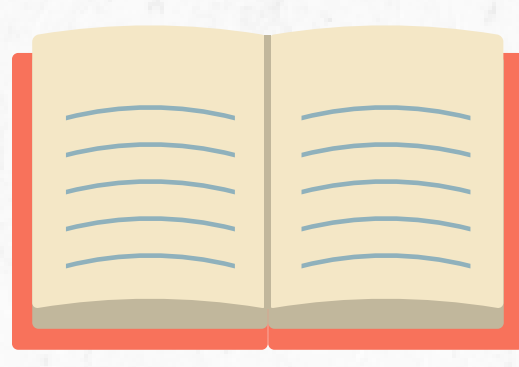


IGCSE & preBFI International English Literature

FALL 2022-SPRING 2023



Miss. Carpenzano

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COURSE DESCRIPTION

"TO BELIEVE YOUR OWN THOUGHT, TO BELIEVE THAT WHAT IS TRUE FOR YOU IN YOUR PRIVATE HEART, IS TRUE FOR ALL MEN—THAT IS GENIUS."
(RALPH WALDO EMERSON)

This year, we will be working together to beat the Cambridge IGCSE English Literature exam. With this objective always in mind, we will immerse ourselves in a number of stories—in the form of prose, poetry, and drama. These stories will invite us to react, to reflect, to discuss, and to transform our mind's instincts into clear, informed, and logical written responses. To become good readers and writers, we must first and foremost allow ourselves to be deep thinkers.

Training your mind to THINK deeply and to allow your thoughts to develop is the most valuable skill you can learn!

Over the year, we will read:

Prose: *Purple Hibiscus* by Henry James
Poetry: *Songs of Ourselves, volume 2, part 4* (15 poems total)
Drama: *Journey's End* by RC Sherriff & *Crumbs From the Table of Joy* by Lynn Nottage

+ OIB prep texts

We will also devote time to interdisciplinary activities, speaking, debates, and creative projects.

COURSE GOALS

- I. To read, and to reread, closely and actively.
 - a) To read deeply, you need to be so close to a book that you feel you are interacting with your text. This year, we will learn how to annotate texts—through, close readings produce annotations that serve as the first, most important step in the thinking and writing process.
 - b) It is impossible to really understand anything you read only once. A note on the importance of rereading from Cambridge: "If you reread your texts carefully, and follow the advice contained in this guide, you have every reason to be confident about your performance in the examination."
- II. To be curious and reactive—to examine how literature makes us feel and how it makes us feel that way.

What are the ways in which the writer uses language, structure, and form to create effects?
- III. To look for themes and meaning in a text.

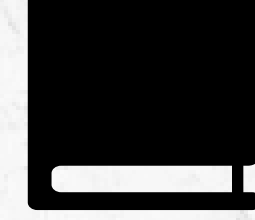
To be curious about literature is to be curious about life. What is the author saying about life?
- IV. To ask how the writer develops the insight you claim.

In other words, what techniques does the poet use to create meaning?
- V. To put together a toolbox of terms that will help us think about the author or the poet's techniques.
- VI. To transform our deep thinking into formal analysis which clearly communicates our informed understanding of the text.
- VII. To develop a thirst and an appreciation for reading and to search for your writer's voices.

What can I learn from this text, this writer about how to express myself?
- VIII. To use error as an invitation to improve.

"We are all apprentices in a craft where no one ever becomes a master." (Ernest Hemingway)
- IX. To allow literature to open our minds, to develop our character, curiosity, and confidence.
- X. To work harder than we ever thought we could, to learn how to keep going when what we learn is either difficult or confusing.
- IX. To beat the Cambridge exam through the application of everything above that we have trained our minds to do.

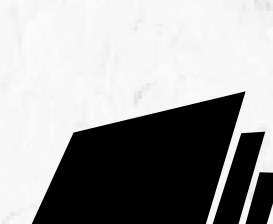
Required Materials



A BINDER AND DIVIDERS TO MAKE 4 SECTIONS

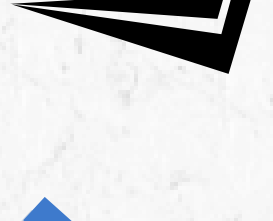
Sections will be labeled as follows:

- 1) Classnotes (includes handouts and annotated texts)
- 2) Assessments and Portfolio Work
- 3) Cambridge Exam Prep Materials
- 4) OIB Exam Prep Materials



A "WARM-UP" NOTEBOOK

Every class will begin with a warm-up writing, grammar, vocabulary, or speaking activity. Notebooks will stay in the classroom and will be graded each grading period.



PENS OF DIFFERENT COLORS, POST-IT FLAGS, HIGHLIGHTERS.

You must show up to every class with at least one pen. Having a variety of note-taking materials is encouraged in order to make your notes and annotations visually interesting and memorable to you.



You MUST write your name and the date on everything in and out of your hands. You MUST keep your materials organized and well done as they will be checked and graded. You MUST bring the texts we are working on in class.

Grading Policy*

WRITING

The most important objective in English class is to improve your writing skills, and so it follows that it must be an important part of your overall grade, equal to assessments. Writing includes any written work for homework.

Writing generally receives a coefficient of 2 or 3.

ASSESSMENTS & DS

An assessment will follow a thematic unit or a novel study. Generally these assessments take the form of a timed essay response, like the ones you will encounter on the Cambridge exam. Oral presentations, book chats, interviews or creative projects may also be an alternative assessment.

Examens blancs rotate back and forth between Cambridge and BAC.

Receives coefficient 2 or 3.



* Always remember, I do not GIVE grades; you EARN them.

COMMENT ONLY GRADING
Sometimes, you will receive an assignment with my comments but without a grade.

You must fill in a reflection worksheet showing me that you've considered my comments before you are permitted to see your grade.

PARTICIPATION & CITIZENSHIP

We must think of literature less as a wall we must climb and more as an invitation into meaningful discussion.

If you are taking notes, contributing to class discussions, doing well on homework assignments and quizzes, working well in groups, and arriving to class on time with your texts and materials you are participating well.

Coefficient 3 or 4.

QUIZZES

Quizzes or short assessments will be given on assigned readings, key concepts, and vocabulary. From time to time I may give an open notebook quiz at the end of class to see how well you are taking notes.

Small (non-writing) homework and quizzes generally receive a coefficient of 0.5 - 1.

LATE WORK POLICY

On the due date for an assignment, you must turn in SOMETHING.

There are special "Missing Work" sheets located in front of the classroom which must be filled in if you do not have your assignment.

Those who wish to benefit from teacher feedback must hand in their assignments on time. Other work will only receive feedback as time permits.

An assignment may be handed in only up to FOUR DAYS (including weekend days) after it is due. Late work will lose FOUR POINTS/day.

As mentioned before, all assignments must have your name and date marked in order to receive full credit.

Your parents will be contacted when you have missing work.

MAKE UP WORK POLICY

It is the student's responsibility to make up for missed work. Missed work must be made up within two days of due date.

Designate/keep in contact with a homework buddy to take your handouts for you.

Notes should also be copied from a buddy and the class blog consulted.

When turning in make-up work, the student should include a note to remind the teacher about the date and nature of his/her absence on the date of the assignment. Failure to do so may result in a deducted points.

If work is not made up or continues to be missing, your parents will be contacted.

If you feel that you are getting close to the edge, please let me know. I prefer you talk to me in person, or send me an email if need be. Nothing, not even my course, is worth the loss of your good health.

A NOTE ON PLAGIARISM AND CHEATING

Taking credit for work that is not your own is plagiarism. This includes paraphrasing without attribution, and copying internet material. You will receive a zero on any plagiarized assignment (which includes copied homework) and I must report the theft to administration. DO NOT CONSULT OUTSIDE RESOURCES OR COLLABORATE UNLESS SPECIFICALLY INSTRUCTED TO DO SO. I want you to learn to THINK FOR YOURSELF!

"Insist on yourself; never imitate. Your own gift you can offer with the cumulative force of a whole life's cultivation, but of the adopted talent of another, you have only an extemporaneous, half possession."

INSTRUCTIONAL PHILOSOPHY

In order to be successful in this course, students are expected to be active, motivated, trying-their-best participants. This course will measure your character as much as your abilities. It is my goal to provide a positive and engaging classroom where all students have the opportunity to learn, succeed, and share their thoughts and opinions verbally without fear of embarrassment or ridicule.

As I want this class to be one of the best in your schedule, I must insist that we are kind to each other and respect each other. If you humiliate or attempt to humiliate another, I will have no other choice but to ask you to leave immediately.

Expectations

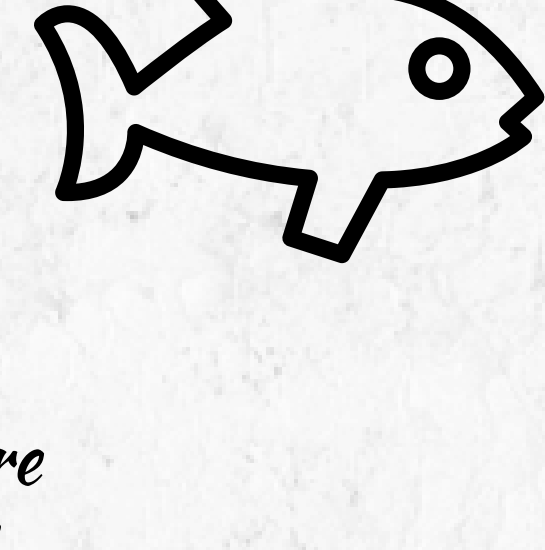
- 1) Be respectful.
- 2) Be responsible.
- 3) Be appropriate.
- 4) Be involved.
- 5) Be honest.

- Treat everyone with proper consideration, regardless of whether he/she is in the classroom at the time. Use respectful language, in writing as well as in discussions. Show respect for your environment by keeping the classrooms clean and neat.*
- Arrive at class on time and with all necessary materials. Complete assignments on time, ask questions when necessary, and stay aware of deadlines. Be prepared for the start of class each day. Do what is right, regardless of what everyone else in class is doing.*
- Conduct yourself as a mature, well-mannered young adult. Think before speaking, and make sure all contributions to the class dialogue should be meaningful and pertinent. Take care of personal business when the time is appropriate. Use your privileges wisely.*
- Participate to the fullest extent that you can. Stay awake. Take part in discussions. Ask questions. Answer questions. Stay on task. Take notes. Keep your head up. Do your homework. Use class time efficiently. Listen. Watch. Participate.*
- Do your own work. Do not cheat, and do not plagiarize. Do not attempt to sneak around the rules. Avoid inventing excuses to cover up for your mistakes. Accept consequences for your mistakes, and learn from them.*

MY "PET PEEVES"

- DO NOT...
- talk when I'm talking
 - make excuses
 - say "I'm done!"

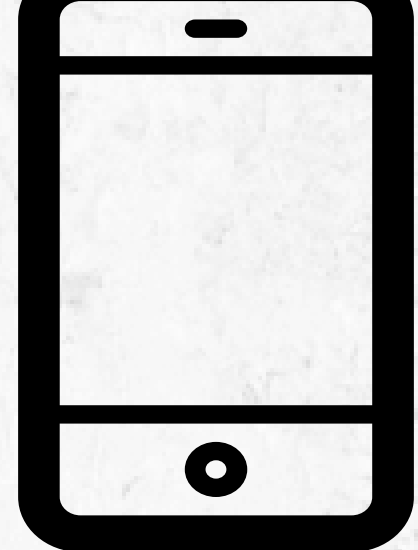
- PLEASE DO...
- accept responsibility for your actions
 - choose to apologize
 - take notes
 - complete group work seriously and with care
 - ask lengthy personal questions after class



FOOD AND DRINK POLICY



CELL PHONE POLICY



MUSIC POLICY



When students are working on group activities, I like to play music while you work. Sometimes I like to choose the music to introduce you to new things. Other times I'm happy for students to quietly choose the music (as long as it is in English and is appropriate). You may also listen to music with headphones during some individual activities (but not assessments).

This privilege may be revoked at any time for individuals or full classes if I see that it takes away from their focus in class.

A NOTE ON LIFELONG LEARNING

"HE MOST HONORS MY STYLE WHO LEARNS UNDER IT TO DESTROY THE TEACHER." (WALT WHITMAN)

My hope is that you do not need me after you leave this classroom and years from now you will read often, think about what you read, and talk about what you read. I also hope that whenever you are called upon to write, you may do so without fear. If you leave here wanting to read and writing with confidence, you have honored my style. I also hope that you will leave my classroom with the skills, morals, and values that will help you navigate and succeed in the real world--not just pass an exam.

You will be tested on the contents of this syllabus. Please review it with care and note the date of the assessment. You and your parents must also sign a contract which says you have reviewed the syllabus together and that you will behave according to its rules. This will remain on file in the classroom.

LASTLY, NEVER LOSE THIS SYLLABUS!



Let's conclude by reflecting on this question: how could this course be useful for your present life and your life beyond St Denis? What do you want to get out of this class?

