Instructor: Doug Frank  
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Room: 206  
Mr. Frank’s Online web address (There is a link on the staff page and this QR Code):  
https://sites.google.com/a/garlandisd.net/mr-frank-english/


Required Readings: The Stranger- Albert Camus  
Catch-22- Joseph Heller  
As I Lay Dying- William Faulkner  
The Road- Cormac McCarthy

Course Description
ENGL 2333—World Literature—Admission to the dual enrollment program at Sachse High School requires that students have passed the Reading and Writing portions of Accuplacer. In addition, students must have successfully completed ENGL 1301, ENGL 1302, and ENGL 2332.

ENGL Literature 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.

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Course Outline

This is a course designed to enrich your experiences with literature. We will study how poems, short stories, novellas, novels, songs, and even film selections incorporate certain literary elements. We will consider each work formally, historically, philosophically, and in the context of how it utilizes the many elements of literature. Our discussions, regardless of what considerations inform them, will always center on and proceed from the works themselves.

Expect to work diligently to master the assigned material. Due to the heavy amount of material that we will cover during this semester, outside reading is a must. Consider that this class will be taught as an introductory level college literature class. Having read the material before you come to class is the only way to guarantee success in this course. Basic course objectives are as follows:

- Students will develop advanced reading skills
- Students will be able to interpret what s/he thinks the author’s purpose is for each assigned piece of literature based on close-reading and basic understanding of the cultural circumstances surrounding each text.
- Students will gain awareness of global, historical, cultural, and political issues and how those issues potentially drive an author’s purpose for each text studied.
- Students will develop and hone upper-level questioning skills in the context of literature.
- Students will be able to apply all conclusions based on self-directed inquiry to his or her unique analysis of the literature at hand.
- Students will understand the purpose of literature in a metacognitive way, making judgments and reacting to the text(s) as part of overall comprehension and ultimately apply newly-gained perceptions and judgments to his or her life.
- Students will demonstrate mastery of content throughout each unit based on varied forms of examination: Socratic-seminar-style discussion; question-and-answer writing; group and partner activities; timed in-class written character and literary analyses; editing and final revision of written literary analysis as instructor sees fit.

Expectations

Students must prepare for class each day just as one would for a college course taken on a college or university campus, or as one would expect for take-home tasks in the work world. Compositions in English 2332 and 2333 are based primarily on student responses to various readings and emphasize literary analysis. In order for students to be successful in their literary

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endeavors, I will announce readings and any books that need to be purchased or checked out from
the library well in advance.

**Course Content**

“This is not a novel to be tossed aside lightly. It should be thrown with great force.”

- Dorothy Parker, poet and essayist

Even though Dorothy Parker said this in a way that makes us laugh, I subscribe to the underlying
message thoroughly. What I truly hope students gain from this course is to be moved in a major
way. I have learned that, really, the point of good literature is that it should shake one to his or her
core – which doesn’t always mean the initial response is to love the book. To broach the subject
directly, some literature remains controversial. I choose the highest quality prose, poetry, and film
to help enrich students’ relationship to literature and use the utmost discretion in making
decisions.

To broach the subject directly, some literature remains controversial. I choose the highest quality
prose, poetry, and film to help enrich students’ relationship to literature and use the utmost
discretion in making decisions. Because this is equivalent to a 2000-level college literature course
where students gain credit through Richland College, I stand by Richland’s statement on
academic freedom, which is as follows:

**Academic Freedom** is practiced at Richland College. Academic Freedom allows faculty
and students to pursue whatever inquiry they feel is important and to speak about it in the
classroom without fear of censorship. Please understand that within a college
environment, students may encounter adult language and images, different philosophical
viewpoints and belief systems. Please understand that appropriate and essential
discipline-specific terminology, concepts and principles are utilized as needed in the
classroom setting. For more information see www.dcccd.edu.

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Sample Semester at-a-Glance Readings

Many of the readings throughout the course will be provided, however, several novels will need to be purchased or checked out from a library. Because classes vary and teachable moments arise, I often find that amending the reading schedule is necessary. As it becomes necessary for students to purchase or otherwise procure texts, I will provide ample forewarning and several reminders to students in class that items will be necessary by a specific date. The list below is an idea of what students may expect over the course of the semester.

