Course: ENGL 1302-2D05 (12728) for Lone Star College—Kingwood
English IV Dual Credit for Kingwood High School
Semester: January 2020-May 2020
Location: Kingwood High School, 2411
Credit Hours: 3 (Lone Star), .5 (KHS)

Instructors: Billy Albers (Jan-Mar), Hayley Forys (Mar-May)
Office Hours: Monday and Thursday B-Block Lunch
Phone: (281) 641-7226
E-mail: Billy.Albers@humbleisd.net
Hayley.Forys@humbleisd.net
Planning hour: 7th hour
Academic Lead Teacher: Lauren Kerbow, Lauren.Kerbow@humbleisd.net
Dual Credit Team: Keith Page, Keith.Page@humbleisd.net

Course Overview: English 1302 builds upon what students learned in English 1301, emphasizing more complex research, analytical, and rhetorical skills that are needed for their college courses, no matter what their major field of study may be. Students are prepared to write more advanced essays and research papers, and they are introduced to the formal study of texts selected from a variety of genres (historical, philosophical, political, literary, and ethnographical, among others). Students learn to develop and support cogent written arguments, utilizing proper rules of evidence-gathering to draw conclusions, to document sources, and to integrate citations using appropriate conventions of style (e.g., APA, CMS, MLA, etc.). English 1302 focuses on critical thinking and problem solving to shape and define content while also holding students responsible for the fundamentals learned in English 1301, such as familiarity with the traditional modalities of essay writing, mastery over sentence and paragraph construction, and the basics of English grammar and punctuation.

Prerequisite: Satisfactory completion of ENGL 1301 or its equivalent

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Learning Outcomes: Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
4. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

Core Objectives:
1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills: To include effective written, oral, and visual communication
3. Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility: To include the ability to connect choices, actions, and consequences to ethical decision-making
Course Texts
Andrea A. Lunsford: *Everything’s An Argument* 8th Edition
Sadlier *Vocabulary Workshop* Level H

Paperbacks
Carol Tavris and Elliot Aronson: *Mistakes were Made (But Not by Me)*
Aldous Huxley: *Brave New World*
Albert Camus: *The Stranger* (Translator Matthew Ward)

Teaching Resources
NoRedInk.com [grammar program]

Calendar
The instructor reserves the right to amend the schedule. Students need to keep up with all assignments whether present in class or not. All students will receive a detailed calendar. Graded assessments are indicated by bold font and labeled with an “S” for summative or an “F” for formative. Some formatives might be weighted double or half, in which case they will appear “2F” or “.5F”. The instructor reserves the right change these weights as the semester progresses according to the needs of the class.

Lone Star Deadlines
- **Payment due:** January 4 or ASAP (They will accept payments the first week of school.)
- **Official Roll Date:** January 27 (Fix all scheduling issues prior to this date.)
- **Drop Date:** The last day to drop a course and receive a “W” on your transcript is April 1. Students must complete the required paperwork and submit to KHS and LSCS.
- **Semester grades due:** May 12

Remind.com
I use remind.com in my class sparingly. Many times I will send out an electronic version of the homework or reading. Occasionally, I will contact students directly to schedule appointments. I suggest all students sign up, and I promise I will not badger you unnecessarily. Students will still need to demonstrate responsibility with deadlines and requirements. To participate, text @forys4dc to 81010.

Grading
- **Formative grades:** quizzes, informal seminars, grammar practice, reading checks, etc. 30%
- **Summative grades:** tests, papers, formal seminars, projects 70%

Lone Star College scale:
A = 100–90  B = 89–80  C = 79–70  D = 69–60  F = 59–0
Grades are reported by letter grade.

