

Cambridge International A-Level English Literature
ASU Preparatory Academy
 Course Syllabus 2018-2019



INSTRUCTOR INFORMATION

Ms. Ashley Yap
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COURSE DESCRIPTION AND PURPOSE

Welcome to A-Level English Literature! This course is aligned with the Cambridge International Advanced-Level Literature in English curriculum as well as Arizona’s College and Career Ready Standards for English Language Arts and Literacy.

This course aims to develop in students:

- appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures
- the interdependent skills of reading, analysis, and communication
- effective and appropriate communication
- wider reading and an understanding of how it may contribute to personal development

Cambridge International A-Level Literature in English has five assessment objectives (AOs). Students will be assessed on their ability to demonstrate:

<p align="center">AO1 – KNOWLEDGE:</p> <p>the ability to respond to texts in the three main forms (Prose, Poetry, and Drama), of different types and from different cultures</p>	<p align="center">AO2 – UNDERSTANDING:</p> <p>an understanding of how writers’ choices of form, structure, and language shape meanings</p>
<p align="center">AO3 – PERSONAL RESPONSE:</p> <p>the ability to produce informed, independent opinions and judgments on literary texts</p>	<p align="center">AO4 – COMMUNICATION:</p> <p>the ability to communicate clearly the knowledge, understanding, and insight appropriate for literary study.</p>
<p align="center">AO5 – OTHERS’ OPINIONS:</p> <p>the ability to appreciate and discuss varying opinions of literary works</p>	

REQUIRED MATERIALS

- college-ruled composition notebook (any school-appropriate cover design), exclusively for English
- organized binder or folder exclusively for English
- college-ruled loose leaf paper, writing utensils (pencils, blue/black pens, highlighters, etc.)

<p align="center">Textbooks</p> <p>The following texts will be provided by the school:</p> <ul style="list-style-type: none"> • <i>Stories of Ourselves: The University of Cambridge International Examinations Anthology of Stories in English</i> • <i>Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English</i> 	<p align="center">Novels/Plays</p> <p>Class sets of these texts will be provided by the school. However, you are strongly encouraged to purchase your own copies of texts for this class so that you can take notes in them and highlight important passages. Annotating your own copies of these texts will be invaluable to your study of the literature. <u>Used or electronic versions of these texts are entirely acceptable.</u></p> <ul style="list-style-type: none"> • <i>The Handmaid’s Tale</i> by Margaret Atwood • <i>Hold These Truths</i> by Jeanne Sakata • <i>The Winter’s Tale</i> by William Shakespeare • The Franklin’s Prologue and Tale, from <i>The Canterbury Tales</i> by Geoffrey Chaucer
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DAILY CLASSROOM EXPECTATIONS

Students will follow the ASU Prep Way (Work Hard, Be Kind, and Be Smart) at all times. Additionally, the following classroom expectations apply in room 261:

Respect your school. Follow school policies and procedures as outlined in the Student Handbook. Treat school property with care. Do not bring any food or drinks to class (other than bottled water).

Respect your community. Follow classroom rules and social guidelines. Put away cell phones, music players, and other non-educational electronic devices during class time. Listen attentively while others are speaking. Use language that is respectful and appropriate for the classroom setting.

Respect yourself. Turn in work complete and on time. Be responsible for keeping up with missed assignments. Bring all needed materials to class every day. Take care of personal needs before or after class.

Plagiarism and Academic Honesty

Plagiarism, the use of someone else's materials, words and/or ideas without giving proper credit, will not be tolerated. Plagiarism, even unintentional, is a serious form of cheating and can endanger a student's academic reputation and, possibly, future career. Students who choose to plagiarize will receive zero credit for the assignment with no opportunity to make it up. Any further incidence of cheating will result in a disciplinary referral and possible expulsion from ASU Preparatory Academy.

Attendance and Make-Up Work

Please refer to the student handbook for details of ASU Prep's tardy and absence policies. Students are expected to attend every class every day; however, we recognize that this is not always possible. You are responsible and accountable for all the information presented in class whether or not you are present on a particular day. Work assigned prior to an absence is expected on the due date whether or not you are in class that day. **Students will have until the end of each quarter or grading period to turn in missing work or complete make-up assignments.** The assignment must be made up outside of regular class time. In all situations, please be communicative and professional with your teacher and classmates.

Evaluation and Assessment

Students will receive two grades for the course: an academic grade and an effort grade. The Academic grade will be reflective of student mastery of the course standards and will give useful feedback for students, parents, and teachers. The Effort grade is a separate grade that accounts for and assesses the issues of attendance, tardiness, homework completion, and class participation. The best way to keep track of your grade is to check online using PowerSchool.

Honors Course Credit

All students enrolled in A-Level English Literature have the opportunity to earn honors credit for the course. In order to do so, students will complete a year-long enrichment project and/or meet specific course content achievement requirements. For more details, please see the Honors Credit Contract.

Opportunities for College Credit

12th grade students enrolled in A-Level English Literature may be able to earn college course credit through several opportunities in Spring 2019. Details will be forthcoming.

CAMBRIDGE A-LEVEL LITERATURE IN ENGLISH QUALIFICATION

To earn A-Level qualification for Literature in English, students must have previously completed two exams in AS-Level Literature in English and plan to complete one exam and submit coursework this year. A-Level English Literature students will submit coursework in **March/April 2019** and sit for an additional exam in **May/June 2019**. Students are highly recommended, but not required, to sit for AS-Level & A-Level exams. Students with a satisfactory score on an AS-Level or A-Level exam may be awarded college credits when they enroll in their chosen college or university.

TENTATIVE COURSE OVERVIEW

Quarter 1 Focus: Powerful Personal Writing and Extended Prose Analysis

Texts: Student-selected memoir/autobiography, *The Handmaid's Tale* by Margaret Atwood

Quarter 2 Focus: Extended Drama Analysis and Poetry Analysis

Texts: *Hold These Truths* by Jeanne Sakata and selected poems by Andrew Marvell

Quarter 3 Focus: Prose Analysis and Drama Analysis

Texts: *The Franklin's Prologue and Tale* from *The Canterbury Tales* by Geoffrey Chaucer and *The Winter's Tale* by William Shakespeare

Quarter 4 Focus: Independent Reading and Writing Projects

Texts: Student choice novel, Senior Writing Portfolio

PLEASE SIGN AND RETURN TO MS. YAP

Student Name Printed _____ Student Email Address _____ Class Period _____

I have read the A-Level English Literature course syllabus and understand the policies described within. I understand that I/my child will be held to high standards, and it is imperative that students practice the study and communication skills necessary to be successful in college. If at any point I/my child is experiencing difficulty with the course or is unable to complete an assignment by the due date, I understand that the student is expected to contact Ms. Yap as soon as it is possible.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Preferred Contact Information

Name _____ Relationship _____

Phone _____ Email _____

I prefer that you contact me by phone / email / other (please explain)

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