Core Syllabus

CI 204: Social Foundations of Education in the United States
Fall 2016, School of Education, Iowa State University

Teacher: TBA         Days
Email: TBA         Room #
Office: TBA                    Section #: Time
Office Hours: By Appointment

About the course

CI 204: Social Foundations of Education in the United States is a core course for all students in K-12 or Secondary teacher preparation programs at Iowa State University.¹ The course has two central purposes²:

- Drawing upon the disciplinary tools of the humanities and social sciences, social foundations aims to help pre-service teachers ask critical questions about and develop a nuanced understanding of:
  (a) Competing visions of the purpose(s) and practice(s) of education
  (b) The array of cultural, economic, historical, political and social ideas and contexts that inform educational structures, policies, and practices, and shape the educational experiences of individuals and social groups.
- In addition to informing the day-to-day practices of teaching, the aim of social foundations is to foster a politically and socially conscious stance towards public schooling that enables teachers to act in particular places, such as their classrooms, schools, and communities, as informed and vociferous advocates for just social relations.

These purposes may also be voiced as questions, including:

- What is the purpose of public schooling? Who decides? Who should decide?
- What shapes the educational experiences of individuals and social groups?
- What are the responsibilities of teachers in public schools?

In order to support an aligned experience for all CI 204 students: (1) All sections read intellectually challenging work in the field of education; (2) All sections engage in analytical writing as a way to process and reflect on course content; (3) All sections engage core foundational questions about the purpose of schooling and the role of the teacher in schools; (4) All sections engage the role(s) of race and

¹ CI 205 is the social foundations course for students in Early Childhood and Elementary Education teacher preparation programs. Although there are numerous similarities, the courses are designed specifically for their respective programs.
² Statement of compliance with state mandated large course assessment (Quirmbach): The purposes of CI 204—what may be referred to as “goals” or “learning objectives” depending on your interpretation of curriculum design literature—are grounded in and guided by scholarly literature in the fields of social foundations of education and teacher education. Course assessment, which includes analysis of written work, class discussions, and other course activities and assignments, is also grounded in and guided by scholarly literature in the fields of social foundations and teacher education as well as literature in the learning sciences. During the semester, CI 204 instructors meet regularly to plan, discuss, and generally reflect on the course. At the end of each semester, CI 204 instructors debrief and make appropriate changes to the next semester’s syllabus.
ethnicity, political economy and social class, gender and sexuality, and conceptions of ability in informing schooling structures, policies, practices, and in shaping the experiences of individuals and social groups; (5) All sections connect local experiences in Iowa with a national narrative; and, (6) All sections use the same final essay assignment as a tool to process and reflect on core course ideas, and as an official artifact for the teacher education certification portfolio (more detail below). Thus, while each section receives the stamp of individual instructors, all sections are aligned by general principles, practices, and purposes.

In addition to social foundations specific goals, the course also aims to help you improve your reading, writing, and critical thinking skills, all of which are essential for both your academic career as a student and your professional career as a teacher. This is one reason why the course has multiple writing assignments spread across the semester. This allows us to ‘assess’ your thinking and ability to communicate ideas over time. This is also one reason why participation in class discussion and activities is important—we are listening to what you have to say, reflecting on your reasoning, and pushing and pulling the direction of class discussions and activities based upon this assessment.

The course is particularly attuned to questions of equitable educational opportunity. Why, for instance, have some social groups historically had access to educational opportunities while others have not? What are the legacies of these historical struggles over access? What are contemporary struggles for access to educational opportunities? With the aid of maps, historical documents, and a range of school data we will also pay particular attention to schooling and issues of educational equity in Iowa. This focus on a particular place (Iowa, and especially Des Moines) should help make concrete more abstract cultural, economic, historical, political, and social ideas and contexts. The focus on a particular place will also help you practice using inquiry tools (ranging from reading city and neighborhood maps to analyzing school data, demographic information and test results) that will help you develop an understanding of the places you teach, both in the program and as an in-service teacher.

