Arts & Communication Division  
Fall 2018 – 3-credit hours  
ENGL 2322 – Sections _____ & _____  
Room 200 – Bishop Lynch Campus

TEXTS

Reference
✓ MLA Handbook latest Edition – 8th
✓ Tao of Composition – Storey and Kantor  
  https://www.teacherspayteachers.com/Browse/Search:tao%20of%20composition

Literature
✓ 1984 – George Orwell
✓ A Clockwork Orange – Anthony Burgess
✓ Atonement – Ian McEwan
✓ Beowulf – Seamus Heaney translation
✓ Frankenstein – Mary Shelley  
  o Rime of the Ancient Mariner – Samuel Taylor Coleridge [posted to Blackboard]
✓ Never Let Me Go – Kazuo Ishiguro
✓ The Alchemist – Paulo Coelho – Summer Reading
✓ The Picture of Dorian Gray – Oscar Wilde
✓ The Star / The Star – H. G. Wells / Arthur C. Clarke [posted to Blackboard]
✓ The Tragical History of Doctor Faustus – Christopher Marlow [posted to Blackboard]
✓ Waiting for Godot - Beckett

REQUIRED MATERIALS
✓ Binder with paper and pockets
✓ Laptop computer and charger
✓ Pens, including red
✓ Cloud-based storage (make sure your work is saved utilizing the cloud or Carbonite or some other backup feature)
✓ Positive attitude & patience!

OVERVIEW
AP / DE English IV is a college-level course and fulfills the English 2322 and 2323 requirements for Eastfield College. The course engages the students to view writing as a developed discipline, to value literature as an imaginative representation of truth or reality, and to see language as a symbolic process with literature as experience preserved.
in language. Students will be challenged to participate in intelligent discussions, foster a sense of personal and social responsibility sufficient to keep up with the individual workload, accept criticism from both the instructor and one’s peers, and have a sense of intellectual curiosity that accepts unresolved questions as starting points for further critical exploration into works of literature.

GOALS

Literature
1. To utilize literature as a mode of knowledge, as a way of developing our minds and as a way of exploring who we are and our relationship with the world.
2. To develop the critical thinking and life skills of questioning, analyzing and reasoning, in order to strengthen the concepts of written textual analysis.
3. To develop the imagination and realize the imagination’s power to convey truths and understand beyond those attained by analysis and reason alone, what Coleridge describes as ... “the living power and prime agent of all human perception ... a repetition in the finite mind of the eternal act of creation in the infinite I am” (The Statesman’s Manual, Chapter XIII).

Composition and Rhetoric
1. To fulfill the English 2322 and 2323 requirements for Eastfield College
2. To continue the study of vocabulary
3. To increase an understanding of literary devices and terms
4. To increase the use of critical thinking skills through textual analysis
5. To increase and enhance research skills
6. To increase and enhance the ability to process research in both oral and written forms
7. To further develop a writing style that is strong and convincing, yet expressive of the vision, perception and gifts unique to each student.

WRITTEN WORK
- ALL written work MUST contain appropriate corner headings as presented in the MLA Handbook and Tao of Composition.
- ALL class work handed in must be on loose-leaf paper, written in blue or black ink with legible handwriting and correct grammar, usage and spelling.
- ALL formal writing assignments are to be typed / word-processed unless otherwise stated. {A FAULTY COMPUTER ON YOUR PART IS NOT AN ACCEPTABLE EXCUSE ON MY PART. MAKE SURE YOU HAVE PAPER, INK, DISKS, MEMORY, ETC.}
- The form of all papers – spelling, sentence structure, grammar, usage, etc. – will affect one’s grade. Make sure you proofread and / or edit well.

QUARTERLY GRADES
- Tests – 30%
- Essays and Papers – 30%
- Quizzes – 20%
– Discussion Board – 10%
– Homework – 10%

SEMESTER GRADES
First Quarter = 40% Second Quarter = 40% Midterm Exam = 20%
Third Quarter = 40% Fourth Quarter = 40% Final Exam = 20% *

* Senior exemptions take place during the second semester. One must achieve a 90% or higher and miss no more than 4 days to be considered for exemption from the Final Exam. A tardy equals ½ an absence.

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 it 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.

ACADEMIC HONESTY & PLAGIARISM
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, words, without proper
documentation. For such an offense, a student will receive a zero on the assignment and
and 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. 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. If you
summarize, paraphrase or directly quote from an author, you must use the appropriate
documentation because the ‘idea(s)’ still belong to the author.

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://www1dcccd.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, student “Responsibility”) 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.

PRINTING ON CAMPUS
Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC)
will cost 5 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 your papers 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 https://www1.dcccd.edu/netmail/activate.cfm All students receiving financial aid must open a student NetMail account. You can check your NetMail by going to http://www.dcccd.edu/netmail/home.html

EMERGENCY & INCLEMENT WEATHER PROCEDURES: Eastfield
In case of emergency or inclement weather conditions, Eastfield staff and students should listen to KEOM-FM (88.5) as the primary media source. In partnership with the Mesquite Independent School District, Eastfield College Administration will notify KEOM immediately after a decision is made to cancel classes on any given day of inclement weather or for emergency purposes. Students may also monitor other local radio and television stations. The earliest an announcement may be broadcast on KEOM is 6:00 a.m.

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/. Telephone number: 972-613-1818.

FINANCIAL AID STATEMENT: Eastfield
If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that your repay financial aid funds.

STOP BEFORE YOU DROP
For students who enroll 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 6 courses during your entire undergraduate career unless the drop qualifies as an exception. The Eastfield College Advising center will give you more
information on the allowable exceptions. Remember that once you have accumulated 6 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.

ASSIGNMENTS
Tests – Tests, regardless of format, will be designed to allow you to demonstrate your processing of material covered; not that you’ve read, but that you’ve digested, understood and interpreted. Therefore, essay tests will give you the opportunity to express yourself and to show you have engaged your own thought process in comprehending the material. Creative thinking supported by the material covered and not patent, formulaic responses will be most rewarded.

ESSAYS and PAPERS
Papers will focus on your ability to present an analysis of the literary text. Organization and form is of utmost importance. Papers will develop topics that concern a work in its entirety; however, they are not exercises in broad generalizations and universal maxims. Instead, you must limit and define a topic in order to present a concise and well-defended argument. NOTE: I WILL NOT ACCEPT LATE PAPERS. PAPERS TURNED IN AFTER THE DUE DATE WILL RECEIVE A ZERO.
Critical essays are the stepping stones to larger scale writings, mainly research papers. Essays and Papers may include any of the following:
- In-class essays: formal assignments that will help you develop and enhance critical thinking skills of questioning, analyzing and reasoning.
- 1-page proposals to present a research paper idea: your ability to express clearly your intention in future research
- Research papers
- Homework essays as catalysts for discussion over a particular piece of literature

While some class time will be devoted to using the Bishop Lynch library for research, it is imperative that students research independently if they want to meet deadlines.

Participation – “n: sharing the activities of a group” … it is expected of a student earning college credit that he / she positively contribute to the overall quest for knowledge, that he / she builds upon the intellectual comments supplied by his / her classmates, and that he / she accept differing points of view, reactions and criticisms to a piece of literature or writing – including one’s own – in a mature manner.

CLASSROOM ENVIRONMENT / PROCEDURES
- During all classroom presentations – lecture, film, student-led discussions, etc. – students are expected to be attentive.
When the bell rings to signify the beginning of class, students are expected to be in their seats with only the appropriate text/s and work for that day on their desks.

Courteous behavior is expected at all times. Nothing less will be tolerated.

In general: A respectful attitude conducive to learning is expected at all times.

ABSENCES
- When it’s necessary to be absent, it is your responsibility to find out what has been missed and to hand in any assignments the following class period. (NOTE: A syllabus makes this quite easy.)
- If you are absent for the day of a test, I will expect you to take the test the day you return. You and I will make arrangements for time and location of the test.
- Further clarifications regarding absences should be checked in the Bishop Lynch Student Handbook.

TUTORING / INDIVIDUAL HELP
I will be available most mornings at 7:30 in my room should you need help or wish to discuss grades, papers, tests, etc. If this time does not work, please see me to set up a time. I can be reached at 214-324-3607 XT 4354 as well as my e-mail address: stuart.kantor@bishoplynch.org.

