

South Seattle College

Fall 2022

Cannabis Chemistry CHEM 117

General Information

Dr. Jessica Pikul

Jessica.Pikul@seattlecolleges.edu

Office Location: RSB 184

Discord direct messages: pikul#4548

Join Cannabis Chemistry discord channel: <https://discord.gg/GaUXpDbnGq>

Instagram: drpikul_chem

Youtube Channel: Dr. Pikul & Chemistry

In Person Class Meetings:

Monday: OLY 304 10:45 – 12:45: Lecture & Activities

Wednesday: OLY 300 10:45 – 12:45: Lab

Instructor-Student Office Hours

In-person office hours: 9:30 – 10:30 am Tuesday, Wednesday, Thursday in RSB 184

Online office hours: TBD

- ☐ Individual student-instructor online meetings can be arranged over email

Zoom Online Meeting Link:

<https://zoom.us/j/92584518607?pwd=bHBJeIRKSTJoWm1Ecy9EUWhIVkl5QT09>

Meeting ID: 925 8451 8607

Password: sulfur

Course Description: For non-science majors; a survey of chemistry concepts that are used in the cannabis industry. Students will learn about the structure of different cannabinoid compounds and their associated physical and chemical properties. Students will learn the concepts and lab techniques from both general and organic chemistry that have practical applications in extracting, preserving, and characterizing cannabinoids. Lab included.

Course Websites:

- ☐ Course management will utilize Canvas. To login to our Canvas course page enter your user ID and password here: <https://southseattle.instructure.com/login>
- ☐ Lectures will be uploaded to canvas, but they can also be found on my youtube channel: [Dr. Pikul & Chemistry](#)

Required Materials:

- Lab goggles (available through the bookstore)
- Reliable access to a laptop (including chrome books) and internet service (relying on a mobile data network is strongly discouraged for financial reasons).
- Access to Microsoft word, excel, and powerpoint (office 365 is available to students) or equivalent google suite of web applications: google docs, sheets, & slides. As well as a way of viewing and creating pdf files. A pdf viewer like Adobe or Preview works great.

Important Course Dates

Last day to withdraw with 100% refund: Sep 30th

Last day to withdraw without a W or instructor permission: Oct 7th

Last day to withdraw with 50% refund: Oct 15th

Last day to withdraw: Nov 18th

Dates Class Will Not be Held: Nov 2nd, Nov 11th, Nov 24th, Nov 25th.

Last day of the quarter: Dec 15th

Textbook Options

This class will use a collection of readings from **online free textbooks** and articles provided to students online or in the class course pak. Each module in the canvas course page will focus on a topic (or set of closely related topics) and will begin with a link to a reading assignment online. Many of our readings will be from the following 3 open source textbooks:

1. *Introductory Chemistry* by David W Ball; ISBN 13: 9781453311073
<https://open.umn.edu/opentextbooks/textbooks/introductory-chemistry>
2. *Introductory Chemistry Online!* by Paul R. Young
[https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Book%3A_Introductory_Chemistry_Online_\(Young\)](https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Book%3A_Introductory_Chemistry_Online_(Young))
3. *Chemistry 2e* by OpenStax
<https://openstax.org/books/chemistry-2e>

Course Structure

What to Expect:

This is a hybrid lab class, which means we will meet in person for 2 hours twice a week and the remainder of our class time will be spent online. Even with some of our class time online you will learn some really cool chemistry, refine your observation and problem solving skills, and connect chemistry to the cannabis industry.

Cannabis Chemistry is a class that teaches the fundamental of chemistry in context of compounds found in cannabis plants. This class will combine elements of general, organic, biological, analytical, and medicinal chemistry. Each week students will be expected to read both overviews of chemistry concepts and about their applications to cannabis. These readings will support the content delivered in lectures held on zoom, and recorded. Students will then participate in small group activities that will include discussions, peer review, and collaboration on lab and homework assignments. There will be lab assignments most weeks of the quarter to provide students with practical experience with the concepts discussed in lecture. Students should expect to spend about 15 hours a week both in class and outside class to learn the material. Students will also have the opportunity to learn about a topic of interest related to cannabis chemistry and present their findings to the class as a final project(s).

The course will be managed through canvas and we will use websites like youtube, and different online textbooks and articles. On Canvas you will be able to find assignments, lectures, discussions, grades, class policies, and class worksheets.