Kingwood High School scale according to HISD policy:
A=100–90  B=89–80  C=79–70  F= 69–0
Grades are reported by numerical value. No grade can account for more than 25% of a student’s average. Note that English IV DC will have only 3 summative grades per quarter in the first semester. *Note the discrepancies for the 60-69 range. Grades below a C will usually not transfer for credit to a 4-year university, though they will remain on your transcript and count towards your GPA. Should you find yourself in this range towards the drop deadline, you should weigh your options carefully and consider a “W” rather than a D or F on your transcript. Additionally, because the semester exams for LSC and KHS fall on different dates and require different exemption policies, the grade reported to the two institutions could potentially be different. This is particularly true in the spring semester when the final exam weeks differ greatly. Please be aware of this potentiality and know that the discrepancy cannot be amended.*
Semester Average
1st Quarter  40%
2nd Quarter  40%
Semester exam  20%

Lone Star College Statements (all links are active on the PDF on my website)
FERPA
Title IX
Academic Integrity
Academic Appeals
Disability Rights - ADA 504/508
LSC Campus Emergency Procedures
LSC Campus Carry Policy

Academic Freedom Statement
Dual credit courses are college courses. On college and university campuses, the free exchange of ideas is encouraged and expected. The same will be true in a dual credit course. Censorship of ideas or opinions runs counter to the openness of the learning environment and inhibits the development of critical thinking skills. Understand that students who enroll in dual credit courses may be exposed to, and will be expected to participate in, open exchanges of ideas, discussions, debates, and even class assignments concerning subject matter that is challenging, mature and/or representative of differing worldviews, just as they would on a college campus.

Lone Star College Services
Students enrolled in dual credit courses are given access to all student resources at the college campus including the following:
- Library Services (www.kclibrary.nhmccd.edu/index.html)
- Learning Center (www.kingwoodcollege.com/asc/ASC.html)
- Computer Lab
- Free student email
- Career counseling
- Academic planning and college resources
- Campus events

Academic Honesty Policy
Lone Star College - Kingwood expects every student to maintain a high standard of individual integrity for work done. Plagiarism is theft of another writer’s/speaker’s words or ideas, and work with plagiarized content will receive a zero. Plagiarism includes turning in another person’s paper as your own, lifting ideas and words from lectures or other media, copying word for word, or paraphrasing without documentation. When in doubt – document. All words and phrases taken directly from a source must be enclosed in quotation marks and be followed by internal documentation. All information that is paraphrased must be documented as well. A Works Cited page following MLA format must accompany all papers. All students have signed a statement acknowledging their compliance and acceptance of the rules. Consult your textbook for more detailed information on academic honesty. The penalty for any plagiarism at any time in the course is zero on the paper, possible disciplinary action at Kingwood High School, and possible suspension from Lone Star College. The principal, college, and parents/guardians will be notified. Plagiarism will also result in a student’s expulsion from any honor societies. Be advised that the college/school subscribes to an anti-plagiarism site called Turnitin.com to which all papers will be submitted, including drafts.

TurnItIn.com
Students maintain their own login and passwords. I do not have access to student login or passwords on TurnItIn.com. Once logged in, “join” my class using the following class codes and enrollment password.
Class ID#: 1st Period= 21821039
2nd Period= 21821045
3rd Period= 21821051
All enrollment passwords: mustangs
*Please update your enrollment in the correct class for any schedule changes. Mr. Albers needs a correct roster.

Class Policies
The instructors reserve the right to amend the following policies for individual circumstances. The instructors will comply with the policies of Lone Star College System, Humble ISD, and Kingwood High School

Attendance
You should be present and on time for all class meetings. Excessive absence could result in being dropped from the course. Class attendance is not optional; you must come prepared to contribute to the discussion of the work under study. Please be aware that if you are late or absent, you are held responsible for all material covered in class (lectures, discussions, specific instructions for assignments, etc.). I strongly suggest you “make a friend” with someone in the class who will help you with missed work. I will, of course, help you; however, I am not to be the first and only option. Whether you contact me and/or a classmate, you are responsible for all information and material covered in class. Always check the syllabus and website for dates, assignments, handouts, and other important information.

Late Work Policy
This course will comply with the Kingwood High School late work policy mandated by HISD. The only exceptions for the late work policy are writing workshops and NoRedInk. Those deadlines are firm, and work will be rewarded a zero or the earned grade at the time of deadline. For all other assignments, please see the late work schedule below.

