

Hialeah Gardens High School's Cambridge Literature in English – Syllabus (9695)

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Cambridge Principles

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life. This course, Cambridge Literature in English – 9695 (AICE Lit), is accepted by universities and employers worldwide as proof of understanding and ability to communicate in English. The course is multi-disciplinary, with subject matter drawn from across the curriculum. In broad terms, this class enables students to:

- * use appropriate styles and registers for different contexts;
- * analyze a variety of complex texts in different forms and styles;
- * better understand language and its use to inform and persuade;
- * to read with understanding written material in a variety of forms, and to comment on its effectiveness;
- * write clearly, accurately and effectively for a particular purpose or audience.

Our AICE Approach:

Throughout the year, students will be charged with amalgamating the skills needed to succeed on not only the Cambridge Literature in English exam, but also at the university level and beyond. The lessons, and the knowledge and skills gleaned from them, will be applicable to and will transcend this exam to the themes and activities that will emerge in college coursework, as well as the challenges life presents. Therefore, AICE Literature in English will focus on the following objectives:

* *Relevant & Rigorous Readings* – Students will read works from various genres, time periods, and authors that are relevant to the world, other readings, and their own experiences and observations. Readings will require a critical approach and will include poems, short stories, novels, and plays.

* *Wide-Ranging Writing* – Students will write several types of papers: descriptive, persuasive, comparison/contrast, narrative, and, most importantly, analytical, argumentative, creative, descriptive, and perspective pieces. Not all writing assignments will be academic in nature; some writing activities will require students to share their fears, successes, and beliefs. Nonetheless, most writings will focus on analysis of the assigned readings.

* *Investigative Inquiry* – Students will be involved in their learning by asking and presenting questions, engaging in discourse, and seeking answers and resolutions to their queries. Through inquiry, research, and collaboration, students will construct new knowledge. In searching for knowledge, students will learn to seek resources and data on current events and past incidents that shape our history and world, their thoughts and ideas. This inquiry-based learning will encourage students to think outside the box and give them the confidence to attack complex ideas and issues

that arise in the curriculum, college, community, and the global society.

* *Engaging Elocution* – Students will learn to use rhetoric effectively (logos, ethos, and pathos) in delivering persuasive, informative, formal and informal speeches/presentations. They will also be trained to recognize when a speaker employs rhetoric and how they and audiences are being manipulated by it.

* *Gainful Grammar* – Students will study and develop a mastery of grammar, punctuation, and spelling (GPS). Writing gets lost when GPS is not calibrated! Fine-tuned GPS will help students succeed in a myriad of areas, including writing, the AICE Literature in English exam, the SAT and ACT, as well as future employment applications.

* *Valuable Vocabulary* – Students will increase their word power by learning Greek and Latin roots/prefixes, as well as other descriptive words. An extensive vocabulary will aid students' writing by making it come "alive" and will open doors down the road. Our words will be extracted from our various readings as well as SAT and ACT resources.

Cambridge International Examinations and the Cambridge Diploma

Although an awareness of the wider implications of particular issues will improve the quality of students' learning, AICE Lit is not a test of general knowledge. It evaluates students' abilities to communicate through written expression, the organization of their argument, the relevant details they use to support their argument, their level of GPS (grammar, punctuation, and spelling), their analyses, their freshness of expression, their creative flair, and their use of vibrant and vivid vocabulary, to name a few.

Cambridge AICE involves the selection of subjects from three curriculum groups – Mathematics and Science, Languages, and Arts and Humanities, in addition to the required Global Perspectives. AICE EL falls under the Language tier (and is, therefore, a requirement for the Cambridge diploma explained below). There are AICE tests offered during the year, and when students earn a passing score, they can earn AICE credits. AICE credits can be used in college and are applied to the Cambridge Diploma (in which they need a total of seven, with at least one from each curriculum group). This diploma entitles students to the 100% Bright Futures scholarship along with enriching experiences in high school, in college, and in the workforce.

Being in a Cambridge class, STUDENTS ARE REQUIRED to take the AICE exam in May or June! It is up to the teacher's discretion, nonetheless, whether or not to order an exam for a student. In the rare case that a student's grades and/or effort are not reflective of a prepared, mature literary critic, the teacher *will not* order an exam. Otherwise, a student who is scheduled to test but does not will have a financial obligation of \$120. There are no make-ups for this exam, so once the dates are solidified, plan on being there! Absences are unacceptable.

As an AICE student, you are required to pay a one-time fee of \$10 to assist with costs related to the program (despite the number of AICE courses in which you have enrolled). In other words, Juan who is enrolled in one AICE class will pay \$10 while Gabriela who is enrolled in four AICE courses will also pay \$10. Please pay the fee before the end of the month, and *keep your receipts* for later reference.

Summer Assignments

Summer work is not only a requirement for Cambridge students; it is a requirement for EVERY Gladiator. In addition to the school-wide summer reading of Sean Covey's *The Seven Habits of Highly Effective Teens*, we assigned summer reading for Lit students. If you did not read, annotate, and analyze the assigned poems and short stories and complete the accompanying essay assignments (detailed on www.aicegladiators.com), you have a *one-time courtesy* to submit your work late for a 15% point deduction. These assignments must be uploaded onto turnitin.com no later than 10:00 p.m. Friday, August 31st.

