



# Chandler Unified School District

ENG410A College Prep English 1 & 2  
SY 2023-24



## Course Overview

### Course Description

The college-level course is for students to complete English 101 and 102 at the university. English 101 students will; read nonfiction essays and complete an argumentative research paper, an I-search paper, and other writing forms. English 102 students will learn research techniques for a critical analysis paper and critique two major novels and a play. Curriculum for AP, DE and IB is not determined by Chandler Unified School District and may contain mature content.

### AP/IB/Dual Enrollment

May be offered for Dual Credit

### Prerequisite/Fee(s)

English 11

### Course Materials

- Three ring binder with folders and notebook paper
- An assignment notebook for notetaking
- Pencils
- Pens (blue or black ink only)
- Highlighters
- Technology that allows access to the internet

### 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:

Joshua Chumley BA, MEd  
chumley.joshua@cusd80.com

**Office hours:** Monday - Thursday, 2:30pm-3:00pm

## 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

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- [Ed Tech](#) 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)
- 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](https://cusd80.com/handbooks). Printed copies will be provided upon request.

### **Student Responsibilities**

You are expected to treat your instructor and your fellow classmates with respect. In all correspondence whether communicating in person or online, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. Please see the high school's student handbook and code of conduct for more details.

In addition, understand that these rules of conduct apply to both the digital classroom and physical classroom. Failure to follow these rules of conduct may result in disciplinary action and/or a deduction of points. It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical consequences for classroom behaviors tend to follow a standard progression for discipline:

- a warning
- a warning with a phone call
- a Parent-teacher conference
- a referral.

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

### **MCCCD Academic Policy**

#### **Academic Honesty/Integrity**

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce original, independent work. Any student whose work indicates a violation of the MCCCD Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Refer to the Maricopa Administrative Regulation 2.3.11

(<https://district.maricopa.edu/regulations/admin-regs/section-2/2-3#11>) for information regarding Academic Misconduct and due process procedures.

Definitions: (from MCCCD Administrative Regulations 2.3.11  
(<https://district.maricopa.edu/regulations/admin-regs/section-2/2-3#11>))

1. Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies, objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.
2. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by

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the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.

3. Plagiarism is a form of cheating in which a student falsely represents another person's work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.

### Academic Consequences

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance.

1. Warning - A notice in writing to the student that the student has violated the academic standards as defined above.
2. Grade Adjustment - Lowering of a grade on a test, assignment, or course.
3. Discretionary Assignments - Additional academic assignments determined by the faculty member.
4. Course Failure - Failure of a student from a course where academic misconduct occurs

### AI/ChatGPT

With the rapid advancement of AI programs available, you may be asked to prove that your work is self-generated. Consequences for copying from AI may range from a total redo of the assignment to a zero. Consider this before using any type of AI to write a paper.

### Attendance

In accordance with college and district policies, students are expected to attend and be actively engaged in their classes. In this course, students are allowed a maximum of 10 unexcused absences; after the 10th unexcused absence, a student may be withdrawn from the course by the instructor. MCCC Administrative Regulation 2.3.2

(<https://district.maricopa.edu/regulations/admin-regs/section-2/2-3#1>) provides additional details on what is considered an official absence, and procedures for handling make-up work for approved exceptions. Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

### Tardy Protocol

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class, teachers will follow this process to rectify students being late to class:

- A warning on their first and second offense.
- The teacher will email / call home.
- Notify Attendance Interventionist and email / call home.
- On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

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## Additional Important Information

Please remember that this a college-level course and while the focus will always be upon rhetoric and composition, there will be various mediums that are utilized throughout the school year to help expand and better one's understanding of the curriculum and skills being taught; as a result, there is always the possibility that students may encounter mature subject matter. For example, students will be expected to read sample essays and literary selections, watch video clips, listen to audio recordings such as podcasts, etc. Thus, by enrolling in this class, you are aware that such supplemental materials may be used to help improve upon the curriculum and skills being taught. Furthermore, if there is ever an issue, please reach out to me to see whether an alternative option is available.