<table>
<thead>
<tr>
<th>Late Days</th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>1 Day Late</td>
<td>-20 points</td>
<td>-20 points</td>
</tr>
<tr>
<td>2 Days Late</td>
<td>-40 points</td>
<td>-40 points</td>
</tr>
<tr>
<td>3 Days Late</td>
<td>-60 points</td>
<td>-60 points</td>
</tr>
<tr>
<td>4 Days Late</td>
<td>-80 points</td>
<td>-80 points</td>
</tr>
<tr>
<td>5 Days Late</td>
<td>Not accepted</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

Make-Up Work Policy
Students are expected to make up work missed while they were absent. They will be given full credit for work done that satisfies the conditions of the district policy for make-up work. Immediately upon returning to school, the student must contact teachers concerning arrangements for make-up work. Class work, including quizzes and tests, must be made up within a week of the absence. If you are absent for a reading check, the quiz must be taken before or upon your return to class. Students have one week to make up an assessment. Failure to make up work within the allotted time will result in a grade of zero. After a student has been absent for three days, the parent/guardian may request make-up work through the appropriate office designated by the campus. When an absence occurs, it is the student's responsibility to inquire about, complete, and return all required assignments. Students should expect to do more paperwork than those who were in attendance because it is necessary to make up for classroom experiences missed. When a student is assigned daily work, he/she must turn in work upon arrival to class after an absence. The student will have an additional day per day absent from class to turn in subsequent make-up work. Note that writing workshops cannot be “made up.” Deadlines are deadlines for out-of-class papers; writing workshops must be submitted via email no later than class time in which the workshop takes place. Failure to email the workshop paper will result in a zero. Final essays will be submitted to TurnItIn.com in the case of school absence. See “Essay Requirements” for further explanation.

Reassessment
Reassessment is not available in Advanced Placement courses or in any course in which Dual Credit is being offered.

Drop Policy
Students who are enrolled in an honors course will only be allowed to drop to the level course at the end of the 3rd week, the 6th week, and the first semester of the school year. For the 2019-2020 school year, the dates are August 30, September 20 and December 20 respectively. For LSC, you may also drop for a “W” by April 1.
Behavior
Misbehavior should not be a problem in a college course. However, if a student disrupts a class, he or she will be referred to a principal. The parent/guardian will be kept informed of any behavior problems. Inappropriate behavior includes, but is not limited to: extraneous conversation, sleeping, not taking notes, reading another book, disrespect and/or negative comments. Regardless of the classroom format, the student is expected to be prepared, to listen, to contribute, and to participate in an appropriate manner. This is a college class; mature behavior is not only expected, but it is required.

SILENCED cell phones and other devices should remain in your backpack or purse. Excessive inattention plagues the American populace… fight the urge! The following steps will be taken with device infractions: 1st offense: warning = infraction reported to house office, device goes into the testing pockets, and parent contact; 2nd offense: discipline referral reported to assistant principal, device goes into the testing pockets, and parent contact. MR. ALBERS RESERVES THE RIGHT TO AMEND THE CELL PHONE POLICY AS HE SEES FIT.

All students are expected to adhere to all KHS policies, which include punctuality and dress code. If you are not or appear to be not in dress code (including ID badges), I will send you to your AP. Don’t take it personally.

Class participation is expected at all times. This means you will be involved in discussion (sometimes graded), and you will demonstrate preparedness for each and every class meeting. Allow everyone an opportunity to speak, and if you are prone to shyness, remember that your opinion is worth being heard. Remember to acknowledge one another as equals, respecting others’ opinions even if you do not agree.

Emergency Procedures
Instructors and students will follow the emergency procedures outlined and practiced by KHS. KHS will hold Safety Days September 10-11 and will practice procedures monthly. Students should take these days and drills seriously. When on LSC campus, follow procedures outlined by that institution.

Essay Requirements
1. All essays written outside of class must be typed (and then printed) adhering to MLA guidelines. No written drafts will be accepted. I will not download or print for you, nor will I accept only electronic versions of your paper. Be prepared and plan for the worst-case scenario… inevitably your printer will run out of ink or jam the night before a paper is due. Have a contingency plan—and it may not include yours truly. All papers must be submitted electronically and physically to be scored.
2. To avoid a failing grade, papers must always meet the minimum word count requirements. All requirements listed in the instructions must be followed or the student will receive an “F.” Word counts do not include header, heading, title, or works cited. All papers should include a word count.
3. For analysis papers, the majority of the essay must be your thoughts and your thoughts alone. Consequently, you will cite only the primary source (if one is used). Attach a works cited page with full bibliographic information for each critical analysis.
4. For the synthesis (research) paper, documentation for both the primary and secondary sources must be parenthetical. MLA format is required.
5. Please be aware that for written work to be acceptable at the college level, it must fulfill all requirements; written work should be insightful, clear, and carefully crafted. Furthermore, acceptable work must be free of errors that distract and confuse. Processed papers should be virtually free of grammar and mechanical errors.
6. Writing workshops cannot be submitted for a late grade. Failure to submit a draft for a workshop will result in an irreplaceable zero. In college, deadlines are deadlines. The workshop day is designed to help you, but that activity is fruitless for you and your classmates if students do not bring their work. This activity cannot be done “late.” If you are absent for a writing workshop, submit your draft via email by class time in order to receive credit.
7. All papers and assignments are due at 7:25 a.m. on turnitin.com and must be submitted in hard copy at the start of class on the due date. If you are off campus for the entire day, including extracurricular activities, the paper must be submitted electronically to turnitin.com by 7:25 a.m. to be on time. A hard copy of the paper and the turnitin.com receipt are due the day you return to campus, whether you have English that day or not. If you are on campus for any part of the day, including extracurricular activities, the hard copy is due. It is your responsibility to get the work to me. Do not leave work in my box or under my door. Failure to comply will result in a late grade.
Dual Credit 1301/1302 Essay Rubric
All essays will be scored using this rubric. Keep these papers throughout the year to interpret your scores and reflect on your progress. Note that writing essays outside of class offers more resources to you (thesaurus, spell check/grammar help, fact checking, secondary sources, writing workshops, tutoring, etc.); therefore the level of over-all mastery is subject to higher standards.

This rubric is a companion to the Correction and Commendation Guide. The CCG helps you understand specifically how you received the score you did and how to improve. The rubric is why you received the score you did. The more commendations, typically, the higher the score. However, essays can be highly commended and strong without receiving an “A,” and a “C” can be well-written without being heavily corrected. Scoring is holistic, rather than deduction-based. Higher scoring essays in each category will incorporate all of the qualities listed, while lower scoring essays in the range may fail to achieve some of the criteria or do so in a less consistent manner.

A--Superior Essay (90-100) An essay in this category demonstrates clear and consistent mastery, although it may have a few minor errors. A typical essay will:
- effectively and insightfully develop a point of view on the issue/topic and demonstrate outstanding critical thinking, using appropriate examples and other evidence to support its position.
- asserts an effective argument in response to the prompt as well as demonstrates and awareness of audience
- be well organized and clearly focused, demonstrating clear coherence and smooth progression (transitions) of ideas. Sources/examples are smoothly woven into the text.
- essay is especially sophisticated and persuasive in its argument
- exhibit skillful use of language, using a varied, accurate, and apt vocabulary. The writer treats the subject seriously using formal language. Sentences are complete, clear, accurate.
- demonstrate meaningful variety in sentence structure, use sophisticated language to enhance the total effect of the essay
- be free of most errors in grammar, usage, and mechanics, but not necessarily flawless

B--Strong Essay (80-89) An essay in this category demonstrates reasonably consistent mastery, although it will have occasional errors or lapses in quality. The essay will demonstrate the following characteristics:
- develops a point of view and demonstrates critical thinking, generally using appropriate examples, reasons, and other evidence to support its position.
- demonstrates an adequate argument in response to the prompt.
- the use of evidence is appropriate and sufficient
- essay is organized in a logical, clear, and controlled manner, and this organization lends itself to the effectiveness of the essay.
- exhibits facility in the use of language, using appropriate vocabulary. The writer treats the subject seriously. There are few slips in this area. Sentences are complete and accurate.
- demonstrates variety in sentence structure
- generally free of most errors in grammar, usage, and mechanics, though there may be lapses in diction and syntax.

