EDCP 771: The College Student
University of Maryland – College Park
Spring 2018
Wednesdays 1PM – 4PM
Benjamin 2102

Professor: Dr. Candace M. Moore
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Office location: 3234A Benjamin
@comoore08
E-mail: cmoore@umd.edu
Office hours: By Appointment
http://goo.gl/BQN8WI

Course Description
The purpose of this course is to provide an introduction to a variety of developmental theories relevant to college students, of both traditional and non-traditional ages. These include person environment interaction (PEI) theories. The areas of psycho-social and cognitive-structural development will be emphasized through multiple perspectives including moral development, intellectual development and social identity development. Moreover, the course offers a demographic study of the characteristics of college students as well as a study of their aspirations, values, and purposes.

Learning Objectives
Students will be able to:
1. Demonstrate a deeper understanding of how student development and social identity development theories are used in higher education and student affairs practice
2. Connect theories to their practice as student affairs professionals working in diverse functional areas
3. Identify how practice informs theory development
4. Participate in being critical consumers of scholarship related to student development theory
5. Have an understanding of the developmental issues and needs of a diverse college population
6. Explore the relationship between campus ecologies and students’ experiences with inclusion, equity, involvement, and retention
7. Practice critical writing and thinking skills at the graduate level
8. Reflect on their experiences as college students and professionals, integrating self-awareness into their practice as student affairs professionals
9. Engage in being critical consumers of research, theory, and/or literature

Pedagogical Statements
Dr. Moore:
I am constantly concerned with the educational environment for which I help to foster in and out of the classroom with students. I approach my work with care and intentionality. My general

1 Dr. M. will generally respond to email within 48 hours. Email sent after 10pm will not be answered until the next day(s).
goal is for us to co-construct knowledge and understanding as it relates concepts of oppression, privilege, gender, race, social class, spirituality/religious practices, campus environments, critical theory, student development, and student affairs professional’s/higher education’s response to student development during this class.

As we journey throughout this semester, I strongly encourage you to lean into your story of resistance. We will develop a challenging and supporting educational environment, focused on promoting the development of a social justice orientation to work in higher education. This classroom is a safe space and you will be expected to hold this space for fellow colleagues each week.

My expectations of students are high; I expect your best. As a student, you can expect the best of me weekly. Each class will focus essentially on application of the principles, concepts, theories, and other information gleaned from that week’s readings. In-class time may not always be directed towards deconstructing each individual reading; instead, we will examine the linkages and/or themes across the reading and conducting analyses of content and its application in the context of student affairs and higher education. Therefore, your personal and active involvement in the process is essential for your successful completion of this course.

**Required Texts**

**Suggested Texts**

***See Canvas***

**Additional Readings**
Additional assigned readings provided via CANVAS at [elms.umd.edu](https://elms.umd.edu). A list of these readings is provided within the course outline of this syllabus. Note: The instructors may add other readings not listed in this syllabus during the course of the spring session.

**Supplemental Reading**

**Academic Accommodations for Students with Disabilities**
Students with a documented disability or in need of an academic accommodation that is registered through Disability Support Services should contact Dr. Moore as soon as possible.
Disability Support Services (DSS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Disability Support Service at 301-314-7682, or dissup@umd.edu. More information is available from the Counseling Center.

Religious Beliefs and Practices; Non-Discrimination & Anti-Harassment; Ombudsperson Program
You will not be penalized because of observances of your religious beliefs. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform Dr. Moore as soon as possible of any intended absences for religious observances.

Please familiarize yourself with the Non-Discrimination and Anti-Harassment Policy. The policy can be found via University Policy: [VI-1.00(B) University of Maryland Nondiscrimination Policy and Procedures].

There are individuals who can help to guide you through the sometimes confusing process of resolving conflicts or reporting violations. The scope of work of these individuals, who are trained in University, University System, state, and federal policies and procedures, will be to provide informal and confidential assistance to persons with issues or concerns, advising members of the community about where to turn and what procedures to follow should they wish to advance a complaint. To learn more about the ombudsperson program, visit [http://gradschool.umd.edu/about-us/ombuds-office].

Methods of Instruction and Course Expectations
The course will employ a variety of approaches to instruction and relies heavily on student participation and discussion.

