



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 $x^w m \text{ \textasciitilde } \theta k^w \text{ \textasciitilde } \acute{y} \text{ \textasciitilde } \acute{m}$ (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	2023 - 24 Winter, Terms 1 & 2, September 5 2023 to April 12 2024
Course Title	SOWK 310A: Interviewing Skills (Section 001, 002, 003)
Credit Value	6 credits
Course Schedule	Mondays, 2.00pm – 5.00 pm
Course Location	Section 001: SCRF 210 - Neville Scarfe Building, Room 210 Section 002: ORCH 3016 - Orchard Commons Building, Room 3016 Section 003: BUCH D314 - Buchanan Building, Room D314

Instructor	Office Location	Office Phone	Email Address	Office Hours
Section 001 Grant Charles	Jack Bell, Room 337	604.822.3804	Grant.charles@ubc.ca	Mon 1pm – 2pm or by appointment
Section 002 Marie Nightbird	Jack Bell, Room 335	604.822.3520	Marie.nightbird@ubc.ca	Mon 1pm – 2pm or by appointment
Section 003 Kelly Allison	Jack Bell, Room 233	604.822.6220	Kelly.allison@ubc.ca	Mon 1pm – 2pm or by appointment

Prerequisite

There are no pre-requisites for SOWK 310A.

Course Description

This course provides students with a foundation of the values, knowledge and skills used to communicate in a professional social work context. The course will focus on a counselling session as a means to understand and apply the skills of ethical and effective interpersonal communication within a helping relationship. The skills of attending and focusing will be given primary emphasis, and skills of intervention, secondary emphasis.

Through assigned readings, lecture and class discussion, role-play, video recording and other exercises, students will be introduced to the core values, principles and skills of interpersonal communication. Emphasizing experiential learning and reflective practice, the course is designed to assist students to make conscious use of a range of communication skills.

The salience of race, culture, gender and class, as well as tailoring conversations to the specific needs of the individuals and systems within which we work, will constitute a primary emphasis of the course. Various feedback opportunities will be utilized to enable students to explore and critically evaluate their developing skills in a variety of contexts.

This course serves as a preparation for all field education courses. This course is closely related to the SOWK 305I Topics in Social Work Practice course. The knowledge, values and skills in interpersonal communication will be integrated with the generalist approach to social work practice.

Course Structure and Learning Activities

The class will be offered face to face. We will work in dyads, triads, small groups and in the large group. Teaching and learning will occur through lectures, experiential exercises, reading and reflection, discussion and feedback, role-playing, simulated helping interactions, small group activities and video recordings.

Learning Outcomes

- Students will develop an awareness of self in a professional helping context by:
 - identifying and building upon their own unique communication style
 - becoming aware of the conditions which inhibit or facilitate ethical and effective communication.
- Students will acquire beginning skills in communicating clearly and effectively in a professional helping context. Some of these skills include:
 - listening, probing, clarifying, reflecting

- initiating and developing relationships
3. Students will acquire beginning skills in communicating cross-culturally, embracing diversity and addressing structural factors that influence the counselling process, including race, culture, gender, class, and role expectations.
 4. Students will acquire beginning communication skills which respect human rights and promote dignity.
 5. Students will develop self awareness regarding the values, knowledge and skills used to communicate in a professional social work context.
 6. Students will understand communication and basic counselling in the context of the BCCSW/ BCASW Social Work Code of Ethics.

Required Textbook(s) and Learning Materials

Shebib, B. (2023). Choices: Interviewing and Counselling Skills for Canadians, (8th Ed). Pearson

The textbook can be purchased in two ways:

- 1) A digital copy with 12-month access for \$54.99
- 2) A hard copy for \$162.95

To purchase online, go to <https://www.pearson.com/en-ca/subject-catalog/p/choices-interviewing-and-counselling-skills-for-canadians/P200000002662/9780136964162>

This text will be used by ALL sections.

There are also used copies of earlier editions of this textbook available from 4th year students and online, however you are responsible for the content in the 8th edition, and it is your responsibility to determine how the two differ, and what information is different (assigned reading page numbers etc.).

Assessment of Learning

The following is a summary of the assignments for this course.

Term #1:	Self Assessment	Due September 25 th	15%
	Video assignment #1	Due December 13 th	35%
Term #2	Peer feedback assignment	Due Feb 5 th ,	15%
	Video assignment #2	Due March 18 th	35%

Criteria for Evaluation: All assignment marking rubrics can be found on Canvas or as distributed by your instructor.

Submitting assignments: All assignments can be handed in via Canvas or as advised by your instructor.

Return of marked assignments: Instructors coordinate the return of marked assignments.

Late assignments: Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor. Please see your section's instructor for their individual late assignment policy.

COURSE SCHEDULE

SESSION 1	September 11, 2023
TOPIC:	<i>Introductions and Course Overview</i> <ul style="list-style-type: none"> • Introductions and overview of course outline, expectations and learning outcomes • The skills, process and pitfalls of counselling
REQUIRED READING	Shebib Chapter 3
SESSION 2:	September 18, 2023
TOPIC:	<i>Self-awareness and Ethics in Counselling</i> <ul style="list-style-type: none"> • Understanding of self and ethics in social work counselling
REQUIRED READING:	Shebib Chapter 1 Web search: BC College of Social Workers (BCCSW)/BC Association of Social Workers (BCASW). Review the Code of Ethics and Standards of Practice & come prepared to discuss in class.
SESSION 3:	September 25, 2023 Self Assessment Due
TOPIC:	<i>Relationship: The Foundation for Change</i> <ul style="list-style-type: none"> • Core conditions • Contracting • Maintaining the counselling relationship
REQUIRED READING:	Shebib Chapter 4
	NO CLASS OCTOBER 2, 2023, NATIONAL DAY OF TRUTH AND RECONCILIATION (observed)
	NO CLASS OCTOBER 9, 2023, THANKSGIVING
	MAKE UP MONDAY- OCT 12- INDIGENOUS SOCIAL SERVICES AGENCY FAIR Reading: Stewart, S. L. (2008). Promoting Indigenous mental health: Cultural perspectives on healing from Native counsellors in Canada. <i>International Journal of Health Promotion and Education</i> , 46(2), 49-56. https://iks.ukzn.ac.za/sites/default/files/Promoting%20Indigenous%20mental%20health-Cultural%20persepectives%20in%20healing%20from%20native%20counsellors%20in%20Canada.pdf
SESSION	October 16, 2023

4:	
TOPIC:	<i>Listening and Responding: The Basis for Understanding (1)</i> <ul style="list-style-type: none"> • Verbal and non-verbal attending, observing body language, active listening • Use of silence
REQUIRED READING	Shebib, Chapter 5, Intro- Silence inclusive
SESSION 5:	October 23, 2023
TOPIC:	<i>Listening and Responding: The Basis for Understanding (2)</i> <ul style="list-style-type: none"> • Paraphrasing and summarizing
REQUIRED READING:	Shebib Chapter 5, Paraphrasing and Summarizing
SESSION 6:	October 30, 2023
TOPIC:	<i>Empathic Connections (1)</i> <ul style="list-style-type: none"> • The use and purpose of empathy • Emotions and types of empathy
REQUIRED READING:	Shebib Chapter 7, Intro- Types of Empathy inclusive
SESSION 7:	November 6, 2023
TOPIC:	<ul style="list-style-type: none"> • Theatre Student Lab
REQUIRED READING:	Review Shebib Chapter 1-6 and first part of Chap 7
	November 13, 2023- Remembrance Day observation- No Class
SESSION 8:	November 27, 2023
TOPIC:	<i>Empathic Connections (2)</i> <ul style="list-style-type: none"> • Poor substitutes for empathy • Ambivalence • Tough empathy
REQUIRED READING:	Shebib Chapter 7, Four Generalizations about Empathy- Summary inclusive
SESSION 9:	December 4, 2023
TOPIC:	<i>Asking Questions: The Search for Meaning (1)</i> <ul style="list-style-type: none"> • Open and closed questions • The purpose of questions • Traits of effective questions • Questioning pitfalls

	<ul style="list-style-type: none"> • Probing for concreteness
REQUIRED READING:	Shebib Chapter 6

COURSE SCHEDULE FOR SOCIAL WORK 310A TERM 2:

SESSION 1:	January 8, 2024
TOPIC:	<i>Review and Peer Feedback Practice Session CLAS information session</i>
REQUIRED READING	
SESSION 2:	January 15, 2024
TOPIC:	<i>Supporting Change through Strengths Based Practice</i> <ul style="list-style-type: none"> • Motivation and stages of change
REQUIRED READING	Shebib Chapter 8 <ul style="list-style-type: none"> • Start of chapter until end of section Empowerment and Selected Groups • Section Stages of Change – Risk Taking (ending before section on Cognitive Behavioural Therapy)
SESSION 3:	January 22, 2024, Self assessment annotations due
TOPIC:	<i>Supporting Change through Strengths Based Practice (2)</i> <ul style="list-style-type: none"> • Mobilizing strengths for change • Solution focused and strengths-based techniques
REQUIRED READING	Shebib Chapter 8 Section Brief Counselling
SESSION 4:	January 29, 2024, Peer annotations due
TOPIC:	<i>Supporting Change through Strengths Based Practice (3)</i> <ul style="list-style-type: none"> • Goal setting and action planning • Creative brainstorming
REQUIRED READING:	Shebib, Chapter 8 Section Helping Clients Make Behavioural Changes and The Problem-Solving Process
SESSION 5:	February 5, 2024, Peer Feedback Reflection Assignment Due
TOPIC:	<i>Helping Clients Connect Thoughts/Feelings and Behavior</i>

REQUIRED READING:	Shebib Chapter 8 <ul style="list-style-type: none"> Section Cognitive Behavioural Therapy
SESSION 6:	February 12, 2024
TOPIC:	<i>Working with Ambivalence and Reluctance</i>
REQUIRED READING:	Shebib, Chapter 8 <ul style="list-style-type: none"> Section Motivational Interviewing (MI)
	NO CLASSES February 19, 2024- Reading week
Session 7:	Feb 26, 2024
TOPIC:	<i>Interclass Practice Lab</i>
REQUIRED READING:	
Session 8:	March 4, 2024
TOPIC:	<i>Embracing Difficult Conversations</i> <ul style="list-style-type: none"> Giving feedback Challenging clients Saying “no” to clients
REQUIRED READING:	Shebib, Chapter 9- full chapter
SESSION 9:	March 11, 2024
TOPIC:	<i>Interviewing Families Simulation experience (depending on section)</i>
REQUIRED READING:	
SESSION 10:	March 18, 2024- Video Assignment #2 due
TOPIC:	<i>Crisis Intervention</i> <ul style="list-style-type: none"> Introducing a crisis intervention model
REQUIRED READING:	Shebib Chapter 8 <ul style="list-style-type: none"> Section Crisis Intervention and Empowerment Article on Canvas or distributed by Instructor
SESSION 11:	March 25, 2024
TOPIC:	<i>Crisis Intervention (2)</i> Responding to clients with suicidal ideation
REQUIRED READING:	Information about accessing the UBC Suicide Awareness & Intervention Training (SAIT) will be posted in Canvas

	April 1, 2024- Easter Monday- No Class
SESSION 12:	April 8, 2024
TOPIC:	Review and Wrap Up and Agency Fair
REQUIRED READING	Review Shebib Chapters 1-9

Assignments

ASSIGNMENTS FOR TERM 1:

The assignments for this term are 1) a self assessment of your current communication skills assignment and 2) a video recording and analysis. **All assignments are due at 11:59 pm on the due date.** The recorded session will be confidential. Only the dyad and the instructors will have access to them. The video can be submitted via an unlisted YouTube video through Canvas.

If concerns about a recorded session and/or analysis arise, the course instructor may consult with the other SOWK 310A class instructors and/or the Chair of the BSW Program. In the case of an appeal, the student's permission will be sought for further review of the recording.

1. Self-assessment assignment Weight = 15% Due: September 25th, 2023

Self assessments are an opportunity to develop self awareness and to critically analyze your own attitudes, beliefs, behavior and feelings in relation to how they impact your communication in a professional helping context.

Please write a 5-page (double spaced) self assessment of your current communication skills and your current feelings about taking on a counselling role. Ensure your assessment includes both your perceived strengths and areas for improvement. Your assessment should have an introduction and a conclusion. Please use the following headings. You will not be able to touch on all aspects of each heading, so choose one or two key points that are most relevant to your personal assessment.

Headings:

- 1) Current Listening Skills
Possible areas for comment are: your current listening skills, your current use of eye contact, body language, and ability to express your ideas clearly.
- 2) Comfort with Emotions
Possible areas for comment are: How well you interpret, understand, act upon, and share your own emotions. How well you can interpret, understand, and respond to the emotions of others.
- 3) Personal Values and Beliefs
Possible areas for comment are: What values or beliefs do you have that might impact your role as a counsellor.
- 4) Considerations and Concerns
Possible areas for comment: What appeals to you and/or what concerns/ worries do you have about taking on a supportive counselling role?

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

2. Video assignment #1 (skills of chapters 1 – 7) Weight = 35% Due: December 13th, 2023

This assignment is an opportunity for you to demonstrate use of the communication skills you are learning within the context of a longer more exploratory counselling session.

Select a classmate as a partner to work with for this video recording. Your partner will simulate a counselling client and discuss an issue/problem they are currently experiencing. Your video will demonstrate beginning a counselling session and the skills of exploring an issue. This video will include the skills of initiating a counselling relationship, (introduction, engagement, limits to confidentiality, relationship contracting and work contracting) and **15 minutes of issue exploration**. This video should be a continuous 20–25-minute session with no editing. You should be able to demonstrate many of the active listening skills we have discussed in class. Your instructor will give you further instructions about this assignment in class.

It is not the purpose of this counselling session to solve the client's problem. The intention is for you to demonstrate the skills you are reading about and practicing in class up to and including the end of Chapter 7.

Review your recording and write a brief analysis, of no more than four typed pages (double spaced), outlining your perception of your basic communication and counselling skills, **using the headings below**. Submit the analysis and the video to your instructor. Papers that are longer than four double spaced typed pages will not be accepted.

Headings:

- 1) Analysis of use of self: including, but not limited to preliminary stage, internal "voice," nonverbal language, triggers, objectivity
- 2) Strengths and areas for improvement
- 3) Overall Effectiveness: critically analyze/comment on the overall effectiveness of the session

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

ASSIGNMENTS FOR TERM 2:

The assignments for this term are 1) a peer feedback assignment and 2) a second video recording and transcript analysis. **All assignments are due at 11:59 pm on the due date**. The recorded session of video assignment #2 will be confidential. Only the dyad and the instructors will have access to it. The peer feedback video will be viewed by three peers and the instructor.

If concerns about a recorded session and/or analysis arise, the course instructor may consult with the other SOWK 310A class instructors and/or the Chair of the BSW Program. In the case of an appeal, the student's permission will be sought for further review of the tape.

1. Peer feedback assignment Weight = 15% Due: February 5th, 2024

Peer feedback has been well documented as benefitting student learning as it allows students to be active in their learning process and boosts their evaluative and self reflection skills. The purpose of this assignment is to increase your evaluative skills by both self assessing your own work and giving you an opportunity to provide and receive written feedback to/from your peers. You will also reflect on the peer feedback you received on your developing skills and discuss how you will incorporate it into your future skill development.

Step #1 During class (or own your own time), all students will record a practice session for 10 minutes. (You are **not** being marked on this recording.) You will then upload this practice session to CLAS.

Step #2 Each student will review their own video and make 5 annotations of feedback on their own work using the “Guidelines for Giving Peer Feedback” we have been using in class. Your personal annotations should highlight both skills used well and areas for improvement and suggestions for alternative responses.

Step #3. Each student will be assigned 3 other videos to review and give 5 annotated comments on each tape using the “Guidelines for Giving Peer Feedback” we have been using in class. Annotations should highlight both skills used well and areas for improvement and suggestions for alternative responses.