C plus--Competent (75-79) These essays demonstrate adequate mastery with some lapses in quality. The essay will
- develop a point of view on the issue and demonstrate competent critical thinking
- the evidence or explanations may be uneven, inconsistent, or limited.
- be generally organized and focused, demonstrating some coherence and progression of ideas. However, it may at times be difficult to follow
- exhibits adequate but inconsistent control of language and generally appropriate vocabulary. For the most part, the writer uses formal language. There may perhaps be the occasional use of “you” or “I,” indicating a lack of control.
- demonstrate variety in sentence structure, though it may not be especially sophisticated.
- possess errors in grammar, usage, and mechanics, though the writer’s ideas are generally conveyed
C minus--Developing (70-74) The essay represents developing mastery of rhetoric and composition and is marked by ONE OR MORE of the following weaknesses:
- may develop a point of view and demonstrate critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position.
- thesis is often superficial and limited in scope
- demonstrates limits in organization or focus, or may demonstrate lapses in coherence and progression of ideas.
- lacks variety and demonstrates problems in syntax (sentence structure). Some unclear or confused sentences; the writer may shift back and forth between “You” and “I.”
- contains a number of grammatical and mechanical errors that distract from the message of the piece.
- demonstrates weak vocabulary and word choice (diction)
- demonstrates consistent lapses in the use of language, especially in sentence structure and variety

D--Inadequate (50-69) This essay represents little to no mastery and is flawed by ONE OR MORE of the following issues:
- the point of view is vague and limited, demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position
- thesis is superficial and inconsistently addressed
- the argument is underdeveloped and especially simplistic in presentation.
- poorly organized and/or focused, demonstrates serious problems with coherence or progression of ideas.
- displays very little control of language, using very limited vocabulary or incorrect word choice. The subject is not treated appropriately, with any seriousness. Overall, the work is simply not academic.
- demonstrates frequent problems in sentence structure
- contains errors in grammar, usage, and mechanics so serious that meaning is obscured.
- failure to address the prompt.

F--Unacceptable (50) This essay represents little to NO mastery and is severely flawed by ONE OR MORE of the following weaknesses:
- does not develop a viable or reasonable point of view, provides little to no evidence to support the claim
- lacks a central idea/thesis
- is disorganized or unfocused, resulting in an incoherent essay, displays little knowledge of the subject
- demonstrates severe flaws in sentence structure, word usage, etc.
- does not address the prompt or fails to show an attempt to adhere to the assignment guidelines
- contains excessive errors in grammar, usage or mechanics that persistently interfere with meaning.
## ENGLISH IV DC
### 2019-2020 CALENDAR

Bold=graded work; F= formative; S=summative

This calendar is subject to change. Please make changes to this calendar as they occur and check the website for the latest updates.