The course grading structure will not be traditional! I will use labor-based grading to evaluate student GPAs. This means grades are determined by the amount of time and effort (ie, labor) a student devotes to the class. Assignments will be graded as either incomplete or complete. Students will have the opportunity to revise work to meet the criteria for a complete assignment. A detailed overview of the class grading policies will be provided in the first week of class.

Types of Assignments:

Reading Assignments & Lecture Videos: For each topic covered in class students will be expected to read and watch videos about both the basic chemistry concepts and the applications to cannabis. Reading assignments will be posted in canvas and will link to open source textbook sections and articles. Lectures will be available asynchronously, embedded in canvas and on my youtube channel (Dr. Pikul & Chemistry).

Homework: Learning chemistry requires a great deal of practice with concepts, calculations, and problem solving strategies. Students will be required to complete practice problems provided by the instructor as homework worksheets. Solutions to homework problems will be provided after students attempt the problems and review their answers with peers.

Activities: Learning chemistry is a difficult task in a vacuum. Each week will have an activity that is intended to foster collaboration within the class. These activities will primarily be discussions or collaborative summaries of information that occur online or in class.

Lab Assignments

Labs are used to cement the concepts learned in class with hands on experience. Our class will meet in person to perform lab experiments on Wednesdays in OLY 300 at 10:45. Students will be expected to review the lab and complete pre-lab questions before attending class. Students will not be expected to maintain a lab notebook, instead all observations and discussion questions will be completed in a worksheet or in a word template. The class will have 7 lab meetings: the first will introduce students to the lab space and safe lab practices, there will be 6 total experiments, and we will use the last lab meeting to share final projects with the class.

Final Projects

Students that want to earn a B+ or A in the class will be required to complete one or more final projects for the class. These projects will require students to research a topic related to chemistry and cannabis that they are interested in. Students will then share the information they learned with the class through written, visual, and oral presentations. Final projects will be presented to the class in the last week of the quarter.

How to Succeed in this Course

As the instructor I will help students succeed in this class by providing guidance through lectures, feedback on assignments, in person lab instruction, and office hours. To succeed in this class students must study the assigned reading, watch lectures, complete practice problems, make study aides, and seek help when you have questions. I highly recommend study groups, both to cement topics you are comfortable enough with to teach and to learn from your peers when you have questions. Online study groups are possible through zoom, google hangouts, and discord.

To succeed in this course students will need to:

- read the assigned sections of online textbooks and articles
- actively listen to lectures online
- work through assigned homework practice problems

In addition, students may need to utilize other resources:

- Seek help from peers, online tutors (e-tutoring and MAST), or the instructor.
- online study groups
- online learning resources like khan academy, crash course, & others (links will be provided on canvas)

Each assignment will include my estimate of the time it will take to complete (roughly!). If you are spending significantly more time than estimated please contact me immediately so we can develop a more efficient study plan together.

Learning Resources

- **Open Lab:** The chemistry lab tech hold open labs to tutor students with lab assignments and concepts.
- **Tutoring Center:** Upwards of three hours of tutoring per class per week may be available for your use with my recommendation. I will pass on information about online services as I receive them.
- **Writing Center & Math and Science Tutoring (MAST):** I will update students about online services as I receive updates.

Grades

Assignment Grades

Students can earn only incomplete or complete on assignments:

X – Incomplete: Student has not attempted all parts of the assignment

✓ – Complete: Student has performed all tasks in the instructions of the assignment.

Grading Scale *Please see grading handout for detailed requirements for each grade.

A	4.0 – 3.9
A-	3.5 – 3.5
B+	3.4 – 3.2
B	3.1 – 2.9
B-	2.8 – 2.5
C+	2.4 – 2.2
C	2.1 – 1.9
C-	1.8 – 1.5
D+	1.4 – 1.2
D	1.1 – 1.0
F	0.0

Extra Credit

Extra credit assignments will not be offered this quarter. Instead students will have the opportunity to revise an assignment to show mastery of a topic or complete projects to improve grades.

A separate grading overview and spreadsheet will be provided. This document will detail how grades are calculated.

Alternative Grading Policy: Incomplete (I) and No Credit (NC)

Students in good standing may request an Incomplete or No Credit grade. Requests will be evaluated on a case by case basis. Students are responsible for providing sufficient proof that the work cannot be completed or an NC grade is appropriate. For Incompletes we will develop a plan together for the student to complete the work in the next quarter.

Course Policies

Classroom Conduct

Please respect our learning community this quarter. This means treating both your classmates and instructor with courtesy, refraining from aggressive behavior, and actively listening and participating in class meetings. The behavior expected within our physical classroom extends to the online spaces the class will create. This means acting with respect and empathy in online discussion forums, email, office hours, and tutoring meetings.

Class Communication

Announcements will be made during class and through Canvas announcements (these can be set up so you receive them as emails). *Students are required to check class announcements regularly*, and are responsible for the information communicated within them.

Late Work Policy

Deadlines for class assignments are set to create a consistent and reasonable workload for students through the quarter. Deadlines also create a consistent grading workload for the instructor. It is likely that at some point in the quarter your life circumstances will affect your ability to turn work in on time. ***Late work will not be penalized.*** Students are encouraged to turn in their work as soon as reasonably possible if a deadline is missed. However, ***only assignments submitted by the deadline will be given priority as I grade.*** Students should expect that late work will not be reviewed quickly, as it will only be graded after on-time assignments and revisions. All assignments and revisions will have a **final deadline of December 15th**, and I will not be able to accept any assignments after that date.

Attendance

Attendance will be assessed by attending in person class meetings and participating in online activities and assignments. This means spending time in canvas, turning in assignments, and communicating with the instructor throughout the quarter both in person and over email.

Absences for Reasons of Faith or Conscience: Students are entitled to two days of excused absences per academic year for reasons of faith or conscience or for organized activities conducted by a religious organization. These absences will not affect your grade, but it is your responsibility to inform your instructor about the planned absence and to make arrangements to complete the course work for those days. You must request the excused absence two weeks' prior to the date of the absence. If you wish to request an absence for reasons of faith or conscience, you may obtain a form and guidelines for completing the form from the division office in UNI.

Academic Misconduct

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing — as long as you cite them. Many students do not have a clear understanding of what

constitutes plagiarism, so feel free to ask questions about these matters at any time. Plagiarism includes:

- failing to cite sources of ideas
- failing to cite sources of paraphrased material
- failing to cite sources of specific language and/or passages
- submitting someone else's work as his or her own
- submitting his or her own work produced for another class
- submitting his or her own work that has been heavily edited and/or rewritten by another
- Uploading an assignment to, or using the answers provided by experts on, cheating websites such as Chegg, Course Hero, Quizzlet, or Bartelby.

If you have any doubt about how to cite or acknowledge another's writing, please talk to me. It is always better to be safe than sorry. As a matter of policy, any student found to have plagiarized any piece of writing in this class will automatically receive 0 points without the possibility of make-up and a formal complaint will be filed with Student Services. If two students are knowingly involved in an incident of plagiarism, both students will receive a 0.0 for the assignment (ie, if you allow another student to copy your work).

Accommodations

SSC's Disability Support Services serves students with a wide array of learning challenges and disabilities. If you are a student who has a physical or mental limitation for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the Disability Support Service's office at Robert Smith Building, room 12, or call (206) 763-5137. Any contacts and/or information will remain strictly confidential. For more information, please visit: <http://www.seattlecolleges.edu/DISTRICT/currentstudents/adacs.aspx>.

Course Withdrawal

If you decide to drop this course for any reason, and you do not wish your current grade to appear on your transcript, it is your responsibility to officially withdraw with the Registrar's office by the dates listed in the South Seattle College Catalogue.

Complaint Process

When possible, students are encouraged to talk with their instructor about any concerns or problems they are encountering in class. Concerns can also be directed to:

- the relevant Dean (*Dean of Math & Sciences*; see <http://www.southseattle.edu/programs/academics/contact-us.aspx>),
- a counselor (see <http://www.southseattle.edu/counseling/contact.aspx>),
- or the Office of Equity, Diversion, & Inclusion (see <http://www.southseattle.edu/diversity-and-retention/>).

For official complaint procedure, see:

<http://www.southseattle.edu/student-resources/complaints-overview.aspx>

For official grade complaint procedure, see:

<http://www.southseattle.edu/student-resources/grade-complaints.aspx>

For complaint resources and other help, see:

<http://www.southseattle.edu/student-resources/resources-help.aspx>

Diversity & Safety

South Seattle Community College is one of the most diverse colleges in the Pacific Northwest. While this strength stems from the demographics of our campus population, we as a community

believe our identity goes beyond that. We strive to create a welcoming learning community for all. We encourage multiple perspectives and the free exchange of unbiased and non-prejudicial ideas and experiences, which broaden our understanding of one another and the world around us. The expectation is that you will join us in this endeavor by contributing to an accessible, safe, and respectful classroom environment, free of discrimination and harassment. If you are offended, hurt or made to feel unsafe by something that either another student does or says, please let me know. In the same way, please let me know if you are offended, hurt, or made to feel unsafe by something I say or do. It is my intention to ensure this classroom is a safe place for all. Visit <http://www.southseattle.edu/diversity-and-retention/default.aspx> and <http://www.southseattle.edu/campus-information/equal-opportunity.aspx> to learn more about the college's efforts to create and foster an inclusive campus community.

Equal Opportunity:

South Seattle College is committed to the concept and practice of equal opportunity for all its students and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

Title IX:

South Seattle College is committed to fostering a safe, productive learning environment. Title IX and our school policy (per WAC 132F-121-110) prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. You can reach out to me, or any of the following you feel most comfortable with:

- Counselors, 206.934.6409, for appointments
- JD Burchfield, Director of HR, South Seattle College jd.burchfield@seattlecolleges.edu
- District Compliance Officer 206.934.3873
- Campus Security, 206.934.0911

ALL reports are handled with utmost care and sensitivity.

Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus, and I also have a mandatory reporting responsibility. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on South's campus with the Title IX Coordinator. ALL reports are handled with utmost care and sensitivity.

Emergency Preparedness

South campus emergency preparedness web page is at <http://www.southseattle.edu/emergency/>
Sign up for emergency alerts

<https://www.getrave.com/loginRedirect.do?selectSchool=true>

Course Learning Objectives

At the end of this course students will

1. Use and interpret the symbolic language of chemistry.
2. Demonstrate basic chemical laboratory skills and safe practices.
3. Develop insight into the effect of criminalization on cannabis science and scientists.
4. Explain the structural molecular features that contribute to cannabinoid physical and chemical properties.
5. Demonstrate foundational chemical knowledge applied to the separation of compounds based on differences in chemical structure. Perform simple extractions of specific chemical compounds from plant material.
6. Describe different types of chemical reactions cannabinoid compounds participate in. Apply concepts of chemical reactivity to the preservation of cannabinoid compounds.
7. Interpret characterization reports of cannabinoid composition of cannabis products.
8. Evaluate the evidence and reasoning that supports scientific statements.

Cannabis Chemistry Class Schedule (subject to change with notice)

Week	Topics	Lab	Assignments	Deadline
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CHEM 117 Cannabis Chemistry Fall 2022

2	Communicating Science	Lab 1: Check In & Safety	Complete Start Here Module	6-Oct
			Activity 1: Evaluating Scientific Claims	3-Oct
			HW 1: Practice Problems	7-Oct
			Lab 1: Safety Assignment	7-Oct
3	Atoms & Molecules	Lab 2: Introduction & Measurement	Activity 2: Interpreting Chemical Formula	10-Oct
			HW 2: Practice Problems	14-Oct
			Lab 2: Intro & Measurement	14-Oct
4	Molecular Polarity	Lab 3: Molecular Modeling	Activity 3: Comparing delta 8, 9, 10 THC	17-Oct
			HW 3: Practice Problems	21-Oct
			Lab 3: Molecular Modeling	21-Oct
5	IMFs - Physical Properties	Lab 4: CO ₂ Extraction	Activity 4: Smoking vs Dabbing vs Vaping	24-Oct
			HW 4: Practice Problems	28-Oct
			Lab 4: CO ₂ Extraction	28-Oct
6	IMFs - Solubility	No Lab No Class Wed	Grade Check In	4-Nov
			Activity 5: Evaluating Solubility	31-Oct
			HW 5: Practice Problems	4-Nov
7	Extraction of Cannabis Concentrates	Lab 5: Extraction Part A	Activity 6: Green Chemistry	7-Nov
			HW 6: Extraction Infographic	14-Nov
			Lab 5: Extraction Part A	14-Nov
8	Processing Concentrates	Lab 5: Extraction Part B	Activity 7: Case Study: Nectar Design	14-Nov
			HW 7: Practice Problems	18-Nov
			Lab 5: Extraction Part B	18-Nov
9	Chemical Reactions	No Lab Campus Closed Thur & Fri	Activity 8: Discuss CBD isomerization & CBD regulation	21-Nov
			HW 8: Practice Problems	28-Nov
10	Characterizing Cannabis	Lab 6: Chromatography	Activity 9: Label Review	28-Nov
			HW 9: Practice Problems	2-Dec
			Lab 6: Chromatography	2-Dec
11	No New Content	Final Project Presentations	Final Project - Written/Visual & Presentation	8-Dec
12	Finals Week	All assignments and revisions must be submitted by December 15th		

Grading Overview

My goal teaching Cannabis Chemistry is to provide an overview of general and organic chemistry concepts that students can use to be successful in the cannabis industry. My role as an instructor is to support your learning by acting a resource and a guide rather than an authority on everything that is chemistry or cannabis. As an instructor I'm also tasked with assigning grades at the end of the quarter. I would like the process of assessing grades to be collaborative, transparent, and a reflection of the work you performed to meet your goals for this class. To this end I've adopted a labor-based grading structure for the class after borrowing a lot of really interesting ideas from colleagues in other disciplines. This document will outline grading for the quarter, but here is the short version:

You will determine your final grade in this class by setting a GPA goal, choosing assignments that meet the labor requirements of that GPA, and then completing the planned work by the end of the quarter. We will develop a plan to earn your goal GPA together and we will both track your progress over the quarter to make sure you meet your goal.

Labor Based Grading

Labor-based grading assigns student grades based on the labor (ie, time and effort) they performed for a class rather than the quality of the work they turn in. The work required to earn each letter grade will be clearly outlined and students will choose a grade goal based on the amount of labor they can commit to the class. Final grades are then calculated by evaluating if a student completed the work they set out to do.

STEM fields are often misrepresented as objective. If I assess the quality of a student's work I am relying on my bias about the best problem solving strategies, methods of communicating understanding, and formats for crafting scientific arguments. "Quality" standards will vary with each instructor and they will be near impossible to communicate transparently. By attaching grades to labor instead of quality I hope to reduce bias in the classroom and make the whole range of grades accessible to all students. I will still offer my feedback and opinions about the quality of your work as I mentor your growth as a critical thinker and problem solver. Those opinions will just not be the basis of your final grade.

Grading this quarter will aim to empower students to take control of their own learning and the labor they commit to it. By clearly outlining the work that must be completed to earn a specific grade in the class students can choose the grade they will earn. This grade goal will depend on how much time you can commit to the class given your other responsibilities. And your grade goal may need to change during the quarter if circumstances change. No matter what that goal is you will get the same commitment of time and effort from me (ie, my labor) to help you reach it.

Grading Guidelines

Students will be required to submit a GPA goal and a plan detailing the work that will be done to meet the grade requirements. This goal and plan can be revised throughout the quarter. At the end of the quarter students will submit a self-assessment that explains how you have met the requirements for a specific grade.

This class will not be using a percentage or point based system to evaluate the work you turn in. Everything will be graded as complete (check mark) or incomplete (X). Each assignment will include a rubric and instructions that explain what needs to be done to complete the assignment. If you do not earn a complete, then you can use my feedback (and/or a conversation with me) to revise your work to meet the complete requirements. Work can be turned in late, however I will only be able to guarantee timely feedback for on-time assignments.

In addition to the assignments students will complete to meet their grade goal, all students must do the following to earn a passing grade in the class:

- Be prepared in class meetings to perform lab experiments and actively collaborate with peers.
- Regularly check for and read all class announcements in canvas.
- Complete a plan to meet your grade goal and complete an end of quarter self-assessment that demonstrates the work you did to meet your goal.
- Check in with me (over zoom, phone, or email) twice during the quarter to discuss your progress towards meeting your grade goal. This is also a time when we can discuss any questions, concerns, or revisions that need to be made to your grade goal.
- Submit all work for the quarter by **December 15th**.

Calculating Grades: I have structured the coursework for the quarter so students who complete the class assignments will earn a B in the class, a 3.1. Doing less than the assigned coursework will result in a lower GPA and taking on additional work will earn a student a higher GPA.

Labor requirements to earn a 3.1 GPA:

- Complete the Week 1 Class Introduction Model:
 - Introduction discussion
 - Honor code discussion & agreement
 - Grading policy & academic honesty acknowledgement
- Complete weekly class assignments. ***Up to 3 assignments can be incomplete or not attempted, with no more than 2 incomplete lab assignments:***
 - 9 small group activities
 - 9 homework assignments
 - 9 lab assignments, which typically include all three sections of the lab worksheet: prelab, data & observations, and post lab analysis.

Labor Requirements for GPA Goals:

GPA Goal	Labor Requirement	Number of Missing Assignments
4	Complete 9 Activities	Miss 3 assignments, no more than 1 lab.
	Complete 9 Homework	
	Complete 9 Labs	
	Complete 3 Projects	0 missing project assignments
3.1	Complete 9 Activities	Miss 3 assignments, no more than 2 lab.
	Complete 9 Homework	
	Complete 9 Labs	
2	Complete 9 Activities	Miss 6 assignments, no more than 3 labs.
	Complete 9 Homework	
	Complete 9 Labs	
1	Complete 9 Activities	Miss 9 assignments, no more than 4 labs.
	Complete 9 Homework	
	Complete 9 Labs	

Projects: Completing a project **will increase your grade by 0.3 grade points**. If a student has a grade goal of a 3.4 they would meet the labor requirements for a 3.1 and then chose a project to complete to bring their final grade to a 3.4. A student may not build their grade above the next GPA goal without completing the work of that goal. For example, a student cannot complete the work for a 2.0 GPA and then complete 3 projects to bring their grade above a 3.0.

A list of projects will be provided in canvas. All projects require students to research and learn about a class topic in more detail, or learn about a topic not covered in class that relates to cannabis chemistry. A student can chose 3 projects on different topics, or they may chose 3 different methods or presenting material on one topic and spend their labor learning about that topic in greater depth.

Example 1: A student researches cold water extraction of cannabis in detail. To earn a 4.0 in the class they complete 3 projects about this topic:

- They then write a 2 page paper about the chemistry of the process and the technique.
- They create an infographic that summarizes what they learned about cold water extraction and share this infographic with the class.
- They give a 5 minute presentation to teach the class about the extraction technique.

Example 2: A student with a GPA goal of 3.7 decides to complete 2 projects and they are interested in a variety of topics. They create 2 different projects submitted at different times during the quarter.

- First they create and share a diagram that identifies all chemical compounds (including terpenes) in a specific strain of cannabis. The diagram shows the lewis structures for each compound, and a description of the effect each compound is expected to have when consumed.
- Second, they create an infographic that explains the process of butane extraction with a focus on safety precautions that must be taken during the procedure.

Setting and Adjusting GPA Goals: During the first week of class students will chose a GPA goal and submit a plan to meet that goal to the instructor. This will require students to choose the projects they intend to complete and set deadlines for each project. In week 6 I will ask students to meet individually with me for 15 minutes to discuss their progress towards their GPA goal and see if it needs to be adjusted. At any time during the quarter a student may adjust their grade goal by submitting a new GPA goal and plan to achieve their goal to the instructor.

Late Work Policy: All class assignments will have scheduled deadlines chosen to create a reasonable pace to complete the coursework within 11 weeks. Late work is acceptable and there is no consequence to your grade nor is there a requirement to request an extension. I think all of the assignments are critical to your learning so I would rather you complete them late than never. Deadlines not only create a reasonable work pace for students, but also the instructor. I will always prioritize on time assignments when I am grading, and I will commit to returning on time assignments within a week with my feedback. Assignments that are late will not be prioritized and may take a significantly longer time to return with feedback. I strongly encourage students to stick to the deadlines as best as they can to prevent an overwhelming workload.

Revisions Policy: All class assignments that are graded “incomplete” may be revised using instructor feedback to earn a complete grade. Often, an incomplete grade reflects a misunderstanding of the assignment instructions. I will clarify in my written feedback and encourage students to meet with me in office hours or in an appointment to discuss the revisions that will be necessary to meet the requirements for a “complete” grade.