SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title: CSU Expository Reading & Writing Course	**7. Action** ☒ New Course ☐ Course Revision ☐ Title Change Only
2. Date Submitted: 10/13/14	**8. Grade Level** ☐ 9 ☐ 10 ☐ 11 ☒ 12
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) ☐ Required ☐ Recommended ☒ NONE
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ☐ YES (Check one below.) ☒ NO ☐ Honors ☐ AP ☐ Other
5. Subject Area English	11. **Is this a CTE course?** ☐ YES ☒ NO **If YES, complete Section C**
6. **Department** English	12. **Previously approved by UC?** ☒ YES ☐ NO Year approved 2014-2015 Year removed
13. UC ELIGIBILITY **Already eligible?** ☒ YES ☐ NO **a** ☐ **b** ☒ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ **Proposing eligibility?** ☐ YES ☐ NO **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year ☒ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. School Contact: Name:Ari Dolid Phone:(510) 618-4600 ext 2222 Email: adolid@slusd.us Position: Teacher	
16. Signatures: Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 10-27-14 **Date approved by Board**

SECTION B. COURSE CONTENT

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17. Course Description

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the
course-the ERWC Assignment Template-presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. The twelve instructional modules in the ERWC-from which adopting schools select eight-to-ten-are organized by semester. Most modules include multiple
reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews1 memos, assorted public documents1 scholarly studies, and other nonfiction texts. Three modules include full-length works-a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text
types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. Modules also provide instruction in research methods and
documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to
analyze the impact of structural and rhetorical strategies; and to examine the social1 political, and philosophical assumptions that underlie the text. By the end of the course1 students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

18. Course Goals and/or Major Student Outcomes

- To enable students to analyze, interpret, and apply the rhetorical strategies of a variety of expository and literary texts
- To foster students' ability to create and support written arguments based on readings, research, and personal experience
- To increase students' repertoire of cognitive and metacognitive strategies for approaching various academic reading and writing tasks
- To promote independent academic literacy practices in college-bound students, including the ability to use reading and writing processes recursively and reflectively
- To provide a conceptual and disciplinary focus for a wide variety of issues and problems that converge in written discourse
- To prepare students to meet the standards of the CSU English Placement Test and the California English– language arts content standards

19. Course Objectives (standards)

- Analyze the features and rhetorical devices of different types of texts and the way in which authors use those features and devices.
- Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.
- Analyze an author's implicit and explicit political and/or philosophical assumptions and beliefs about a subject or topic.
- Identify and assess the impact of ambiguities and complexities within the text.
- Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when completing reading and writing assignments.
- Make warranted and reasonable assertions about the author's arguments and themes by using elements of the text to defend and clarify interpretations.
- Critique the validity of arguments in texts; their appeal to both friendly and hostile audiences; and the extent to
- which the arguments anticipate and address reader concerns and counterclaims (e.g., logos, pathos, and ethos).
- Develop academic/analytical essays that are focused on a central idea, developed with information learned from assigned texts, well-organized in an appropriate and effective pattern that structures ideas in a sustained and persuasive way, and free from grammatical and mechanical errors. Revise what they have drafted, rethinking
- their focus, point of view, organization, logic, and structure; improve sentence variety and style, and enhance sophistication of meaning and tone in ways that are consistent with purpose, audience, and genre.
- Edit their work for clarity; for standard written English grammar, usage, and mechanics; for diction and for an appropriate level of formality to demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- Meet all relevant California English–language arts content standards for twelfth grade

20. Course Outline

The fourteen instructional modules are organized by semester. Most modules include multiple text pieces on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Two modules include full-length works -- a work of nonfiction in semester one and a novel in semester two. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course -- the assignment template -- provides consistent structure and content for each module. The assignment template and one sample module, The Rhetoric of the Op-Ed Page, are appended for more information. The following is a brief outline of each module by semester.

First Semester

Fast Food: Who's to Blame?

Fast Food: Who's to Blame? is based on four newspaper articles and a set of letters to the editor written in response to one set of the articles about the issue of fast food and its role in contributing to childhood obesity. As the first assignment in the Expository Reading and Writing course curriculum, it serves as an introduction to the approach to teaching expository reading and writing utilizing accessible readings and an engaging topic. The assignment culminates with a choice among three writing assignments: a timed essay topic similar to writing prompts used in

the California State University's English Placement Test (EPT), in this case a persuasive essay; an essay evaluating the arguments in the letters to the editor; or a text-based argumentative essay suitable for writing out-of-class. Students are expected to write an essay of 750 to 1,500 words.

Readings:
Barboza, David. "If You Pitch It, They Will Eat." *New York Times* 3 Aug. 2003, late ed., sec. 3: 1. Brownlee, Shannon. "It's Portion Distortion That Makes America Fat." *Sacramento Bee* 5 Jan. 2003: El+. Ching, Roberta "Letters to the Editor in Response to 'Don't Blame the Eater.'" *Expository Reading and Writing Course: Semester One.* Long Beach: CA State UP, 2008. 46-47. Weintraub, Daniel. "The Battle Against Fast Food Begins in the Home." *Sacramento Bee* 17 Dec. 2002: B7. Zinczenko, David. "Don't Blame the Eater." *New York Times* 23 Nov. 2002, late ed.: A19.

Going for the Look

Going for the Look is based on a single newspaper article about the lawsuit accusing Abercrombie and Fitch of hiring sales associates based on appearance. The article incorporates a variety of brief arguments on both sides of the issue, making it a good assignment for introducing students to rhetorical analysis. It concludes by offering the option of having students write an EPT-type timed essay (persuasive) or an out- of-class text-based essay (argumentative). Students are expected to write an essay of 750 to 1,500 words.

Reading:
Greenhouse, Steven. "Going for the Look, but Risking Discrimination." *New York Times* 13 July 2003, sec. 1: 12.

The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos

This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin. The culminating writing assignment is a letter to the editor in response to the Rifkin article. Students are expected to write an essay of 500 words.

Readings:
Edlund, John. "Three Ways to Persuade." *Expository Reading and Writing Course: Semester One.* Long Beach: CA State UP, 2008. 29-32
Edlund, John. "Letters to the Editor in Response to 'A Change of Heart About Animals. '" *Expository Reading and Writing Course: Semester One.* Long Beach: CA State UP, 2008. 36.
Rifkin, Jeremy. "A Change of Heart About Animals." *Los Angeles Times* I Sept. 2003: B15.

The Value of Life

This assignment asks students to synthesize their understanding of Hamlet's "To be, or not to be" soliloquy; an excerpt from Lance Armstrong's *It's Not About the Bike;* an article by Amanda Ripley on the aftermath of 9/11 ; and a life insurance tool, the Human Life Value Calculator. Students are asked to add their voices to the discussion by creating a well-developed response to these sources (text-based academic essay). Students are expected to write an essay of 750 to 1,500 words.

Readings:
Armstrong, Lance, with Sally Jenkins. *It's Not About the Bike: My Journey Back to Life.* New York: Putnam, 2000. 1-5.
Life and Health Insurance Foundation for Education. "The Human Life Value Calculator." *LIFE.* <http://www .life-line.orglbuildlhuman_life_ value_calculator/index .php ?pt=lfhlvc&m= 1 >.
Ripley, Amanda. "What Is a Life Worth?" *Time* 11 Feb. 2002: 22-27.

Shakespeare, William. Hamlet, Act III, Sc. I, Hamlet's "To be, or not to be" soliloquy.

Racial Profiling

This assignment teaches students how to read and respond to an argumentative essay by Bob Herbert on racial profiling. First, students practice several reading strategies as they deepen their understanding of the Herbert essay; then, students learn how to write their own argumentative essays, on a similar topic. Students are expected to write an essay of 750 to 1,500 words.

Reading:
Herbert, Bob. "In America; Hounding the Innocent." *New York Times* 13 July 1999, late ed., sec. 4: 17.

Juvenile Justice

"Juvenile Justice" is based on four newspaper articles about whether juveniles who commit serious crimes should be tried and sentenced as adults. The articles include an opinion piece, a summary of brain research, a report of juvenile competence to stand trial, and an article about a Supreme Court case. Students must evaluate the rhetorical stances of different authors and synthesize their arguments in a text- based academic essay (argumentative). Students are expected to write an essay of 750 to 1,500 words.

Reading:
Krikorian, Greg. "Many Kids Called Unfit for Adult Trial." *Sacramento Bee* 3 Mar. 2003: A6.
Liptak, Adam. "Ruling is Awaited on Death Penalty for Young Killers." *New York Times* 4 Jan. 2005, late ed.: Al+.
Lundstrom, Marjie. "Kids Are Kids-Until They Commit Crimes." *Sacramento Bee* 1 Mar. 2001: A3.
Thompson, Paul. "Startling Finds on Teenage Brains." *Sacramento Bee* 25 May 2001: B7.

