

Composition I

Course code: COM 101/2

Term and year: Spring 2021

Day and time: Mondays, 14:45-17:30

Instructor: Dr. Joshua M. Hayden

Instructor contact: Joshua.hayden@aauni.edu

Consultation hours: Mondays 13:00-15:00; Wednesdays 10:00- 11:00; Thursdays 10:00-11:00

Credits US/ECTS	3/6	Level	Introductory
Length	15 weeks	Pre-requisite	COM 099 OR pass Entry Assessment Test COM 101*
Contact hours	42 hours	Course type	Bachelor General Education Course

*Students must score at least 7 out of 10 points on the Introductory Writing Test (IWT). This requirement is waived for students who have passed the Pre-Composition 100 course and might be waived by the Dean in other exceptional cases.

1. Course Description

COM 101 is designed to develop and improve students' critical thinking skills, originality and ability to write in English across a variety of genres. The course emphasizes: writing as process, audience awareness and appropriate stylistic choices, and the production of cohesive, coherently structured, concise and accurate texts. Students are introduced to academic research and citation formats.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- understand and effectively implement the writing process including: pre-writing, outlining, drafting, revising and editing;
- demonstrate the ability to make stylistic and lexical choices appropriate to a specific audience and genre; e.g., expository and persuasive essays;
- understand and conform to the conventions of academic writing;
- produce writing which evidences critical thinking, an inquisitive mind and logical analyses;
- produce well-structured, coherent and cohesive essays including: introduction, body and conclusion;
- identify and produce clear theses and topic sentences supported by evidence and/or sound reasoning;
- understand how and why writers cite sources;
- incorporate sources through quotation and paraphrase;
- recognize and avoid plagiarism;
- display a firm grasp of English grammar, usage and mechanics.

General Education Learning Outcomes

This is a general education course. Your general education core curriculum enables you to practice the skills and habits that will become the foundation for learning and achieving success in your academic major.

This course addresses and develops two of these outcomes:

1. English communication
2. Diversity and values

3. Reading Material

Required Materials

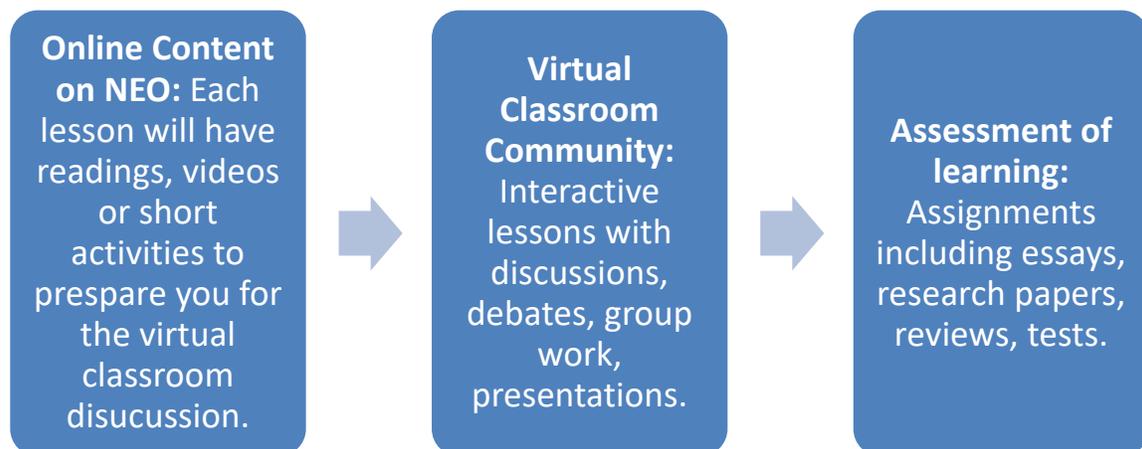
- All reading materials can be accessed via NEO. Most of the reading will come from:
 - Kennedy, X.J.; Kennedy, D.M.; Aaron, J.E.; Repetto, E.K. *The Brief Bedford Reader*. New York: McMillan Learning. (Hard copy will be on reserve in the library)
 - Articles or additional materials provided in class and/or on NEO

Recommended Materials

- Purdue University's Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html
Has a great reference guide for grammar and effective APA and MLA format citations.

