Course Title: Literature, Culture, and Society (ERWC)
CTE Pathway Sequence (if applicable)
School: Mountain View High School
UC/CSU requirement: Yes, 10 units, Subject B (English)
MVLA Graduation requirement:
Textbook and/or other learning resources:

Othello, William Shakespeare
Fences, August Wilson
1984, George Orwell
The Handmaid's Tale, Margaret Atwood
"Parasite," Bong Joon-Ho
A variety of texts including nonfiction essays, articles, films, videos and independent research.

Course Description/Student Learning Outcomes:

Literature, Culture, and Society (LCS) is a 12th grade English course focused on helping students understand, analyze, and evaluate relevant cultural and society issues through literature. The goal of the course also 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 project (senior thesis). 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. The course also fulfills the ERWC (Expository Reading and Writing Curriculum) course description approved by the UC and CSU.

Course Outline/Units of Study/CTE Industry Standards(If applicable to your course):

Unit 1: Memoir and Personal Statement
Unit 2: Othello
Unit 3: Fences
Unit 4: Narrative Medicine
Unit 5: 1984
Unit 6: The Handmaid's Tale
Unit 7: Parasite

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:
Semester letter grades will be determined from formal assessments of a student's proficiency in the following subject area standards:
- Writing: 40%
- Academic Language: 10%
- Reading: 25%
- Speaking & Listening: 25%

    2. Achievement evidence collected within each grading category:

- Formal Presentations in which students communicate orally their arguments/perspectives concerning topics or sources under investigation while acknowledging valid counter arguments.
- Socratic Seminars that demonstrate students' abilities to participate in an academic, formal discussion.
- Multiple Choice Reading Assessments that assess students' reading comprehension and ability to make inferences in nonfiction and fiction sources
- Argumentative essays that demonstrate students' ability to present and sustain a logical argument with relevant sources
- Literary analysis essays that demonstrate students' ability to analyze how fictional texts develop theme and characterization
- Narrative essays that demonstrate mature reflection
- The senior thesis research project – both its process and product – constitutes a large undertaking in the second semester. Students must complete this project to pass the course in the spring semester. On-time submission of a student's Senior Thesis is required to receive a final grade for spring semester. No late papers 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.

All assignments will be scored out of 4 points to communicate a student's proficiency level:

Exceed Standards	4 points
Meets Standards	3 points
Approaches Standards	2 points
Begins Standards	1 point
Insufficient or No Evidence of Standards	0 points

Rubrics or scoring guides will explain proficiency criteria for all assignments. Although students will receive a letter grade at the end of every quarter, only semester grades appear on transcripts. 1st and 3rd quarter grades are not on a student's permanent record, nor are they averaged with grades from 2nd or 4th quarters. Student learning is assessed over the entire semester.

3. Grading scales:

Letter Grade	Letter Grade Equivalent	Narrative Mark
A	3.50 - 4.00	Exceeds Standards
B	2.50 - 3.49	Meets Standards
C	1.50 - 2.49	Approaches Standards
D	0.50 - 1.49	Begins Standards
F	0.00 - 0.49	Insufficient or No Evidence of Standards

Please note that we will not give +'s and -'s within each final letter mark.

Final grades are not manually rounded or curved. The minimum overall average required for each letter mark is listed above. For example, a 3.4999999 is a B. An average of 3.5 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, involving reading or writing (and sometimes both).

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

Students will be allowed one full day for each day not in class to complete all assignments and tests missed during the excused absence. Full credit will be issued according to the teacher´s assessment. The teacher shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. As with any absence, students must stay up to date with class assignments and assessments. Students must check Canvas and/or Google Classroom/Calendars in order to stay current with content and curriculum.

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

The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. Examples of cheating include but are not limited to: anyone who copies another's work or turns in someone else's ideas as his or her own, collaboration with another student or students could be considered cheating if 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 or electronic equipment (calculators, cell phones, etc.), and submitting work that the student produced for another class. See Additional Grading Practices below for additional information regarding this course's policy on AI use.

7. Late work practices:

Students are expected to submit work on-time.
      a. **Prearranged absences:** Students are expected to communicate upcoming absences with the teacher. Students missing class due to a school-approved activity are expected to submit all work <u>prior to the absence</u>.
      b. **Unexcused absences:** The deadlines for submitting work must be followed.
      c. **Excused absences:** Late assignments due to illness or other emergencies should be submitted within one week of the student's return to school. If the student misses a quiz or test, that student must commit to a make-up date upon return. Students are responsible for arranging this date with the teacher.

8. Revision practices:

Opportunities for students to demonstrate improvement and therefore improve their grade are embedded into the curriculum and offered only for some select assessments. No revision opportunities will be offered for semester final assessments. See teacher for specific revision opportunities.

9. Extra credit practices:

No extra credit is offered in this course.

10. Additional grading practices:

Senior Thesis Policy for All 12th MVHS English Courses
In support of our school's vision valuing "the intellectual, emotional, and physical well-being of our community" and "empowering lifelong learners who can … participate ethically at MVHS and in our greater democratic society," the English Department has updated the Senior Thesis policy as follows for all 12th English courses.

    1. **Deadline**
       ● All senior thesis units for all senior classes including AP Literature, Philosophy of Literature, and Literature, Culture, and Society (ERWC) will conclude by **Friday, April 3, 2026 by 3:45 pm.**
       ● No work related to this project will be accepted past this deadline. This deadline represents extra time built into course calendars to accommodate all student needs.