One final note about the intent of the course: the ideas in this course should stretch you mentally, exhaust you emotionally, and rattle your ideas about the world and what it means to be a teacher. Teaching is serious work. The intellectual press in this class will be high.

For more on Iowa State University’s Educator Preparation Program: [http://www.education.iastate.edu/undergraduate-studies/](http://www.education.iastate.edu/undergraduate-studies/)

As with all courses in the School of Education, this course is also aligned with College of Human Sciences Core Learning Outcomes: [http://www.hs.iastate.edu/academics/core-learning-outcomes/](http://www.hs.iastate.edu/academics/core-learning-outcomes/)

Course organization

*Locating yourself in the conversation* (Weeks 1-2): In this section you will begin to engage conversations about the purpose of schooling and the role of the teacher in schools. A core part of this process is reflecting on your own educational experiences—how does your personal history, both inside and outside of schools, shape your thinking about the purpose of schooling and the role of the teacher in schools?

*Survey of History of Education in the U.S.* (Weeks 3-7): This part of the course is focused on developing a basic understanding of the history of public schooling in the United States. We will read John Rury’s survey of the history of education in the U.S., *Education and Social Change*, and a range of primary source documents. Schools look the way they do for reasons. Studying the history of education helps us understand those reasons, which are crucial to grasp if we are to engage schooling in the present with any sophistication and hope of making schools healthier places for students, families, and communities.
Education Reform Movements (Week 8): This week of the course focuses on contemporary debates about educational reform. In addition to reading sections of Diane Ravitch’s recent book Reign of Error, we will draw on our study of the history of education to help us think about this policy landscape.

Focus on Political Economy and Social Class, Gender and Sexuality, Ability, and Race and Ethnicity (Weeks 9-12): This part of the course focuses on different conceptual frames, all of which we have encountered and discussed in our look at the history of education, to help us make sense of the contemporary landscape of schooling in the U.S.: (1) political economy and social class; (2) gender and sexuality; (3) ability, and (4) race and ethnicity. For each class period we will be reading and discussing scholarship in the field as well as using primary source materials, such as maps, census data, and schooling data. As we have already noticed, these frames intersect, and we will certainly be spending time engaging these intersections.

Focus on Educational Justice Movements (Week 13). During this week we will engage conversations about what it would mean to build educational movements, if not social movements, that are responsive to social inequities that underpin school inequities.

Literature about Youth (Week 14). For this week of the course, which falls after the Thanksgiving Break, you will have read one of five novels that focuses on youth identity, social structure, and agency. Class will be focused on group discussions and presentations.

Wrap-up (Weeks 15): During our first class of this week we will wrap-up the course and address final questions about the final reflective essay, which will become part of your teacher education portfolio. The final essay is due on the Thursday of this week.

Rules of the Game

Much of this material is controversial and sure to spark debate. This is good! However, this makes it especially important that we listen to each other, respond to each others arguments (not persons), and try to model the type of democratic discourse we would like to see thrive in the general public. In other words, please be critical, but definitely be thoughtful.

Additionally, there is a lot of reading in this course, as well as a lot of writing. In order for class discussions to be educative it is important for everyone to complete the readings and other assigned material on time. Always bring copies of the readings to class.

Use of Electronic Devices
You are NOT permitted to play with your phones in class. If you do so you will be called out and asked to put away your phone. If you are awaiting a call or text for emergency purposes, please put your phone on silent and leave the room to respond. Also, if you are comfortable doing so, please let me know at the beginning of class so I know why you are continuing to look at your phone, or why you left the room.

Laptops and tablets are permitted if you are using them to read course material or take notes. You are not permitted to use laptops or tablets for any other purpose (unless noted by the instructor: e.g. doing specific research in class as part of an in class activity).

Absences
Everyone receives two free absences. As noted below in the section on grades, each additional absence is worth 2 points of your participation grade (10 total participation grade points). However, if you miss more
than 7 total classes you will NOT pass the course. If you are not in class you cannot participate in class discussions, which are central to the course.