Attendance
This course meets weekly, making attendance at all sessions absolutely essential. You need to be present to engage fully in the course content. The expectation is that you will be present for the full class session each time we meet. Should you miss a class, arrive late, or leave early, please enact professionalism. Please notify Dr. Moore prior to the start of class should you absolutely need to be absent (i.e., an emergency arises). Any absence (as well as a pattern of arriving late or leaving early) may impact a student’s final grade through adjustment of participation points. Students who are absent from class will submit a 5-7 page paper no later than 24 hours following the missed class in response to a prompt provided by the instructor related to the course and assigned readings for that week.

Cell Phones/On Call/Laptops
If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you be on call as part of professional responsibilities, please advise Dr. Moore at the start of each class. You are invited to bring and use your laptop, iPad, and/or tablet during class but please refrain from texting, emailing and internet browsing during class. Please ensure your use of electronic devices is not disrespectful to classmates and instructors. Refrain from using electronic devices during visits from guest speakers.
**E-mail/CANVAS**

UMD email and/or CANVAS (using your UMD ID and password as your login information) will be used as the primary mode of correspondence for this course. You may access your CANVAS account via elms.umd.edu. All assignments should be submitted via the CANVAS corresponding assignment drop box by the beginning of class unless other arrangements are made well in advance of deadlines.

It is imperative that you login and check both accounts daily. CANVAS may be used to update the class about course content and procedures.

**APA Writing Style**

Written assignments will be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins, appropriate headers, number each page, include a title page and reference page. Citations are in APA Format. For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (6th edition). Students are also asked to check all submitted written works for grammar/spelling and syntax errors. Typically, rubrics used for written work include point values for adherence to APA formatting.

You are encouraged to utilize the UMD Writing Center (https://gradschool.umd.edu/graduate-school-writing-center) for assistance with grammar, sentence structure, and organization during your graduate school career.

**Late Submissions**

As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Points for the assignment or participation may be deducted for each day that an assignment is submitted past the due date. No points will be deducted in the case of a true emergency when the student notifies Dr. Moore. Grades of "Incomplete" are seldom given and should only be requested (in advance) when an emergency prevents timely completion of course assignments.

**Academic Integrity**

The University of Maryland has a nationally recognized Code of Academic Integrity. The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. There are many ways that academic dishonesty can manifest in a University setting. The Code of Academic Integrity defines four major types of Academic Dishonesty, as described: (1) CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise. (2) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic course or exercise. (3) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code. (4) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic course or exercise. As a student you are responsible for upholding these standards in
your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The UMD Student Honor Council has detailed information. For any course specific standards for academic integrity, please see your course syllabus or speak to your course instructor.

On every examination, paper, or other academic exercise not specifically exempted by the instructor, you are expected to write by hand and sign the following pledge:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge. All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points).