<table>
<thead>
<tr>
<th>January 6 RC @ 3</th>
<th>January 7</th>
<th>January 8/9 Verify @ 12BLUE THURS.</th>
<th>January 10 Pep Rally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Holiday</strong></td>
<td>Syllabus, Calendar Meet and Greet HW: Read <em>Mistakes Were Made</em> Intro-Ch. 1 by block day (51 pp.)</td>
<td>Discuss <em>Mistakes Were Made</em> Intro-Ch. 1 HW: Read <em>Mistakes Were Made</em> Ch. 2-4 by Jan. 21 (111 pp.)</td>
<td><strong>NoRedink Due @ 7:25 a.m. (.5F)</strong> Assign injustice research paper Topic acquisition HW: Read <em>Mistakes Were Made</em> every night next week!</td>
</tr>
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<thead>
<tr>
<th>January 13</th>
<th>January 14</th>
<th>January 15/16</th>
<th>January 17</th>
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<tbody>
<tr>
<td><strong>Library goal—Research Proposal (F)</strong> due at beginning of class; search sources, maintain research logs HW: Read <em>Mistakes Were Made</em> Ch. 2-4 by Jan. 21 (111 pp.)</td>
<td>Library goal—search sources, maintain research logs, begin compiling a works cited</td>
<td>Library goal—narrow sources, begin reading and annotating sources</td>
<td><strong>Working cited due by the end of the period (F)</strong> Library goal—complete physical annotations and research logs HW: Read <em>Mistakes Were Made</em> Ch. 2-4 by Jan. 21 (111 pp.)</td>
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<table>
<thead>
<tr>
<th>January 20</th>
<th>January 21</th>
<th>January 22/23 BLUE THURSDAY</th>
<th>January 24 End 3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Martin Luther King, Jr. Day Holiday</strong></td>
<td><strong>Mistakes Were Made</strong> Ch. 2-4 Quiz (2F) Discuss <em>Mistakes Were Made</em> Ch. 2-4 HW: Read <em>Mistakes Were Made</em> Ch. 5 (41 pp.) by January 27</td>
<td>Discuss <em>Mistakes Were Made</em> Ch. 2-4 HW: Read <em>Mistakes Were Made</em> Ch. 5 (41 pp.) by January 27</td>
<td>5 Research logs and physical annotations due (2F) Reading day HW: Read <em>Mistakes Were Made</em> Ch. 5 (41 pp.) by January 27; write research paper</td>
</tr>
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<thead>
<tr>
<th>January 27 IPR @ 1</th>
<th>January 28</th>
<th>January 29/30</th>
<th>January 31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discuss <em>Mistakes Were Made</em> Ch. 5</strong> HW: Read <em>Mistakes Were Made</em> Ch. 6 (34 pp.) by January 28; write research paper</td>
<td>Discuss <em>Mistakes Were Made</em> Ch. 6 HW: Write research paper</td>
<td>Writing Workshop: Research Paper First Full Draft (2F) You will be peer editing and conferencing with your instructor. Come with specific questions!</td>
<td><strong>Writing workshop and conferences continued</strong> HW: Read <em>Mistakes Were Made</em> Ch. 7-8 (72 pp.) by February 10</td>
</tr>
</tbody>
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<thead>
<tr>
<th>February 10</th>
<th>February 11</th>
<th>February 12/13</th>
<th>February 14 Pep Rally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holiday February 3-7</strong></td>
<td><strong>Mistakes Were Made</strong> Ch. 5-8 Quiz (2F) Discuss <em>Mistakes Were Made</em> Ch. 7 HW: Prepare for <em>Mistakes Were Made</em> Seminar</td>
<td><strong>Mistakes Were Made Seminar (S)</strong> HW: Prepare for <em>Mistakes Were Made</em> Seminar</td>
<td><strong>Mistakes Were Made Seminar (S)</strong> HW: Finalize research paper</td>
</tr>
<tr>
<td>February 17</td>
<td>February 18</td>
<td>February 19/20</td>
<td>February 21 End 6 Weeks</td>
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<tr>
<td>Research paper reminders</td>
<td><strong>Injustice Paper Due (S)</strong></td>
<td>Group Cartoon Analysis</td>
<td>Vocab WS Unit 4 Quiz (F)</td>
</tr>
<tr>
<td>Paper workday/troubleshooting</td>
<td>Introduction to Visual Analysis</td>
<td>HW: email instructor a video link to analyze (&lt;2min) link by 5 p.m. Feb. 24</td>
<td>Sample visual analysis</td>
</tr>
<tr>
<td>HW: Finalize research paper</td>
<td>HW: Read Ch. 14 “Visual Rhetoric” in <em>Everything’s an Argument</em> (both versions) by block day</td>
<td>HW: Finalize visual choice for visual analysis, bring in <strong>color copy</strong></td>