Step #4. Each student will then review the peer feedback received on their own video recording and write a 2-page reflection on how this feedback will be integrated into their communication skill development.

Students will be marked on the quality of their feedback given to their peers (7.5%) and on the reflection of how they will incorporate the feedback they have received (7.5%).

The practice sessions can be taped on **January 8th, 2024** (or on your own time as arranged by students). Students will review and reflect on their own tape by **January 22nd**. Peer feedback will be open on January 22-Jan 29th and needs to be completed **by January 29th**. The two-page reflection on how you will incorporate your peer feedback will be due on **February 5th**.

The Guidelines for Giving Peer Feedback may be beneficial to you in completing this assignment. They can be found here:

<https://docs.google.com/document/d/1rM3p7HleQBkkufcvNFG6HPOQpFcOA0j3aVsDMcQi3og/edit>

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

2. Video assignment #2 (skills of chapters 1 – 7) Weight = 35% Due: March 18,2024

This assignment is an opportunity for you to demonstrate use of the communication skills you are learning within the context of a second counselling session. **There are three sections to this assignment:** 1) video recording, 2) transcription, 3) Summary of Overall Effectiveness of Interview

1) Section 1: Video Recording: You will be working with the same partner you had for the video recording #1 from last term. This session is to be a “second session” with your client. Review your previous video (on your own) to remind yourself of the previous discussion. In this session, you should be able to summarize your previous discussion and check in where your client is at with the issue. This video recording is intended for you to demonstrate the skills we have been learning about and practicing in class up to and including the end of Chapter 8 (as appropriate to your interview). This video recording should be 20-25 minutes long.

2) Section 2: Transcription

Transcribe 10 minutes of the video (your choice of which 10 minutes, **within the issue exploration/problem solving section**), following the transcription guidelines below. The instructor will review the format with you in class.

Transcription Guidelines: Create a table with 2 columns as seen below. Include the start and end time of your transcription.

For the transcription, include an introductory paragraph and a concluding paragraph outlining your learning from this transcription.

- **Skill(s) used.**
 - Be specific, for example, instead of writing out “question” say if it was open, closed or indirect, and instead of writing out “empathy” say if it was basic, invitational or inferred.
- **Effectiveness** – comment on the extent to which your response was effective or ineffective.
- **Alternate response**
 - An alternate response is not necessary to write out every single time, but for at least some of your responses, especially the less skilled ones, you should be writing out verbatim what you would have liked to say or a more skilled response.

Acknowledge your use of **simple encouragers** and **non-verbal communication**, such as head nods and fidgets, in your transcription.

You do not need to analyze or comment on your client’s responses. For your client’s responses, only write out the first few words they speak, then “...” (ellipses) then the last few words.

Example: (make your transcript in a table format with columns and rows)

Transcription Begins at: 15:33 Ends at: 25:33	Identify skill used, analyze effectiveness of response and possible alternate response
SW: <i>(Head nod)</i> I wonder what emotions you are feeling when you react to your mother that way. <i>(Wave right hand)</i> .	Skill(s) used: Indirect question. Invitational empathy. Effectiveness: I think this was an effective response because she had discussed her behavior towards her mother but had not talked about how she was feeling. Another domain I might have explored is the “thinking” domain. My nonverbal cues demonstrated skillful attending except I think my hand wave was distracting rather than helpful. Alternate response: What do you say to yourself when you react to your mother this way?
C: I feel like.... So that is why I act that way.	

3)Section 3: Summary of Overall Effectiveness of Interview- In a one-page summary, critically analyze/reflect on the overall effectiveness of this interview and your use of skills learned this year in this interview.

The Guidelines for Giving Peer Feedback may be beneficial to you in completing this assignment. They can be found here:

<https://docs.google.com/document/d/1rM3p7HleQBkkufcvNFG6HPOQpFcOA0j3aVsDMcQi3og/edit>

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

SCHOOL/COURSE POLICIES

Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

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. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they will fail the course.

Other school policies can be accessed through the school of social work student handbook

https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

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>

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 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.

Learning Analytics

No learning analytics are being used in this class.

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