Furthermore, remember, by being in Cambridge, you receive three FREE college credits (if you pass the exam (that the school pays for...unless you do not show up for the exam); you receive TWO bonus points for your GPA; and you have the potential to receive an AICE Diploma which also affords you more scholarship opportunities. Plus, AICE Lit will earn you an additional three FREE college credits since it is an A-Level course. As Uncle Ben so wisely advises Peter Parker in *Spider-Man*, "With great power, comes great responsibility" ...and, oftentimes, more labor! You need to understand this, and you need to explain this to your parents, as opposed to whining about it.



Readings

Our reading comes directly from the Cambridge International Syllabus and is as follows:

- * Selected poems from *Songs of Ourselves 2*
- * Selected short stories from *Stories of Ourselves 2*
- * William Shakespeare's *Twelfth Night*
- * Tennessee Williams's *Sweet Bird of Youth*

Students are required to secure their own copies of *Twelfth Night* and *Sweet Bird of Youth*. Typically, these novels range from \$5-\$12. You can buy your own copy, bring in the money and we will order one for you, borrow one from a friend or a library, or find and print a PDF version; it is up to you!

Materials

For our English class, you will need a one-inch binder with five dividers. The first page of your binder will be an ASSIGNMENT TRACKING SHEET, second will be THIS SYLLABUS, and third will be the CLASS RULES. We will do UNANNOUNCED periodic binder checks. Your binder should be free of clutter, and all pages should be bound. You should also have plenty of paper, a few pens (blue or black) and pencils, and a set of highlighters or colored pencils: yellow, pink, blue, and green are musts. These items should be brought to class DAILY...and it would not hurt to have a supply of index cards and post-it notes at home.

We also need—and greatly appreciate—your assistance with classroom supplies. Please contribute ONE item listed below based on the first letter of your last name:

A-E: one ream of white copy paper

F-H: one pack of colored copy paper

I-K: one bottle of hand sanitizer

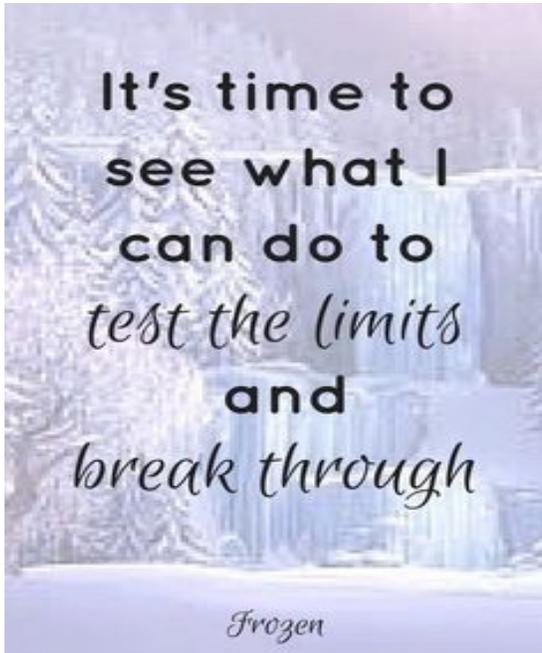
L-N: two packs of blue or black ink pens

O-Q: one box of disinfecting wipes (*not* baby wipes)

R-T: one pack of colored paper

U-Z: one ream of white copy paper

Our class website is the best way to stay informed of our goings-on. It is your RESPONSIBILITY to check it every day (or at least every other day) and that includes weekends! Be advised that our site is an extension of our classroom. The rules that apply in class also apply online. Furthermore, our class site is for all of our AICE English classes, but we have tabs for each level –Literature, Language, and Thinking Skills. The tab for our class can be found under the menu and is titled “Language.” Anything that pertains to EL alone will be found there. Anything that is for the good of ALL our AICE English courses will be on the homepage. While Remind is a great tool, do not rely on it to inform you of due dates or responsibilities.



Making the Grade

All grading is done on a point scale. Within a nine-week period, you will have 9-10 grades that make their way into the grade book. And each term, you will receive an assignment log identifying the specific assignments that will be graded so that you can read, study, and learn with the end in mind. Understand, nonetheless, that regardless of an assignment's point value, the value of the assignment does not change. Every assignment is vital for you in our classroom (or we would not assign it); as such, one grade will count as a “Preparation, Productivity, and Participation” grade comprised of daily goings-on, ranging from attentive involvement in class discussions to timely completion and submission of homework assignments.

There are no extra credit opportunities—with the exception, this year, of 2 no-restroom-bonus points. We will discuss this further in class Wednesday/Thursday.

Please keep in mind, if you end up with a grade that is at the high end of the scale, do not even think of asking to *up* your grade. With all the assignments and the support offered, if you do not earn a certain grade, you will not get it. It is not helping you at all if a teacher bumps-up your grade when you did not truly earn it. Sometimes, the greatest lesson you will learn comes from making a B or C! Avoid zeroes to make the most of the graded opportunities you have.