

Instructor Information

Donna Cole

Office Number: JHS 306

Student Support Hours

Mondays - Thursdays 4:15pm - 4:30pm or by appointment

Email: coled@joshuaisd.org

Instructor CV

Curriculum Vitae

Instructor Information

- Name: Donna Cole
 - Title: English Instructor
 - Department: English
-

Post-secondary Education

University of Dallas, Irving, TX

- Graduate coursework in English and Humanities (27 hours completed).
- GPA: 3.7

University of Texas at Arlington, Arlington, TX

- **Master's Degree:** Educational Leadership and Policy Studies (2002)
 - GPA: 4.0
 - **Bachelor's Degree:** History, Magna Cum Laude (1996)
-

Teaching Experience

English Teacher

Joshua High School | *August 2021 – Present*

- Courses taught: English IV, English III, English II, Yearbook, and World Mythology
- RTI - EOC Remediation
- Students taught: On-level, Special Ed, 504, EB/LEP, and retained students
- TIA Recipient
- Secondary Teacher of the Month for Joshua ISD - September 2024

Adjunct Professor of English

Tarrant County Community College | *August 2015 – May 2019*

- Dual credit instructor and Weekend College faculty member
- Courses taught: ENGL 1301, ENGL 1302, ENGL 2328

English Teacher

Early College High School, Tarrant County College South | *August 2016 – May 2021*

- Dual Credit Instructor for ENGL 1301 and ENGL 1302
- Taught PAP English II, English III, and English IV
- Founded a chapter of United Voices for Change (UV4C)
- *2017-2018 Teacher of the Year*

English I Teacher

Joshua Ninth Grade Campus | *August 2015 – June 2016*

- Taught English I to a diverse student population

AP English Language and Composition Teacher

Aledo High School | *August 2013 – June 2015*

- Prepared students for AP exams and future college coursework
- Founded and coached a debate program with state-qualifying students
- Provided tutoring for STAAR, ACT, and SAT exams

STAAR EOC English I & II Recovery Teacher

Summit High School, Mansfield ISD | *2012 – 2013*

- Supported ELL and special education students in passing state exams

- Provided intervention for credit recovery and TAKS EXIT exam preparation

6th Grade English and Social Studies Teacher

Applied Learning Academy, Fort Worth ISD | 2009 – 2012

- Developed the Pre-AP 6th grade English curriculum for the district
- Rated TELPAS and organized student activities, awards assemblies, and field trips

8th Grade English Teacher

Crowley ISD | 1998 – 2009

- Served as department chair and member of the English Curriculum Committee

8th Grade English and American History Teacher

Harwood Jr. High, HEB ISD | 1997 – 1998

- Taught gifted/talented and regular students in English and American History

Catalog Description

"A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: six semester hours of composition or approval of the instructor."

Course Details

Lab Hours: 0.00

Lecture Hours: 3.00

Semester Hours: 48.00

Required Instructional Materials

Title: N/A

Additional Information:

You do not need a textbook for this course.

Objectives/Student Learning Outcomes

Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.

Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.

Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Method of Instruction

Face-To-Face

Methods of Evaluation

Course Grading

In this class, your grades will be based on daily work, exams, a major essay, and a final exam. Your grades will be weighted as follows:

- 50% Daily Work
- 20% Exams
- 10% Final Exam
- 20% Major Paper

Assignment Descriptions

Daily Work: Throughout the semester I will be assigning several "daily" activities. These activities may include but are not limited to: response to questions, minor writing activities, group work, in-class projects, writing process steps including peer review, in-class participation, and presentations. These assignments will be announced during class. Therefore, if you miss class, it is your responsibility to contact me to find out if you missed an activity.

Exams: You will take two exams during the course of the semester over material covered in class. Reviews will be provided.

Essay: You will be writing one major essay this semester. The essay will be 3-5 pages in length, written in MLA format: 12 pt. Times New Roman font, double spaced, with one-inch margins. Specific details for the essay will be provided in class.

Final Exam: The final exam will cover everything we go over in class. It will consist of multiple choice and matching questions.

Course Policies

Course Policies

Communication: If you need to communicate with me via email at coled@joshuaisd.org, please make sure to use your school account as I will not respond to personal email accounts..

Attendance: In this course, you are expected to contribute to class discussions and complete daily work. Excessive unexcused absences may result in failure of the course.

When you return to class, you must talk to me before or after class about any daily work you may have missed. The essay is due on the date posted regardless of your attendance. Failure to turn in the essay on time will result in late work penalties.

Late Work: Any assignment not turned in on time is subject to the late work policy:

- 1 calendar day late = 25 point deduction
- 2 calendar days late or more = 50 point deduction

Keeping Up With Your Grades: It is your responsibility to keep up with your assignments and keep up with your grades. If you notice that you are not doing well in class for whatever reason, it is your responsibility to contact me within a timely manner to see what you can do to bring your grade up. Don't wait until the last week of class to ask for help. This course ends on **December 11th, 2026**. After that date, it is too late to ask for help. After that date, it is too late to turn in any work that I have given you permission to turn in late. That is the cutoff date for the semester.

Plagiarism and Cheating: Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that in one's own writing work offered for credit. In other words, any time you paraphrase or quote someone else's words or ideas in your own paper, you must properly cite those words and ideas; otherwise, you are plagiarizing. If you attempt to properly cite your sources but do it incorrectly, you will lose points on the assignment. If you don't attempt to cite your sources at all, you will receive a zero for the assignment. Other examples of cheating and plagiarism that will receive a zero include, but are not limited to: using AI to generate parts or all of your paper, using AI to change the vocabulary in your paper, having someone to write your paper for you, working with another student on an essay and turning in nearly identical work, copying and pasting paragraphs from various websites into your paper with no form of citation, turning in the same paper an older sibling wrote, turning in a paper you wrote previously for another class, watching a YouTube video and transcribing it word for word into your essay without properly citing the video, copying someone's answers on daily work or exams, etc. If you cheat or plagiarize more than once in my class, your conduct will be reported to college administrators for possible further disciplinary action.

Generative AI Use in This Course

In this course, you may use generative AI tools only in the ways outlined below. Any use outside these guidelines constitutes academic misconduct.

- Allowed without citation: Basic grammar/spelling checks.
 - Note: If the grammar/spelling checker is recommending you change words or wording completely, you should not take that advice. I want to see your words, not words AI recommends for you. Developing your own voice is integral to this course.
- Allowed with citation: Any information you gain through basic research for an assignment.
 - For example, if you ask ChatGPT to define Romanticism, and you later quote or paraphrase that information in your work, you must cite it.
 - The in-text citation would look like this:
 - ("Text of Prompt, abbreviated if necessary").
 - Ex: ("Define Romanticism").
 - The Works Cited citation would look like this:
 - "Text of prompt" prompt. Name of Chatbot, Day Month version, Publisher of Chatbot, Day Month Year, Chatbot URL.
 - Ex: "Define Romanticism" prompt. ChatGPT, 16 January version, Open AI, 16 January 2025, chat.openai.com.
- Prohibited: Submitting AI-generated text as your own writing.

Student Conduct

- **Student Accountability** - All students are individually and collectively responsible for their behavior and are fully accountable for their actions. Lack of knowledge of specific policies will NOT be an excuse for breaking Hill College policy/procedure or State of Texas or federal law. Such behavior will result in disciplinary action, which can include fines, community service, probationary periods, suspension, and expulsions.
- **General Expectations of Conduct** - Each student shall be charged with notice and knowledge of, and shall be required to comply with, the contents and provisions of the College District's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Residents are expected to take care of and respect the facilities and equipment provided by Hill College. Consideration for others is the basic principle that will be followed by all residents. These rights carry a reciprocal responsibility in that each resident will respect these same rights for all others in return. There is ZERO TOLERANCE for drugs and physical fighting on campus.
- The Hill College Student Handbook can be found on the [Campus Life](#) page of the Hill College website.

Accommodations and Nondiscrimination

Federal law prohibits the College from making preadmission inquiries regarding a student's disability. Information regarding a student's disability, voluntarily given or inadvertently received, will not adversely affect any admission decision. If a student requires special services and/or accommodations because of a disability, the student must notify the Academic Advising and Success Center. This voluntary self-identification allows Hill College to prepare appropriate support services and/or accommodations to facilitate the student's learning. Confidentiality of the information will be maintained in accordance with the Family Education Rights and Privacy Act of 1974, as Amended (FERPA), and shared only with college officials with a legitimate educational interest in the information. To the extent reasonably appropriate, the college will provide special services and/or accommodations to qualified individuals with a disability in accordance with Section 504 the Rehabilitation Act, Americans with Disabilities Act (ADA), ADA Amendments Act, and Title IX.

Title IX

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX Coordinator. The College District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Tamy Rogers, Executive Director of Human Resources

Address 112 Lamar Drive, Hillsboro, TX 76645

Telephone: 254-659-7731

The College District prohibits discrimination, including harassment, against individuals based on age, race, color, religion, sex, national origin, disability, genetic information, or veteran status in the administration of its educational programs, activities, or employment policies. Retaliation against anyone involved in the complaint process is a violation of College District policy and is prohibited.

Disability Services/ADA

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Lizza Ross

Position: Vice President, The Student Experience

Address: 112 Lamar Drive, Hillsboro, TX 76645

Phone: (254) 659-7601

Students with qualified and documented disabilities may request accommodations that will enable them to participate in and benefit from educational programs, services and activities. Students should contact the Advising and Success Center for more details at 254-659-7650 for the Hill County

Campus, 817-760-5650 for the Johnson County Campus and Cleburne Technical Center or 817-295-7392 for the Burleson Higher Education Center.

Pregnant or Parenting Students

Hill College shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which the student held when the leave began.

Pregnant or parenting student liaison for current or incoming students:

Lizza Ross, Vice President, The Student Experience
112 Lamar Drive, Hillsboro, TX
76645
254.659.7601 or lross@hillcollege.edu

Critical dates

Start Date: Aug 24 2026

Census Date: Sep 9 2026

End of Semester: Dec 11 2026

Additional Information

Daily Schedule

The following is a tentative schedule for the semester. I reserve the right to make changes to this schedule as needed. Any changes to this schedule will be announced in class.

August 11th: Syllabus, Senior Snapshot, Google Log In

August 12th: Graduation Cap Design activity

August 13th: Notes - Britain v UK v England, Origins of English One-Pager

August 14th: One-pager discussion/notes, Begin Introduction to the Anglo-Saxon and Medieval Periods Group Project

August 17th: Complete project

August 18th: Project presentations and notes, Begin reading "The Story of the Volsungs"

August 19th: Questions over "The Story of the Volsungs" with group and class discussion

August 20th: Introduction to the Epic and Beowulf - Can literature make us more moral? The Human Condition

August 21st: Guide to Annotating Text, Beowulf - Grendel reading, notes and reflection

August 24th: Beowulf - reading, notes and reflection

August 25th: The Battle with Grendel - reading, notes and reflection

August 26th: Grendel's Mother - reading, notes and reflection
August 27th: Beowulf's Last Battle through Mourning - reading, notes and reflection
August 28th: Beowulf one-page response
August 31st: Role of Religion in Medieval Society - notes, Introduction to the Venerable Bede - reading and group discussion questions
September 1st: Kempe text - compare/contrast activity with Bede
September 2nd: Introduction to the Exeter Book - notes, "The Seafarer" and "The Wanderer" activity with groups - annotate and questions
September 3rd: Partner share poems from yesterday, Read "The Wife's Lament" and complete short-answer response
September 4th: Paston Letters Diary Activity
September 8th: Introduction to Chaucer and The Canterbury Tales, Begin trip activity
September 9th: Finish trip activity, Begin Prologue, Introduce Character Project
September 10th: Work on Character Project
September 11th: Finish Character Project
September 15th: Character Intros Gallery Walk
September 16th: In-Class Essay - What does the poem "The Canterbury Tales" teach us about the human condition?
September 17th: Ballad Activity
September 18th: Introduction to King Arthur - Real or Not? One-pager
September 22nd: "Sir Gawain and The Green Knight" - reading and questions
September 23rd: Is Honor Worth Dying For? Activity
September 24th: "Le'Morte d'Arthur" - reading and questions
September 25th: Review for exam
September 29th: Exam
September 30th: Introduction to the English Renaissance Project
October 1st: Work on project
October 2nd: Project Presentations and notes
October 6th: Introduction to Sonnets Activity
October 7th: "The Passionate Shepherd" and "The Nymph's Reply"
October 8th: Spenser's poems - academic paragraph
October 9th: Introduction to Shakespeare Activity
October 13th: Sonnet Group Work - Sonnets 18, 29, 116, 130
October 14th: Present sonnets and notes, Begin Sonnet #73 Slide Activity
October 15th: Complete Sonnet #73 Slide Activity
October 16th: Shakespearean Drama Terms, Macbeth Escape Room Activity
October 20th: Why Should You Read Macbeth? Video, Anticipation Guide Activity
October 21st: Macbeth Act I Scene I - Paradox Activity
October 22nd: Macbeth Act I Scenes 2-4 - Soliloquies, Asides, and Predictions
October 23rd: Macbeth Act I Scenes 5-7 - The Evil Queen
October 27th: Macbeth Act II - Symbols
October 28th: Macbeth Act III Scenes 1-3
October 29th: Macbeth Act III Scenes 4-6 - Ghosts and Witches
October 30th: Macbeth Acts 4-5 - Begin Group Teaching Presentations preparation

November 3rd: Continue Macbeth Teaching Presentations preparation
November 4th: Group teaching presentations of Acts 4-5, hand out prompt
November 5th: In-class essay over Macbeth
November 6th: The KJV Bible - history and readings
November 10th: Milton and "Paradise Lost"
November 11th: The Metaphysical Poets - Donne and Jonson
November 12th: Review for exam
November 13th: Exam
November 17th: Begin major essay - the prompt, the rubric, topic selection and brainstorming
November 18th: Writing a thesis statement
November 19th: Research - Using library databases, Valid and invalid sources, Avoiding plagiarism
November 20th: Finish research
December 1st: Outline
December 2nd: Rough draft - Internal citations and the Works Cited page
December 3rd: Rough draft
December 4th: How to correctly use AI for editing without plagiarising
December 8th: Peer review
December 9th: Polish and publish with self-assessment
December 10th: Review for final
December 11th: Final exam