4. Teaching methodology

This online friendly course has three components:



This means that each week, you will be required to:

1. Complete online portion of classwork on NEO any time before the Monday live Teams meeting
2. Participate in the Monday live sessions-- in Teams (if taking online), in the classroom if in-person

- Complete follow-up work and/or written assignments after live session

5. Course Schedule

Date	Topic	Weekly Responsibilities:
8 Feb Lesson 1	<p>Topic: Course introduction, academic expectations, critical reading</p> <p>Description: We will introduce the topics of this course along with the academic expectations, both for students and professor. We will explore the connection between critical reading and effective writing and set up the reading groups that will convene for discussion throughout the course.</p>	<p>Due before class meeting:</p> <ul style="list-style-type: none"> -Watch course introduction video -Post your introduction video on NEO <p>Live class meeting:</p> <ul style="list-style-type: none"> -Questions about syllabus -Discussion on Nancy Mairs essay "Disability" -Active reading framework application <p>Assignment (after meeting):</p> <ul style="list-style-type: none"> -Watch video on time management strategies -Discussion forum: time management practical ideas for writing
15 Feb Lesson 2	<p>Topic: Introduction to the Writing Process and Methods of Writing</p> <p>Description: We will break down the parts of the writing process and examine each part, critiquing examples and looking ahead to various assignments as they will encounter them at AAU. We will preview the various methods we will explore in this course and discuss the writing assignments.</p>	<p>Due before class meeting:</p> <ul style="list-style-type: none"> -Read: Brief Bedford Reader, chapter 2 "The Writing Process" on NEO -Complete online part of class on the writing process <p>Live class meeting:</p> <ul style="list-style-type: none"> -Discussion on audience analysis, purpose and thesis crafting -Peer activity and freewriting <p>Assignment (after meeting):</p> <ul style="list-style-type: none"> -Critical Reading Paper
22 Feb Lesson 3	<p>Topic: Narration and Description in Academic writing</p> <p>Description: We will hold a reading group discussion on <i>The Lottery</i> exploring the story critically and making connections to our experience. Diving deeper into using good stories and illustrations in your writing, we will use our personal narratives to compile strategies of effective narrative writing. We will begin to cover grammar in the context of your writing and focus in this session on sentence structure and verbs.</p>	<p>Due before class meeting:</p> <ul style="list-style-type: none"> - Critical Reading Paper due - Read: Brief Bedford Reader, chapter 3 "Narration" -Read or listen to Shirley Jackson's "The Lottery" -Short quiz on the Lottery -Apply the critical thinking framework to The Lottery <p>Live class meeting:</p> <ul style="list-style-type: none"> -Group discussions on the Lottery style and themes -What makes a great story? How do you use it in academic writing? <p>Assignment (after meeting):</p> <ul style="list-style-type: none"> -Critical Analysis Paper on Shirley Jackson's <i>The Lottery</i>

<p>1 March Lesson 4</p>	<p>Topic: Example & Professional Language Description: With our special guest from AAU Career Services we will discuss how to write an effective cover letter and the use of examples in professional writing. For much of your college career, academic writing will seek to instill professionalism and we will practice identifying unprofessional, or overly colloquial language, in our communication.</p>	<p>Due before class meeting: - Critical Analysis Paper on The Lottery - Complete online module on example method of writing -Watch video from Career Services and complete activities Live class meeting: -Discussion and activities on professional language, communication and cover letters Assignment (after meeting): -Professional cover letter assignment</p>
<p>8 March Lesson 5</p>	<p>Topic: Compare and Contrast; sentence variety and parallelism Description: We will take time to discuss De Botton's essay as an example of compare and contrast writing method. In-class workshop on compare and contrast composition will involve peer critique and feedback. We will discuss the many applications of compare and contrast in academic writing and evaluate our own use of sentence variety and parallelism.</p>	<p>Due before class meeting: -Professional cover letter due - Read "Brief Bedford Reader, chapter 6 "Comparison and Contrast" with De Botton's essay "Tragedy" (at the end of chapter PDF) Live class meeting: -Discussion on themes and method of de Botton -Application of sentence variety and parallelism Assignment (after meeting): - Compare and Contrast Critical Evaluative Essay (On De Botton's "Tragedy")</p>
<p>15 March Lesson 6</p>	<p>Topic: The Research Process; formulating a topic and research question, using library resources, getting organized Description: Explanation and demonstration of the research process from generating a topic, narrowing a focus, finding sources, evaluating sources, organizing and structuring an argument. We will introduce your research assignment, due in several weeks, that we will be building and applying new methods to, step by step.</p>	<p>Due before class meeting: -Compare and Contrast Evaluative Essay on Tragedy due - Read: Brief Bedford Reader, "Appendix: Finding and Documenting Sources" on NEO -Online class activities on the research process Live class meeting: -Activities on evaluating sources -Application discussion on the research process and argumentative research paper assignment Assignment (after meeting): -Decide and report on your research topic in discussion forum</p>
<p>22 March Lesson 7</p>	<p>Topic: Classification, literature reviews (scholarly sources)</p>	<p>Due before class meeting: -Read: Brief Bedford Reader, chapter 9 "Classification" -Complete online activities and bring an example of a scholarly article and a popular article that applies to your research topic -Read Lutz's essay "The World of Doublespeak"</p>