18th & 19th Century: The Enlightenment
Romanticism, Symbolism
“An Essay on Man” – Alexander Pope

The Importance of Being Earnest
– Oscar Wilde

“The Lady with the Dog”
– Anton Chekhov

“Bartleby, the Scrivner”
– Herman Melville

“Young Goodman Brown” – Nathaniel Hawthorne

“The Lady with the Dog” – Anton Chekhov

“The Yellow Wallpaper” – Charlotte Perkins Gilman

Poetry of Walt Whitman, William Blake, William Wordsworth, John Keats,

20th and 21st Centuries
The Stranger – Albert Camus*
Catch-22 – Joseph Heller
As I Lay Dying” – William Faulkner*
The Road – Cormac McCarthy

“Death Constant beyond Love”, “A Very Old Man with Enormous Wings”
– Gabriel Garcia Marquez

“A&P” – John Updike

“Hills Like White Elephants”
– Ernest Hemingway


“Shiloh” – Bobbie Ann Mason

“Cathedral” – Raymond Carver

“The Dead” – James Joyce

“The Destructors” – Graham Greene

“The Man Who Was Almost a Man” – Richard Wright

“The Things They Carried” – Tim O’Brien

“The One Who Walk Away from Omelas” – Ursula K. Le Guin

“Death by Landscape” – Margot Atwood

“The Swimmer” – John Cheever

The Dumb Waiter – Harold Pinter

Poetry of William Butler Yeats,
T.S. Eliot, Wallace Stevens,
R. M. Rilke, Pablo Neruda,
Charles Bukowski

Outside Reading Options
Never Let Me Go – Kazuo Ishiguro
Catcher in the Rye – JD Salinger
1984 – George Orwell
Running with Scissors – Augusten Burroughs

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Timelines will be given roughly every six weeks that include deadlines for assigned readings, homework, projects, and essays. I reserve the right to depart from the schedule if I observe that the original time allotted on any given assignment needs to be amended. In addition, in the event of a time constraint, I also reserve the right to delete material, and such deletions will be discussed and announced in class. Test dates and other assignments will be announced in class. Students will be given ample time to prepare for any test, project, or essay, but because of school events which sometimes affect our class schedule, I find it inadvisable to assign an extended list of specific dates at this time.

**Attendance Policy**

GISD guidelines as related to state attendance requirements must be observed. Failure to officially drop or withdraw from a course before April 6 will result in student receiving a performance grade of “F.”

**Drop Policy**

Important information you need to know about dropping courses. Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.”

**Students with Disabilities**

Students requesting accommodations due to the presence of a disability will be identified by the Special Education Department at Sachse High School, and necessary accommodations will be facilitated.

Financial Aid Statement is not applicable to Sachse because students’ tuition is waived.

**Assignments**

Due to the level and expectations of this class, no late work will be accepted. Please plan according for all assignments. **It is the responsibility of the student to schedule an appointment with the instructor to make up missed assignments.**

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Writing Expectations

In addition to shorter essays written in class, primarily related to literature read this semester, students will produce formal research papers.

Essay Submission

Papers must be submitted by the deadline (11:55 pm of the evening of the paper’s due date) in order to be counted as on time.

1. If a student has difficulty submitting the paper, it is his/her responsibility to contact me and come see me the next morning.
   a. You may e-mail me your paper if you have difficulty submitting it as proof of completion. I WILL NOT SUBMIT THE PAPER FOR YOU. You must come in the next day and submit it in my classroom (During class will not work). Failure to do so, will count the assignment as not complete. This is crucial to your grade, so you must make the effort to submit it.

2. Plan ahead for your submission. Waiting until the last minute is setting you up for possible issues. There will be no excuses as this point anymore. Internet not working is not acceptable. I give due dates for papers in advance, so I do not have to deal with these issues.

3. If you are absent, the due date does not change. If there are extraneous circumstances, this should be an excused absence, and I would need notification from the front office about the situation. Again, the responsibility falls on you.

Grading Guidelines

Each grading period will consist of 8-12 grades. Assignment will include formal papers, tests, timed writings, presentations, and projects. The grades will break down as follows:

Daily Grades: 20%
Quizzes: 30%
Major Essays: 25%
Test/Project: 25%
Incompletes

A semester grade of Incomplete will be available only in extreme emergencies. If such occurs, a form must be filed with the Division of Arts and Letters which indicates the exact date by which work will be completed. This must also have the approval of the high school principal.

Academic Honesty and Plagiarism

Students are expected to do their own work. Plagiarism (the unacknowledged, wholesale use of another writer’s work in a written assignment) and cheating of any kind will not be tolerated and will result in a failing grade on that assignment. Any repetition of such a practice will result in more serious consequences. All incidents of academic dishonesty will be reported to Richland College and the dean.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. Students who are determined to be involved in such activities shall be punished as prescribed by college and Board policies outlined in the Student Code of Conduct.

