

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) October 18, 2004	
<p>1. Course Title Christianity and Morality in American Literature</p> <p>2. Transcript Title(s) / Abbreviation(s)</p> <p>3. Transcript Course Code(s) / Number(s)</p> <p>4. School Calvary Chapel Christian School of Murrieta</p> <p>5. District N/A</p> <p>6. City Murrieta</p> <p>7. School / District Web Site http://www.cccsmurrieta.com</p> <p>8. School Course List Contact Name: May Agnell Title/Position: Guidance Counselor Phone: (909)677-5667 Ext.: E-mail:</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science</p> <p><input checked="" type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Laboratory Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual & Performing Arts</p> <p style="padding-left: 20px;"><input type="checkbox"/> Intro <input type="checkbox"/> Advanced</p> <p><input type="checkbox"/> College Prep Elective</p> <p>10. Grade Level(s) for which this course is designed</p> <p style="text-align: center;">9 10 11 12</p> <p>11. Seeking "Honors" Distinction?</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>12. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</p> <p><input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____</p> <p><input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____</p> <p><input type="checkbox"/> Alternative course title for course with identical content at this school Title of previously-approved identical course: _____</p> <p><input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course</p> <p><input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course</p> <p><input type="checkbox"/> Year-long VPA course replacing two approved successive semester-long courses in the same discipline</p> <p><input type="checkbox"/> Approved P.A.S.S. course</p> <p><input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____</p> <p><input type="checkbox"/> Other. Explain: _____</p>	

<p>14. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>15. Pre-Requisites</p> <p>None</p>
<p>16. Co-Requisites</p> <p>None</p>
<p>17. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>18. Brief Course Description</p> <p>Christianity and Morality in American Literature is an intensive study in textual criticism aimed at elevating the ability of students to engage literary works at the level of the author's beliefs and to examine and effectively communicate the impact of those beliefs on the work and the writing process. Students will first survey the various prominent forms of American literature, with class discussions to identify particular themes or movements within the literature, and weekly papers which more extensively examine them. The feedback from the weekly papers and classroom interaction will develop the student's ability to think critically and analytically as well as their writing skills. The final project will consist of the examination of a significant piece of fiction from an approved list, and an intensive writing (term paper) identifying those processes and themes which inform it.</p>

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

1. Demonstrate the ability to analyze and distinguish moral, ethical, and aesthetic themes contained in literature.
2. Demonstrate the ability to honestly and sensitively discuss and analyze controversial issues, including the ability to discuss and analyze contrarian as well as majoritarian positions.
3. Enhance oral communication skills through classroom discussion.
4. Enhance written communication skills through analytical, expository and creative writing.
5. Develop moral reasoning skills and enhance the expression of ethical norms, aspirations and ideals through creative writing.

20. Course Objectives

1. Students will learn to read literature with attention to moral, ethical and aesthetic themes.
2. Students will learn how to analyze moral, ethical and aesthetic positions on controversial and non-controversial issues, and how these different positions informed discussion and consensus throughout the history of American Literature.
3. Students will learn to write critically regarding the dominant moral or ethical themes in a work.
4. Students will learn to write creatively and persuasively to support moral and ethical positions.

21. Course Outline

1. American Humor and Legends
 - a. Authors: Rogers, Twain, Ward
 - b. Topics: Style, Language, Honesty
2. The American Short Story
 - a. Crane, Hawthorne, Irving, Poe

- b. Character, Plot, Destiny vs. Free Will
- 3. Early America
 - a. Bradstreet, Franklin, Wheatley, Williams
 - b. Language, Pride, Tolerance
- 4. Romanticism
 - a. Cooper, Holmes, Longfellow, Melville, Poe, Stowe
 - b. Symbolism, Idealism, Conflict, Good vs. Evil
- 5. Devotional and Persuasive Writings
 - a. Finney, Lee, Lincoln, Tozer, Spirituals
 - b. Principles of Reason, Faith
- 6. Realism
 - a. Wallace
 - b. Description, Relationships
- 7. Transcendentalism
 - a. Emerson, Thoreau, Whitman
 - b. Inerrancy of Scripture, Sin
- 8. Modern Works
 - a. Hemingway
 - b. Point of View, Character
- 9. Term Paper