### Late work

- All assignments have a specific due date
- Any work not turned in on that specific due date will incur a penalty
- A 10% penalty will be incurred for each day the assignment remains missing (1st week)
- A 50% penalty will be incurred if the assignment is turned in the 2nd week it is missing
- No late work will be accepted beyond the 2nd week of the assigned due date
- No late work will be accepted during final exams
- \*Make sure to be responsible and communicate with your instructor when it comes to deadlines and checking Google Classroom if you are absent.

## 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

The English Department grades on a 40-40-20 scale each semester. For example: Quarter 1's average will contribute 40% of the grade, Quarter 2's average will contribute 40%, and the final exam will contribute 20%.

Missing work will be noted using an "M" in Infinite Campus and be recorded as zero points.

### Course Work

Weekly—Each week will consist of completing formative assessments that will help students learn the necessary skills to strengthen their writing and build upon those skills until they are asked to complete a summative assessment. Furthermore, students can expect to read various selections of literature and devote time to vocabulary, grammar, punctuation, and sentence structure.

Quarterly—Students can expect to work on summative assessments that will come in the form of various essays, projects, etc. These assignments/assessments will provide students the opportunity to better understand their ability to write and how they can continue to improve their skills.

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Each semester—A final examination will be given that assesses the cumulative skill development acquired throughout the semester.

### Website and Absent Work

An overview of what was completed in class will be posted on Google Classroom each day. If you are absent or unable to attend either digitally or in person, it is your responsibility to find out what you missed that day. Please refer to Google Classroom and/or access Infinite Campus to identify missing work.

### Submitting Assignments

Assignments will be completed in person and digitally via Google Classroom unless otherwise noted. When utilizing Google Classroom, you must type your assignments and then add/upload it as an attachment to the assignment module. Again, be sure to keep copies of all your work. You should submit your work in a standard typeface and size. Please use either 12 Times New Roman or 12 Arial in all Word documents.

- Any assignments that are considered formative assessments will be weighted at 40%.
- Any assignments that are considered summative assessments will be weighted at 60%.

### **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%.

## **Units of Study and Selected Novels**

### **Units of Study**

Literary Analysis - Interpret and infer various literary selections to better understand archetypal connections and historical significance. Be able to analyze literature beyond the surface level and determine the deeper significance associated with the author's purpose and their intention with relation to the audience.

Composition - Organize writing to support a central idea through unity, coherence, and logical development appropriate to a specific writing context. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics. Identify, select and use an appropriate documentation style to maintain academic integrity.

Research - Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives. Utilize databases to assess primary and secondary sources by recognizing purpose, credibility, possible bias, audience interest, and applicability

Rhetorical Analysis - Analyze and evaluate rhetorical strategies throughout various mediums in order to establish the use of circumstance, purpose, topic, audience, author and influence. Identify and understand traits associated with rhetoric in order to apply to reading, writing, and speaking/listening.

### **Selected Novels**

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*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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## ENG410A College Prep English 1 & 2

### SY 2023-24



**Site:** Camille Casteel High School

**Building Principal:** Jayson Phillips, phillips.jayson@cusd80.com

**Teacher:** Joshua Chumley, chumley.joshua@cusd80.com

## 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
Literary Analysis - Interpret and infer various literary selections to better understand archetypal connections and historical significance. Be able to analyze literature beyond the surface level and determine the deeper significance associated with the author’s purpose and their intention with relation to the audience.	<input type="checkbox"/>	<input type="checkbox"/>
Composition - Organize writing to support a central idea through unity, coherence, and logical development appropriate to a specific writing context. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics. Identify, select and use an appropriate documentation style to maintain academic integrity.	<input type="checkbox"/>	<input type="checkbox"/>
Research - Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives. Utilize databases to assess primary and secondary sources by recognizing purpose, credibility, possible bias, audience interest, and applicability	<input type="checkbox"/>	<input type="checkbox"/>
Rhetorical Analysis - Analyze and evaluate rhetorical strategies throughout various mediums in order to establish the use of circumstance, purpose, topic, audience, author and influence. Identify and understand traits associated with rhetoric in order to apply to reading, writing, and speaking/listening.	<input type="checkbox"/>	<input type="checkbox"/>

Selected Novels	Acknowledge	Potential Conflict
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*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

**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)

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Student signature

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Parent/Guardian name (printed)

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Parent Signature

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Date

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