**Plagiarism** is presenting someone else’s writing (published or unpublished) or ideas as your own. It is a form of academic misconduct that seriously undermines the intellectual pursuits undertaken in the university and, therefore, is severely punished. Plagiarism takes many forms, and some may be more unintentional in nature, such as:

- **Fraud** - to quote another’s writing word for word without placing the quoted material in quotation marks nor citing the source from which it was taken. This most often happens when a student copies directly from an internet source.

- **Misappropriation of specific wording** - To use another’s quote word for word, cite the source, but fail to place quotation marks around the quoted material.

- **Faulty Paraphrasing** - Failure to properly paraphrase. This means that you have changed only one word or two in a phrase, sentence, or group of sentences rather than re-stating the whole of it in your own words.

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Misappropriation of facts and ideas - Using your own words to present arguments, reasoning, or facts that you have learned from someone else without citing the source.

In the event that I find that you have plagiarized in a way I deem to be most likely accidental, I will conference with you individually about necessary revisions or rewrites. I will not assign a grade for the essay or project until these changes are made appropriately. If the changes are not made and the assignment is turned in with instances of plagiarism unedited, I will follow standard procedures.

Help with avoiding Plagiarism
https://www.writecheck.com/static/home.html

Where to go if you need additional help with your writing:

Any help you may need can be provided during my office/conference hours. In addition, you may find help with grammar and mechanics is also available on-line at the following websites:

http://www.owl.english.purdue.edu
http://webster.collegetext.net/grammar/

Help with MLA and other forms of Citation:

http://citationmachine.net/
What follows is Garland ISD’s Plagiarism consequences

<table>
<thead>
<tr>
<th>SEVERITY</th>
<th>DEFINITION</th>
<th>CONSEQUENCE</th>
<th>TURNITIN.COM%</th>
<th>ADMINISTRATIVE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Most of the work is the student’s own original. Only a few words or phrases are plagiarized due to ignorance or oversight.</td>
<td>Student will be allowed to make up the assignment with a 10-point grade reduction. Teacher will contact parent. Academic Dishonesty Report Form</td>
<td>31-40%</td>
<td>Thursday School</td>
</tr>
<tr>
<td>Level 2</td>
<td>Some of the work has been copied (one or more paragraphs) or improper paraphrasing/citation.</td>
<td>Student will be allowed to make up the assignment with a 20-point grade reduction. Student will be referred to administrator for Parent/Teacher/Administrator Conference. Academic Dishonest Report Form and NHS letter</td>
<td>41-75%</td>
<td>1 day IBS</td>
</tr>
<tr>
<td>Level 3</td>
<td>Majority of the material has been copied. Sever plagiarism violation (purchased paper, falsifying sources, prior instance of plagiarism, etc.).</td>
<td>Student will be given an alternate equivalent assignment for partial credit. Referral to administrator for disciplinary action. Academic Dishonest Report Form and NHS letter</td>
<td>76-100%</td>
<td>3 days IBS</td>
</tr>
</tbody>
</table>

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Student Conduct

Inappropriate behavior will not be tolerated. Students will be expected to behave with decorum and courtesy to the instructor and to all fellow students. Students should also follow all school rules as described in the Sachse Student Handbook. Cell phones must not appear or ring in the classroom. If this happens, they will be collected and turned in to the office where they may be retrieved according to Sachse High School disciplinary policy.

Special Concerns

Dual Enrollment presents a unique opportunity for students to earn college credits while in high school. However, this opportunity comes with serious consequences if the student does not successfully complete the course. If a student fails for the semester, he/she will be withdrawn from all Dual courses. In addition, this course cannot be averaged with another English class in the hopes of a student passing for the year. Each Dual course must stand independently of any other. Therefore, the student must take an additional class to make up for lost credit in this course. Consequently, a senior who fails this course will be in danger of not graduating.
Syllabus and Policy Agreement

Place an X on the line next to the statement which applies to you and your son/daughter, sign and date this agreement, and return to me. Should you have any questions, comments, or concerns, please write them down on this sheet, or simply send e-mail to me at dpfrank@garlandisd.net

___ I agree with and acknowledge all of the policies and expectations expressed in this syllabus.

___ I do not support all of the policies and/or expectations expressed in this syllabus and wish to discuss possible alternatives for (please list):

__________________________________
Student Name (Printed)

__________________________________
Student Signature                          Date

__________________________________
Parent Signature                          Date

Parent e-mail:

Parent Phone:

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