



# Chandler Unified School District

## ENG405A AP English Literature and Composition

### SY 2023-24



## Course Overview

### Course Description

Follows the College Board's suggested curriculum designed to parallel college-level English courses. Enables students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). Curriculum for AP, DE and IB is not determined by Chandler Unified School District and may contain mature content.

### AP/IB/Dual Enrollment

AP / May be offered for Dual Credit

### Prerequisite/Fee(s)

AP English Language and Composition

### Course Materials

One Composition Notebook and necessary writing utensils (pencils, pens, etc)

### Adopted Resource(s)

Teacher Provided

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

## Site and Faculty Information

### School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

### Building principal:

Jayson Phillips  
phillips.jayson@cusd80.com

### Teacher:

Alexis Thomson BA English Literature  
thomson.alexis@cusd80.com

**Office hours:** Monday and Wednesday (before and after school). Other days and times are available, but must be scheduled in advance by the student

## Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](https://cusd80.com/Page/45109) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text)

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- Suicide & Crisis Lifeline: 9-8-8 hotline
  - 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

## **Student Conduct, Success, and Responsibilities**

### **Student Handbook**

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](http://cusd80.com/handbooks). Printed copies will be provided upon request.

### **Student Responsibilities**

With every novel/works studied, students will be expected to complete writing assignments that will analyze the novels in one of three ways: for style (syntax, diction, mechanics, figurative language), for meaning (theme), and for the social and historical aspects the work embodies. Students will be asked to examine literature through a variety of literary lenses. Additionally, students will also extensively review rhetorical and literary devices. Some of these writing assignments will be informal as a part of a reading journal, and some will be formal, extensive papers. Along with literary analysis, there are also opportunities built in for creative writing and functional writing to prepare you for college.

### **Late work**

For all late work that is not due to absence, it is imperative that you communicate with the instructor. If you know ahead of time that you will need additional time to complete an assignment, please talk to the instructor before the due date.

If no communication is received, and the due date has passed, 10% of possible points will be deducted for each day the assignment is late.

Keep in mind: ALL late submissions are due one week prior to the end of each grading period

## **Assessments and Assignments**

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

## **Grading**

### **Grade Percentage**

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

### **Quarter grades**

Each quarter is weighted at 40 percent.

The final exam is weighted at 20 percent.

Semester 1: Q1-Q2 40 apiece; Final 20.

Semester 2: Q1-Q2 40 apiece; Final 20.

Grades will be weighted as follows:

Formatives 40 percent: Includes AP multiple choice exam practice, notebooks, etc. Summatives 60

percent: AP exam practice papers, quizzes/tests, major essays and presentations, etc.

### **Semester grades**

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

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## Units of Study and Selected Novels

### Units of Study

The Unreliable Narrator: Introduction to Literary Analysis  
Genre Study: Romanticism and Gothic Literature  
Humanity: Exploring Choice Books  
Finding Voice: Poetry and Drama Studies

### Selected Novels

The Haunting of Hill House by Shirley Jackson  
Wuthering Heights by Emily Brontë  
Student Choice Novel (from AP recommended book list)

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## Parent/Guardian

### Acknowledgment

Parents/Guardians should indicate if they “Acknowledge” or have a “Potential Conflict” with their student’s participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking “Potential Conflict” will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
The Unreliable Narrator: Introduction to Literary Analysis	<input type="checkbox"/>	<input type="checkbox"/>
Genre Study: Romanticism and Gothic Literature	<input type="checkbox"/>	<input type="checkbox"/>
Humanity: Exploring Choice Books	<input type="checkbox"/>	<input type="checkbox"/>
Finding Voice: Poetry and Drama Studies	<input type="checkbox"/>	<input type="checkbox"/>

Selected Novels	Acknowledge	Potential Conflict
The Haunting of Hill House by Shirley Jackson	<input type="checkbox"/>	<input type="checkbox"/>
Wuthering Heights by Emily Brontë	<input type="checkbox"/>	<input type="checkbox"/>
Student Choice Novel (from AP recommended book list)	<input type="checkbox"/>	<input type="checkbox"/>

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**By signing and returning this form**, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student’s grades in Infinite Campus anytime during the school year.

Student name (printed) \_\_\_\_\_

Student signature \_\_\_\_\_

Parent/Guardian name (printed) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please return this page to your student’s teacher.**