- **Friday, April 4, 2025 at 3:45 pm represents the final deadline by which a student may submit any work connected to Senior Thesis**.

2. **Scope**
    - This deadline applies to students with 504's and IEP's as official Senior Thesis deadlines may occur prior to Friday, April 4, 2025 for each course.
    - Links, documents, paper copies of any kind related to this project will not be accepted past this deadline.

3. **Evaluation Criteria and Grading Policy**
    - All senior instructors will evaluate a student's research and argument skills based on the body of work submitted prior to this date according to the English Language Arts Common State Standards for Grades 11-12 for Reading, Research, and Argumentation.
    - If a student fails to submit work by this deadline or if a link or document is not accessible past this deadline even if work is completed, etc., student skill will be assessed based on what is already submitted and available to the instructor.
    - If a student has not submitted any evidence of the unit's skills by Friday, April 4 at 3:45 pm, students will receive an alternate opportunity to demonstrate the unit's focus skills. Students will be given a timed argument performance task to be completed on an assigned date.
    - All senior courses are set up such that a student may still pass and receive course credit even if students do not submit any official work for senior thesis. This grading principle also applies to any work that has been plagiarized and discovered past this deadline.

4. **Academic Integrity Policy**
    - All students are expected to follow our school's Academic Integrity policy for all parts of this project. Students are to follow the class rules on the use of any and all study aids including any Artificial Intelligence tools such as ChatGPT, Co-Pilot, Grammarly, and other generative AI. Failure to adhere to all the rules set by the instructor and the guidelines for a given assignment will be considered as academic integrity violation and will result in disciplinary consequences (see MVHS Parent/Student Handbook Page 25).
    - Academic integrity violations on Senior Thesis are considered a Category B offense if this is a first time offense. If this is a second or multiple offense, it will be considered a Category C offense (see MVHS Parent/Student Handbook Page 25).

ARTIFICIAL INTELLIGENCE:

1. Originality: Produce original work. AI should not write or generate content for you.

2. Prohibited use of AI for content generation: The use of any AI tools, including but not limited to AI chatbots and large language models (such as ChatGPT, Claude, Grammarly or similar tools), to generate content, complete assignments, or produce any part of your work is strictly prohibited. This includes using AI to write essays, solve problems, or generate ideas. Using AI-generated content and presenting it as your own is a form of plagiarism. These tools should not be used as a substitute for your own thinking, writing, or problem-solving.

3. Restricted AI use for editing: The use of AI writing assistants like Grammarly AI for generating or extensively editing content is not permitted. Content creation and significant rewrites should be your own work.

4. Show your work: For all assignments, you must demonstrate your thought process and work progression. Credit will only be given when work is shown.

5. Process documentation: Maintain a visible work history in Google Docs or other approved platforms for all assignments.

6. All students will submit work to Turnitin.com, a district-approved tool, to help instructors determine originality of writing.
    - Turnitin.com's end-user license agreement states:
    - The score and/or feedback received through [Turnitin.com] should be considered as one piece of evidence about a student's writing ability. When a score is being used for an important decision about a student's

performance, instructors should review and evaluate the score and/or feedback to ensure the appropriate decision about placement, performance and plagiarism. [Instructors] will agree to exercise independent professional judgment in, and to assume sole and exclusive responsibility for, determining the actual existence of plagiarism in a submitted paper with the acknowledgement and understanding that the Originality Reports are only tools for detecting textual similarities between compared works and do not determine conclusively the existence of plagiarism, which determination is a matter of professional judgment of the Instructor and Institution.

- The final decision on whether any misconduct has occurred rests with the reviewer/instructor. Instructors should use the originality index and AI percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in greater detail according to their school's policies.

7. If the instructor announces an **explicit exception** to the AI policy for a specific assignment that has been designed with AI use in mind, be sure to follow the guidelines of:

- **Transparency**: Be open about any AI or technology tools used in your work.
- **Cite AI assistance**: If AI tools are used for any part of your work, cite them appropriately.

  MLA Citation Format: ChatGPT. "Title of Conversation." OpenAI Conversations, Date of Access, [Insert URL of this conversation].

  Model:

  ChatGPT. "Three Specific Suggestions to Strengthen and Improve Personal Narrative Writing." OpenAI Conversations, 28 Aug. 2023, https://chat.openai.com/c/50427ccc-13df-401f-af99-02b91c65f370 .

8. Learning focus: Use technology to enhance your learning, not replace it.

9. In-class integrity: During in-class assignments, only use approved tools and resources. You may only use AI when your teacher specifically mentions you may do so.

10. Second language translation: When working on assignments in a language other than English, the use of AI translation tools (such as Google Translate, DeepL, or similar) for translating entire sentences or paragraphs is not permitted. These tools should only be used for individual words or short phrases to aid in vocabulary comprehension. The goal is to develop your language skills, not rely on AI for translation. If you need assistance, consult your teacher or use approved language learning resources.

11. Ask when unsure: If you're not certain about the appropriate use of AI or technology for an assignment, ask for clarification.

11. LMS Used:

Ms. Lin's class will use Google Classroom.
Mr. Shih's class will use Canvas.

Instructors' email addresses:

Olivia Lin: olivia.lin@mvla.net
Matt Shih: matthew.shih@mvla.net

Additional information: