



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, 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 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.*

School Mission Statement: *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

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 and human well-being.

COURSE INFORMATION

Year/Term/Dates	2023 Winter, Term 1, September 5 – December 7, 2023
Course Title	SOWK 305C: Social Work Practice (Community)
Course Value	3 credits
Course Schedule	Thursdays, 10am to 1pm
Course Location	MCLD 3002 - MacLeod Building, Room 3002 (Main Lecture), MCLD 3008 (Lab space facilitated by Kato)

Instructor	Office Location	Office Phone	Email Address
Colin Phillips, PhD	Jack Bell Building, Room 133		colin.phillips@ubc.ca
Office hours	Thursdays, 2pm to 3:30pm		

Teaching Assistant	Office Location	Office Phone	Email Address
Francis Kato			francis.kato@ubc.ca
Office hours	By appointment		

UBC Calendar Description

Examinations of the foundation, knowledge and competencies underlying various topics in generalist social work practice. Enrolment is limited to students in the BSW program.

Pre-requisites

There are no pre-requisites for this course.

Course Description

Social Work 305C (Community) is a required course and is open only to students accepted to the School of Social Work.

The course is an exploration of a core elements of social work practice methods and the corresponding development of fundamental competencies necessary to prepare the student for entry-level generalist practice in a variety of settings.

Students will develop introductory knowledge, skills and awareness of values necessary for the provision of professional services to communities within the framework of generalist practice; the change process; and the impact of diversity and oppression (issues related to culture, race, class, gender, sexual orientation and disability).

Generic principles and generalist practice will serve as an organizing function for the course. Generalist practice methods are developed through understanding and developing innovative problem-solving skills: discovering, utilizing and making connections to arrive at unique, responsive solutions. The key components of the change process in generalist practice will be addressed.

The course will reinforce the development of basic competencies in practice theory underpinning

the skills necessary to the generalist helping role. Specific theories of community development will form the foundational theory development in this course.

Course Structure and Learning Activities

This course incorporates a combination of lectures, large and small group discussion and experiential activities.

Student participation is expected and you are asked to complete required readings prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Indigenous ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in classroom conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the bachelor level. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Learning Strategy and Class Structure

This course is centered around students working in teams to complete a Community Assessment (see below for a detailed description of the components of this assignment). Our time in the classroom will be meant to intellectually and practically support your team as you complete your assessment. For the first half of the class, we will meet together as a whole for a broader discussion of the week's readings and their impacts on social work practice with communities. Unless noted on the course schedule below, the second half of class will be a Community Assessment Lab. Half of the teams will be in a lab that is led by the Instructor and the other half will be led by the Teaching Assistant. Leadership of the two labs will switch from time to time.

Learning Outcomes

1. Develop a conceptual framework that provides the student with the skills and strategies to begin to practice and evaluate her/his own practice in a range of contexts, working with communities.
2. Expand the student's conceptual base and to examine beliefs about:
 - a. self, people, and society, with a particular emphasis on culture, race, class and gender

- b. the dynamics of planned change
- c. the helping process
- 3. Be aware of the potential implications of the student's own values for personal growth and for practice.
- 4. Demonstrate the transferability of a generalist community approach to a multiplicity of practice situations.

Required Textbook(s) and Learning Materials

The readings for each class are listed with the class schedule. Readings are available electronically through the course's Canvas and LOCR websites. A link to the LOCR website will be emailed to the class at the start of the term.

Email and Voice Mail Policy, Role of the Academic Facilitator

I will only answer questions that are of an administrative or clarifying (i.e. "would you consider source XXXX peer reviewed?") nature by e-mail. Students with questions about course content must come to office hours. This policy is primarily a reflection of my disability, and how long it takes me to compose lengthy e-mails. I will respond to e-mail within two working days.

My disability also makes returning phone calls difficult. Please leave me voice mail in the rarest of cases, knowing that it could take me a few days to reply.

Vidhi, my Academic Facilitator, is here to facilitate verbal and written communication between you and I. Decisions about course content, classroom management, and grades are solely mine. Instances where Vidhi leads classroom activities are based on prior instructions and are meant to keep the agenda flowing.

Course Schedule

SESSION 1:	<i>September 7, 2023</i>
TOPIC:	<i>Introduction and course overview; establishing communities as a context for practice, part one</i>
TO DO BEFORE THIS SESSION:	<p>Read:</p> <p>Hudson, K.D. (2015) Toward a conceptual framework for understanding community belonging and well-being: Insights from a queer-mixed perspective, <i>Journal of Community Practice</i>, 23(1), 27-50.</p> <p>Rothman, J, (2008). Multi-modes of intervention at the macro level. <i>Journal of Community Practice</i>, 15(4), 11-40.</p> <p>Ross, Murray (1967). The meaning of community organization. In M.</p>

	<p>Ross, Community organization: theory, principles, and practice, 2nd ed. New York, NY: Harper & Row. p. 40-51.</p> <p>Prepare:</p> <p>This week's Lab will be a chance to meet your primary Lab facilitator and your team members. Teams will establish norms for working together and identify the community they would like to assess. Lab Form #1 due at the end of class.</p>
SESSION 2:	<i>September 14, 2023</i>
TOPIC:	<i>Establishing communities as a context for practice, part two</i>
TO DO BEFORE THIS SESSION:	<p>Read:</p> <p>Choudry, A., Hanley, J., and Shragge, E. (2012). Introduction: Organize! Looking back, thinking ahead. In A. Choudry, J. Hanley, and E. Shragge (Eds.), Organize: building from the local for global justice. Oakland, CA: PM Press. p. 1-22.</p> <p>Craig, S.L. (2011) Precarious partnerships: Designing a community needs assessment to develop a system of care for Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) youths. Journal of Community Practice, 19(3), 274-291.</p> <p>Sandoval, G. & Rongerude, J. (2015) Telling a story that must be heard: Participatory indicators as tools for community empowerment. Journal of Community Practice, 23(3-4), 403-414.</p> <p>Prepare:</p> <p>Lab time this week will be an opportunity for your team to begin to write your Community Assessment Plan and to prepare for your first community visit the next week. An example Assessment Plan will be posted on Canvas and the lab facilitator will have a conversation with each team. Lab Form #2 due at the end of class.</p>
SESSION 3:	<i>September 21, 2023</i>
TOPIC:	Community Visit
TO DO BEFORE THIS SESSION:	<p>There are no readings this week. Teams that are assessing a geographic community will conduct their first community visit. The goal of this visit is to familiarize yourself with the community and to determine whether or not your Community Assessment Plan needs to be refined. Teams who have chosen to assess a geographic community will visit that community, and teams who have chosen a functional community are encouraged to visit places of significance to the community. Colin will be in the Jack Bell Building during class hours and office hours.</p>
SESSION 4:	<i>September 28, 2023</i>

TOPIC:	Relationship Building in Community Practice
TO DO BEFORE THIS SESSION:	<p>Read: Dobbie, D. & Richards-Schuster, K. (2008). Building solidarity through difference: A practice model for critical multicultural organizing. <i>Journal of Community Practice</i>, 16(3), 317-337.</p> <p>Hardina, D. (2014) The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. <i>Journal of Community Practice</i>, 22(3), 365-384.</p> <p>Prepare: Labs will only be thirty minutes this week. Teams will prepare a five-minute presentation that summarizes your Community Assessment Plan and answers the question "What surprised you about your community visit?". Presentations will be given to the entire class and will constitute your Lab Form mark this week.</p> <p>Community Assessment Plans must be submitted on Canvas by 11:59pm</p>
SESSION 5:	October 5, 2023
TOPIC:	Community Visit
TO DO BEFORE THIS SESSION:	There are no readings this week. Teams will undertake a second community visit to gather information for their assessment.
<p>For scheduling and academic integrity reasons, the University will have a "Make Up Monday" (for October 9, Thanksgiving) on October 12.</p> <p>Please attend classes that are normally scheduled on Mondays.</p>	
SESSION 6:	October 19, 2023
TOPIC:	Partnerships, Networks and Integrated Services
TO DO BEFORE THIS SESSION:	<p>Read: Anderson-Butcher, D., and Ashton, D. (2004). Innovative models of collaboration to serve children, youths, families, and communities. <i>Children & Schools</i>, 26(1), 39-53.</p> <p>Cronley, C. Madden, E. & Davis, J.B. (2015) Making service- learning partnerships work: Listening and responding to community partners, <i>Journal of Community Practice</i>, 23(2), 274-289.</p> <p>Woodford, M.R. & Preston, S. (2011). Developing a strategy to meaningfully stakeholders in program/policy planning: A guide for human services managers and practitioners. <i>Journal of Community Practice</i>, 19(2), 159-174</p>

	<p>Prepare: This week's Lab will ask you to think about existing and potential partnerships that are in the community that you are assessing. You will then have open lab time to work on your assessments. Lab Form #44 due at the end of class.</p>
SESSION 7:	October 26, 2023
TOPIC:	Neighbourhood Houses
TO DO BEFORE THIS SESSION:	<p>Read: Murphy, J.W. (2010) Service delivery, community development, and disability, <i>Journal of Social Work in Disability & Rehabilitation</i>, 9(2-3),223-233.</p> <p>Yan, M.C., Lauer, S. & Riaño-Alcalá, P. (2017). Incorporating individual community assets in neighbourhood houses: Beyond the community-building tradition of settlement houses. <i>International Social Work</i>, 60(6), 1591-1605.</p> <p>Yan, M.C. & Sin, R. (2011). The resilience of the settlement-house tradition in community development: A study of neighborhood centers in San Francisco. <i>Community Development</i>, 42(1), 106-24.</p> <p>Prepare: You will have open Lab time to work on your assessments.</p>
SESSION 8:	November 2, 2023
TOPIC:	Social Action as Community Practice
TO DO BEFORE THIS SESSION:	<p>Read: Alinsky, S. (1971). <i>Rules for Radicals: A Pragmatic Primer for Realistic Radicals</i>. New York, NY: Vintage Books. pp. 125-165.</p> <p>Withers, A. J. (2021). <i>Fight to Win: Inside poor people's organizing</i>. Winnipeg, Man: Fernwood Publishing. pp. 56-87.</p> <p>Prepare: You will have open Lab time to work on your assessments.</p>
SESSION 9:	November 9, 2023
TOPIC:	Critical Allyship
TO DO BEFORE THIS SESSION:	<p>Read: Indigenous Action Media. (2014, May 2). <i>Abolishing the Ally Industrial Complex. An Indigenous Perspective & Provocation</i>. Accomplices Not</p>

	<p>Allies. (https://www.indigenouaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/)</p> <p>Gates, T. G., Bennett, B., & Baines, D. (2021). Strengthening critical allyship in social work education: opportunities in the context of# BlackLivesMatter and COVID-19. <i>Social Work Education</i>, 1-17.</p> <p>Sharma, A. (2019) Allyship and Social Justice: Men as Allies in Challenging Men’s Violence and Discrimination Against Women. In Baines, D., Bennett, B., Goodwin, S. and Rawsthorne, M. (eds). <i>Working Across Difference and Inequity in Social Work and Policy Studies</i>. London: Palgrave/MacMilan. p. 103 – 119.</p> <p>Prepare: This week’s Lab will focus on your team’s positionality and critical allyship with your community. Lab Form #5 due at the end of class.</p>
SESSION 10:	<i>November 16, 2023</i>
TOPIC:	<i>Workshop on Roberts Rules of Order, chairing a meeting, and setting an agenda</i>
TO DO BEFORE THIS SESSION:	<p>Read: https://paparksandforests.org/wp-content/uploads/2022/02/2022-roberts-rules-cheat-sheet.pdf https://asana.com/resources/meeting-agenda https://www.resourcecentre.org.uk/information/taking-minutes/#:~:text=Minutes%20are%20simply%20notes%20taken,going%20to%20carry%20them%20out.</p> <p>There will not be a Lab this week.</p>
SESSION 11:	<i>November 23, 202</i>
TOPIC:	<i>Community Assessment team presentations</i>
TO DO BEFORE THIS SESSION:	<p>There are no readings this week. Teams will be assigned to present this week during our first session. Everyone else is expected to come, learn from their classmates, ask questions, and show their support.</p>
SESSION 12	<i>November 30, 2023</i>
TOPIC:	<i>Community Assessment team presentations</i>
TO DO BEFORE THIS SESSION:	<p>There are no readings this week. Teams will be assigned to present this week during our first session.</p>

	Everyone else is expected to come, learn from their classmates, ask questions, and show their support.
SESSION 13	<i>December 7, 2023</i>
TOPIC:	Community Assessment team presentations
TO DO BEFORE THIS SESSION:	There are no readings this week. Teams will be assigned to present this week during our first session. Everyone else is expected to come, learn from their classmates, ask questions, and show their support

Assignments

Assignment 1 - Community Assessment
 Part One - Lab Forms (10%) see course schedule for due dates
 Part Two - Assessment Plan (20%), due September 28, 2021
 Part Three - Assessment Presentation (40%), November 23, 30 and December 7, 2023 (as assigned)

Assignment 2 - Reflection Paper (30%), due December 14, 2023

ASSIGNMENT #1 – COMMUNITY ASSESSMENT

The purpose of this assignment is to complete an assessment of a geographic or functional community as well as choose an issue for which a community development intervention would be appropriate. Working in teams of 6-8 people, you will develop a strategy to address the issue. The issue can be something quite basic and the solution small and grounded. From the time you attend your first class, you should begin to observe your community and reflect on whether there are some specific needs, tensions or concrete problems that could mobilize this community.

PART ONE: Lab Forms 10% SEE COURSE SCHEDULE FOR DUE DATES

A significant portion of class time will be Community Assessment Labs that will allow your team to work on your community assessment. You will submit five Lab Forms (weighted at 2% each) throughout term that will assess your progress and/or integration of that week's course content into your assessment.

PART ONE- Assessment Plan 20% DUE: September 23, 2021

You and your team will develop and hand in an eight to ten-page written outline identifying the community you will be assessing as well as how you plan to gather the information needed for

your community assessment. Included in this plan will be a rationale for choosing the identified community, projected sources of information, outcome timelines, roles and responsibilities of team members and a tentative presentation outline. This should be submitted electronically to the designated dropbox on Canvas by one person for your team by 11:59pm.

PART THREE - Assessment Presentation 40%
DUE: November 23, 30, and December 7, 2023 (as assigned)

Using the format developed in class in combination with your team's experience, observations, readings and field research you and your team will assess and map the community. You will also identify an issue in the community and suggest strategies to address it. You will be assigned 50 minutes of class time to present in an agreed upon format the key findings of your assessment along with a plan for beginning to address the identified issue. This also must include time to answer some audience questions. Please note you will be stopped at the 50 minute mark regardless of whether you have finished your presentation. You and your team are expected to demonstrate an understanding and critical analysis of the principles underlying your selected approach to the issue and of the suggested methods and strategies for dealing with it. You are also expected to refer to at least four of the class readings during your presentation.

CRITERIA FOR GRADING:

You will be provided with a copy of the rubric that will be used to evaluate this assignment but in general the following will be taken into account for grading:

Content:

- A coherent overview of the community is provided
- Issue is clearly explained
- Addresses and discusses the areas for development outlined in the description of the assignment
- Demonstrates an understanding and critical analysis of the principles underlying the selected approach and of the strategies suggested
- Presentation/materials include enough description to familiarize the listeners with the community and the issues
- Proper integration of readings from course

Organization and Coherence:

- There is a clear organization, logical sequence and adequate location of the sections of the presentation as well as of its ideas
- Clearly stated central purpose which is logically and adequately developed.
- Use of acquired knowledge to construct a well argued and coherent view about the issue

Presentation Style:

- Creative presentation of materials that engage the audience
- Able to engage the audience during the presentation and the question period.

- Stays away from use of jargon
- Stays within required timelines

ASSIGNMENT #2: REFLECTION PAPER 30%

December 9, 2021

You will write an eight to ten page paper on your experiences as a member of your community assessment team. Within the paper you will discuss the process your team went through completing the assignments, your role on the team, how your contribution added and/or detracted from team functioning and what you think you learned about yourself. Specifically, you will address the following questions in your paper:

1. How satisfied were you with how your team performed during the community assessment and the presentation? In what ways did the team do well? What were the strengths of the team? Where do you think the team could have performed better? In what ways did your group perform well? What were strengths? What could your team have done more effectively and why?
2. What roles and responsibilities did you take on in the team? Do you believe there was an equal sharing of roles and responsibilities? If not, why? If not, what did you do to address the issue?
3. How did your team deal with such issues as: (a) determining roles and responsibilities (b) leadership, (c) conflict and collaboration and (d) communication effectiveness?
4. If your team was to do the assessment over again, what would you suggest the team do differently and why? What did you learn from the presentations from the other teams that you would incorporate in your assessment if given another chance?
5. What did you learn about yourself doing the assessment assignment? What would you personally do differently as a team member if you were to do the assessment assignment over again?
6. What are the implications of what you have learned in the assessment for your practice as a social worker? Make reference to at least two of the required or assigned readings in this section of the paper.

The reflective paper should be submitted electronically to the appropriate dropbox on Canvas by 11:59pm.

Late Assignments

In this course, we take a critical approach to the question of late assignments. We recognize the various ways that neoliberalism impacts students' ability to engage in their studies. Students who require an alternative due date for whatever reason must contact the instructor before the overall due date. However, students who do not contact the instructor will be subject to a penalty of 5% per day.

SCHOOL/COURSE POLICIES

Learning Resources

UBC Learning Commons has a variety of 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. <https://learningcommons.ubc.ca/>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

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 should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. 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).

Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are

encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

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 would like 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 to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

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.

University Policies

Support: 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 at:
<https://senate.ubc.ca/policies-resources-support-student-success>

Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can 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: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the course.

Copyright

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

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
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	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or

C	60-63	62.5	organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C-	55-59	57	
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.