PS – I check my email far more than I do my voice mail!

I have read and will comply with all of the rules and procedures above.

Student Signature _________________________________
Our theme this year:

What does it mean to be human?

This is not an easy question to answer. Does it mean a sapient being with a conscience? One capable of deciding right versus wrong? Certainly too vague and not intrinsic to just the human mammal. How about self-aware? One capable of placing him or herself in the “here” and “now” with remembrance of the past and ambition for the future. This certainly distinguishes humans from most species, but not all.

Does the ability to pontificate, philosophize and create poetry (among other art forms) define us as human? Does our ability to acclimate to various racial, cultural, socio-economic groups make us human? Perhaps, but we’re not alone in this phenomenon.

That humans, over any other species on the planet, can change the physical landscape of planet Earth in a far more substantial manner than any other creature; does that define us? How about empathy? Do our tranquil and domesticated pets display empathy? Do they have a soul? Does the soul define us as human? Once again, too vague, as not all spiritual and religious belief systems believe in a soul.

When genocide occurs because one group has denigrated another to vermin, as less-than-human, is the victimized group, indeed, not human?

It’s impossible to distinguish that we are human because we inherit genes from our parents and forefathers; this is common to all species of animals.

So what makes us human?

Is Sophia, the AI robot granted citizenship in Saudi Arabia, human? Can the definition of human be malleable? As Sophia continues to learn and acquire ‘human’ characteristics, will we deem her, an advanced AI, as human? Will we even discern the difference between Sophia and anyone else?

There’s a lot to consider about our own species. Let’s begin the exploration.
At the beginning of each class, milliseconds after the bell rings, taketh out thy Philosophical Conundrum Book and respondeth to thy Conundrum of the Day.
**August 13/14 – ½ day**

- **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](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](http://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**
  - Communicate with your group members to make progress on the *Power of* ... video.
  - Study Narratology terms for a quiz on August 27/ 28 [Terms are posted on Blackboard under the Course Content tab.]
- **Objectives**
  - Assess the model video (*The Power of Words*) as it relates to the creation of students’ own videos.
  - Via student collaboration, conceptualize and depict themes from *The Alchemist* utilizing video and original scripts.
  - 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: 1 quote and 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 that 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 journey in *The Alchemist*
  - Illustrate the traits of one’s Hero’s Journey’s stage with that of the protagonist via 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 a variety of prompts asking them to delve beneath the surface of the plot.

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

- **Introduction to Full-Year Poetry Project.** The document containing the instructions is posted to Blackboard. Stage I due date = September 11 / 12.
- **Introduction to Narratology as another means to study literature.**
- **Commence Search for British Poet**
- **HW (for August 29/30)**
  - Narratology terms quiz next class.
  - 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.
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**
- Introduce full-year poetry project in which students analyze a common thread within a British poet’s body of work and create an original poem presented at the end of the school year. This original poem is presented via original film.
- Introduce Narratology – more techniques and devices to study literature.

**August 27/28**
- Narratology Terms Quiz
- Discussion Tables on *1984* passages
- HW
  - Discussion Board on Political Meme
  - Be ready to discuss *1984*
  - Read assigned Trump / *1984* article
- Objectives
  - Assess student’s knowledge of Narratology terms prior to their year-long implementation in our study / discussion of literature
  - Explore significant passages in *1984* through student-led discussion – Harkness-style

**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)


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

- Dissect an argument from a valid media source and draw comparisons / contrasts to our current government administration with the text *1984*
- 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
  - 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.
  - **Discussion Board:** *Toppling Saddam*. Discussion Board closes September 10th at 10 p.m. 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!)***

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**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/](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](https://www.youtube.com/watch?v=JFnH1c91d9Q). This is based on real events in a Palo Alto, CA high school classroom in 1967.
  - 20-question **QUIZ** next class: **ALL** notes related to *1984*, dystopia, propaganda, are quizzable
- **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.