22. Texts & Supplemental Instructional Materials

Primary Text:

- America Literature: Classics for Christians Vol. 5 A Beka

Supplemental Final Paper Texts:

- Pride and Prejudice Jane Austen
- Something Wicked This Way Comes Ray Bradbury
- Pilgrim's Progress John Bunyan
- Canterbury Tales Geoffrey Chaucer
- Les Misérables Victor Hugo
- The Great Divorce C.S. Lewis
- The Lion, the Witch, and the Wardrobe C.S. Lewis
- The Screwtape Letters C.S. Lewis
- A Canticle for Leibowitz Walter M. Miller
- Dracula Bram Stoker
- The Hobbit J.R.R. Tolkien
- The Silmarillion J.R.R. Tolkien

23. Key Assignments

1. Students will complete all assigned selections from their text.
2. Students will produce weekly expositions, analyses or creative writings exploring topics discussed in class.
3. Students will produce a Final Paper, a comprehensive analysis of one major literary work. This paper will require the students to display lessons and skills gained over the previous year.

24. Instructional Methods and/or Strategies

The course's main instructional strategy will be class and group-based discussion of primarily themes and movements. Additional instruction techniques will include students taking turns leading class discussions and student exploration of themes and movements in weekly writings

25. Assessment Methods and/or Tools

Students will be assessed by multiple criteria. The approximate percentage weight in each category will be:

- Classroom participation (quality and frequency): 20%
- Weekly writings (expository, analytical, and creative) 30%
- Final paper 50%

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

**Exhibit 6 Defendant Response to New Course
Submissions (Oct. 25, 2004)**

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

UNDERGRADUATE AFFAIRS
STUDENT ACADEMIC SERVICES

OFFICE OF THE PRESIDENT
1111 Franklin Street, 9th Floor
Oakland, California 94607-5200

Checklist for Course Review and Feedback HISTORY / SOCIAL SCIENCE

School/District Name: Calvary Chapel Christian Sch
Name of Course(s): Christianity and Morality in
American Literature

Date: 10/25/04 10:06 AM

- Course approved, but for College prep elective rather than for the History / Social Science requirement (see Section A below)
- Course approved, but not for UC Honors status (see Section B below)
- Not approved:
 - Lacking necessary course information (see Section C below)
 - Insufficient academic / theoretical content
 - Focus too narrow / too specialized
 - Attempt to address too many topics / lack of depth
 - Too much focus on career-related skills (application), rather than academics (theory)
 - Too much focus on technology tools, rather than content knowledge
 - Lack of pre-requisites
 - Other: This appears to be more appropriately an English course. Suggest you resubmit it as such.

Comments:

A. Fails to Meet Subject Specific Requirements

Component	Not Adequate	Comments
Substantial reading / writing		
Depth and breadth		
Other		

B. Fails to Meet Honors Criteria

Coursework is not comparable to AP, IB, or collegiate level courses.	
The course is not designed for the appropriate grade level (11th/12th grades).	
The school does not offer a non-honors equivalent.	
This course exceeds the maximum number of honors courses allowed in the subject area.	
This course does not have a comprehensive written final exam.	
This course does not have appropriate pre-requisites.	
Other:	

C. Lacking Necessary Course Information

Component	Not Adequate	Component	Not Adequate
Length of course (semester or year)		Student assignments	
General description of course		Texts and/or instructional materials	
Course objectives		Instructional & Assessment methods	
Course outline or list of topics		Other:	

Thank you for your attention in these matters.
Nina Costales, Articulation Specialist
(510) 987-9570

-----Original Message-----

From: hsupdate@ucop.edu [mailto:hsupdate@ucop.edu]

Sent: Monday, October 25, 2004 10:06 AM

To: May Agnell

Subject: a-g Online Update Review Complete

UC has completed the review of your school's 2004-05 a-g course list update. Please visit Doorways public course list website to download your list. If there are additional updates that you would like to submit (i.e. revisions of courses that were not approved, other changes, etc.), we ask that you submit all of your revisions at the same time as an additional submission for the 2004-05 academic year.

Thank you for utilizing the on-line process for updating your course list. If you have any suggestions for improvement, please forward them to hsupdate@ucop.edu.

**Exhibit 7 Defendant Rejection of New Course
Submission (July 28, 2005)**

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

UNDERGRADUATE AFFAIRS
STUDENT ACADEMIC SERVICES

OFFICE OF THE PRESIDENT
1111 Franklin Street, 9th Floor
Oakland, California 94607-5200

07/28/05 5:07 PM

University of California "a-g" Course List Update Summary for 2004-05

Calvary Chapel Christian Sch
ATP# 052104

Dear May Agnell,

I am writing to thank you for submitting your updated course list and new course outlines. High school course articulation is an extremely vital part of the University's admission process, and I appreciate your support in this endeavor.

We have completed a review of your submission. Revisions and approved new courses will appear on your updated course list, which can be downloaded at <https://pathways.ucop.edu/doorways/list>. If courses have not been approved or not approved as submitted, checklists have been enclosed detailing the reasons for non-approval and changes. If courses have been sent to faculty for review this will also be noted on a checklist. Please share the checklist(s) with appropriate teachers and counselors for their information. The checklist(s) can also be used as a guide for revising outlines of courses that were not approved, should you choose to re-submit these courses at a later date.

The following courses have not been approved for UC's freshmen subject requirements. See attached "Course Evaluation Checklist" for rationale.

Subject Area	Course Title
English	Christianity and Morality in Americ

I encourage you to submit any revisions or additions to your course list at our online submission site at <https://pathways.ucop.edu/doorways/update>. Please E-mail us at hupdate@ucop.edu with any questions about accessing this online site. Please note that the update cycle for **2004-05 will close on November 1, 2004**. Updates that are not submitted by that time will not be accessible for the next cycle.

I want to thank you again for your continual support of the articulation process, and I look forward to future communications.

Sincerely,
Sue Wilbur Ph.D.
Director, Undergraduate Admissions

Enclosures

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

UNDERGRADUATE AFFAIRS
STUDENT ACADEMIC SERVICES

OFFICE OF THE PRESIDENT
1111 Franklin Street, 9th Floor
Oakland, California 94607-5200

Checklist for Course Review and Feedback ENGLISH

School/District Name: Calvary Chapel Christian Sch
Name of Course(s): Christian ty and Morality in American Literature

Date: 07/28/05 5:07 PM

- Course approved, but for College prep elective rather than for the English requirement (see Section A below)
- Course approved, but not for UC Honors status (see Section B below)
- Not approved:
 - Lacking necessary course information (see Section C below)
 - Insufficient academic / theoretical content (see section A below)
 - Focus too narrow / too specialized
 - Attempt to address too many topics / lack of depth
 - Too much focus on career-related skills (application), rather than academics (theory)
 - Too much focus on technology tools, rather than content knowledge
 - Lack of pre-requisites
 - Other: Unfortunately, this course, while it has an interesting reading list, does not offer a non-biased approach to the subject matter. See comments.

Comments:

Outline is vague and lacks detail. Textbook is not appropriate. There is not activities or assignments that tie to the supplemental reading.

A. Fails to Meet Subject Specific Requirements

Component:	Not Adequate	Comments
Substantial reading / writing	<input checked="" type="checkbox"/>	Need detail to determine which books on the reading list are read in their entirety.
Other		

B. Fails to Meet Honors Criteria

Coursework is not comparable to AP, IB, or collegiate level courses.	
The course is not designed for the appropriate grade level (11th/12th grades).	
The school does not offer a non-honors equivalent.	
This course exceeds the maximum number of honors courses allowed in the subject area.	
This course does not have a comprehensive written final exam.	
This course does not have appropriate pre-requisites.	
Other:	

C. Lacking Necessary Course Information

Component	Not Adequate	Component	Not Adequate
Length of course (semester or year)		Student assignments	
General description of course		Texts and/or instructional materials	<input checked="" type="checkbox"/>
Course objectives		Instructional & Assessment methods	
Course outline or list of topics	<input checked="" type="checkbox"/>	Other:	

Thank you for your attention in these matters.
Nina Costales, Articulation Specialist
(510) 987-9570

-----Original Message-----

From: hsupdate@ucop.edu [mailto:hsupdate@ucop.edu]

Sent: Thursday, July 28, 2005 5:08 PM

To: May Agnell

Subject: a-g Online Update Review Complete

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