

MVLA
2019-2020
COURSE INFORMATION SHEET

Course Title: Society and Politics in Literature

School: Mountain View High School

UC/CSU requirement: Yes, 10 units, Subject B (English)

Textbook and/or other learning resources: Various pre- and post-20th century novels, poems, short stories, narratives, essays, and scholarly research including the works of Paolo Freire, Richard Wright, Margaret Atwood, Jamaica Kincaid, Derek Walcott, W.E.B Dubois; a selection of 20th and 21st century multicultural literary texts; and a self-selected body of scholarly journal articles, informational texts, and interviews for senior thesis and the oral history project.

Student Learning Outcomes:

The goal of the course is to prepare seniors seeking a challenging learning experience for the literacy demands of higher education. Through a sequence of rigorous instructional units, students in this year-long course develop proficiencies in college-level narrative, expository, and argumentative reading, speaking and listening, writing, and academic language. The course presents a process for helping students read, comprehend, and respond to informational and literary texts which culminates in a self-directed research (senior thesis) and oral history project. To facilitate these learning outcomes, group work and ongoing self-assessment of student work will play a significant role in the learning process as outlined by the Common Core Standards for 11th and 12th grade.

Assessment and Grading ([BP 5121](#) / [AR 5121](#)): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights:

Fall Semester

Reading	30%
Writing	30%
Speaking and Listening	30%
Work Habits/Homework	10%

Spring Semester

Reading	20%
Writing	35%
Speaking and Listening	35%
Work Habits/Homework	10%

2. Achievement evidence collected within each grading category:

Fall Semester

- For each unit, students will have multiple opportunities to demonstrate proficiency on all Common Core English Language Arts Standards. All units are recursive in that essential skills are scaffolded, applied, and revisited multiple times to advance learning. Units build on one another.
- Multiple formative assessments drawing upon different ways of learning, e.g. visual, auditory, kinesthetic, musical, etc. will be used in preparation for all summative assessments.
- For reading, students will conduct literary analysis on passages of literary merit. They will also summarize, analyze, and evaluate various non-fiction works including scholarly research articles.
- For speaking, students will participate in a variety of discussions (e.g. student-led, teacher-led, informal, formal, small group, large group).
- For listening, students will evaluate multiple discussions for their content and process collaboratively in small groups and whole class.
- For writing, students will produce pieces drawing upon narration, exposition, and argumentation.
- For academic language, students will demonstrate their proficiency in following the conventions of academic English through a wide sample of written work.

- For homework, students will be expected to complete homework on-time daily and will be assessed accordingly.

Spring Semester

Senior thesis and our capstone oral history project--both its process and product--constitute the bulk of second semester. Students must complete both in order to pass the course. Daily research, discussion, and evaluation of sources will culminate in an original research paper synthesizing all sources into a final argument (senior thesis). This will serve as the academic foundation for the oral history project that explores a significant historical moment or sociopolitical force that has shaped a student's family history and how that family story reflects larger truths about these sociopolitical forces. Students will conduct multiple interviews using oral history methodology and learn to identify and analyze recurrent themes. All work will culminate into a multimedia oral presentation synthesizing all research and interviews. We will devote significant class time working on this project. Ongoing formative assessments in reading, research, speaking/listening, and writing will be administered. Students will give and receive feedback on their progress which will build proficiency towards summative assessments.

3. Grading scales:

90% - 100%	A
80% - 89.99%	B
70% - 79.99%	C
60% - 69.99%	D
50% - 59.99%	F

Final Semester Grade

The calculation of a student's overall semester grade by Aeries Student Information System is final. Final grades are not manually rounded or curved. The minimum overall average required for each letter mark is listed above. For example, an 89.99% is a B+. A 90.00% is required for an A-.

4. Homework/outside of class practices ([AR 6154](#)):

Homework will follow our district homework policy for college preparatory classes. Students can expect to have 30-45 minutes of homework per class day. Independent research time varies during the senior thesis and oral history projects in second semester.

5. Excused absence make up practices ([Education Code 48205\(b\)](#)):

Students should communicate all absences to the teacher as soon as possible. Students will be informed of the classwork and assessments they will miss or have missed. Deadlines for assessments will be adjusted to provide the student with adequate time to complete their work per district policy. Students are expected to complete all missing classwork and homework in a timely manner.

6. Academic integrity violation practices ([LAHS Academic Integrity Policy](#) / [MVHS Academic Integrity Policy](#)):

For all assignments and assessments including homework and classwork, students are expected to maintain academic integrity which means submitting work that includes only their own original ideas written in their own words. Students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. Examples of cheating include: copying another's work or turning in someone else's ideas as his or her own, collaboration with others when students are expected to complete an assignment independently, copying homework, allowing someone else to copy your work, plagiarism, copying or allowing others to copy from another's exam, improperly obtaining and/or using tests, questions, or answer keys, using unauthorized notes/materials from the internet or other electronic equipment (e.g. calculators, cell phones, etc.). Students will submit work to Turnitin.com to confirm originality. Maintaining academic integrity is especially vital for long process essay. Violations will be addressed in accordance with the MVHS Academic Integrity Policy.

7. Late work practices:

For daily homework assignments, students will have one additional class day to submit late work for partial credit. For all major assignments, late work will not be accepted without previous arrangement with the instructor.

8. Revision practices:

Students receive multiple opportunities throughout the semester to demonstrate their proficiency level on the core standards for English. The most current, consistently demonstrated score for that standard is updated after each

learning cycle. A student's overall skill level is determined by a careful consideration of all student work and the progress a student has made during the semester. Revisions are offered for select assessments when appropriate.

9. Extra credit practices:

Because the assessment and revision practices of this course ensure that students will have multiple opportunities to reflect their best work, no extra credit will be offered for any assessments.

10. Additional grading practices:

Senior Thesis and Oral History Project

On-time submission of a student's Senior Thesis and Oral History Project are required to receive a final grade for spring semester and graduation status of good standing. No late papers and projects will be accepted unless previously arranged with the instructor. Additionally, no revisions will be offered given the significant amount of class time devoted to this work.

Instructors' email addresses:

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Additional information: