been evaluated by the instructor and/or peers.

**Use standard tools in a recursive process of research** Research. Skills include

- understanding the possible/appropriate uses of specialized and general periodicals in an academic setting
- using appropriate academic data bases, and recognition of the limited use or even inappropriateness of some general data bases
- searching for material, retrieving material, and evaluating material for possible use in critical thinking and writing
- retrieving research materials from any appropriate source, possibly including inter-library loan, not just from those sources that are familiar or convenient
In learning these skills, students may use many of the following library tools: Library of Congress Subject Heading Catalog, thesauri available with some databases, microfilm, microfiche, bound and unbound journals, on-line data bases which might or might not store full text, material held at the library Reserve Desk, library catalog and stacks, and appropriate web sites.

**Effectively incorporate research material in writing**

Skills include
- appropriate use of quoted material in order to clarify ideas
- appropriate use of quoted material in order to maintain integrity of students’ own syntax and logical sequence
- use of quotation marks to indicate quoted material
- use of parenthetical citations as required for quoted and for paraphrased material
- standard punctuation for quotations and citations
- use of MLA format in the use of citations, for free standing bibliographies, and for works cited pages

In determining final grades, instructors should consider Exit Skills listed above, skills students can demonstrate at the end of the course, and/or skills represented in the final drafts of selected papers, rather than a mathematical average of every course activity grade. This suggestion does not imply that students are not required to complete all assignments.

**ACCOMMODATION STATEMENT**: If you have a documented disability which will make it difficult for you to carry out class work as outlined and/or if you need special accommodations due to a disability, please contact (956) 364-4520 or visit the Support Services Office in the Auxiliary Services Building as soon as possible to make appropriate arrangements.

**Master the use of online tools.**

This course will be taught in a blended or hybrid format. That means that most of what we do will involve using Internet-based tools. When the year is over, students will be college-ready in that they will have mastered Cloud-based computing and many of the multimedia programs and apps necessary to deliver successful papers and presentations via the web.

**Classroom Rules:**
- Keep your language clean. Immediate referrals will be given for foul language.
- All backpacks are to be left against a wall, not beside the desks—for students’ safety and that of the electronics equipment.
- No food or drinks will be allowed around the laptops or on the desks.
- Please do not sit on desks.
- No cell phone use will be allowed at any time during the class period.

**Plagiarism**

As stated on the AP Contract, plagiarized work in any form will be dealt with severely. If you cheat on an assignment in any way (e.g., receiving help from others, using someone else’s essay from the Internet, etc.) you will receive a 0 for the assignment and a referral to the front office. Only expressly group-oriented assignments can be done collaboratively.

**Copyright Statement**

The materials used in the course [textbooks, handouts, media files (podcast, MP3, Videos, RSS (Feeds), and all instructional resources on the colleges Learning Management System (Moodle)] are intended for use
only by students registered and enrolled in this course and are only to be used for instructional use, activities associated with, and for the duration of the course. All materials generated for this course, which includes but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and any additional materials.

These materials may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. These materials may not be reproduced, displayed, modified or distributed without the express prior written permission of the copyright holder or TSTC. For further information contact your instructor.

**Communicating with your instructor (MyMail E-mail System)**
All official college E-mail to students is sent through MyMail, the official student e-mail system at TSTC Harlingen. When communicating with instructors and/or employees of the college, you are required to use your TSTC MyMail student e-mail address. If you choose to forward your e-mail to another account, please be advised that you must respond from the MyMail account.

TSTC Harlingen faculty, staff, and students are asked to report all threats, perceived or real, immediately to College Police located in the Auxiliary Building. If the threat is imminent, the College Police emergency phone line at 364-4234 or 9-911 should be called. College Police will then coordinate the proper response in accordance with State and federal laws and TSTC System/College rules and regulations.

**NOTE:** Any changes to this syllabus will be provided in writing to the student and updated on all posted locations (HB 2504, course Moodle sites, building offices, etc.).