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**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-Builders 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. on September 10th CST.
  - Stage I Full-Year Poetry presented next class.
- **Objectives**
  - Assess knowledge on facts related to *1984*, dystopias and propaganda.
  - 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)**

- Discuss *Toppling of Saddam* from Discussion Board
- Full-Year Poetry Presentations
- **HW**
  - Read: *Pyongyang Myth-Builders 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.
- **Objectives**
  - 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)**

- In-class timed writing on the article *Pyongyang Myth-Builders Step it Up*
  - Thirty (30) minutes to write
  - Ten (10) minutes to peer edit
  - Ten (10) minutes to revise and upload to Blackboard via SafeAssign
- **HW**
  - Senior Retreat – after Senior Retreat, Ignorance is Strength *1984* Test
- **Objectives**
  - 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.
  - 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
  - Don’t lose your copy of the V for Vendetta screenplay.
- Objectives
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
  - None 😊
- Objectives
  - Drawing connections between two 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 1 JSTOR ASE Source for this Research Paper
- Discuss → Turn-in dates: WIK/WIWTK → Outline → Rough Draft → Final Draft
  - WIK/WIWTK = October 9/11
  - Outline = October 17/18
  - Rough Draft = October 23/24
  - 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
  - Possess materials to work in the Library on one’s research paper
- Objectives
  - Establish the major stages and due dates for Research Paper.
  - 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
  - Prepare WIK/WIWTK Presentations for October 9/11
- Objectives
  - Discover scholarly Secondary sources for one’s research paper
o Creation 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.
- 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 in two class periods in the Library
- Objectives
  - Compose an academic Outline adhering to *Tao of Composition* and MLA standards

**October 17/18 – (17th – Activity Schedule)**
- Library ➔ Continue research, develop Outline and work on JSTOR ASE Source
- HW
  - Outlines edited beginning part of next class which meets in the Library
- 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
- We Shall Paint!
- HW
  - Read chapters 1-4 of *The Picture of Dorian Gray* for October 31 / November 1
- Objectives
  - Collective conscious painting as primer to Wilde’s *The Picture of Dorian Gray*.

**October 29/30**
- In-class writing: What Makes Us Human?
  - From the perspective of an outside observer to our species, what would it conclude, conjecture, hypothesize, etc. about the human species? If you do not have direct quotes, make sure your points are supported with specific examples from the following texts – *The Alchemist, 1984, V for Vendetta, The Wave*.
  - Thirty (30) minutes to write
  - Ten (10) minutes to peer edit
  - Ten (10) minutes to revise and upload to Blackboard via SafeAssign
- Discussion – What Makes Us Human?
- HW
  - Read chapters 1-4 *The Picture of Dorian Gray*
Objectives

- Engaging with this year’s theme – What Makes Us Human – in-class writing, providing students the opportunity to extract from the texts thus far in an effort to define our species from an outsider’s perspective

October 31/1 – (31st – Activity Schedule; 1st – Mid-Day Schedule)
- Quiz / Discuss The Picture of Dorian Gray chapters 1-4

November 2/5 – (2nd – Friday Schedule)
- Quiz / Discuss The Picture of Dorian Gray chapters 5-8

November 6/7 – (7th – Activity Schedule)
- Quiz / Discuss The Picture of Dorian Gray chapters 9-12

November 8/9 – (9th – Last-Period Assembly)
- Quiz / Discuss The Picture of Dorian Gray chapters 13-16

November 12/13
- Quiz / Discuss The Picture of Dorian Gray chapters 17-20

November 14/15 – (14th – Activity Schedule)
- Conference Room Dorian Gray discussion

November 16/26 – (16th – Friday Schedule; 19th – 23rd – Thanksgiving Break)
- The Picture of Dorian Gray Test

November 27/28 – (28th – Activity Schedule)
- Quiz / Discuss Never Let Me Go chapters 1-4

November 29/30 – (30th – Half-Day Schedule)
- Quiz / Discuss Never Let Me Go chapters 5-9
December 3/4
  • Stage II – Full-Year Poetry Project

December 5/6 – (5th – Activity Schedule)
  • Quiz / Discuss *Never Let Me Go* chapters 10-13

December 7/10 – (7th – Friday Schedule)
  • Quiz / Discuss *Never Let Me Go* chapters 14-16

December 11/12 – (12th – Mid-Day Schedule)
  • Quiz / Discuss *Never Let Me Go* chapters 17-20

December 13/14 – (14th – Friday Schedule)
  • Quiz / Discuss *Never Let Me Go* through the end

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