<td>Assign Visual Rhetorical Analysis</td>
</tr>
<tr>
<td><strong>February 24 IPR @ 1</strong></td>
<td>Sample video analysis</td>
<td>Turn in <strong>color copy</strong> of visual for approval</td>
<td>HW: choose a visual for the visual analysis paper</td>
</tr>
<tr>
<td>Practice writing visual analysis</td>
<td>HW: Finalize visual choice for visual analysis, bring in <strong>color copy</strong></td>
<td>Analyze student-chosen videos</td>
<td>Visual Rhetorical Analysis work day</td>
</tr>
<tr>
<td>HW: email instructor a video link to analyze (&lt;2min) link by 5 p.m. <strong>TONIGHT</strong></td>
<td><strong>Visual Rhetorical Analysis due (2F)</strong></td>
<td><strong>Visual Rhetoric Test (S): all multiple choice</strong></td>
<td>HW: study for visual rhetoric test</td>
</tr>
<tr>
<td>Review for test</td>
<td><strong>Visual Rhetorical Analysis due (2F)</strong></td>
<td>Review for test</td>
<td>Review for test</td>
</tr>
<tr>
<td><strong>March 2</strong></td>
<td><strong>Review for test</strong></td>
<td><strong>Visual Rhetorical Analysis due (2F)</strong></td>
<td><strong>Review for test</strong></td>
</tr>
<tr>
<td><strong>March 3</strong></td>
<td><strong>Visual Rhetorical Analysis due (2F)</strong></td>
<td>Review for test</td>
<td><strong>Visual Rhetorical Analysis due (2F)</strong></td>
</tr>
<tr>
<td><strong>March 4/5</strong></td>
<td>Review for test</td>
<td>Review for test</td>
<td>Review for test</td>
</tr>
<tr>
<td><strong>March 6</strong></td>
<td>Review for test</td>
<td>Review for test</td>
<td>Review for test</td>
</tr>
<tr>
<td><strong>March 16</strong></td>
<td>Neil Postman 1997 Language Prompt, Freudian theory</td>
<td><strong>Brave New World Chapter 1-2 close read and chalk talk</strong></td>
<td><strong>NoRedink Due @ 7:25 a.m. (.5F)</strong></td>
</tr>
<tr>
<td>Introduction to <em>Brave New World: Sunday Times</em> fun facts, what is dystopia?</td>
<td>Assign seminar requirements</td>
<td>HW: Read <em>Brave New World</em> Ch. 3-5 (56 pp.) by March 23</td>
<td><strong>Brave New World Chapter 1-2 close read and chalk talk</strong></td>
</tr>
<tr>
<td><strong>March 23 RC @ 3</strong></td>
<td><strong>Brave New World Reading Check: Ch. 1-5 (2F)</strong></td>
<td><strong>Discuss Brave New World Ch. 3-5</strong></td>
<td>HW: Read <em>Brave New World</em> Ch. 3-5 (56 pp.) by March 23</td>
</tr>
<tr>
<td>Discuss <em>Brave New World</em> Ch. 3-5</td>
<td>HW: Read <em>Brave New World</em> Ch. 6 (19 pp.) by block day</td>
<td>HW: Study VCWS Unit 6; read <em>Brave New World</em> Ch. 7-10 (47 pp.) by March 30</td>
<td>HW: Read <em>Brave New World</em> Ch. 3-5 (56 pp.) by March 23</td>
</tr>
<tr>
<td><strong>March 30</strong></td>
<td><strong>Brave New World Reading Check: Ch. 6-10 (2F)</strong></td>
<td><strong>Seminar prep day</strong></td>
<td><strong>Vocab WS Unit 6 Quiz (F)</strong></td>
</tr>
<tr>
<td>Discuss <em>Brave New World</em> Ch. 7-10</td>
<td>HW: Read <em>Brave New World</em> Ch. 11 (18 pp.) by block day</td>
<td>HW: Prepare for seminar</td>
<td>Reading Day</td>
</tr>
<tr>
<td><strong>March 31</strong></td>
<td><strong>Brave New World Reading Check: Ch. 1-11 and Modern Dystopia Seminar (S)</strong></td>
<td><strong>Brave New World Ch. 1-11 and Modern Dystopia Seminar (S)</strong></td>
<td>HW: Read <em>Brave New World</em> Ch. 7-10 (47 pp.) by March 30</td>
</tr>
<tr>
<td>April 1/2</td>
<td>HW: Prepare for seminar</td>
<td>HW: Read <em>Brave New World</em> Ch. 12-15 (43 pp.) by April 3</td>
<td><strong>NoRedink Due @ 7:25 a.m. (.5F)</strong></td>
</tr>
<tr>
<td><strong>April 3</strong></td>
<td><strong>NoRedink Due @ 7:25 a.m. (.5F)</strong></td>
<td>Discuss <em>Brave New World</em> Ch. 12-15</td>
<td>HW: Read <em>Brave New World</em> Ch. 16-18 (42 pp.) by April 6</td>
</tr>
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**Spring Break March 9-13**
<table>
<thead>
<tr>
<th>April 6</th>
<th>April 7</th>
<th>April 8</th>
<th>April 9</th>
<th>April 10</th>
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<tbody>
<tr>
<td><strong>April 6 STAAR WEEK</strong></td>
<td><strong>April 7</strong></td>
<td><strong>April 8</strong></td>
<td><strong>April 9 End 3 Weeks</strong></td>
