Instructor: Stuart Kantor
Room: BLHS 200
Date/Times: MTWRF
Phone: 214-324-3607 X 4354
Email address: stuartkantor@dccc.edu
Hours Available: 7:00 a.m. – 8:00 a.m. or by appointment
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TEXTBOOKS AND OTHER COURSE MATERIALS
Reference
• *MLA Handbook* – latest edition
• *Tao of Composition* – Storey and Kantor
  https://www.teacherspayteachers.com/Browse/Search:tao%20of%20composition

Literature
• *1984* – George Orwell
• *Beowulf* – Seamus Heaney translation
• *Frankenstein* – Mary Shelley
• *Hamlet* – William Shakespeare
• *Never Let Me Go* – Kazuo Ishiguro
• *The Alchemist* – Paulo Coehlo – summer reading
• *The Star / The Star* – H.G. Wells / Arthur C. Clarke [short stories on Blackboard]
• **Other Required Readings posted on Blackboard

COURSE PREREQUISITES
One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards.

COURSE DESCRIPTION
Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.
**STUDENT LEARNING OUTCOMES**
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

**CORE OBJECTIVES**
ENGL 1301 develops the following Core Objectives:

**Critical Thinking** - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

**Communication** - to include effective development, interpretation, and expression of idea through written, oral, and visual communication.

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making.

**CORE OBJECTIVE DEVELOPMENT STATEMENTS**
ENGL 1301 demonstrates **Critical Thinking** by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.

ENGL 1301 demonstrates **Communication** by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.

ENGL 1301 students demonstrate **Teamwork** through peer editing and peer review of research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.

ENGL 1301 develops **Personal Responsibility** by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.

**COURSE GUIDELINES**
ENGL 1301 courses will require the following:
- A minimum of five (5) essays written for several purposes using a variety of strategies.
- A minimum of one (1) of the five (5) essays written under timed conditions, such as entirely in class.
• At least two (2) of the five (5) required essays undergo collaborative peer review.
• At least one (1) of the five (5) required essays incorporates the basic concepts of research and MLA documentation.
• Formatting for all essays adheres to Modern Language Association (MLA) style guidelines.
• All five (5) of the required essays, other than the one (1) written under timed conditions, typed. The use of SafeAssign for essay submission is highly recommended.
• Readings from an assortment of resources, including student and professional writing that model variety of strategies and other aspects of the writing process.

ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

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, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1.dcccd.edu/cat0608/ss/code.cfm).

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given
for both terms in the attached document) will receive one or more of the following penalties:

- The grade of zero (0) on that particular assignment.
- A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE
If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail by **November 17, 2016**. You may also withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

CERTIFICATION POLICY AND CERTIFICATION DATE
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. The certification date for this course is ________________.

***STOP BEFORE YOU DROP: THE 6 DROP RULE***
For students who enrolled in college level courses for the **first time in the fall of 2007**, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops).
DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/.

FINANCIAL AID STATEMENT
If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C237). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

TEXAS SUCCESS INITIATIVE (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ADA STATEMENT—STUDENTS WITH LEARNING, MENTAL, OR PHYSICAL DISABILITIES
Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities, contact (DSO) at (972) 860-8348 voice/TDD.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially
recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

ACADEMIC HONESTY POLICY/CODE OF CONDUCT
Academic honesty is expected, and integrity is valued in the Dallas County Community College District. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm. In this course, violators of the Academic Honesty Policy will receive an “F” for the work done under academic dishonesty and cannot be made up.

PRINTING ON CAMPUS
Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty-dollar bill to the lab to create a print account before you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

RELIGIOUS HOLIDAYS/OBSERVANCES
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog section on Student Responsibilities.

STUDENT E-MAIL:
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to http://www.dcccd.edu/MSOffice. All communication should be conducted through your official student email account.

INCLEMENT WEATHER STATEMENT
In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the Dallas County Community College District and
Eastfield College web pages will display a notification of any closings or delays. **If there is no notice of changes or delays, then classes are in session as usual.** You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

**OBTAINING GRADES AT THE END OF THE SEMESTER**
Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: [http://econnect.dcccd.edu/](http://econnect.dcccd.edu/). Telephone number: 972-613-1818.

**DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE**
The instructor reserves the right to change this syllabus as necessary.

