



English 2322-2323 (Hill College Dual Credit)
British Literature I/II
Syllabus 2021-22



Instructor: Piper Davis, M.A.

Email address: pdavis@c-isd.com

School phone: 817-202-1200

Conference time: 3:00-3:45 pm

Tutorials: T/Th 3:45-4:15 pm

Course Objective and/or Description:

Taken together, English 2322 and 2323 provide a survey of the development of the English language from its roots in Celtic Old English to present day slang. We will read and analyze selected British literature from the Anglo-Saxon period to the twenty-first century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts, with special attention to how the history of monarchy and colonization has led to our own American experience with literature and language. British Literature I and II will satisfy six hours toward degree requirements for Hill College. Credit is transferable to most senior institutions; students should check with specific universities for guidelines on transferring credits toward graduation.

Text, Readings, Materials:

- Greenblatt, Stephen. *The Norton Anthology of English Literature: Volume I* Ninth Edition. New York: W.W. Norton and Company, 2012. - available for student check out.
- Mays, Kelly J. *The Norton Introduction to Literature* 13th edition - online edition available to students in Canvas course.

Hill College Catalog and grading policies can be found here: [Student Catalog](#)

Course Delivery: This course is delivered on the CISD campus during the school day. Course scheduling and meeting dates follow the CISD calendar, but grade reporting and policies defer to Hill College policies when there is a conflict, since the academic credit is awarded through Hill. To ensure instructional access and ease of communication, students will need to have access to CISD Canvas, various university databases, and access to Norton online textbooks. All course materials are delivered through CISD Canvas rather than Schoology for this course. **The dual nature of this course requires flexibility from both the instructor and students. Changes to dates and assignments may be needed to accommodate scheduling changes and learning needs. All changes will be announced in advance on Canvas.**

Required Materials and Technology: Chromebook and charger, Canvas access through CISD, Schoology/email access through Hill College, pens, highlighters, notebook paper, sticky notes, markers.

Academic Dishonesty: Plagiarism and academic dishonesty are serious offenses. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from a source without giving credit is a

flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty may receive a failing grade for the course and may be subject to disciplinary action. Acts of academic dishonesty will be reported to the administration of both CHS and Hill College.

Methods of Instruction and Assessment:

Instruction is provided on the Cleburne High School campus daily. Assignments and supplemental materials are developed in the online Canvas course. Student learning will be assessed through various informal and formal activities. These include class discussions, debates, philosophical chairs, Nearpod, and low stakes writing. Formative assessments allow the teacher to give students feedback and guide learning with daily (minor) grades. These might include pop quizzes, reading logs, vocabulary, and notes checks. Summative assessments check student learning of unit content and are taken for major grades. Examples of these assessments include unit tests, essay projects, and research presentations. Throughout each semester, students will have an opportunity to earn grades on four summative assessments - one in each six week grading period, and a final course exam. To support dual credit student learning, each summative assessment may be broken down into smaller scaffolded steps (which may be graded separately) or followed up with graded reflection/correction opportunities.

Grading Policies:

- **Grades are kept in Canvas and Skyward for parent and student convenience, but the official Hill College grade is the A-F grade entered in MyRebel at the end of the semester.**
- **Grades and Weighting**
 - Daily/Minor Grades (weighted at 40%) - one checkpoint grade entered at the end of each week. This grade represents the student's current average progress/performance.
 - Major Grades (weighted at 60%) - these include larger tests, projects, and major essays. One is given each six weeks, along with a final at the end of the semester - for a total of four grades, each worth 15% of the student's total semester grade.
- **Late Work / Assignment Closing Dates**
 - Minor/daily assignments close each week on Saturday at 11:59 pm. Following this time, I will determine the student's weekly progress for the weekly grade. Late daily assignments do not change the weekly checkpoint once it has been entered, but they will be factored into the following week's assessment.
 - Make-up / Alternative assignments may be provided in a tutorial session if a student falls behind or struggles with the concepts for a particular week.
 - Late major assignments are subject to a 20% late penalty unless prior arrangements were made for extenuating circumstances.
- **Assignment posting**
 - Changes to assignments due dates may be made to support the dual credit students and to adapt to the high school scheduling needs, but students will be informed in advance.
 - No assignment will ever be given with less than 48 hours notice for a daily/formative assessment and less than 5 days notice for a major/summative assessment.
- **Communication**
 - To support the dual credit student, the instructor will communicate with the parent and/or high school counselor if the need arises.

Grade Distribution British Lit I

Due Date	Assignment	Weight
Weekly for 16 weeks in fall semester	Habits of Work Daily Grades Students will complete 16 formative assessment activities, with one due each week. These are the equivalent of “daily grades” in Skyward. Examples of these assignments include reading quizzes, writing instruction/practice, reading response slides, etc.	Each of these assignments is worth approximately 2.5% of the semester grade. Together they make up 40% of the semester grade.
Six Weeks 1 (date TBA)	Close Reading Essay	15% of semester grade
Six Weeks 2 (date TBA)	Midterm Exam / Project	15% of semester grade
Six Weeks 3 (date TBA)	Contextual Analysis Essay	15% of semester grade
End Fall Semester (date TBA)	Final / Characterization Project	15% of semester grade

Grade Distribution British Lit II

Due Date	Assignment	Weight
Weekly for 16 weeks	Habits of Work Grades Students will complete 16 formative assessment activities, with one due each week. These are the equivalent of “daily grades” in Skyward.	Each of these assignments is worth approximately 2.5% of the semester grade. Together they make up 40% of the semester grade.
Six Weeks 4 (date TBA)	Comparative Analysis Reading Responses	15% of semester grade
Six Weeks 5 (date TBA)	Critical Context and Perspectives Research / Annotated Bib / Project	15% of semester grade
Six Weeks 6 (date TBA)	Interpretive Analysis Project (Poetry)	15% of semester grade
End Spring Semester (date TBA)	Choice Reading and Analysis Project	15% of semester grade

Objectives/Student Learning Outcomes

By the end of the course, students will be able to ...

1. LITERARY PERIODS: Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in specific periods of British literature from antiquity through the post-modern period.
2. DEVELOPMENT OF THE ENGLISH LANGUAGE: Demonstrate knowledge of the development of the English language, including characteristic literary forms, genres, techniques, and styles of expression. Be able to identify the characteristic linguistic and literary forms of specific historical periods throughout English history.
3. CONTEXTUAL ANALYSIS: Analyze a literary work written in English as an expression of individual and/or communal values within its social, political, cultural, or religious context.
4. COMPARATIVE ANALYSIS: Compare and contrast literary works written in English as expressions of individual and/or communal values between and within different historical periods.
5. INTERPRETIVE ANALYSIS: Articulate and explore the aesthetic principles that guide the scope and variety of works in the arts and humanities through critical thinking, reading, writing, and discussion. Students will use critical lenses to guide and develop interpretations that can be supported with textual evidence.
6. RESEARCHED ANALYSIS: Use historical and critical research to produce written and oral presentations over readings, authors, and/or literary periods.
7. LITERARY ARGUMENTATION: Develop substantiated written arguments that explain, analyze, interpret, and/or evaluate a literary text or passage. Students will learn to adapt their line of reasoning and evidence to the assigned writing/reading task.
8. COLLABORATIVE INQUIRY: Participate effectively in collaborative peer groups to improve writing, process reading assignments, and engage in inquiry about course content.
9. ORGANIZATION AND EVIDENCE OF LEARNING: Organize and manage course content by keeping notes, learning logs, reading journals, and other evidence of progress toward objectives.

Student Expectations:

Students are responsible for all assignments missed due to absence. In fairness to other learners, disruptions in class will not be tolerated. Students are expected to read all assigned material, to participate actively in class discussions, and to participate in all steps of the writing process (including drafting, peer review, and revision). Students will be allowed to revise major essays as needed to improve grades and understanding of course content. Revisions are due within 1 week of receiving graded essays back from the instructor. The revised grade will be averaged with the original grade to arrive at a final essay grade. Effective revisions will substantially re-think the content and/or structure of the essay; revisions that consist of minor changes and corrections will not raise the essay grade.

Dual Credit Social Contract

Each section of Dual Credit British Literature will work together to make a specific social contract that describes the social and emotional expectations that best govern the relationships between students and teacher because every group is unique. However, there are some general guidelines because every group is expected to make good CHOICES that will lead to academic success. Making good choices consists of the following:

- **Classwork** - students gather information and manage time, working both independently and in groups to produce high quality work.
- **Homework** - students submit assignments on time. Homework may consist of reading, studying, Canvas assignments, or unfinished class work.
- **Organization** - students bring supplies, take notes, meet deadlines, and revise/edit as needed.
- **Inquiry** - students ask questions, draw conclusions, make connections, and exhibit intellectual curiosity about the subjects we study.
- **Contract** - students respect our social contract by actively listening to others, caring for our classroom, and respecting our class time.
- **Electronics** - students use electronics as a learning tool appropriate for the course and the assignment, not as a distraction, a social activity, or a memory crutch.
- **Self-discipline** - students continuously strive to develop and improve willpower, self-control, focus, and concentration as they move into their adult roles.

Disabilities / ADA / EEO Statement

Hill College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies. Students with qualified and documented disabilities may request accommodations which will enable them to participate in and benefit from educational programs and activities. Students should contact the Academic Advising and Student Success Center for more details at: 254 659 7650 for Hillsboro, 817 760 5650 for Cleburne, or 817 295-7392 for Burleson. Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dr. Heather Kissack

Position: Executive Director of Human Resources

Address: 112 Lamar Drive, Hillsboro, TX 76645

Telephone: (254) 659-7731

Course Outline and Schedule

Assignment schedule, course calendar, and course modules are available in Canvas. These are updated weekly. Students and parents will receive access to a google document with major assignment dates by six weeks to allow for advanced planning. A general course outline by six weeks follows. This plan is subject to adjustment based on the needs of each student group.

Grading Period	Unit Title	Student Learning Focus	Sample Texts and Assignments
1st	Development of the English Language / Anglo Saxon Period	SLO 1 SLO 2 SLO 3 SLO 4 SLO 9	Anglo Saxon Poetry Beowulf Grendel (novel study) Characterization/ Perspective Essay
2nd	Archetypes and Heroes: Middle English Period	SLO 1 SLO 2 SLO 5 SLO 7 SLO 9	Canterbury Tales (selected) Sir Gawain / Green Knight Comparison/Contrast Essay
3rd	Leadership, Kings, and Power: 16th - 18th Centuries	SLO 1 SLO 2 SLO 6 SLO 8 SLO 9	English Sonnet Project Literary Research Shakespearean Drama Project
4th	Otherness and Empire: 18th-19th Centuries	SLO 1 SLO 3 SLO 6 SLO 9	Restoration Poetry Enlightenment Rhetoric 18th Century Satire
5th	Romanticism: Spiritualism and the Natural World	SLO 1 SLO 4 SLO 5 SLO 9	Rime of the Ancient Mariner Frankenstein (excerpts) Victorian Poets Dickens (excerpts)
6th	Modernism: Alienation and Change	SLO 7 SLO 8 SLO 9	Heart of Darkness Modern Poetry Independent Novel Study Novel Project Final Exam