<td><strong>April 10</strong></td>
</tr>
<tr>
<td><strong>Brave New World Reading Check: Ch. 11-18 (2F)</strong></td>
<td>Discuss <em>Brave New World</em> Ch. 16-18</td>
<td>Discuss LSC final exam presentations Review for test</td>
<td><em>Brave New World</em> Multiple Choice Test (S)</td>
<td>Good Friday Holiday</td>
</tr>
<tr>
<td>HW: review for test</td>
<td>HW: review for test</td>
<td>HW: review for test</td>
<td>HW: Read <em>The Stranger</em> Part 1 (56 pp.) by April 14</td>
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<thead>
<tr>
<th>April 13</th>
<th>April 14</th>
<th>April 15/16</th>
<th>April 17</th>
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<tbody>
<tr>
<td><strong>April 13 IPR @ 1</strong></td>
<td><strong>April 14</strong></td>
<td><strong>April 15/16 BLUE THURSDAY</strong></td>
<td><strong>April 17</strong></td>
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<td>April 20</td>
<td>April 21</td>
<td>April 22/23</td>
<td>April 24</td>
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<tr>
<td><strong>April 20</strong></td>
<td><strong>April 21</strong></td>
<td><strong>April 22/23</strong></td>
<td><strong>April 24</strong></td>
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<tr>
<td><em>The Stranger</em> Part 2 and Existentialism Quiz (2F) Discuss <em>The Stranger</em> Part 2 HW: Read Frankl excerpts by block day</td>
<td>Discuss <em>The Stranger</em> Part 2 HW: Read Frankl excerpts by block day</td>
<td>Viktor Frankl’s “Man’s Search for Meaning”</td>
<td>NoRedink Due @ 7:25 a.m. (.5F) Compare Existentialism across the texts we’ve read</td>
</tr>
<tr>
<td>April 27</td>
<td>April 28</td>
<td>April 29/30</td>
<td>May 1 End 6 Weeks; Pep Rally</td>
</tr>
<tr>
<td><strong>April 27</strong></td>
<td><strong>April 28</strong></td>
<td><strong>April 29/30</strong></td>
<td><strong>May 1</strong></td>
</tr>
<tr>
<td>Paper work day</td>
<td><em>Existentialism paper due (S)</em> Discuss presentations Gather sources HW: Read Ch. 15 “Presenting Arguments” in <em>Everything’s an Argument</em> (both versions by block day)</td>
<td>Library goal—narrow sources, begin writing annotated bib or script</td>
<td>Vocab WS Unit 8 Quiz (F) Library goal—write annotated bib or script</td>
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<tr>
<td>HW: finalize essay</td>
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<thead>
<tr>
<th>May 4</th>
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<th>May 6</th>
<th>May 7</th>
<th>May 8</th>
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<tbody>
<tr>
<td><strong>May 4 IPR @ 1; STAAR WEEK</strong></td>
<td><strong>May 5</strong></td>
<td><strong>May 6</strong></td>
<td><strong>May 7</strong></td>
<td><strong>May 8</strong></td>
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<tr>
<td>Library goal— finalize annotated bib or script</td>
<td>Library goal— prepare visuals for presentation</td>
<td>Presentations (S)</td>
<td>Presentations (S)</td>
<td>Presentations (S)</td>
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<tr>
<td>May 11</td>
<td>May 12 Grades due to LSC</td>
<td>May 13/14 BLUE THURSDAY</td>
<td>May 15</td>
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<tr>
<td><strong>May 11</strong></td>
<td><strong>May 12</strong></td>
<td><strong>May 13/14</strong></td>
<td><strong>May 15</strong></td>
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<tr>
<td>End of Year Celebration!</td>
<td>Discuss final exam Watch <em>I Am</em> and discuss</td>
<td>Watch <em>I Am</em> and discuss</td>
<td>NoRedink Due @ 7:25 a.m. (.5F) Discuss <em>I Am</em></td>
<td></td>
</tr>
<tr>
<td>May 18</td>
<td>May 19</td>
<td>May 20/21 BLUE THURSDAY</td>
<td>May 22 Graduation at 9 am Sat.</td>
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<tr>
<td>Prepare for final exam</td>
<td>Prepare for final exam</td>
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<td>May 25</td>
<td>May 26</td>
<td>May 27/28</td>
<td>May 29 RC @ 12; Verify June 1</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>Dead Day</td>
<td></td>
<td>UNDERCLASSMAN FINAL EXAM SCHEDULE</td>
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