**Academic Dishonesty**
The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.
http://www.dso.iastate.edu/ja/academic/misconduct.html

**Disability Accommodation**
Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with me, you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu. Retroactive requests for accommodations will not be honored.

**Religious Accommodation**
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and I will review the request. You or I may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

**Harassment and Discrimination**
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

**Dead Week**
This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook http://www.provost.iastate.edu/resources/faculty-handbook.

**Addressing Course Concerns**
If you experience any of the problems noted above or have any concerns about the course please speak with your instructor as soon as possible. If you are uncomfortable speaking with the instructor, for any reason, please contact the course supervisor, Dr. Isaac Gottesman (isaacg@iastate.edu). If you are uncomfortable approaching Dr. Gottesman, please contact Dr. Christa Jackson, Team Lead for K-12 and Secondary Teacher Education (jacksonc@iastate.edu).

If you are uncomfortable contacting Dr. Jackson, or if you simply prefer to directly contact the university, please do so by sending an email to: academicissues@iastate.edu.

**Readings**
There are three required books available for purchase at the University Bookstore:
You will also need to purchase one of the following five books. Do not purchase until you are assigned one of the books later in the semester.


You are required to bring the assigned reading to class. This is NOT optional.

You may bring readings on your laptop or tablets (phones are not acceptable for this purpose); however, laptops and tablets may ONLY be used for reading course materials and taking notes (or if otherwise permitted by the instructor, e.g., in class activities). Inappropriate use of laptops or tablets will be called out and you will be asked to put away your electronic device.

A bibliography of all class readings is at the end of the syllabus. Also, readings are subject to change; if this happens you will receive fair warning.

**Note on reading:** Reading closely and carefully is difficult. Because of this, we will talk quite a bit about *how* we read and make meaning out of different kinds of texts (essays, quantitative data, historical...
documents and historical scholarship, qualitative journal articles, etc.

Assignments

Writing is difficult—it takes time and practice. If you feel that you are struggling with writing and would like extra help, please take advantage of the ISU Writing and Media Center (in 300 Carver Hall). This space is intentionally designed to help support your writing: http://www.dso.iastate.edu/wmc

There are six writing assignments in the course:

1. a short educational autobiography
2. a structured response paper on a reading by Dorothy Roberts
3. a structured response paper on a reading by George Counts
4. a short essay on educational reform
5. a final essay.

A detailed description of each of these assignments is at the end of the week-to-week schedule. It is possible that due dates may change (only pushed back, never pushed forward) if I deem it necessary for pedagogical reasons.

All papers should be single-spaced, 12-point font, Times New Roman, 1-inch margins all-around. At the top of the paper in the left hand corner write your name and under that write the assignment (e.g. Response #1). Do not write a title for your paper—use that space to write! All writing assignments are due at the beginning of class (paper copies only, no electronic copies accepted) on the due date listed. This is because each of the writing assignments is meant to help you think through the readings and/or ideas under consideration for the day they are assigned. An assignment is late if it is not turned in at the beginning of class (this includes the final paper). For every 24-hour block of time an assignment is late it will lose a point. If you know you are going to be absent, please let me know ahead of time and email me the paper before the beginning of the class you will miss. For unplanned absences due to illness that prevents you from coming to class please email me the paper before class. Obviously, for extreme personal reasons for missing class (such as serious illness, family emergencies, etc.) please notify me as soon as possible so we can discuss options for turning in work.

Grades

Participation: 10 points

Everyone receives two free absences. Each additional absence is worth 2 points of your participation grade. If you miss more than seven classes you will NOT pass the course.

Autobiography: 5 points
Structured Response Paper on Roberts: 15 points
Structured Response Paper on Counts: 15 points
Essay on Educational Reform: 20 points
Group Presentation on Jigsaw Readings: 5 points
Group Presentation on Book: 10 points
Final Reflection: 20 points

Grades:
A: 94-100 points
A-: 90-93
Week-to-Week Course Schedule

**Week 1: Social Foundations of Education**

**Tuesday (August 23):** Introduction to course

No Reading

**Thursday (August 25):** Teaching and Democracy


**Week 2: Locating Ourselves in the Educational Landscape**

**Tuesday (August 30):** Asset-centered teaching in a deficit-centered system

(1) Luis C Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (1992), “Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms”

(2) Sonia Nieto (2003), “Profoundly multicultural questions”

**Thursday (September 1):** Educational Autobiographies

No Reading

Due: Educational Autobiography

**Week 3: History of Public Schooling in the U.S.**

**Tuesday (September 6):** Framing the history of public schooling in the U.S.


(2) Tara Yosso (2005), “Whose culture has capital? A critical race theory discussion of community cultural wealth.”

**Thursday (September 8):** Colonial North America and the Early Republic

(2) Howard Zinn (2015), “Columbus, the Indians, and human progress”

**Week 4: History of Public Schooling in the U.S.**

**Tuesday (September 13):** Race and American History

(1) Dorothy Roberts (2011), “The invention of race” and “separating racial science from racism” in *Fatal Invention: How science, politics, and big business re-created race in the Twenty-first century*

Due: Paper on Roberts

**Thursday (September 15):** 19th Century U.S.


**Week 5: History of Public Schooling in the U.S.**

**Tuesday (September 20):** 19th Century U.S.


(2) Excerpts from “A narrative of chronology and perspective on the removal and return of the Meskwaki to Iowa”


**Thursday (September 22):** The Progressive Era


(2) John Dewey (1938), “Traditional vs. progressive education” and “The need of a theory of experience,” Chapters 1 and 2 of *Experience and education*


**Week 6: History of Public Schooling in the U.S.**

**Tuesday (September 27):** The Progressive Era

(1) George Counts (1932), *Dare the School Build a New Social Order?*

Due: Paper on Counts
Thursday (September 29): Schooling Post-1945

(3) Diana Hess (2005), “Moving beyond celebration: Challenging curricular orthodoxy in the teaching of *Brown* and its legacies”

**Week 7: History of Public Schooling in the U.S.**

Tuesday (October 4): Schooling Post-1945

(1) Educational Issues Coordinating Committee (1968), “Proposals made by high school students of East Los Angeles to Board of Education”
(3) Select documents about the Oriental Student Union (OSU) Sit-In at Seattle Central Community College (1971) http://depts.washington.edu/civilr/aa_osu.htm

Thursday (October 6): Schooling Post-1945

(1) John Rury (2015), “Chapter 6: Globalization and human capital: From *A Nation at Risk* to neo-liberal reform” and “Epilogue: Education and Social Change in Perspective” in *Education and social change: Contours in the history of American schooling*

**Week 8: Educational Reform Movement**

Tuesday (October 11): Educational Reform Movement I

(1) Diane Ravitch (2013), Chapter 1–4 in *Reign of error: The hoax of the privatization movement and the danger to America’s public schools*

Thursday (October 13): Educational Reform Movement II

(1) Diane Ravitch (2013), Chapters 16–20 in *Reign of error: The hoax of the privatization movement and the danger to America’s public schools*

**Week 9: Schooling Experiences in the U.S.: Focus on Political Economy and Social Class**

Tuesday (October 18): Wealth Inequality in the U.S.


Paper Due Paper on Education Reform
**Thursday (October 20): Poverty and Schooling**

(1) Richard Rothstein (2013), “Why children from lower socioeconomic classes, on average, have lower academic achievement than middle-class children

**Week 10: Schooling Experiences in the U.S.: Focus on Gender and Sexuality**

**Tuesday (October 25): Girls and Science**


**Thursday (October 27): LGBTQ Youth**

(1) TBA

In class panel discussion

**Week 11: Schooling Experiences in the U.S.: Focus on Ability**

**Tuesday (November 1): Inclusion in society, schools, and classrooms**


**Thursday (November 3): Disproportionality**


**Week 12: Schooling Experiences in the U.S.: Focus on Race and Ethnicity**

**Tuesday (November 8): Jigsaw I**

(1) Each group reads a different article (groups determined Week 11):
Group A: Janet Awokoya (2012), “Identity constructions and negotiations among 1.5-and second-generation Nigerians: The impact of family, school, and peer contexts”
Group B: Dafney Blancha Dabach (2015), “‘My student was apprehended by immigration’: A civics teacher’s breach of silence in a mixed-citizenship classroom”

**Thursday (November 10): Jigsaw II**
Week 13: What is to Be Done?

Tuesday (November 15): Movements for Educational Justice


Thursday (November 17): Movements for Educational Justice

(1) TBA

Thanksgiving Break
(No Class November 22 and 24)

Week 14: Youth, Literature, Identity, Structure, and Agency

Tuesday (November 29): Group Book Discussion

(1) Each group reads a different book (groups determined Week 12):
Group A: Junot Diaz (2007), *The Brief Wondrous Life of Oscar Wao*
Group B: I.W. Gregario (2015), *None of the Above*
Group C: Randa Jarrar (2008), *A Map of Home*
Group D: Jacqueline Woodson (2014), *Brown Girl Dreaming*

Thursday (November 31): Group Presentations

No Reading

Week 15: Wrap-Up

Tuesday (December 6): Wrap-Up

Thursday (December 8): Final Papers Due

Finals Week (December 14-18)

There is no class during finals. The final paper is due at the end of dead week so that you can upload an artifact for the portfolio by the end of the semester. Final papers will be available for pick-up for uploading by the Friday morning of finals week. While there is no class during finals week, the instructor will be available to meet with students about the course during the designated finals time.

Autobiography Assignment

The autobiography is intended to help you reflect on your own schooling experiences. These could be
Grading Criteria

- 5 points: The paper is well written; demonstrates close, thoughtful engagement with the material; answers the questions; and, explains reasoning.
- 3-4 points: The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the material; somewhat answers the questions; and, somewhat explains reasoning.
- 0-2 points: The paper is poorly written; does not exhibit a close, thoughtful engagement with the material; does not answer the questions; and, the reasoning is unclear.

Structured Response Paper Assignments

You will write two structured response papers over the course of the semester. Both papers are worth 15 points. Papers are due at the beginning of class on the dates marked on the week-to-week schedule. All response papers should be 1.5–2.0 single spaced pages in length and comply with the formatting guidelines stated earlier in the syllabus. The paper has specific prompts that you should use to structure the paper— hence this being a structured response paper. It is strongly advised that you write one paragraph per prompt.

Prompts

(1) Summary. What is the article about? What is the author trying to communicate to the reader? Be sure to state the author’s main argument and main points. Try to do this in no more than five or six sentences. A good test is showing your summary to somebody who has not read the article; if they read the summary and can tell you what the article is about, you are probably on the right track.

(2) Praise. What does the article help us understand? What does it clarify for you? Focus on substantive issues (e.g., do not tell me that it is easy to read and/or short). Be sure to explain your opinions and use examples from the text to support your claims.

(3) Critique. Are there things the author does not fully explain? Are big claims unsupported by evidence? Do you disagree with specific claims based upon a different reading of the evidence? Focus on substantive issues (e.g., do not tell me that it is hard to read and/or long). Be sure to explain your opinions and use examples from the text to support your claims.

(4) Reflection. What questions does the article raise for you? Does it change or push your thinking about schooling? Does it resonate? Does it shape the way you think about your future role as a teacher? Does it cause you to reflect differently on your own schooling experiences? What are the implications of this article, in other words, so what? Be sure to explain why. Do not simply list questions the text raises or issues the text makes you think about. We want to hear you reflect. As one instructor of this course nicely put it, “begin to move beyond your experience as a student and begin walking the path of understanding what you read as a future TEACHER. This will be difficult, but not impossible” (Fairchild, 2013)

Grading Criteria
• 15 points: Exceptional paper
• 13-14 points: The paper is well written; demonstrates close, thoughtful engagement with the material; answers the questions; and, explains reasoning.
• 11-12 points: The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the material; somewhat answers the questions; and, somewhat explains reasoning.
• 0-10 points: The paper is poorly written; does not exhibit a close, thoughtful engagement with the material; does not answer the questions; and, the reasoning is unclear.

**Essay on Educational Reform**

The purpose of this essay is to reflect on contemporary educational reform. The essay should be 2.0–2.5 single-spaced pages in length and comply with the formatting guidelines noted earlier in the syllabus. The essay is worth 20 points. There is no specific structure for the paper. You will need to come up with an argument and support the argument using course readings to support your claims. You are also welcome to use class discussions and outside sources as well. Be sure to include a reference list of all sources you use in the paper. Also, be sure to appropriately cite sources in the text using APA style guidelines.

**Grading Criteria**

- 20 points: Exceptional paper
- 18-19 points: The paper is well written; demonstrates close, thoughtful engagement with the topic; the paper’s central arguments and claims are nicely supported, including in the use of course materials; and, explains reasoning.
- 15-17 points: The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the topic; the paper’s central arguments and claims are somewhat supported, including in the use of course materials; and, somewhat explains reasoning.
- 0-14 points: The paper is poorly written; does not exhibit a close, thoughtful engagement with the topic; the paper’s central arguments and claims are poorly supported, including in the use of course materials; and, the reasoning is unclear.

**Final Essay Assignment**

**Rationale**

The School of Education demonstrates to the Iowa Department of Education that each student recommended for initial teacher licensure has an understanding of the following 10 standards: (1) Learner Development; (2) Learning Differences; (3) Learning Environments; (4) Content Knowledge; (5) Application of Content; (6) Assessment; (7) Planning for Instruction; (8) Instructional Strategies; (8a) Technology; (9) Professional Learning and Ethical Practice; (10) Leadership and Collaboration.

For initial licensure, students need to demonstrate an understanding of the 10 standards listed above with two artifacts for each standard (for a total of 20 artifacts).

CI 204 introduces concepts and issues related to a variety of these standards as well as many significant issues not covered in the standards. However, for purposes of the Iowa State University Teacher Education Program e-portfolio, CI 204 supplies the artifact for standard 9, which states:
“The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.”

You will demonstrate your understanding of standard 9 in this course’s final paper. A full assignment description and scoring rubric is below.

The following webpage has more information on the e-portfolio requirement:  
http://www.teacher.hs.iastate.edu/eportfolio.php

Description of Essay Assignment

Over the course of the semester we have studied multiple aspects of the relationship between school and society and the foundations of education in the U.S. In order to reflect on course material and your future path in becoming a licensed public school teacher, please write an essay addressing the following two questions.

(1) What do you see as your responsibilities as a teacher to students, the communities in which they live, and the learning community (fellow teachers, administrators, staff, school district, etc.) in which you work? Be sure to explain why.

(2) What issues in the foundations of education do you recognize a need to develop a deeper understanding of as you continue down the path of becoming a teacher? Be sure to explain why.

In your response to these two questions please reference relevant class readings, activities, and discussions. Also feel free to draw on outside readings. Please put outside readings in a works cited page (in APA format) at the end of the paper.

Paper length and formatting: 2.5-3 pages, single-spaced and comply with the formatting requirements noted earlier in the syllabus.  
Points possible: 20  
Passing: 15

Grading Criteria

- 20 points: Exceptional paper
- 18-19 points: The paper is well written; demonstrates close, thoughtful engagement with the material; answers the questions; and, explains reasoning.
- 15-17 points: The paper is generally well written; somewhat demonstrates close, thoughtful engagement with the material; somewhat answers the questions; and, somewhat explains reasoning.
- 0-14 points: The paper is poorly written; does not exhibit a close, thoughtful engagement with the material; does not answer the questions; and, the reasoning is unclear.

Scoring Sheet for Final Essay: CI 204

Name __________________________ Total Points (out of 20) ________
Artifact for Standard 9 (passing is 15 points)  
Section ______

Approved to be used as an  
__________
Bibliography