The Last Meow

The Last Meow is based on a long, reflective essay about the implications of recent development in veterinary medicine. It is framed by the story of Lady, a cat in need of a kidney transplant, and her human owners. The essay requires that students infer the argument that the writer is making; they then write either a timed essay or an out-of-class essay on the topic of providing medical care for pets. A variety of writing genres is offered for the assignment: timed, persuasive essay; academic summary; letter to the editor; synthesis essay; text-based academic or argumentative essay; I-Search paper; and research essay. Students are expected to write an essay of 750 to 1,500 words.

Reading:
Bilger, Burkhard. "The Last Meow." *New Yorker* 8 Sept. 2003: 46-53.

Into the Wild

The nonfiction, full-length work *Into the Wild,* by Jon Krakauer, was published in 1996. Engaging students in this biography/story based on Krakauer's investigation of Christopher McCandless, a young idealistic college graduate, allows them to think deeply about human motivation and perhaps begin to understand something of the complexity of maturity. Excerpted in the book, students experience a taste of the works of the American Transcendentalists and Russian novelists, which so influenced McCandless's life philosophy. Students conclude the assignment by writing a text-based academic essay on one of a number of themes from the work. Students are expected to write an essay of 1,500 to 2,500 words.

Reading:
Krakauer, Jon. *Into the Wi/d.* New York: Doubleday, 1996.

Second Semester

Bring a Text to Class

This assignment sequence builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence, students work on externalizing their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. A sample of music lyrics by a group called the Black Eyed Peas is included as an example of the kinds of texts students may bring. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students. Writing assignments require students to summarize readings and reflect on their own reading practices in an essay of 750 to 1,500 words.

Readings:
"Hip-Hop Becoming Worldwide Language for Youth Resistance." *USA Today Magazine* Sept. 2000: 7.

Language, Gender, and Culture

The Language, Gender, and Culture assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay. Students are expected to write an essay of 750 to 1,500 words.

Readings:
Ehrlich, Gretel. "About Men." *The Solace of Open Spaces.* New York: Penguin, 1985.49-53.
Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Childhood Among Ghosts.* New York: Random House, 1976. 165-82.
Tannen, Deborah. "His Politeness Is Her Powerlessness." *You Just Don't Understand: Women and Men in Conversation.* New York: William Morrow/HarperCollins, 1990. 203-05.

Left Hand of Darkness

The Left Hand of Darkness is a classic science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folktales, and other genre-bending texts, making it an ideal vehicle for extending the analytical and pedagogical techniques of the assignment template to a full-length literary work. At the conclusion, students write an argumentative essay. Students are expected to write an essay of 1,500 to 2,500 words.

Reading:
Le Guin, UrsulaK. *The Left Hand of Darkness.* New York: Penguin, 1969.

The Politics of Food

This assignment is based on two articles on the consumption and production of food. The articles were written over 10 years apart and have similar concerns: the health and well-being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by

writing a text-based academic essay on one of several possible questions. Students are expected to write an essay of 750 to 1,500 words.

Readings:
Berry, Wendell. "The Pleasures of Eating." *What Are People For? Essays.* New York: North PointlFarrar, Straus and Giroux, 1990. 145-52.
Pollan, Michael. "When a Crop Becomes King." *New York Times* 19 July 2002, late ed.: A17.

Justice: Childhood Love Lessons

This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response. Students are expected to write an essay of 750 to 1,500 words.

Reading:
hooks, bell. "Justice: Childhood Love Lessons." *All About Love: New Visions.* New York: William Morrow, 2000.17-30.

Bullying at School: Research Project

Bullying at School is a research project for the whole class. Students read thirteen different kinds of writing on bullying (provided), including two primary research articles from refereed journals, and do additional primary and secondary research on their own. They then write a School Code of Conduct on bullying to present to a real audience, their school board. Skills include how to do research, how to evaluate and document sources (both in-text and in a Works Cited page), and how to distinguish between primary and secondary research. Students learn how to incorporate sources into their own writing, how to tailor writing for a specific audience, and how to make an argument using several different kinds of sources to provide appropriate evidence. Students are expected to write an essay of 1,500 to 2,500 words.

Readings:
Banks, Ron. "Bullying in Schools. ERIC Digest." *ERIC Digests* ED407154 Apr. 1997. ERIC Clearinghouse on Elementary and Early Childhood Education, 1997. 15 August 2003 <http://www.ericdigests.orgll997-4/bullying.htm>.
Brown, Mark. "Life After Bullying." *PTA.* 20 Feb. 2005 <http://www.pta.orglarchive_article_details_1117638232140.html>.
Coloroso, Barbara. *The Bully, the Bullied, and the Bystander.* New York: Harper/Quill, 2004. Kan-Rice, Pamela. "School Bullies Are Often Also Victims; Feeling Safe Reduces Youth Bullying." *University of California Agriculture and Natural Resources News and Information Outreach.* 2 Sept.

"Keep a Lid on Bullying with a Complaint Box." *Curriculum Review* 43.4 (2003): 11. Academic Search Premier. EBSCOhost. CA State U, Sacramento Lib., Sacramento, CA 6 Aug. 2008
2003. 8 July 2004 <http://news.ucanr.org/newsstorymain.cfm?story=502>.
<http://www.ebscohost.com>.

Kowalski, Kathiann. "How to Handle a Bully." *Current Health* 2 25.6 (1999): 13-16. 15 Aug. 2004 <http://bgeagles.tripod.comlwebquestlhandle.htm> .
Kuther, Tara L. "Understanding Bullying." *Our Children* 29.2 (2004): 12-13.
Lemonick, Michael D. "The Bully Blight." *Time* 18 April 2005: 144-45.

Migliore, Eleanor T. "Eliminate Bullying in Your Classroom." *Intervention in School and Clinic* 38.3 (2003): 172-77.

Nansel, Tonja R., Mary Overpeck, Ramani S. Pilla, W. June Ruan, Bruce Simons-Morton, and Peter Scheidt "Bullying Behaviors Among U.S. Youth: Prevalence and Association with Psychosocial Adjustment." Originally published in *Journal of the American Medical Association (JAMA)* 285 (2001): 2094-100. Public access <http://www.pubmedcentral.gov/articlerender.fcgi?artid=2435211>.
Newquist, Colleen. "Bully-Proof Your School." *Education World* 8 Sept. 2004. 21 Jan. 2005 <http://www.educationworld.comla_issues/issues/issuesOO7 .shtml>.

Olweus, Dan. "A Profile of Bullying at School." Educational Leadership 60.6 (2003): 12-17.
Smith, Peter K., Kirsten C. Madsen, and Janet C. Moody. "What Causes the Age Decline in Reports of Being Bullied at School? Towards a Developmental Analysis of Risks of Being Bullied." *Educational Research* 41 (1999): 267-85.

Unit	Pacing Guide Instructions:	Length of Study
	SEMESTER 1:	
1	Fast Food: Who should take the blame for Americans' increasing obesity?	1-2 Weeks
2	Going for the Look: Should companies be allowed to hire only those workers who project the right image?	1-2 Weeks
3	Rhetoric of the Op-Ed Page: What are ethos, pathos, and logos, and how can we use these concepts to persuade others?	1-2 Weeks
4	The Value of Life: Can human lives be valued in dollars and cents? Are some lives worth more than others?	1-2 Weeks
5	Racial Profiling: Are racial and ethnic profiling real? What, if anything, do they accomplish? What should we do?	1-2 Weeks
6	Juvenile Justice: Should children and teens be tried, convicted, and punished as adults?	2-3 Weeks
7	The Last Meow: How far should Americans go to preserve the lives and health of their pets?	1 Week
8	Into the Wild (Book module): Why would a young man attempt a perilous, solo Alaskan adventure that leads to death? (Nonfiction)	2-3 Weeks
	SEMESTER 2:	
9	Bring a Text to Class: How can students learn by helping us read texts that they like?	2-3 Weeks
10	Language, Gender, and Culture: How do gender and culture affect what we say and how we say it?	2-3 Weeks
11	Left Hand of Darkness (Book Module): What if different types of humans lived on different planets within one galaxy?	2-3 Weeks
12	The Politics of Food: How might our food choices make a political statement? A moral one?	2-3 Weeks
13	Justice: Childhood Love Lessons: How can parents discipline with love and justice? What happens if parents do not?	2-3 Weeks
14	Bullying at School (Research Project): How can students create and present a school Code of Conduct that deals with bullying?	2-3 Weeks

21. Instructional Materials:

Board approved required text

Board approved required text:

California State University, Expository Reading and Writing Curriculum:
The course is organized by distinct modules. Most modules include multiple text pieces on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. At least two modules include full-length works. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course—the assignment template—provides consistent structure and content for each module.

