
UBC SOCIAL WORK COURSE SYLLABUS TEMPLATE

Instructions for using this Syllabus Template

- Use of this template is optional. However, the sections in the template that are not marked “optional” reflect the requirements of all course syllabi as set out in **Senate policy V-130** or the program.
- The syllabus is broken into discrete sections, which can be rearranged or modified to best fit your course and teaching style and any template that your academic unit already uses.
- The syllabus includes references to, and instructions for accessing, the various tools included that are *commonly used by instructors*.

Adjust descriptions of activities and outcomes to fit your course

- The information in brackets **[Note: ...]** is designed to explain the kind of information that is expected but not all the possible details you might include. *Be sure to delete these notes before finalizing your syllabus.*
- This template includes **fillable text fields**, highlighted in yellow. The fillable text fields will disappear once you start editing the content in these fields.
- Some sections include suggested sample wordings. Please edit them or create one that suits your course.
- Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course.
- The syllabus includes a paragraph summarizing key University policies aimed to support student success with a link to a web page wherein the policies and resources are identified individually. **The text is required in each syllabus.** You may wish to draw the attention of your students to particular items as they relate to your course and teaching practices.
- You are also free to add other information: the syllabus is one means you have to “invite” students into your topic and discipline.

Make your syllabus accessible

Using this syllabus template is your first step toward creating an accessible syllabus. If you need assistance in using this template, contact Bosung Kim (bosung.kim@ubc.ca), learning design consultant at the Centre for Teaching, Learning and Technology.

Distribute to students

After completing the syllabus and removing comment text, date the document, save it as an [accessible PDF document](#) and distribute it to your students. If you are using Canvas, you may wish to upload the content into the syllabus tool. If a student requests it, provide a paper copy.

The syllabus must be provided to registered students within the first week of class unless you’ll create the syllabus in consultation with the students, in which case the syllabus must be finalized prior to the last date by which students are permitted to drop the course without receiving a “W” on their transcript.

Delete this first page from your finished syllabus before distribution.



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work

Vancouver Campus



SOWK XXX XXX Syllabus

Enter your course title here.

2024-25 Winter Term 1

Jack Bell Building Rom 123 | Thursdays 13:00 – 16:00

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Acknowledgement

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sim, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

School of Social Work

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice.

OR

MSW Mission: The Master of Social Work (MSW) program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

About the Course

Course Information

Course Code:	Click or tap here to enter text (e.g., SWOK 100 921).
Course Title:	Click or tap here to enter text.
Credits	Click or tap here to enter text.
Mode of Delivery:	Choose an item.

Term (Period):	Click or tap here to enter text (e.g., Term 1 (Sep 05, 2003 to Dec 07, 2003)).
Class Day(s) and Time(s):	Click or tap here to enter text (e.g., Thursdays 13:00 – 16:00).
Classroom Location:	Click or tap here to enter text. If possible, include the address or a link to a map (e.g., Jack Bell Building, 2080 West Mall, Room 123).
UBC Calendar Description:	Click or tap here to enter text.

[**Note:** In this optional section, you can provide essential information about the course that is not included above. This may include prerequisites, corequisites, target audience restrictions, and in-person attendance requirements. Delete this note.]

Click or tap here to enter text.

Course Description

[**Note:** Provide your personalized course description, clearly stating the goal(s) of the course. Propose thought-provoking questions that the course will explore, relate the course content to real-world issues, and highlight how the knowledge and skills gained will be applicable beyond the classroom. Emphasize the development of lifelong learning skills and a growth mindset, encourage students to see challenges as opportunities for growth.

Use plain language and a welcoming tone throughout your description. Refer students as ‘you’ to make the description more engaging and personalized. Delete this note.]

Click or tap here to enter text.

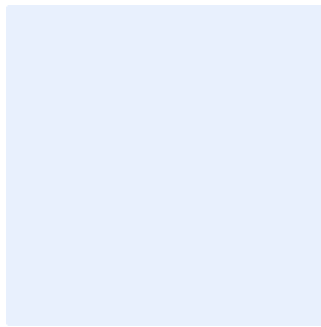
How this course fits in your degree

[**Note:** Explain how your course fits into the larger program / curriculum. Delete this note.]

Click or tap here to enter text.

Teaching Team & Communication

Instructor



Name: Click or tap here to enter your name and credential.

Pronunciation: Click or tap here to enter text.

Pronouns: Click or tap here to enter text.

Email: Click or tap here to enter text.

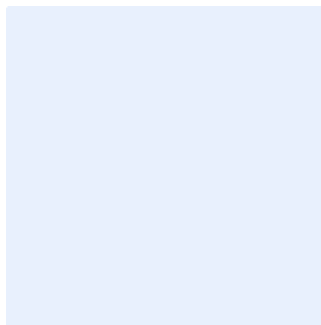
Phone: Click or tap here to enter text.

Office: Click or tap here to enter text.

Website: Click or tap here to enter your personal website or profile site, if available.

Office Hours: Enter office hours, offering some flexibility.

Teaching Assistant



Name: Click or tap here to enter your name and credential.

Pronunciation: Click or tap here to enter text.

Pronouns: Click or tap here to enter text.

Email: Click or tap here to enter text.

Office: Click or tap here to enter text.

Office Hours: Click or tap here to enter office hours, offering some flexibility.

[**Note:** Explain what the TA does to help and assess student learning in the course. You may customize the **sample wording** provided below or create one that suits your course. Delete this note.]

The TA is here to help you learn and help assess your learning. They will offer support on assignments, mark, and respond to questions. You can reach out to them for questions or to discuss.

Communication

[**Note:** Outline your preferred communication practice, encouraging students to seek your assistance outside of class. Briefly inform students about any additional communication channels available for them to communicate with the teaching team and with their peers. Examples include course announcements, Q&A forum, course gradebook and course surveys. You may create a dedicated page for the details on your course site and include a link to guide students to that page. Delete this note.]

Click or tap here to enter text.

Learning Outcomes

[**Note:** Clearly articulate what students are expected to accomplish by the end of the course. Some tips in writing effective and inclusive learning outcomes are:

- Use specific, measurable verbs to describe these outcomes, ensuring they are observable and assessable. For example, rather than saying “understand the elements,” specify “analyze the elements.”
- Define what students need to achieve without restricting how they demonstrate their learning, unless the method itself is a crucial part of the skill set.
- Frame learning outcomes in a way that allows students to connect personally with the content
- Emphasize the development of broader competencies such as critical thinking, collaboration, problem-solving, and communication.

Delete this note.]

By maintaining a positive mindset, putting in effort, and actively participating in the course, you will achieve the following by the end of this course:

1. Click or tap here to enter text.

Learning Materials

[Note: Ensure course content includes diverse perspectives and voices that reflect the diversity of the student body and society at large. Consider utilizing open textbooks to increase accessibility. Delete this note.]

Required Textbook

[Note: List required learning materials and where they might be obtained (e.g., the Bookstore if you ordered a text or a reading package, your department office if an in-house resource is available).

Provide students with an estimate of the costs of materials. You are not responsible for exact costs for materials especially given that students may obtain some from a variety of sources (e.g., on-line retailers) but when there are potentially “hidden” costs, such as for problem sets or quizzes that are available only from a textbook vendor, then students should be informed. Delete this note.]

Click or tap here to enter text.

Other Materials

[Note: Examples of other materials are required readings, lecture materials, multimedia. Inform students how they can access these materials. For example, for required readings, you can add them to the [UBC Library Course Reserves](#), while uploading your notes and slides to the Modules section of your Canvas course site. Include explanation of how an online learning management system (e.g., Canvas) is used in your course for sharing course materials. Delete this note.]

Click or tap here to enter text.

If you face some challenges in accessing or acquiring learning materials?

[**Note:** In this optional section, you can inform students what they can do if they encounter difficulties accessing course materials. Additionally, let students know if you have copies available to lend them. Delete this note.]

Click or tap here to enter text.

Course Structure

[**Note:** Briefly describe the primary instruction format (e.g., lecture, lab, discussion, tutorial, workshop etc.), including the [course mode of delivery](#). Explain how your classes are structured, highlighting specific instructional approaches (e.g., experiential learning, inquiry-based learning, community of practice). Mention if you combine on-line and in-class activities, and how do you engage students in the learning process and facilitate peer learning. Include a visual representation of course structure if available.

You may combine this section with the Teaching and Learning Approaches section below. Delete this note.]

Click or tap here to enter text.

Teaching and Learning Approaches

[**Note:** State your teaching approach, including how it promotes equity, diversity and inclusion, supports student success, and enriches their learning experience. Explain how you will support students in their learning journey (e.g. feedback), as well as your expectations for student participation, emphasizing that both instructors and students should work together to create a supportive and inclusive learning community where everyone can thrive. Delete this note.]

Click or tap here to enter text.

Course Schedule

[**Note:** Provide a comprehensive overview of the course schedule to help students plan and manage their time effectively. This typically includes a weekly outline of topics, readings, activities, assignments, exams and important dates such as deadlines.

Create consistent and predictable patterns in deadlines, if not for all assignments, at least for different assessment types (e.g., all assignments are due by Fridays at 11:59 PM, or discussion posts are due every two weeks by Sundays at 11:59 PM). Such consistency and pattern in deadlines make it much easier for students to follow and remember.

By developing a comprehensive course schedule, you can better determine the balance of the students' workload week-by-week and manage your grading responsibilities. Additionally, this helps ensure there is sufficient time between assignments for feedback and incorporation.

When planning your course schedule, take into account [UBC's academic dates and deadlines](#), [statutory holidays](#), and [significant religious observances and cultural observances](#).

Below you will find two table formats. Pick the format that best suits your course, and customize it as needed. Delete this note.]

Important Note: Course Schedule is subject to change. [Click or tap here to inform how you will be communicating updates with students.](#)

Table Design (Option A)

Week	Date	Topic	Learning Materials	Deadlines

Table Design (Option B)

Session 1	
Date	
Topic	
To-Do before this session	
Deadlines	

Learning Assessments

[Note: Delete this note once you complete this section.]

The Assessment Overview is to provide a broad picture of the assessment structure in your course, including the due date and the percentage or points that each assessment contributes to the overall course grade.

For each assessment component, provide a brief overview of how it ties in with the learning outcomes, why it is relevant, and any other essential information students should know at the beginning of the term.

You may or may not provide full details inside the syllabus. If desirable, provide full details on the Course site, and direct students to where they can find full details (e.g., “Please check detailed instructions on the course website.”). If the detailed instructions are not yet available, inform students when they will be provided.

To help students demonstrate their knowledge and skills equitably, support a growth mindset, and encourage active engagement with their learning process, some strategies to consider include:

- Offer diverse options for demonstrating their learning
- Break larger assessments into smaller tasks with individual deadlines
- Incorporate formative assessment opportunities

Changing the assessment plan:

Sometimes your assessment plan will need to be adjusted. For example, the class results on a test might be much lower on average than you expected and you propose to change the weighting of subsequent assessments. If you see a need to change anything in the assessment plan after the syllabus is distributed, you must discuss the proposal with the class and provide a rationale and then update the syllabus. A new, dated electronic syllabus must be provided; it can be emailed to the students or provided on an LMS such as Canvas in which case students must also be informed by email that a change has been made. Delete this note.]

Assessment Principles

[**Note:** In this optional section, you can provide students with the principles that guided the design of these assignments and/or present the main principles for how students should engage in them. This may support students in how to engage in them and understand why these assignments are relevant. Delete this note.]

[Click or tap here to enter text.](#)

Assessment Overview

Learning Assessment	Due Date	Value (% of final grade)

Add the title of Assessment 1

Aligned Learning Outcomes: #, ... and #

Click or tap here to enter text.

Add the title of Assessment 2

Aligned Learning Outcomes: #, ... and #

Click or tap here to enter text.

Add the title of Assessment 3

Aligned Learning Outcomes: #, ... and #

Click or tap here to enter text.

Add the title of Assessment 4

Aligned Learning Outcomes: #, ... and #

Click or tap here to enter text.

Add the title of Assessment 5

Aligned Learning Outcomes: #, ... and #

Click or tap here to enter text.

Accessibility and Accommodations

Accessibility and Diversity

[**Note:** Provide your commitment to promote an accessible and inclusive learning environment, and encourage students to also committee it and connect with you when experiencing challenges. You may customize the **sample wording** provided below or create one that suits your course. Delete this note.]

As your instructor, my goal for this term is to provide an inclusive and accessible learning environment for everyone. I am committed to designing a course that removes barriers to learning and embraces inclusivity. This means that I will work to improve diversity and accessibility so that we can reduce the need for accommodations. Creating an accessible learning experience requires the effort of everyone in the class. I expect you to consider accessibility when completing assignments shared with your classmates. For example, please include **closed-captioning** for videos and alternative text for images shared in the discussion forum. I value your feedback, so please let me know immediately if you encounter any barriers so I can assess potential adjustments to the course design.

Support for Students with Accessibility Needs

“The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions.” If you have an ongoing need for accommodation, please contact [UBC's Centre for Accessibility](#).

To ensure you receive the best possible support, please remember that it is your responsibility to communicate any accommodations from the Centre to the course lead by the end of the first week of class.

Support for Academics, Finances, Culture, Health and Wellbeing

You are encouraged to seek support whenever you need it. [The Faculty of Arts' Student Support page](#) connects you with the people, tools, and spaces that will help you thrive. Some of the resources available to you include (but are not limited to):

- Academic Support Resources
- Arts Indigenous Student Advising
- Funding Options
- Health & Wellness Resources

Additionally, the Social Work Program's [advising](#) and [funding](#) resources provide program specific resources and support available to you. Remember, we are here to support you and your success.

Prevention

If you are beginning to experience difficulties, please take good care and check out [these support resources at UBC's health and wellbeing services](#).

Here are more details on the options for mental health support:

- [Counselling Services at UBC](#). When you contact Counselling Services, you can ask to meet with the Arts Embedded Counsellor, Laura Harvey RSW, MSW, or you can meet with any staff counsellor.
- You can access the [UBC Student Assistance Program](#). Free 24/7 support with crisis support and connection to free short-term counselling.
- You can utilize your [AMS Extended Health Benefits](#) (unless you have opted out), which covers up to \$1250 from Sept 1st to Sept 1st, to see a counselor of your choosing. You pay upfront for your sessions and get reimbursed.

If you cannot attend class due to illness or a personal situation

If you feel unwell or are facing a personal emergency, seeking appropriate resources and support is important to manage the situation. Assess your health and safety to determine whether staying home or

attending class is best. If you need help making this decision, I recommend calling [811 to speak with a nurse](#). Additionally, you can reach out to <https://students.ubc.ca/health> for assistance accessing resources.

Prioritize your well-being and contact me regarding the course when you are safe and ready. I am here to provide patience, flexibility, and compassion as we work towards finding a solution. You do not have to disclose what has happened, but we can explore if the existing safety measures are enough for you.

In the event of a personal emergency experienced by the Teaching Team during the course, we will inform you via email or the Announcements feature in Canvas. We will do our best to continue the planned learning activities and inform you of any changes affecting availability or feedback response times.

Other Course Policies (Safety-Nets)

[Note: As you write your course policies, communicate that these policies are designed to support students from diverse backgrounds and ensure a fair and inclusive learning environment. By incorporating flexibility and support into your policies, you create an environment where all students can succeed and feel valued.

Encourage students to develop self-regulation strategies to adhere to these policies and to communicate any challenges they may face and seek support when needed.

This section provides **sample wordings**, which you can customize or create one that suits your course. If needed, add additional course policies. Delete this note.]

Several safety nets are built into the course for everyone to use without question, thereby supporting your experience of autonomy and privacy. If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion and expect honesty and flexibility in return.

Attendance

[Note: Clearly state expectations for attendance and participation, ensuring flexibility while maintaining clear standards. Explain what constitutes reasonable absences and how they will be handled. Keep in mind the [School's attendance policy in the Student Handbook](#). You may customize the **sample wording** below or create one that suits your course. Delete this note.]

“The School considers class attendance to be an essential component of integrated learning in professional social work education” ([Student Handbook](#)).

Attendance is essential to learning at the School of Social Work, and regular attendance is expected in all courses. We understand that sometimes attending may be difficult or impossible. For this reason, you can miss up to three classes, no questions asked. If you experience a difficult personal or health situation and miss more, you may be able to receive an Academic Accommodation or Concession.

Late Assignments

[**Note:** Provide clear guidelines about late submission. It is important to be transparent and clear with students as late assignment policies vary from one class to another. Take the time to present and discuss these in class. Below are **a few examples**. Once you create one that suits your course, Delete this note along with the unused examples.]

- Assignments submitted within 48 hours after the due date will not incur any penalty. After the grace period, a deduction of 10% per day will be applied.
- Assignments submitted late will incur a daily penalty of 5%, reducing the overall grade for each day past the deadline.
- If you need more time to complete your assignments, you can use a late pass. Each student will be given three 1-day-late passes, which can be used either together (for one assignment) or separately (for three assignments). After using these passes, a standard 5% per day deduction (including weekends) will be applied for late submissions, unless an Academic Concession applies. Please be aware that we will not accept assignments submitted more than ten days after the due date.

Re-grade Request Process

[**Note:** When addressing re-grading, outline a fair process that allows students to request reconsideration or make-up opportunities, ensuring transparency and equity. By incorporating flexibility and support into your policies, you create an environment where all students can succeed and feel valued. You may customize the **sample wording** below or create one that suits your course. Delete this note.]

If you believe an assignment has been unfairly graded, you can submit a Re-Grade Request. To qualify, you must send me a written request via email or Canvas within one week of the grades being posted. In your request, please clearly state the specific aspects of the assessment that require reevaluation and provide references to the grading criteria. I will carefully consider your request and respond via email as soon as possible. Please note that the re-grade may result in an increase or decrease, and the decision is final.

Missed In-Class Assessment

[**Note:** If your course has in-class assessments, clearly state your policy on missed in-class assessments. Outline a fair process that allows students to request make-up opportunities and describe what the make-up assessments will look like. You may customize the **sample wording** below or create one that suits your course. Delete this note.]

In the event of a missed in-class assessment, you are required to contact the instructor immediately. Make-up assessments may differ in format (e.g., a different set of questions, an essay exam), ensuring the same learning outcomes are evaluated.

Academic Integrity

[**Note:** Clearly explain your expectations around academic integrity and emphasize the importance of honest work. Specify which tools (including generative AI tools) are allowed or restricted and any important rules for using them. You may customize the **sample wording** below or create one that suits your course. Delete this note.]

As a member of the academic community, our currency is ideas. It's how we advance knowledge. To show respect for the rules of this community and highlight our unique ideas, we must represent our contributions and others honestly. [APA style](#) provides a formal way to distinguish our ideas from others. However, academic integrity goes beyond formal citation. As a new community member, we expect you to act honestly and ethically in all academic activities, just like the rest of us. It is essential to comprehend UBC's interpretation of [academic misconduct](#), the resulting repercussions, and the requirement for students to clarify how academic integrity applies to each assignment. If you'd like to know more about Academic Integrity, check out these [learning modules](#).

Did you know? UBC offers all students a Citation Management called Mendeley; more information here: [Mendeley](#)

What about AI-generated content? It's essential to remember that if you rely on AI writing tools to aid you in completing your assignments, you must ensure that you reference the tool properly in APA style. Moreover, it's important to clearly explain the reasons behind using the tool, its intended purpose, and how it contributed to improving the quality of your assignment. Failing to provide accurate referencing and a description can result in a breach of academic integrity and misconduct. Here is a good description of [how to cite AI using APA](#).

Learning Resources: [UBC Learning Commons](#) has various tools and information, such as; borrowing equipment, academic integrity ([APA Citation Guide](#)), writing support, skills for class, skills for life and academic support to assist students in their learning.

Learning Analytics

[**Note:** Update the suggested wordings below.]

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using [Click or tap to enter text to inform the learning technologies \(e.g., Canvas, iPeer, iClicker Cloud\) used in your course](#). Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

Example data uses:

- View overall class progress;
- Track your progress in order to provide you with personalized feedback

- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

Copyright

[Note: Update the suggested sample wordings below. Delete this note.]

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

[Note: State whether or not you permit students to record your classes. Delete this note.]

Sample A: It is not permitted to record classes, unless permission has been granted by the instructor.

Sample B: Classes will be recorded, and recordings will be made available upon request. Individual facilitators may decline to be recorded. Students are NOT PERMITTED to record classes on their own devices, without explicit permission from the instructor and/or class facilitators.

Program Policies

Social Work courses follow program-specific policies outlined in the [Student Handbook](#). Students are encouraged to familiarize themselves with these policies, especially those relating to relating to:

- Our Mission, Vision and Values
- Appendix 1: Accommodation Policy
- Appendix 2: Equity and Discrimination at the School
- Appendix 3: Professional Conduct for Social Work Students

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender-diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you want to use in this space. If you have questions or

need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy. For more information, visit [UBC Equity & Inclusion](#).

Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You must first contact your instructor to apply for an Academic Concession. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham (Christine.Graham@ubc.ca).

Other University Policies

UBC's Values Statement

I support UBC's Values Statement and encourage you to do the same.

"UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions."

Details of the policies and how to access support are available on [the UBC Senate website](#).

Grading Criteria

The following rubric serves as a guideline for grading:

Letter Grade	Percent Range	Mid- Point	Description
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	

Letter Grade	Percent Range	Mid- Point	Description
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.