**COURSE ASSESSMENTS**
Respondus: Since you will take all of your quizzes and tests on line, you must download this program that will lock down your browser during a quiz or test. Download the software by accessing this link: [www.respondus.com/lockdown/information.pl?ID=333744543](http://www.respondus.com/lockdown/information.pl?ID=333744543)

**ESSAYS:**
Essays will focus on the student’s ability to establish and defend a logical position that follows an established form for construction and uses textual evidence. The specific requirements for each essay are indicated in the Course Outline section of this document. However, all formal writing assignments will employ *Tao of Composition* organizational methods and use MLA form. All writing assignments will be submitted through BlackBoard’s SafeAssign and checked with electronic plagiarism software.

**Note:** I will not accept late essays. Students will submit all essays electronically to the appropriate portal in Blackboard on the date and time listed in the Course Outline section of this document. Essays turned in past the due date and time will be given a 0.

**Style** - Students will use the *MLA Handbook* and *Tao of Composition* for questions on documentation and organization.

**Note:** (Just in case you missed it the first time) I will not accept late essays. Essays turned in past the due date will be given a 0.

Essays and Papers will include but are not limited to:

- **In-class essays:** These essays are formal assignments that will help you develop and enhance the critical thinking skills of questioning, analyzing and reasoning.
- **One-page proposals:** These essays present a research paper idea: These proposals focus on your ability to express clearly your research intentions.
- **Homework essays:** These essays will serve as catalysts for discussions over particular pieces of literature
- **Research Papers—SEE COURSE OUTLINE**
Grammarly – Students should use Grammarly to edit documents before submitting them to BlackBoard. Setting up a Grammarly@edu account is extremely easy. Use the address below to access the login page: [www.grammarly.com/edu/students](http://www.grammarly.com/edu/students)

Then use the code below to create an account:

**ZJkECLhVwQByk4yo**

{code may change annually}

TESTS and QUIZZES:
Tests and Quizzes contain detailed and thematically relevant information from the readings and discussions for this course.

**Format: Multiple Choice, True/False, Short and Long Essay**

*Literal Comprehension* - Expect this type of question to focus on the literal action of the text. You must be able to identify exact characters, settings and plot devices, as well as any biographical information given during the lecture.

*Figurative Comprehension* - Expect this type of question to focus on what can be inferred through the authors use of symbolism, allegory, metaphor, personification, simile and mythology, just to name a few.

TESTING PROCEDURES:
Tests can only be taken **ONE TIME**! You must take a scheduled test at BLHS room 200 during your class period on the day it is given. If you are absent the day of the test, I will expect you to take the test on the day you return to school even if it is not your scheduled class day. If you are absent for only my class, but you attend your other classes for the day, I expect you to take the test before the end of the school day or 4:00 PM. In either case, you will be given a make-up test, which contains different questions than the original but follows the same format. If you accidently take the test before your scheduled class time, I will invalidate the grade and give you a make-up test during your scheduled class time.

QUIZZING PROCEDURES
Quizzes are taken on Blackboard, usually at the beginning of a class period, often acting as discussion catalyst. Quizzes, like any other assigned work, must be made up the next class period to avoid a zero (0) grade.

COLLABORATIVE PROJECTS: [SEE COURSE OUTLINE](#)

DISCUSSION BOARDS: [SEE COURSE OUTLINE](#)
WEIGHT OF ASSESSMENTS
- Essays: 30%
- Tests: 20%
- Project: 20%
- Quizzes: 20%
- Discussion Boards: 10%

SEMESTER GRADES
- Q1 = 40%
- Q2 = 40%
- FA Semester Exam = 20%
- Q3 = 40%
- Q4 = 40%
- SP Semester Exam = 20%

CLASSROOM PROCEDURES
- Attendance: I take attendance immediately after the bell. Please be seated by then so I do not have to count you tardy or absent.
- Uniform Check: After attendance, you will stand and find a partner. It is up to each of you to check the other’s uniform to ensure that neither gets a uniform violation.
- Workspace Check: Place backpacks with all materials except laptops and cell phones in the storage space under your chair. These electronic devices should remain closed and/or face down on your desk.
- Attitude Check – I expect you to maintain a level of dignity befitting an adult in an institution of higher learning. While in room 200, show respect for yourself, classmates, and me by refraining from all extraneous social interactions, either physical or electronic, and/or attempting to complete assignments for another instructor.

ACCEPTABLE USE OF PERSONAL TECHNOLOGY PROCEDURES
- The use of personal technology occurs often but intermittently throughout each session. Until I ask, do not access laptops, desktops, tablets, iPads, smartphones, Smartwatches, cell phones, Google glasses and/or cybernetic implants of any kind. Don’t worry; if you stray a bit, I will make sure to immediately give you a gentle reminder, hopefully, without disrupting the rhythm of the session.

ATTENDANCE POLICY:
- Please, try not to be absent…I understand that unforeseen and uncontrollable situations sometimes arise, but it is your responsibility to stay on track with all assignments and submit them to BlackBoard on the date and time indicated in the Course Outline section of this syllabus. Therefore,

1. regardless of the unforeseen or uncontrollable circumstances. I will not accept late essays or assignments. Essays and Assignments submitted past the due date and time will be given a 0.
2. unless previously arranged, I will expect you to take the test if one is scheduled on the day you return to school from an absence. If you are absent for only the day of the test, I will expect you to take the test the day you return to school.
3. In general, tests will be made up after school and outside of normal class hours. Please contact me if other arrangements need to be made.
4. For planned field trip absences, all work must be turned in before the missed class. Tests must be taken in advance, unless arrangements are made with me prior to the absence.
5. For further clarification of absences, please refer to the Student Handbook.

GRADING STANDARDS FOR ALL ESSAYS

I. Excellent / Superior (A-B)

Note: Although "A" and "B" essays possess many of the same features, the style, originality and level of excellence of the "A" paper is exceptional.
Preparation: The student adapts his thinking to the form and requirements of the assignment and develops his paper through preliminary outlines and drafts.
Content: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its supporting ideas clearly and logically.
Development: The essay engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the essay's main idea without being repetitive and/or simplistic. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.
Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.
Diction: The language is distinctive, fresh, economical, and precise.
Grammar and Punctuation: Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.
Appearance: The student has carefully proofread and correctly documented the essay. The student will type essays using Times New Roman 10-12 pt. font using one-inch margins and double spacing throughout (no triple spacing between paragraphs).

II. Average (C)

The "C" essay is clear, competent, and controlled, but its style and originality are undistinguished.
Preparation: The essay contains evidence of at least one preliminary draft. The topic and content are clearly and competently adapted to the assignment.
Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail is occasionally repetitious, irrelevant, or sketchy.
Development: The plan of the essay is recognizable, but not developed or not consistently fulfilled. The essay might be disproportionately developed or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, or monotonous. The paragraphs are unified, coherent, and usually well developed.
Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.
Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial.
Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.
Appearance: The “C” essay conforms to the guidelines established for the superior paper.

III. Unsatisfactory (D-F)
Though “D” and “F” essays share the same faults (such as inadequate development or absence of a discernible thesis), the “F” paper exhibits an obvious breakdown in style and structure.
Preparation: The student's ideas do not relate to the specific assignment, and there is little evidence of a preliminary draft.
Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, or aimless.
Development: The essay lacks clear and orderly stages and fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.
Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, or redundant.
Diction: The level of language is inappropriate to the subject.
Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer’s ideas.
Appearance: An illegible presentation is always a liability.
Plagiarism: An essay containing plagiarism will earn a failing grade.
2018 Fall Syllabus
**All content subject to change. I reserve the right to amend this syllabus as necessary.

August 13/14 – ½ days

- **Course Expectations** and **Syllabus** are on Blackboard. Turn in signed Course Expectations document next class.
- Follow me on Twitter - @BLNEHS ... one never knows when extra credit points will be offered via social media {**This is a Bishop Lynch-associated Twitter account. I will not follow you back while you are a student at Bishop Lynch. This account is used to disseminate information for NEHS and my own classes.}

- **Group Activity** – The Power of Words
  1. Watch and discuss the following video, entitled *The Power of Words* - https://www.youtube.com/watch?v=Hzgzim5m7oU
  2. In groups of three (3) or four (4), create a short film (between 1-2 minutes in length) concentrating on one of the following themes:
     a. The Power of Spiritual Belief
     b. The Power of Community
     c. The Power of Personal Conviction
     d. The Power of Personal Identity
     e. The Power of Dreams (syn. to goals, not sleep activity)
     f. The Power of Aged Wisdom
     g. The Power of Words
  3. ALL groups must storyboard, thus each group should know how the finished product is supposed to look prior to filming. Use paper or www.storyboardthat.com
  4. ALL groups have only today and the first fifteen (15) minutes of next class to have films completed and either sent to my email (stuart.kantor@bishoplynch.org) or posted to Twitter (tag @BLNEHS.)

- **Found Poem** for each class on posterboard. Explanation: In different locations around the room, I have placed a posterboard, one for each class. Each class is responsible for creating a Found Poem; in other words, each student must take a line / phrase / word from any page of *The Alchemist* and add to the existing lines to create an original poem. Each student is responsible for at least one (1) addition to his or her class’s respective poem; no student may add more than three (3) lines to the poem.

- **HW**
  o Communicate with your group members to make progress on the Power of ... video.
  o Index card for walk-up song.

- **Objectives**
  o Assess the model video (*The Power of Words*) as it relates to the creation of students’ own videos.
  o Via student collaboration, conceptualize and depict themes from *The Alchemist* utilizing video and original scripts.
  o Extract and create a new piece of literature utilizing existing text (Found Poem.)
August 15/16 – (15th Mid-Day Schedule)

- Collect signed Course Expectations page.
- Groups convene for ≤ 15 minutes to complete *The Power of ...* videos and upload.
- Watch and critique videos and their relation to the text of *The Alchemist*.
- Lay groundwork for Harkness Table Discussions. Eight students will enact a Table Discussion based on an accompanying article related to *The Alchemist*. (The Harkness Discussion Table is a methodology we’ll use often throughout the remainder of the school year with varying methods of assessment and activities for those not at the table.)
- HW
  - Familiarize oneself with *The Alchemist* study questions on Blackboard: Course Content → The Alchemist → Study Questions.
- Objectives
  - Critique and evaluate original videos based on a theme from *The Alchemist*
  - Establish foundation for Discussion Tables, student-led explorations of text and related ideas

August 17/20 – (17th Friday Schedule)

- Each student will be assigned a number, 1-17. These numbers represent the stages of Joseph Campbell’s Hero’s Journey (see link above.) (Depending upon the number of students in the class, it may be necessary to assign multiple students to an individual stage.)
- Based on each student’s assigned number and correlation to a stage of the Hero’s Journey, the following is to be accomplished:
  - Create a PowerPoint / Prezi / Google Slides presentation depicting Santiago’s (*The Alchemist*) journey parallel to the assigned stage of the Hero’s Journey.
  - The presentation format **must** include:
    - Slide 1: Title page with artwork (your name, stage and representative artwork)
    - Slide 2: Explanation of your Hero’s Journey stage**
    - Slide 3: One (1) quote and one (1) example from the text that support your explanation
    - Slide 4: Explanation of Why this stage is important for the reader to understand**
    - Asterisks** next to any part mean you are not allowed to use more than three (3) words on the slide. Substitute words with pictures. A direct quote from the text is the exception. This will force you to look at the audience and not the SmartBoard.
    - This counts as the semester’s first quiz, and it’s timed. Work smart, work fast.
  - Upload presentations to [blecture@gmail.com](mailto:blecture@gmail.com) – this email allows for easy opening of Google Slides.
HURRY – YOU HAVE ≤ 20 MINUTES TO ACCOMPLISH THIS TASK.
PRESENTATIONS TO FOLLOW.

- **HW**
  - Familiarize oneself with *The Alchemist* study questions on Blackboard: Course Content → The Alchemist → Study Questions.

- **Objectives**
  - Describe the relationship between a stage of the Hero’s Journey and a stage of the protagonist’s (Santiago’s) journey in *The Alchemist*
  - Illustrate the traits of one’s Hero’s Journey’s stage with that of the protagonist via (Santiago) a detailed presentation to one’s peers

### August 21/22 – (22nd Activity Schedule)

- **Test** – *The Alchemist*
- **HW**
  - None 😊
- **Objectives**
  - Answer – recall – facts from the novel *The Alchemist* for one’s first major assessment of the school year. This is part of the test. The remainder of the test is essay, by which students must provide analysis for one of three (3) prompts asking them to delve beneath the surface of the plot.

### August 23/24 – (24th Friday Schedule)

- This assignment satisfies an Eastfield requirement regarding rhetorical writing.
- Select one of the pictures / photographs provided and commence research and the process of paper construction. The Rough Draft is due for editing on September 11/12 with the Final Draft due on September 13/14 (prior to Senior Retreat.)
- **HW (for August 29/30)**
  - Read / finish / re-read / become acquainted with – *1984*
  - Scour the Internet to find a political meme. Then enter the Discussion Board tab on Blackboard. The Discussion Board will be titled “Political Memes.”
  - Upload your political meme and provide commentary on why the meme attracted you. You are now half-done. To complete this task, you must respond to someone else’s post of his / her meme. ALL comments must adhere to the Bishop Lynch Code of Conduct. No derogatory remarks. You are to comment with the utmost tact and professionalism. This Discussion Board activity will provide the catalyst for discussion on August 29/30 → two (2) class periods from today. DO NOT procrastinate.
o One-third of you will read How ‘1984’ Can Decode Trump’s 1st 100 Days by Alexander J. Urbelis. One-third of you will read Orwell’s ‘1984’ and Trump’s America by Adam Gopnik, and one-third of you will read No, Trump is Not Like Orwell’s ‘1984’ by Michael Weiss. The articles are under Blackboard’s Course Content tab. There is no writing associated with the reading of the articles; read them, and be ready to discuss. ***I am not making a political statement or exposing my political alliances by choosing three articles that comment on Trump’s presidency in comparison to Orwell’s 1984. Regardless of the president and his political affiliation, the comparisons have been drawn; in that regard, let’s discuss them like adults. You can decide for yourself to agree with or rebuke the findings.

• Objectives
  o “Discuss at least two sides of an ethical choice to be made.”
  o “State a position on the issue with more detailed explanation and/or reasons for the position and addresses objections to their positions.”
  o “Identify consequences and demonstrates a sophisticated understanding of the scope, complexity and/or magnitude of the consequences.”
  o {The three objectives above are stated Eastfield objectives.}

August 27/28
• Library
  o Work on Visual Analysis Writing Assignment: Personal & Moral Responsibility
    ▪ Research
    ▪ Writing of the paper

• HW
  o Discussion Board on Political Meme
  o Be ready to discuss 1984
  o Read assigned Trump / 1984 article

• Objectives
  o Utilize the Library for scholarly research
  o Receive instruction on writing Visual Analysis paper – critical insight and intellectual depth
August 29/30 – (29th – Activity Schedule / Club Fair)

- At three of the white boards, each of the articles should be dissected. What did you learn from the articles in their comparisons to 1984? What key words / phrases stand out?
- “Political Memes” Discussion Board discussion (from the Department of Redundancy Department)
- **Watch United States of Secrets Part I on PBS.org’s Frontline:**
- **HW**
  a. Index card – **Winston Smith Diary Entries** due next class
  b. You’ll be provided a 4” x 6” index card upon which you are to compose notes about Winston Smith based solely on the text of his Diary Entries. The Diary Entries can be found on Blackboard in the 1984 folder. No other part of the novel may be considered when discussing Winston. You are to psychoanalyze the character of Winston Smith solely from the language, both content and structure, of his Diary Entries.
  c. Concepts to Consider regarding Winston Smith’s Diary Entries:
     1. Winston’s perception of self
     2. Winston’s perception of society
     3. Winston’s perceived role in society
     4. Winston’s physical and emotional connections to people and things around him
     5. Winston’s psychological condition
     6. Winston’s internal conflict and attempt at resolving this conflict
     7. Winston’s epiphany of self
     8. Winston’s formatting of his entries
- **Objectives**
  o Dissect an argument from a valid media source and draw comparisons / contrasts to our current government administration with the text 1984
  o Identify patterns and draw conclusions from the opinions of the media to the text of 1984 and our current government administration, keeping in mind both a professional attitude and the non-promotion of a political stance

August 31/4 – (31st – Last-Period Assembly)

- Qualities of a Dystopia
- **Discuss 1984 with Winston Smith’s Diary Entries as catalyst via Discussion Tables**
- Language in 1984 – Perception = Reality: Slogans, Ministries, doublethink!
- **Discuss First Research Paper → due October 25/26**
- **HW**
  o On the same paper, provide responses to the following two (2) prompts: 1. The Last Man in Europe; 2. What did Orwell leave out? Adhere to all MLA / Tao of Composition rules relating to headings, margins, etc.
  o **Discussion Board: Toppling Saddam.** Discussion Board closes September 10th at 10 p.m. CST. Complete instructions are provided on Blackboard.
- **Objectives**
For conclusions as to Winston Smith’s character based on his diary entries.
- Discuss “open” topics for research paper and stages through the due date.
- Evaluate the power of Orwell’s language and its influence on our reality.

***September 3rd – Kantor’s 54th Birthday! (That’s 378 in cat years!)***

September 5/6 – (5th – Activity Schedule)
- Discuss The Last Man in Europe, and What did Orwell leave out?
- Characteristics of Propaganda
- Compare Winston’s dystopian society with that of the following: http://www.pbs.org/wgbh/frontline/article/revisiting-tiananmen-square-it-might-be-a-parade-or-something/
- Continue discussion of 1984
- HW
  - Discussion Board: Toppling Saddam. Discussion Board closes September 10th at 10 p.m.
  - Watch The Wave on YouTube – https://www.youtube.com/watch?v=JFnH1c91d9Q. This is based on real events in a Palo Alto, CA high school classroom in 1967.
  - Twenty-question (20) QUIZ next class: ALL notes related to 1984, dystopia, propaganda are quizzable. This quiz will be on Blackboard, a mix of MC / TF.
- Objectives
  - Understand characteristics of propaganda and its relevance to our society.
  - Compare 1984’s fictional world to the real world of Tiananmen Square.
  - Hypothesize on textual items Orwell does not elaborate upon.

September 7/10 – (7th – eDay; 10th – Progress Reports)
1. Quiz – ALL notes to this point are quizzable
2. Discuss The Wave
3. Continue 1984 Discussion
- HW
  - Read: Pyongyang Myth-Builder Step it Up, a Wall Street Journal article. This article will be the basis of your timed, in-class writing assignment on September 13/14. The article is on Blackboard.
  - Don’t forget: The Toppling Saddam Discussion Board closes at 10:00 p.m. CST on September 10th.
• Objectives
  o Assess knowledge on facts related to 1984, dystopias and propaganda.
  o Relate events of 1967 to current society and speculate on its ability to happen again.

September 11/12 – (11th – Jesuit College Night; 12th – Activity Schedule)
• Edit Visual Analysis Writing Assignment: Personal & Moral Responsibility
• Discuss Toppling of Saddam from Discussion Board
• Final Draft of Visual Analysis Writing Assignment: Personal & Moral Responsibility due next class
• HW
  o Final Drafts of Visual Analysis papers due: Bring a hard copy to class.
• Objectives
  o Examine claims and support for Visual Analysis paper.
  o Based on observations of Toppling of Saddam video, discuss media’s role in manipulation of and presentation of truth and its responsibility.

September 13/14 – (14th – Friday Schedule)
• Hard Copies of Visual Analysis Writing Assignment: Personal & Moral Responsibility due
• In-class timed writing on the article Pyongyang Myth-Builders Step it Up
  o Thirty (30) minutes to write
  o Ten (10) minutes to peer edit
  o Ten (10) minutes to revise and upload to Blackboard via SafeAssign
• HW
  o Senior Retreat – after Senior Retreat, Ignorance is Strength 1984 Test
• Objectives
  o Construct an argument by developing a claim comparing the Pyongyang myth builders to both the text of 1984 and our society.

September 16-17 – Senior Retreat

Circa 1982
September 18/19 – (19th – Activity Schedule)
- Ignorance is Strength 1984 Test
- *V for Vendetta* – movie-viewing experience commences September 20th / 21st
- **HW**
  - You must have access to the screenplay for the film *V for Vendetta*. You will use this screenplay for any In-Class Collaborative Exercises.
- **Objectives**
  - Demonstrate knowledge of 1984 and peripheral information regarding dystopian societies, propaganda, etc.

September 20/21 – (21st – Friday Schedule)
- Access your copy of the screenplay for the film *V for Vendetta*.
- **View** – Part I *V for Vendetta* – Follow along with the screenplay and highlight quotes that relate to *The Paradox of Relativity*: One Person’s Utopia is Another’s Dystopia, and One Person’s Dystopia is Another’s Utopia; Therefore, both a Utopia and a Dystopia Simultaneously Exist Relative to the Person’s Perception.
- **HW**
  - **Discussion Board** – You will be responsible for two discussion board posts:
    - Using the highlighted portions of the screenplay, *V for Vendetta*, develop one original response to the above syllogism on the Paradox of Relativity. Your original response and reflection on another student’s post must be in the form of a well-reasoned, logical response whose structure reflects the Three Essential Questions, What? (Major Premise) How? (Minor Premise) Why? (Conclusion). Discussion Board posts must be submitted quickly as discussion takes place next class. If you wait, you will lose out.
- **Discussion Board closes September 23rd at Midnight CST.**
- **HW**
  - Prepare to present Discussion Board posts and/or responses.
- **Objectives**
  - Early stages of constructing an argument / claim based on 1984 & *V for Vendetta*, leading to a Tao of Composition-style research paper.

September 24/25
- **Present – Discussion Board** on the Paradox of Relativity – You will present either your original response or your response to another student’s post. During the presentation, you must identify and discuss the use and logical relevancy of the Three Essential Questions, What? (Major Premise) How? (Minor Premise) Why? (Conclusion) used in the post.
- Access your copy of the screenplay for the film *V for Vendetta* to watch Part II
• HW
  o Don’t lose your copy of the V for Vendetta screenplay.
• Objectives
  o Stating and interpreting either one’s Discussion Board post and/or response.

**September 26/27 – (26th – Activity Schedule; 27th – Mid-Day Schedule)**
• Access your copy of the screenplay to finish the film V for Vendetta.
• View – Part III V for Vendetta -- Follow along with the screenplay and highlight quotes that relate to The Paradox of Relativity and your intended research.
• HW
  o None 😊
• Objectives
  o Drawing connections between two (2) dystopian texts toward the creation of an original research paper.

**September 28/1 – (28th – Half-Day Schedule; Fair Day)**
• Research Paper Reminiscence → General Topic Generation, Primary Sources, Outline, Thesis ¶
• Discuss one (1) JSTOR ASE Source for this Research Paper
• Discuss → Turn-in dates: WIK/WIWTK → Outline → Rough Draft → Final Draft
  o WIK/WIWTK = October 9/11
  o Outline = October 17/18
  o Rough Draft = October 23/24
  o Final Draft = October 25/26
    ▪ On the day you turn in your final draft, you must also email and/or upload the JSTOR ASE Secondary Source work.
• HW
  o Possess materials to work in the Library on one’s research paper
• Objectives
  o Establish the major stages and due dates for Research Paper.
  o Understand the JSTOR ASE (Author-Summary-Evaluation) Paper as a significant component of the research paper.

**October 2/3 – (3rd – Activity Schedule)**
• Library → work on initial research regarding 1984, V for Vendetta and The Wave
• HW
  o Prepare WIK/WIWTK Presentations for October 9/11
• Objectives
Discover scholarly Secondary sources for one’s research paper
Create of one (1) JSTOR ASE-certified scholarly source

October 4/5/8 – (5th – Founders Day; neither A nor B day)
- Library ➔ Continue developing Outline & WIK/WIWTK documents toward completion of first research paper
- HW
  - Complete one’s WIK/WIWTK document for presentation next class. Upload to Blackboard via SafeAssign. You may have the WIK/WIWTK document open on your laptop during your presentation.
- Objectives
  - Applying critical analysis, insight and logical reasoning to the development of a research paper Outline and WIK/WIWTK document

October 9/10/11 – (10th – National Testing Day)
- WIK/WIWTK Research Paper Presentations
- HW
  - Possess materials necessary to develop one’s research paper Outline.
- Objectives
  - Articulate one’s position / claim to one’s research paper based on WIK/WIWTK, thus allowing for a broad scope of Humanities-based research.

October 12/15/16 – (12th – No School; Ministries Conference; 15th – 2nd Quarter Begins)
- Library ➔ Research and develop Outline
- HW
  - Finish research paper Outline for editing next class in the Library
- Objectives
  - Compose an academic Outline adhering to Tao of Composition and MLA standards

October 17/18 – (17th – Activity Schedule)
- Library ➔ Outlines editing at beginning of the period; then continue research, develop and work on JSTOR ASE Source
- HW
  - Maintain materials for research
- Objectives
  - Compose an academic Outline adhering to Tao of Composition and MLA standards
  - Create Author-Summary-Evaluation from a single JSTOR source related to one’s research paper
October 19/22 – (19th – Friday Schedule)

- Library → Continue research and work on JSTOR ASE Source
- HW
  - Research Paper Rough Drafts due for editing
- Objectives
  - Compose an academic Outline adhering to *Tao of Composition* and MLA standards
  - Create Author-Summary-Evaluation from a single JSTOR source related to one’s research paper

October 23/24 – (24th – Half-Day; P-T Conferences)

- Edit Rough Drafts of the Research Paper
- HW
  - Create Final Draft of Research Paper from editing of Rough Draft
- Objectives
  - Incorporate ideas from peers regarding the logical progression of ideas when editing one’s Rough Draft

October 25/26 – (25th – Half-Day; P-T Conferences; 26th – Friday Schedule)

- Final Drafts of Research Paper due – hard copies upon entering the classroom
- Introduction to the Eastfield-required writing assignment covering the rhetoric of documentaries
- HW
  - Bring earbuds / headphones
- Objectives
  - Explore the rhetoric of documentaries, including the strategic placement of camera angles. Rhetoric also includes what the documentarians leave out.

October 29/30

- Reiterate Eastfield-required writing assignment: PBS Frontline → analysis of a documentary
- All parameters for this writing assignment are posted to Blackboard. In essence, each student (or pair of students) will dissect a documentary from PBS Frontline or an equivalent valid source.
- Search and proclaim one’s documentary and understand fully the rhetorical analysis required.
- Commence watching one’s documentary with earbuds / headphones and ask questions for a full understanding of one’s task.
- HW
Finish watching one’s documentary. We will meet in the Library next class to work on this project.

**Objectives**
- Analyze a documentary for a myriad of rhetorical devices and techniques, including how the documentarians film their project; this project, then, combines what’s included, what’s left out and how the information is presented.

October 31/1 – (31st – Activity Schedule; 1st – Mid-Day Schedule)
- Library → Work on Documentary Presentation
- HW
  - Finish documentary assignment and prepare one’s presentation
  - All presentations must be emailed to bllecture@gmail.com
- Objectives
  - Provide students the opportunity to continue examination of a documentary based on the parameters of rhetorical analysis.

November 2/5 – (2nd – Friday Schedule)
- Documentary Presentations
- HW
  - None
- Objectives
  - Demonstrate one’s ability to transform the critical dissection of a documentary into a visual (static) presentation and convey the rhetorical techniques used to one’s peers.

November 6/7 – (7th – Activity Schedule)
- Documentary Presentations
- HW
  - Own Kazuo Ishiguro’s *Never Let Me Go*
- Objectives
  - Demonstrate one’s ability to transform the critical dissection of a documentary into a visual (static) presentation and convey the rhetorical techniques used to one’s peers.

November 8/9 – (9th – Last-Period Assembly)
- Introduce Kazuo Ishiguro’s *Never Let Me Go*
- HW
  - Read chapters 1-3
- Objectives
Introduce *Never Let Me Go*

**November 12/13**
- Quiz / Discuss chapters 1-3 *Never Let Me Go*
- Introduce Psychoanalysis project for *Never Let Me Go*
- **HW**
  - Chapters 4-6
- **Objectives**
  - Utilizing a combination of Discussion Tables and miniature timed-writings, explore the initial characterizations and speculate on motivations within *Never Let Me Go*
  - Establish an early thematic connection between *Never Let Me Go* and *Frankenstein*
  - Introduce a Psychoanalysis project → all requirements and parameters are posted to Blackboard

**November 14/15 – (14th – Activity Schedule)**
- Table Discussions first six chapters of *Never Let Me Go* focusing on a first-person narrative and the reliability of its narrator
- **HW**
  - Finish Part I of *Never Let Me Go*
- **Objectives**
  - Debate the reliability of a first-person narrator

**November 16/26 – (16th – Friday Schedule; 19th – 23rd – Thanksgiving Break)**
- Quiz / Discuss Part I of *Never Let Me Go*, Law-School style
- **HW**
  - Chapters 10-13 of *Never Let Me Go* for classes on November 29/30
- **Objectives**
  - Propose a series of questions at all levels – rote to critical analysis - Law School-style: four (4) students stand, one (1) is asked a series of questions at varying levels and proceed to the next students until all four (4) have been asked and answered. Continue with the next four (4) students.

**November 27/28 – (28th – Activity Schedule)**
- Work on Psychoanalysis Project
- **HW**
  - Chapters 10-13
- **Objectives**
  - Collaborate to make progress on the Psychoanalysis Project
November 29/30 – (30th – Half-Day Schedule)

- Quiz / Discuss chapters 10-13 *Never Let Me Go*
- In class, storyboard the first thirteen (13) chapters and be able to:
  - Explain Why you included certain scenes and dialogue
  - Explain Why you left out certain scenes
  - Cast the movie
- HW
  - Chapters 14-16
- Objectives
  - Visualize the text into movie format
  - Justify scenes included / deleted

December 3/4

- Quiz / Discuss chapters 14-16 *Never Let Me Go*
- HW
  - Chapters 17-20
- Objectives
  - Assess knowledge via Locate / ID-style questions on the next section of *Never Let Me Go*. The quiz questions and answers are the catalyst for discussion.

December 5/6 – (5th – Activity Schedule)

- Quiz / discuss chapters 17-20 of *Never Let Me Go*
- HW
  - Finish *Never Let Me Go*
  - Email me an idea, a phrase from the text, something inspired by the text that you want to discuss in more detail – and be ready to lead discussion
- Objectives
  - Explore and speculate regarding aspects of the text not detailed by the author but students are curious about

December 7/10 – (7th – Friday Schedule)

- Discuss ideas not detailed by the author but generated by the students.
- HW
  - Finish Psychoanalysis projects for next class
- Objectives
  - Student-led discussion on Topics within – or inspired by – the text thus far they want to know more about
**December 11/12 – (12th – Mid-Day Schedule)**
- Psychoanalysis Presentations
- **HW**
  - Study for *Never Let Me Go* test
- **Objectives**
  - Demonstrate the ability to advance valid psychoanalytic theories based on stated parameters related to the characters in *Never Let Me Go*

**December 13/14 – (14th – Friday Schedule)**
- Psychoanalysis Presentations
- **HW**
  - Study for mid-term
- **Objectives**
  - Demonstrate the ability to advance valid psychoanalytic theories based on stated parameters related to the characters in *Never Let Me Go*

**December 16 – (Review Day)**

**December 18 – 1A/1B Exams**

**December 19 – 2A/2B Exams**

**December 20 – 3A/3B Exams**

**December 21 – 4A/4B Exams – 1st Semester Ends**