21. Supplementary materials

Teacher selected articles

22. Key Assignments

23. Instructional Methods and/or Strategies

Reading Rhetorically:

• All texts will be introduced by a sequence of research-based prereading and vocabulary strategies.

• All texts will be analyzed using analytical strategies such as annotating, outlining/charting text structure, and questioning.

• All texts will be examined and discussed using relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness.

• Students will work individually, in pairs and small groups, and as a whole class on analytical tasks.

• Students will present aspects of their critical reading and thinking orally as well as in writing.

Connecting Reading to Writing:

• Students will write summaries, rhetorical precis, and responses to critical questions.

• Students will compare their summaries/rhetorical precis, outlines, and written responses in small groups in order to discuss the differences between general and specific ideas; main and subordinate points; and subjective versus objective summarizing techniques.

• Students will engage in note-taking activities, such as composing one-sentence summaries of paragraphs/passages, charting a text's main points, and developing outlines for essays in response to writing prompts.

• Students will complete compare/contrast and synthesis activities, increasing their capacity to make inferences and draw warranted conclusions such as creating comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material.

Writing:

• Students will write 750- to 1,500-word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Some modules will require essays of greater length.

• Students will complete timed in-class writings based on prompts related to an author's assertion(s), theme(s), purpose{s), and/or a text's rhetorical features.

24. Assessment Methods and/or Tools

Assessment activities will be based on the writing prompts and rubrics embedded in the fourteen instructional modules. Scored sample papers are included with each module, and training sessions for teachers have included specific instruction in running holistic grading sessions with other teachers. The rubrics and sample papers should mean that grading standards will be consistent throughout the state. Further training and advice will be available through the CSU Expository Reading and Writing teacher Web site. Examples of specific assignment types to be assessed include

- persuasive essays
- letters to the editor
- argument analysis
- descriptive outlines of assigned readings
- reflective essays
- text-based academic essays
- research projects

Timed in-class essays and major writing projects will be used to assess students. The final module, Bullying at School, uses portfolio assessment In- and out-of-class assignments (e.g., partner/group work, summaries, writing tasks, learning/reading journal entries, written and oral responses to critical reading questions, oral presentations, vocabulary work, homework) will be assessed also. In addition, multiple- choice reading and vocabulary quizzes may be used to assess students.

25. Grading Policy

There are three categories which will be weighted and factored into the overall grade for this course:

(1) Final Draft Writing Assignments: 60%

This course will mimic a college class in that the majority of the grade will be based on final draft writing assignments (students may do multiple drafts of certain writing assignments before actually submitting for a grade). All papers will be graded by a rubric that is handed out prior to the due date. Students will turn in the following major papers for the year:

Five Argumentative Process Essays, 750-1200 words (100 pts. each) Three On-Demand (Timed) In-Class Essays (75 pts. each)
One Letter to the Editor (75 pts.)
One Professional Cover Letter & Resume (combined=100 pts.)

One Personal Narrative Essay - Senior Exhibition (100 pts.)
One PowerPoint Presentation - Senior Exhibition (100 pts.)
One Semester Final, Timed Essay, 1st Semester (150 pts.)
One Semester Final, MLA-Style Research Paper & Proposal, 2nd Semester (200 pts.)

(2) ERWC Notebook (Classwork & Homework): 30%

Daily assignments will not be handed in day-to-day, but rather collected and organized by the student into a spiral notebook. This ERWC Notebook will contain all in-class reading and writing activities

as well as all homework assignments. Students must keep up with the work and bring the Notebook to class every day. The ERWC Notebook will be turned in every several weeks (at the end of a unit) for a larger grade. The number of points possible will reflect the number of assignments for the completed unit. In general, students can expect 15-20 assignments per unit, which will translate into 150-200 pts. per Notebook Check.

(3) Participation: 10%

This portion of the grade will consist of participation in class discussions, seminars, debates, peer editing, and materials checks.

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?