

**Contra Costa College**

**Request for COURSE/CATALOG NON-SUBSTANTIAL CHANGE –** *revised 04/14*

***Please mark an "X" in the box of the item that has been revised.***

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| --- | --- | --- | --- | --- | --- |
|  | **INACTIVATION** of a course |  | Course Catalog/Schedule Title |  | Hours per semester |
|  | Department |  | Repeatability | X | Pre/Co-requisite/Advisory |
|  | PROGRAM - Course Number |  | Grade Option | X | AA/AS Degree Requirements/Transfer |
|  | Course Catalog/Schedule Description |  | Open Entry/Open Exit |  | **REACTIVATION** of a course |

***Reason for Revisions or Inactivation of Course:***

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| To correct typing errors from earlier revisions to modify this course for the English transfer agreement. See attached memo. |

**For all course revisions, except AA/AS Degree and Transfer revisions, please attach the following items:**

1. New revised Outline

2. Old Outline

3. Pre/Co-requisite/Advisory Validation Form (if applicable)

## CURRENT COURSE INFORMATION *(Fill in the current department/course number/title and only areas that are being revised)*

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| **Department:** | | English Department | | | | | | | | | | | | | | **Date of Submission:** | | | | | 9/26/2014 | | | |
| **Course Number:** | | | | Eng. 230B | | | Title: | | | World Literature: 1650 to Present | | | | | | | | | | | | | | |
| **Hours per semester:** | | | | Lecture: |  | | | Lab: | | |  | HBA: | |  | | | Repeatability | |  | | Number of times: | |  |
| **Grade Option:** | | |  | | Letter | | |  | | | Student Choice | | |  | | | Pass/No Pass | |  | | | | **Open entry/open exit** | | |
| **Pre-requisite(s):** | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Co-requisite(s):** | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Advisory(ies):** | | |  | | | | | | | | | | | | | | | | | | | | | |

**CHANGE TO**: C*heck box* and *fill in those parts that are being revised.*

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|  | | Department: | | |  | | | | | | | | | | | | | | | | | | | | | | |
|  | | PROGRAM - Course Number: | | | | | | |  | | | | | | | | | | | | | | | | | | |
|  | | Course Catalog Title *(limited to 38 character spaces)*: | | | | | | | | | | | | | | |  | | | | | | | | | | |
|  | | Course Schedule Title *(limited to 31 character spaces)*: | | | | | | | | | | | | | | | |  | | | | | | | | | |
|  | Course Catalog Description: (*Type new course description in expanding box below)* | | | | | | | | | | | | | | | | | | | | | |
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|  | Course Schedule Description *(shortened version):* | | | | | | | | | | | | | | | | | | | | | |
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|  | | Repeatability: Add | | | |  | | Delete | |  | | Number of times: | | | | | | |  |
|  | | Hours per semester: Lecture: | | | | | | |  | | | | | Lab: | | | |  | | | | HBA: |  | | | |
|  | | Grade Option: Letter Grade | | | | | | | | | |  | Student Choice | | | | | |  | | Pass/No Pass | | | |  |
|  | | Open entry/open exit | | | |  | Delete | | |  | Add | | | |
|  | | Prerequisite: | | | |  | Delete: | | |  | Add: | | | |  | | | | | | | | | | | | |
|  | | Prerequisite: | | | |  | Delete: | | |  | Add: | | | |  | | | | | | | | | | | | |
|  | | Co-requisite: | | | |  | Delete: | | |  | Add: | | | |  | | | | | | | | | | | | |
|  | | Co-requisite: | | | |  | Delete: | | |  | Add: | | | |  | | | | | | | | | | | | |
|  | | Advisory: | | | |  | Delete: | | |  | Add: | | | |  | | | | | | | | | | | | |
|  | | Inactivate this course from catalog. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | This inactivation affects a major or certificate *(Submit a Change of Major form and/or notify the affected department)* | | | | | | | | | | | | | | | | | | | | | | | | |
|  | This inactivation affects the Liberal Arts major *(Check the major below, and notify the Counseling Department Chair*) | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Communication in the English Language | | | | | | | | | | | |  | | Math and Science | | | | | | | | | | |
|  | Arts & Humanities | | | | | | | | | | | |  | | Social &Behavioral Science | | | | | | | | | | |

***Please check ALL other Areas that will be affected by the revision, inactivation, or transfer of this course:***

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|  | CCC Degree Requirements: GE - Area | | | | | | | | |  | | | Elective only | | | | | | |  | Add |  | Remove | |  |
|  | CSU transfer: GE-Area | | | |  | | American Institutions | | | | | | | | |  | | Elective only | |  | Add |  | Remove | |  |
|  | Transfer Major (specify) | |  | | | | | | | | | | | | | |  | | | | |  |  | |  |
|  | UC transfer: UC state-wide system | | | | | | | |  | | UC Davis | | | |  | UC Berkeley | | |  | UC Letters & Sciences - Area | | | |  | |
|  | Transfer Major (specify) | |  | | | | | | | | | | | | | | Add | | | | |  | Remove | |  |
|  | IGETC: Area |  | | Add | |  | | Remove | | | |  | |

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| **This revision becomes effective:** | Fall 2014 |
|  | *Semester/Year* |

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| **This revision should be published in:** *(Check one and note Fiscal Year/Year)* |

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|  | **Summer/Fall Catalog** |  |  | X | **Spring Catalog Addendum** | 2015 |

*Fiscal Year Year*

**APPROVAL SIGNATURES**

**(Please Print Name/Signature)**

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| --- | --- | --- | --- |
| **Faculty Originator** | Joy EichnerLynch | **Date:** | 9/26/2014 |
| **Department Chair:** |  | **Date:** |  |
| **DIC Chair:** |  | **Date:** |  |
| **Division Dean:** |  | **Date:** |  |
| **CIC Chair:** |  | **Date:** |  |
| **VP of Instruction or designee:** |  | **Date:** |  |

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| **Distribution:** Instruction Office (original), Articulation Office, Admissions and Records Office, Faculty Originator, Department Chair, and Division Office |

**CONTRA COSTA COLLEGE**

**PRE/CO-REQUISITE/ADVISORY VALIDATION FORM**

**[Use one validation form per pre/co-requisite, advisory except when Pre/Co-requisites are linked by “or” statements]**

|  |  |  |
| --- | --- | --- |
| Course Number and Title: | English 230B—World Literature: 1650 to Present | |
| Pre/Co-requisite/Advisory to be validated: | | English 142B |

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| --- |
| ***Content review*** is required for any prerequisite, co-requisite, or advisory to determine whether students who do not meet the specified standard are highly unlikely to receive a satisfactory grade in the course [Title 5, Section 55201 (b) (1]. This validation is separate from course approval. Additional scrutiny may be required, depending on the type of pre/co-requisite. |

**Directions:** Circle, *or highlight* one of the following and attach required justification AND content review documentation.

1. This course has no course pre/co-requisites or advisories.
2. The course is an advisory only.
3. This is a lab course. The primary course, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will have the validation evidence.
4. This pre/co-requisite is required in order to make the course acceptable for transfer by the UC or CSU systems. Attach documentation (catalog descriptions) from three or more UC/CSU campuses.
5. This course is part of a sequence of courses within and/or across disciplines. Attach a copy of the course outline that includes a list of the specific skills and knowledge that the student must possess to be ready to take the course.
6. The prerequisite is required for enrollment in a program.

Program name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program prerequisite(s) must be approved as provided for at least one required course in the program, of which this is one. Attach copy of course outline specifying skills and/or knowledge that student must possess.

1. This prerequisite is required for the health or safety of the students in the course; students who lack this prerequisite might endanger themselves or other students. Attach a copy of the course outline that specifically lists what the student must possess before entering the course.
2. This pre/co-requisite is required by law or government regulation. Attach a copy of pertinent law or regulation.
3. This pre/co-requisite is one of recency or another measure of readiness. Attach both a copy of the course outline listing the specific skills student must possess AND data gathered as directed by the District Model Policy.
4. This prerequisite involves a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students (such as PACE). Attach documentation as directed by pertinent sections of the District Model Policy.

\*\*\* **NOTE:** *In addition to rigorous content review,* an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

*Revised form 01/14*

**CONTENT REVIEW MATRIX**

**FOR EVALUATING PRE/CO-REQUISITES/ADVISORIES**

***Pre/Co-requisites must have established challenge policies***

|  |  |
| --- | --- |
| Course Number: | English 230B |
| Course Title: | World Literature—1650 to Present |
| Pre-requisite: | English 142B |
| Co-requisite: |  |
| Advisory: |  |

|  |  |
| --- | --- |
| Pre/Co-requisite Challenge Policy: | Essay Exam |

List entrance skills/body of knowledge: (APPLICABLE Course CONTENT of course being reviewed)

|  |  |
| --- | --- |
| 1. | Reading, analyzing, interpreting and writing about world literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to present. |
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List exit skills of proposed pre/co-requisite: (APPLICABLE Course OBJECTIVES of pre/co-req./advisory)

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| 1. | Read and comprehend short expository essays, short stories, and a full-length work of fiction or non-fiction. This includes the ability to predict concepts to be covered in a reading selection; make inferences and draw conclusions from the selection; identify rhetorical principles of organization; use information in the selections as the basis for expressing personal views, both orally and in writing; and interpret graphic materials. |
| 2. | Demonstrate competent vocabulary skills. This includes the ability to identify contextual clues; infer meanings of unknown words; recognize and apply knowledge of parts of speech, stems, and affixes to write grammatically correct sentences; and utilize basic dictionary skills. |
| 3. | Locate thesis statements, main ideas, and supporting details. This includes the ability to distinguish between general and specific words and ideas; recognize levels of specificity; categorize ideas; identify major and minor details; and write the main idea, whether explicit or implied, in one’s own words. |
| 4. | Use effective study skills. This includes recognizing and utilizing textbook features to full advantage, underlining and annotating textbook material effectively, demonstrating efficient time management, having an organized notebook, and using effective note-taking and test-taking strategies. |
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| Exit skills of proposed pre/co-req./advisory | | | | | | | | | | | |
| Entrance skills/body of knowledge |  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
| 1. | X | X | X | X |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |
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**Or, list conclusions below regarding the necessity and appropriateness of the proposed pre-requisite, co-requisite, or advisory.**

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*Revised form 01/14*

**CONTRA COSTA COLLEGE**

**PRE/CO-REQUISITE/ADVISORY VALIDATION FORM**

**[Use one validation form per pre/co-requisite, advisory except when Pre/Co-requisites are linked by “or” statements]**

|  |  |  |
| --- | --- | --- |
| Course Number and Title: | English 230B--World Literature: 1650 to Present | |
| Pre/Co-requisite/Advisory to be validated: | | English 1A |

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| --- |
| ***Content review*** is required for any prerequisite, co-requisite, or advisory to determine whether students who do not meet the specified standard are highly unlikely to receive a satisfactory grade in the course [Title 5, Section 55201 (b) (1]. This validation is separate from course approval. Additional scrutiny may be required, depending on the type of pre/co-requisite. |

**Directions:** Circle, *or highlight* one of the following and attach required justification AND content review documentation.

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2. The course is an advisory only.
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4. This pre/co-requisite is required in order to make the course acceptable for transfer by the UC or CSU systems. Attach documentation (catalog descriptions) from three or more UC/CSU campuses.
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Program name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program prerequisite(s) must be approved as provided for at least one required course in the program, of which this is one. Attach copy of course outline specifying skills and/or knowledge that student must possess.

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2. This pre/co-requisite is required by law or government regulation. Attach a copy of pertinent law or regulation.
3. This pre/co-requisite is one of recency or another measure of readiness. Attach both a copy of the course outline listing the specific skills student must possess AND data gathered as directed by the District Model Policy.
4. This prerequisite involves a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students (such as PACE). Attach documentation as directed by pertinent sections of the District Model Policy.

\*\*\* **NOTE:** *In addition to rigorous content review,* an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

*Revised form 01/14*

**CONTENT REVIEW MATRIX**

**FOR EVALUATING PRE/CO-REQUISITES/ADVISORIES**

***Pre/Co-requisites must have established challenge policies***

|  |  |
| --- | --- |
| Course Number: | English 230B |
| Course Title: | World Literature—1650 to Present |
| Pre-requisite: | English 1A |
| Co-requisite: |  |
| Advisory: |  |

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| --- | --- |
| Pre/Co-requisite Challenge Policy: | Essay Exam |

List entrance skills/body of knowledge: (APPLICABLE Course CONTENT of course being reviewed)

|  |  |
| --- | --- |
| 1. | Reading, analyzing, interpreting and writing about literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to present. |
| 2. |  |
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List exit skills of proposed pre/co-requisite: (APPLICABLE Course OBJECTIVES of pre/co-req./advisory)

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| 1. | Employ strategies of prewriting (idea generation, e.g., freewriting, clustering, brainstorming, and outlining) and revision (e.g., drafting, peer response) |
| 2. | Include a clear thesis |
| 3. | Organize ideas logically |
| 4. | Establish a clear purpose and tone; show awareness of audience |
| 5. | Employ features of argumentation, including varied forms of support, e.g., comparison/contrast, definition, illustration, cause/effect |
| 6. | Show coherence and unity |
| 7. | Use effective language, including precise diction and varied sentences |
| 8. | Show grammatical correctness |
| 9. | Research and synthesize ideas from a variety of sources |
| 10. | Use MLA style to document sources (quotations and paraphrasing) with in-text citations and a Works Cited page |

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| Exit skills of proposed pre/co-req./advisory | | | | | | | | | | | |
| Entrance skills/body of knowledge |  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
| 1. | X | X | X | X | X | X | X | X | X | X |
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| **Contra Costa College** |

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| **Course Outline** |

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| **Department & Number** | English 230B | **Number of Weeks** | 18 |
| **Course Title** | World Literature—1650 to Present | **Lecture Hours By Term** | 54 |
| **Prerequisite** | English 142B | **Lab Hours By Term** |  |
| **Challenge Policy** | Essay Exam | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units** | 3 |
| **Challenge Policy** |  |  |  |
| **Advisory** | English 1A |

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| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
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| **COURSE/CATALOG DESCRIPTION** |

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| This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid o r late seventeenth century to the present. |

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| **COURSE OBJECTIVES:** | |
| At the completion of the course the student will be able to: | |

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| 1) Demonstrate familiarity with important authors, works, genres, and themes of the period |
| 2) Analyze and interpret themes found in the literature and intellectual movements of the period |
| 3) Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis |
| 4) Relate the literary works to their historical, philosophical, social, political and/or aesthetic contexts.  5) Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form. |

**INTENDED STUDENT LEARNING OUTCOMES:**

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| Students will be able to identify the relationship of a literary text and the social/cultural/political contexts. |
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**COURSE CONTENT (Lecture):**

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| 25% Instruction in the contexts of world literature from Europe, the Middle East, Asia and other areas from mid to late seventeenth century to present: the cultural, historical, political, moral, psychological and social backgrounds |
| 25% Instruction in the writings and literary concerns of influential and significant texts and authors from those areas and times |
| 10% Instruction in the evolution of literary traditions, contexts, and genres from those areas and times |
| 40% Instruction in and reading, analyzing, interpreting and writing about literature from Europe, the Middle East, Asia, and other areas, from the mid to late the seventeenth century. |

**COURSE CONTENT (Lab):**

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| **METHODS OF INSTRUCTION:** | |
| Lectures and class discussion | |
| Small group discussions  Participation in class presentations | |
| Individual conferences as needed | |
| Optional supplemental field trips and/or audio-visual presentations | |
| Optional multi-media presentations and distant education resources | |

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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| --- | --- |
| Textbook Title: | Longman Anthology of World Literature, Books D, E, and F |
| Author: | David Damrosch |
| Publisher: | Longman |
| Edition/Date: | 2009 |
| Textbook Reading Level: | College/university |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Lab Manual Title | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

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| **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 5 |

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| Aphra Behn, “Oroonoko” and Olaudah Equiano’s “Interesting Narrative” |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 1 |

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| In a short essay of three pages, discuss how the vision of the self compares between Matsuo Basho’s haiku from “Narrow Road to the Deep North,” Charles de Secondat’s “Persian Letters” and Evilya Celebi’s “The Book of Travels.” Be sure to locate evidence within the text to support your claims. |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* |  |

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**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| * Course must require use of critical thinking, college-level concepts & college-level learning skills. * For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration. |

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| --- | --- | --- |
| 85 | **%** | Essay (If essay is not included in assessment, explain below.) |
| A variety of writing assignments including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, in-class writing, group projects or research projects. |
|  | **%** | Computation or Non-computational Problem Solving Skills |
|  | **%** | Skills Demonstration |
|  | **%** | Objective Examinations |
|  |  | Other (describe) |
| 15 | **%** | Class Participation |
|  | **%** |  |
|  | **%** |  |

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| **GRADING POLICY: (Choose LG, P/NP, or SC)** | | | | | |
|  | **Letter Grade** | |  | **Pass / No Pass** | | | x | **Student Choice** |
| 90% - 100% = A | | | 70% and above = Pass | | | | 90% - 100% = A |
| 80% - 89% = B | | | Below 70% = No Pass | | | | 80% - 89% = B |
| 70% - 79% = C | | |  | | | | 70% - 79% = C |
| 60% - 69% = D | | |  | | | | 60% - 69% = D |
| Below 60% = F | | |  | | | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | | | | J. EichnerLynch, Ph.D. | | | |

|  |  |
| --- | --- |
| **Date:** | Spring 2014 |

*Revised form 01/14*