	<p>Description: Discussion and application of classification as a writing approach and build a basic understanding of literature reviews and the structure of research articles. We will cover how to evaluate and use research articles as support for reasoning in a persuasive research paper.</p>	<p>Live class meeting: -Discussion and application of classification method to literature reviews and other forms of academic writing</p> <p>Assignment (after meeting): -Scholarly article classification assignment</p>
<p>29 March Lesson 8</p>	<p>Topic: Definition; Revision and Editing Description: We will discuss and share our writing on the use of definition in the short essays on privilege. Continuing our unit on revision and editing, we will focus on thesis clarification, supporting with evidence and research paper structure.</p>	<p>Due before class meeting: - Scholarly article classification assignment due -Read: Brief Bedford Reader, chapter 11 "Definition" on NEO</p> <p>Live class meeting: -Freewriting exercise with pair discussions and application -Discussion of definition method and expectations for definition paper</p> <p>Assignment (after meeting): -Research definition paper (APA format)</p>
<p>5 April midterm break</p>	<p>Midterm Break</p>	<p>Work on next online lesson</p>
<p>12 April Lesson 9</p>	<p>Topic: Cause and Effect Description: We will use Havel's letter to understand cause and effect composition. Our reading group will discuss this important letter in 20th Century Czech history and why it was significant in galvanizing an underground audience. We will also discuss and share our writing on the use of definition in the short essays on privilege. We will evaluate our outlines for the research paper and the revision and editing process.</p>	<p>Due before class meeting: -Research definition paper due -Read: Brief Bedford Reader, chapter 10 "Cause and Effect" introduction; -Read: Václav Havel's <i>Letter to Dr. Husak</i> (abridged) and complete online module connecting context to Havel's method</p> <p>Live class meeting: -Discussion of Havel's letter to Husak and cause and effect as a rhetorical method</p> <p>Assignment (after meeting): -Response activity to Havel's letter and its relevance today</p>
<p>19 April Lesson 10</p>	<p>Topic: Argument and Persuasion I Description: Together we will analyze written and oral arguments and discuss the core principles and properties of argument. We will cover critical thinking questions about the conclusion, reasons, and assumptions of arguments. The argumentative essays we will critique focus on privacy and technology.</p>	<p>Due before class meeting: -Response to Havel due -Online portion of class on argument and persuasion -Read Martin Luther King's "Letter From a Birmingham Jail" -Read: Brief Bedford Reader, chapter 12 "Argument and Persuasion"</p> <p>Live class meeting: -Discussion about argument and King's Letter from a Birmingham Jail</p>

		<p>Assignment (after meeting):</p> <ul style="list-style-type: none"> -Outline of Argumentative Research Paper (organizing) -Upload video presenting your topic, thesis and support
<p>26 April Lesson 11</p>	<p>Topic: Argument and Persuasion II</p> <p>Description: In this session we will focus on research-based arguments and the practice of counter-argumentation as a method of persuasion. We will explore the question, "How do you challenge someone's thinking or change their mind about an issue?"</p>	<p>Due before class meeting:</p> <ul style="list-style-type: none"> -Outline of Argumentative Research Paper due -Upload video of presentation for research paper due -Complete online portion of class on counter-argumentation, logic and persuasion -Read Chavez essay "Supporting Family Values" <p>Live class discussion:</p> <ul style="list-style-type: none"> -Discussion of Chavez essay "Supporting Family Values" -Research counter-argument activity in pairs <p>Assignment (after meeting):</p> <ul style="list-style-type: none"> - Rough Draft of Argumentative Research Paper
<p>3 May Lesson 12</p>	<p>Topic: Logical Fallacies in Arguments</p> <p>Description: We will cover critical thinking questions about the conclusion, reasons, and assumptions of arguments and some of the most common logical fallacies and how they show up in human discourse. We will discuss the common logical fallacies including Ad Hominem, straw person, false dilemma, emotional appeals, appeal to authority, and slippery slope.</p>	<p>Due before class meeting:</p> <ul style="list-style-type: none"> -Rough Draft of Argumentative Research Paper due -Read: Asking the Right Questions, chapter 6 "Are there fallacies in the reasoning?" -Complete online application activity on logical fallacy -Complete quiz on logical fallacies <p>Live class meeting:</p> <ul style="list-style-type: none"> -Discussion on applying knowledge of logical fallacies to your own arguments -Questions about format and feedback for final paper submission <p>Assignment (after meeting):</p> <ul style="list-style-type: none"> -Final Draft of Argumentative Research Paper

10 May Lesson 13	Topic: Putting the Methods Together Description: Examining sample essays that combine the methods we have been applying, we will discuss the nuances of audience analysis and combining methods. Using in-class writing prompts, we will apply multiple methods to various writing situations and scenarios.	Due before class meeting: -Final Draft of Argumentative Research Paper -Read: Brief Bedford Reader Part 3: "Mixing the Methods" Live class meeting: -Discussion on Mixing the methods Assignment (after meeting): -Review methods cover in class
17 May Final Exam	Topic: Final Exam Essay Description: The final exam will be a critical essay response to a short reading. A study guide will be provided in subsequent classes for student to review and prepare.	Due before class meeting: -Complete online review and quiz on class methods covered Live class meeting: -Review for final exam Assignment (after meeting): -Complete final exam by Friday

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Learning Outcomes (All COM 101 sections)	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	35	15%	-Display a firm grasp of English grammar, usage and mechanics. -Understand and effectively implement the writing process including: pre-writing, outlining, drafting, revising and editing -Understand how and why writers cite sources; -Incorporate sources through quotation and paraphrase; -Recognize and avoid plagiarism;	3
Critical Reading Paper	10	10%	-Understand and effectively implement the writing process including: pre-writing, outlining, drafting, revising and editing -Produce writing which evidences critical thinking, an inquisitive mind and logical analyses	1
Critical Essay on The Lottery	10	10%	-Understand and effectively implement the writing process including: pre-writing, outlining, drafting, revising and editing -Produce writing which evidences critical thinking, an inquisitive mind and logical analyses	1, 2

			-Produce well-structured, coherent and cohesive essays including: introduction, body and conclusion -Display a firm grasp of English grammar, usage and mechanics.	
Compare and Contrast Evaluative Essay	10	10%	-Produce writing which evidences critical thinking, an inquisitive mind and logical analyses -Produce well-structured, coherent and cohesive essays including: introduction, body and conclusion -Display a firm grasp of English grammar, usage and mechanics. -Identify and produce clear theses and topic sentences supported by evidence and/or sound reasoning;	1
Cover letter	10	10%	-Produce well-structured, coherent and cohesive essays including: introduction, body and conclusion -Display a firm grasp of English grammar, usage and mechanics.	2
Research Definition Paper	15	10%	-Demonstrate the ability to make stylistic and lexical choices appropriate to a specific audience and genre; e.g., expository and persuasive essays; -Identify and produce clear theses and topic sentences supported by evidence and/or sound reasoning -Display a firm grasp of English grammar, usage and mechanics.	1, 3
Argumentative Research Paper	40	20%	-Understand and effectively implement the writing process including: pre-writing, outlining, drafting, revising and editing - Produce writing which evidences critical thinking, an inquisitive mind and logical analyses - Produce well-structured, coherent and cohesive essays -Identify and produce clear theses and topic sentences supported by evidence and/or sound reasoning including: introduction, body and conclusion -Understand how and why writers cite sources; -Incorporate sources through quotation and paraphrase; -Recognize and avoid plagiarism;	1, 2, 3
Final Exam Online	20	15%	-Demonstrate the ability to make stylistic and lexical choices appropriate	1, 2

			to a specific audience and genre; e.g., expository and persuasive essays; -Understand how and why writers cite sources; -Recognize and avoid plagiarism;	
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Critical Reading Paper

Throughout the course we will focus on critical reading as one of the competencies important for effective writing. Students will read an essay and respond to the essay using the framework for critical reading presented in class. Students are expected to plan their own, and craft a response using the questions. The length is 2-3 double-spaced pages.

Assessment breakdown

Assessed area	Percentage
Evidence of critical reading and attention to framework and questions.	30%
Presents original, insightful, and persuasive ideas that are clearly explained and well supported.	25%
Cites passages and examples from the passage with explanation	20%
Demonstrates a skillful use of words, phrases, and sentences to eloquently convey ideas in interesting ways.	25%

Assignment 2: Critical Essay on the Lottery

Students will read Shirley Jackson's short story, *The Lottery* and compose an essay in response to the question, "what does the story mean?" Students will use their interpretive skills and craft their essay for an academic audience.

Assessment breakdown

Assessed area	Percentage
Paragraphs are used and structured appropriately with clear transition signals so that the essay is unified, coherent, and cohesive.	20%
Clearly and appropriately structured to achieve its purpose with respect to the targeted audience.	20%
Evidence of critical thought: Presents original, insightful, and persuasive ideas that are clearly explained and well supported.	20%
Demonstrates a mastery of English language in terms of grammar and usage.	20%
Clearly and consistently developed to achieve a specific purpose for an appropriately targeted audience.	20%

Assignment 3: Compare and Contrast Evaluative Essay

Students will respond to Alain de Botton's essay "Tragedy" and after discussing his compare and contrast method in class will compose an evaluative essay on the main themes and the effectiveness of the method.

Assessment Breakdown

Assessed area	Percentage
Evidence of critical reading and attention to compare and contrast methods in their evaluation.	30%
Presents original, insightful, and persuasive ideas that are clearly explained and well supported.	25%
Cites passages and examples from the passage with explanation	20%
Demonstrates a skillful use of words, phrases, and sentences to eloquently convey ideas in interesting ways.	25%

Assignment #4: Job Application Cover Letter

Students will compose a professional cover letter following the instructions from AAU's Career Center as a guide. They will be directed to actual job posting and write as if they were really applying to the job.

Assessment breakdown

Assessed area	Percentage
Shows careful organization-- clarity and logical development	20%
Clearly and appropriately structured to achieve its purpose with respect to the targeted audience.	20%
Demonstrates a mastery of English language in terms of grammar and usage.	20%
Applies knowledge of example method of writing; effectively illustrates key points.	40%

Assignment #5: Research Definition Paper

Students will evidence their progress on their research topic by composing a short paper defining their topic in all its facets and clarifying their focus. We will cover the basics of literature reviews in class and the students will apply this method of writing in this assignment.

Assessment Breakdown

Assessed area	Percentage
Evidence of good research: finding credible articles and using them together.	30%
Well organized and structured paper	25%
Cites sources properly in APA format	20%
Demonstrates effective use of the definition method in its various applications	25%

Assignment #6: Argumentative Research Paper

The purpose of the research paper is to practice and understand the research process for academic writing while employing multiple writing methods discussed in class. Your main method will be argument and persuasion as you will be focusing on a social or organizational problem, issue, or important challenge related to your area of interest. Students will complete an outline and rough draft of their research paper for feedback before they turn in their final paper for a grade.

Assessment breakdown

Assessed area	Percentage
Clearly and consistently developed to achieve a specific purpose for an appropriately targeted audience, using a uniform and effective voice.	15%
Evidence of critical thinking in argument--presents original, insightful, and persuasive ideas that are clearly explained and well supported	20%
Clearly and appropriately structured to achieve its purpose with respect to the targeted audience. Paragraphs are used and structured appropriately with clear transition signals so that the essay is unified, coherent, and cohesive.	15%
Incorporates the ideas of others, using source materials appropriately to support and develop the writer's ideas. All sources are cited correctly and follow an accepted form of documentation.	25%
Demonstrates a skillful use of words, phrases, and sentences to eloquently convey ideas in memorable and interesting ways.	15%
Presents argument in class in a clear, logical, and concise manner.	10%

Assignment #7: Final Exam

Final exam will feature a combination of short answer and one essay. Students will demonstrate understanding and use of various methods in combination with each other and appropriate for the writing context. Students will read a short article and construct an responsive essay using at least three methods and submit to NEO with plagiarism check within the 2 hour 45 minute time frame.

Assessment breakdown

Assessed area	Percentage
Essay portion is well planned, structured and evidences critical thinking.	40%
Essay demonstrates careful use of words, phrases, and sentences using correct grammar.	40%
Short answers demonstrate knowledge of various methods of composition and understanding of source citation and plagiarism.	20%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Joshua M. Hayden

Date: 15 January 2021

Approved by:

Date: