

# DUAL CREDIT ENGLISH 2813 – ENGLISH LITERATURE I

## Founders Classical Academy of Schertz Fall 2023

*“There is pleasure in the pathless woods; there is rapture in the lonely shore; there is society where none intrudes, by the deep sea and music in its roar; I love not man the less, but Nature more.”*

*-Lord Byron*

*“Be not afraid of greatness. Some are born great, some achieve greatness, and some have greatness thrust upon them.”*

*-William Shakespeare*

### CONTACT INFORMATION

**Instructor:** Mr. Chris Foley

**Room:** 105

**Conference Times:** 1st & 7th Periods, before and after school, and by appointment

**Email:** [cfoley@responsiveedtx.com](mailto:cfoley@responsiveedtx.com) (I will respond within 24 hours, during business hours)

### COURSE DESCRIPTION:

In this course, the students will develop and expand the essential skills that they will need throughout the rest of their scholastic careers, most notably analytical reading and critical reasoning. This is achieved primarily through close reading of literary works, collaborative discussions of those works, and analytical written responses to the themes identified in those texts. Students will practice their compositional skills through a variety of assignments, beginning with simple paragraphs and culminating in a multi-page research paper. To give students the opportunity to develop and practice their literary appreciation and analysis skills, the class will read *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, *Hamlet*, and *Henry V*, as well as various other readings.

## COURSE OBJECTIVES

- Write thoughtful “argument” styled essays in support of a point that answers the question of a prompt.
- Write a paper five-to-six pages long that addresses our primary texts with relevant secondary sources. The paper addresses the significance of a text in regard to its historical context and what it means to be a person in western culture.
- Develop and demonstrate a thoughtful appreciation for the diction, syntax, and themes of *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, *Hamlet*, and *Henry V*, as well as various other readings.

## ASSESSMENT OF THE CB CORE OBJECTIVES FOR LANGUAGE, PHILOSOPHY & CULTURE:

- Critical Thinking:
  - To assess a student’s critical thinking, the Research Project rubric will be applied to the Research Paper.
- Communication:
  - To assess a student’s communication, the Research Project rubric will be applied to the Research Paper.
- Personal Responsibility:
  - To assess a student’s personal responsibility, the Research Project rubric will be applied to the Research Paper.
- Social Responsibility:
  - To assess a student’s social responsibility, the Research Project rubric will be applied to the Research Paper.

## SUPPLIES:

- One \***YELLOW** 3-ring notebook (2.5 - 3 inch recommended)
- One package of dividers (5) for notebook (Highly suggested)
- \*College Ruled notebook paper – \***ALWAYS NEEDED**
- Pens, blue or black ink – no pencils
- Fine tip highlighters (pink, yellow, green, blue, orange)
- Red pen
- Composition Book - \*College Ruled (to be left at school)
- Library Card

## CLASS RULES:

Let respect guide all of your behavior and interactions in our class.

*RESPECT – (def.) a high or special regard; the quality or state of being esteemed.*

### Ways to Demonstrate Respect:

- Be respectful with your body and your actions towards other people and their belongings.
- Be respectful with your speech. We will listen when one another is speaking. When we disagree, we can voice our opinions as long as we do so respectfully.
- Respect yourself. Believe in yourself, participate in class, do your own work and encourage others to do the same.
- Respect the classroom and the learning environment. Seek to understand the material and the viewpoints of others and endeavor not to distract the others with your behavior.

## COURSE REQUIREMENTS/GUIDELINES:

- Come to class on time, prepared with all materials, homework, and required texts every day. \*Be sure to record all assignments in your student planner. Students arriving late to class will be issued a demerit, per the student handbook.
- At the beginning of class each day, as a warm-up activity, you will respond in your Journal to the quote on the board. Journal responses must be a minimum of 6 sentences long.
- \*All assignments are due at the beginning of class. Have completed assignments out and ready to be collected when the class begins.
- College classes will expect you to come to class having read the material to be covered that day, and this class is no exception. Failure to have read the assigned material will be evident in your contribution to class discussions and will negatively impact your grades.
- It is **\*YOUR** responsibility to obtain all make-up work when absent, and to schedule make-up tests, quizzes, etc. with me. **\*YOU** must see me before or after class or during Tutoring in order to receive make-up work assignments, or take tests or quizzes. If you are involved in extracurricular activities, please be aware of the school's make-up policy!
- Follow all policies and procedures for attendance, homework, make-up work, uniform, tardiness, and all other policies as listed in the FCA Student Handbook.

## **DUAL CREDIT:**

This class is a hybrid High School and College class. As such, all students will be held to the standards of the college requirements of the class, including college-mandated assignments and Final exams.

## **CLASS PARTICIPATION:**

Because you learn the most about literature through dialogue, \*you are expected to participate in class discussions and projects. Arrive to class prepared with your materials and prepared to discuss the current work of literature.

## **CLASS BOOKS & MATERIALS:**

Each unit, students will be assigned a copy of the text we are reading in class, which will be collected at the end of the unit. Students may not write in the textbook. Students are expected to treat all borrowed materials, including books from the class library, with respect with the understanding that damaged books/materials will need to be replaced. *\*If you would like to write notes in your book, you are encouraged to buy your own copies of the books we read in class.*

## **GRADING:**

- Tests & Essays = 40%
- Final Exam = 20%
- Final Research Paper = 10%
- Quizzes = 20%
- Homework/Daily Grades = 10%

## **QUALITY OF WORK:**

All assignments (homework, classwork, tests, and papers) must be neat and legible. Ripped, torn, or scribbled-on paper will not be accepted. Paper torn out of a spiral notebook is not acceptable. Lined notebook paper/loose-leaf paper is required for all upper school assignments unless specifically directed by the teacher.

## **CHEATING:**

All students are expected to complete their own work. Copying answers from the internet or another student (whether or not they say it's OK) is \*never acceptable. Unless the teacher specifically says otherwise, all work is to be completed independently: ***\*students may not work together on assignments without permission, since sharing answers is tantamount to cheating.***

## **PLAGIARISM:**

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page) whether you use that material in a quote, paraphrase, or summary. This is **cheating** and is very serious because when someone does this, they are literally **stealing** from someone else and **lying** by stating that they did the work on their own. It is **never** acceptable to copy anyone else's work on **ANY** assignment, for this class or any other. Anyone caught doing so will receive a "0" on that assignment and further disciplinary action as necessary (detentions, etc.).

*\*Academic dishonesty will also have long term consequences related to virtue, vice, habit, and destiny. Earning a lower score on an assignment or test is preferable to degrading one's character.*

## **LATE WORK:**

Late work is not accepted per school policy. **\*ALL late work will receive a grade of zero.**

## **QUIZZES, TESTS & FINAL EXAMS:**

Quizzes will be given many weeks, whether announced ahead of time or not. Therefore, taking notes and keeping class materials organized is very beneficial. Tests will be given at the end of each unit or topic and will be announced in advance. The final exam will take place at the end of the semester, and will count for 15% of the semester grade.

## **GRADE REPORTING VARIANCE:**

Due to the requirements of Midwestern State University, the grades for the course will be posted on the MSU platform, D2L. Skyward will be regularly updated with your current grade for the course, but you will need to log in to D2L to see the scores for individual assignments.

## **ESSAYS:**

All writing assignments done outside of class \*must be typed and submitted to D2L for credit. An essay is not considered “turned in” unless it is **\*BOTH** submitted physically and electronically. All typed work must adhere to MLA standards of formatting (i.e. double-spaced in 12-point, Times New Roman, one-inch margins) and citation (in-text, Works Cited).

## **FINAL RESEARCH PAPER**

In a five- or six-page essay, students will interpret English texts from the medieval (10th through the 15th century), and early modern (16th through 18th century) periods in regard to the religious, social, philosophical, and political controversies of their times. Students will express those ideas dynamically and thoughtfully from the standpoint of a cultural criticism model. Their synthesis should be original and dynamically their own but also express a profound insight into the significance of a text in regard to the historical development of ethics, human rights, religion, courtship, marriage, political ideology, gender, class, and, in general, what it means to be a person in western culture.

## **CELL PHONES AND OTHER ELECTRONIC DEVICES:**

Per the student handbook, cell phones and other electronic devices are not permitted in the classroom without expressed permission. If seen, such devices will be confiscated and brought to the Office, and will need to be retrieved by a parent/guardian. Demerits and other discipline may be assessed, depending on the situation.

## **FOOD/DRINKS IN THE CLASSROOM:**

Food and drinks are not permitted in the classroom. If a student arrives to class with food, they will be instructed to throw it away. Water bottles are acceptable, provided they contain water and have a “screw cap” to close them. Gum is never acceptable.

## **DISABILITY SUPPORT POLICY:**

The Americans with Disabilities Act (ADA) guarantees reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, (940) 397-4140.

## **SAFE ZONE STATEMENT:**

This classroom is a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

## **COLLEGE TUTORING:**

Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. For Distance Education students, TASP has partnered with Thinkingstorm, an online tutoring company that provides you with high-quality, 24/7 tutoring support. Located at the top of your D2L course page, select the tutoring tab to book an appointment with a tutor.

***\*Communication is the key to success in my class. Please communicate any concerns, ideas, or needs to me either before or after class or via email. I want you to be successful in my class and, together, we can work to make this happen!***

## **Criterion for English 2813 Research Project Rubric:**

Each Criterion can be marked as:

- Excellent
- Good
- Satisfactory
- Weak
- Failing

### **Content**

- (Social Responsibility)
  - Does the essay establish connections between contemporary society and early literary traditions?
  - Does the essay discuss how the primary texts demonstrate not just the respective aesthetic concerns of the author(s), but civic and social engagement as well?
- (Personal Responsibility)
  - Does the essay name and evaluate how social, cultural, and/or political ideologies informed authors' ethical perspectives as expressed through published writings?

### **Content Development (Critical Thinking Skills)**

- Does the essay present a clear position and provide a thorough analysis of the issue/problem?

### **Genre and Disciplinary Conventions (Communication Skills)**

- Structure
  - Does the essay assert a position with a thesis statement placed at the end of the introduction?
  - Does the essay provide body paragraphs that focus on one idea and support it with several examples and details?
  - Does the essay present an organized discussion?
- Documentation:
  - Does the essay follow MLA for in-text citations and the Works Cited page?
  - Does the essay use sources in ethical and contextually appropriate ways?



### Sources and Evidence (Communication Skills)

- Does the essay provide specific examples and/or explanation?

### Control of Syntax and Mechanics (Communication Skills)

- Is it stylistically appropriate for an academic reader?
- Does the essay demonstrate proficiency in standard written English?

*Adapted from the Critical Thinking, Written Communication, Ethical Decision-Making, and Civic Engagement Value Rubrics published by Association of American Colleges and Universities (AACU).*

### Fall Semester Course Schedule

Week	Date	Objective
1	Aug. 15 – 18	<ul style="list-style-type: none"><li>• <b>*Dracula Quiz (9/16)</b></li><li>• <b>*Dracula Summer Reading Project Due (9/16)</b></li><li>• Dracula Discussion</li></ul>
2	Aug. 21 – 25	<ul style="list-style-type: none"><li>• Anglo-Saxon Historical Background</li><li>• <i>Beowulf</i>: Prologue - XVI</li><li>• “The Dream of the Rood”</li></ul>
3	Aug. 28 – Sep. 1	<ul style="list-style-type: none"><li>• <i>Beowulf</i>: XVII - XXXV</li><li>• “The Seafarer”</li><li>• Assign <i>Beowulf</i> Essay</li></ul>
4	Sep. 4 – 8	<ul style="list-style-type: none"><li>• <i>Beowulf</i>: XXXV - XLIII</li><li>• <b>*Test – Anglo-Saxon Literature (9/7)</b></li><li>• Medieval Period Historical Background</li><li>• <b>*Beowulf Essay Rough Draft Due (9/8)</b></li></ul>
5	Sep. 11 – 15	<ul style="list-style-type: none"><li>• “Sir Gawain &amp; the Green Knight”, Parts I - III</li><li>• Notes: Courtly Love &amp; Romance</li></ul>
6	Sep. 18 – 22	<ul style="list-style-type: none"><li>• “Sir Gawain and the Green Knight”, Part IV</li><li>• <i>Everyman</i></li><li>• Assign <i>Canterbury</i> Response Packet</li><li>• <i>The Canterbury Tales</i> - The Nun’s Priest’s Tale</li><li>• <i>The Canterbury Tales</i> - The Pardoner’s Tale</li></ul>

Week	Date	Objective
7	Sep. 25 – 29	<ul style="list-style-type: none"> <li>• <i>The Canterbury Tales</i> - The Knight's Tale</li> <li>• <i>The Canterbury Tales</i> - The Clerk's Tale</li> <li>• <i>The Canterbury Tales</i> - The Wife of Bath's Tale</li> <li>• <i>The Canterbury Tales</i> - The Friar's Tale</li> </ul>
8	Oct. 2 – 6	<ul style="list-style-type: none"> <li>• <b>*Canterbury Response Packet due (10/2)</b></li> <li>• <b>*Test – Medieval Literature (10/3)</b></li> <li>• Renaissance/Elizabethan Period Historical Background</li> <li>• <i>Doctor Faustus</i></li> </ul>
9	Oct. 9 – 13	<ul style="list-style-type: none"> <li>• Notes: Poetic Meter &amp; Scansion</li> <li>• Petrarchan Sonnets (134, 292)</li> <li>• Shakespearean Sonnets (18, 29, 55, 116, 130)</li> <li>• "One Day I Wrote Her Name Upon the Strand"</li> <li>• Assign Research Essay</li> </ul>
10	Oct. 16 – 20	<ul style="list-style-type: none"> <li>• Sonnet Analysis Project</li> <li>• <b>*Sonnet Analysis Project due (10/17)</b></li> <li>• <b>*Research Topic Proposal Paragraph due (10/18)</b></li> <li>• Notes: Persuasive Writing &amp; 3 Rhetorical Appeals</li> <li>• <b>*Test – Renaissance Literature (10/19)</b></li> </ul>
11	Oct. 23 – 27	<ul style="list-style-type: none"> <li>• Research Methods &amp; Practice</li> <li>• Elizabethan Theater &amp; <i>Hamlet</i> Background</li> <li>• <i>Hamlet</i> 1.1 - 2.2</li> </ul>
12	Oct. 31 – Nov. 4	<ul style="list-style-type: none"> <li>• <b>*Research Essay Rough Draft due (10/31)</b></li> <li>• <i>Hamlet</i> 2.3 - 5.2</li> <li>• <b>*Research Essay Rough Draft due (11/3)</b></li> </ul>
13	Nov. 6 – 10	<ul style="list-style-type: none"> <li>• <i>Henry V</i>, Acts 1-3</li> </ul>
14	Nov. 13 – 17	<ul style="list-style-type: none"> <li>• <i>Henry V</i>, Acts 4-5</li> <li>• <b>*Test – <i>Hamlet</i> &amp; <i>Henry V</i> (11/16)</b></li> <li>• Shakespearean Insults</li> </ul>
Thanksgiving Break	Nov. 20 – 24	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
15	Nov. 27 – Dec. 1	<ul style="list-style-type: none"> <li>• Neoclassical Period Historical Background</li> <li>• "To His Coy Mistress"</li> <li>• "Death Be Not Proud"</li> <li>• "Batter My Heart, Three-Personed God"</li> <li>• <i>Gulliver's Travels</i> (excerpt)</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Objective</b>
16	Dec. 4 - 8	<ul style="list-style-type: none"><li>• <i>Gulliver's Travels</i> (excerpt)</li><li>• "A Modest Proposal"</li><li>• "Mac Flecknoe"</li><li>• <i>The Pilgrim's Progress</i>, excerpt</li><li>• Final Exam</li></ul>

## Student Agreement

I, \_\_\_\_\_, have read through and understand the policies of this syllabus. I commit to follow the guidelines listed here and to demonstrate respect in everything I do. I recognize that \*this class will require a great deal of work on my part. I understand my responsibilities in this class and I will work with Mr. Foley to help me learn and succeed throughout the class.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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### Dear Parent/Guardian:

Please discuss these class procedures with your child and return the signed form. Thank you for your cooperation and I look forward to partnering with you and teaching your child this year. Please call or email me anytime you have questions.

What is your preferred method for me to contact you regarding your child and this class?

Method: \_\_\_\_\_

Contact Info: Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date