**Course Schedule: Course Topics, Weekly Readings, and Assignments**

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topics and Readings</th>
<th>Assignments</th>
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</thead>
</table>
| 1      | 01/24  | **Topic(s):**  
Course Overview  
Nature and Uses of Theory  
- What is theory?  
- Why do we use theory?  
- What is theory to practice?  
- What are the families of theory?  
Informal Theory and Response to Informal Theory  
**Readings:**  
Patton, et al.: Intro Part I, Chapter 1 and 2 (skip pages 41-48)  
ASHE: Chapter 1  
Canvas: Informal theory (Love), Response to Love’s Informal Theory (Evans & Guido) |             |
| 2      | 01/31  | **Topic(s):**  
Introduction to Social Identity Development Theory  
- How does identity relate to theory?  
- Identity in the evolution of student development theory  
*Guest Lecturer: Shelvia English, SAC PhD Student*  
**Readings:** | Activity Facilitation (Student #1) Tyler |
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<thead>
<tr>
<th>Topic(s):</th>
<th>Readings:</th>
<th>Activity Facilitation</th>
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<tbody>
<tr>
<td>Racial and Ethnic Identity Development</td>
<td>Patton, et al.: Chapter 5</td>
<td>(Student #2) Natasha</td>
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<tr>
<td>Racial and Ethnic Identity Development (continued)</td>
<td>Patton, et al.: Chapter 6, 7, and 8</td>
<td>(Student #3) Hana</td>
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<tr>
<td>Sexual and Gender Identity Development</td>
<td>ASHE: Chapter 11</td>
<td>Developmentally Based Practice Statement Due</td>
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<tr>
<td>Sexual and Gender Identity Development (continued)</td>
<td>ASHE: Chapter 13, 14, 15, and 16</td>
<td>(Student #4) David</td>
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<td>Campus Climate</td>
<td>Patton, et al.: Pages 36-37 (Mattering and Marginality)</td>
<td>(Student #5) Rosemary</td>
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<td>Marginality and Mattering</td>
<td>Canvas: Chapter 1 (Student Engagement in Higher Education), Enhancing Campus Climates (Hurtado et al.),</td>
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|    | 03/07  | Topic(s): | Activity Facilitation (Student #6) Alexis
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<tr>
<td>7</td>
<td>Challenge and Support</td>
<td><strong>Readings:</strong> Patton, et al.; Pages 41-48 (Developmental Ecology and Person-Environment Theory) Canvas: Museus (2017) and Sanford (1967) <strong>NASPA: Persons attending the conference and subsequently missing class need to communicate with Dr. M ASAP; We will meet from 1:00pm-3:00pm via WebEx in CANVAS Connect via WebEx in Canvas</strong></td>
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<td>8</td>
<td>Social Class and Identity Housing Distressed Student Population Students with Disabilities and Identity Development</td>
<td><strong>Readings:</strong> Patton, et al.; Chapter 10 and 11 ASHE: Chapter 17 and 18 Canvas: Chapter 14 (Student Engagement in Higher Education) <strong>ACPA: Persons attending the conference and subsequently missing class need to communicate with Dr. M ASAP; we will meet from 1:00pm-3:00pm via WebEx in CANVAS Connect via WebEx in Canvas</strong></td>
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<td>9</td>
<td>Spring Break—OFF</td>
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<td>10</td>
<td>Multiple Social Identities Model of Multiple Dimensions of Identity Critical Perspectives Intersectionality Critical Race Theory LatCrit</td>
<td>Activity Facilitation (Student #8) Jessica</td>
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<td>11</td>
<td>04/04</td>
<td>Topic(s):</td>
<td>Environmental Assessment Paper Due</td>
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<td>Community Cultural Wealth</td>
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<td>Psychosocial Theoretical Frameworks</td>
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<td><strong>Readings:</strong></td>
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<td>Patton, et al.; Intro Part III, Chapter 13</td>
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<td>ASHE: Chapter 9 and 10</td>
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<td>Canvas: Yosso (2005)</td>
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<td>12</td>
<td>04/11</td>
<td>Topic(s):</td>
<td>Activity Facilitation (Student #9) Morgan</td>
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<td>Moral and Cognitive Theoretical Frameworks</td>
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<td>Patton, et al.; Chapter 14 and 15</td>
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<td>ASHE: Chapter 21 and 22</td>
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<td>13</td>
<td>04/18</td>
<td>Topic(s):</td>
<td>Activity Facilitation (Student #10) Joannie</td>
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<td>Holistic Theoretical Frameworks</td>
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<td>Patton, et al.; Chapter 9 and 16</td>
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<td>ASHE: Chapter 3, 7 and 33</td>
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<td>14</td>
<td>04/25</td>
<td>Topic(s):</td>
<td>Activity Facilitation (Student #11) Steve</td>
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<td>Theory to Practice to Theory</td>
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<td>Theory in Review: Student Development Theory Jeopardy</td>
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<td><strong>Readings:</strong></td>
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<td>Patton, et al.; Chapter 3, 17, and 18</td>
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<td>ASHE: 32 and 33</td>
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Course Assignments:
Class sessions will be devoted primarily to in class discussion, lectures, and group facilitation/engagement focused on that day’s topic(s) and readings. Course requirements include oral and written assignments that involve individual and group work. You will be evaluated on the following items:

1. Participation and Engagement:
Given the seminar format employed in this course, student engagement in discussions and learning activities is imperative. Participation is valued when students build upon one another’s contributions, provide meaningful connections to practice, and increase the complexity and fruitfulness of the discussion. Failure to be adequately prepared for class may impact a student’s participation points and subsequently his/her final grade.

An underlying expectation of this course is that students will approach one another with an appropriate level of professionalism. This approach requires a willingness to engage in critical and constructive—but with civility—discourse intended to advance our co-construction of knowledge.

Throughout the semester, you will participate in discussions as members of an in-group/out-group within a particular social identity. It is vital that class members construct safe spaces to talk about personal privilege/oppression and respect different experiences, knowledge, and assumptions held by fellow members. Therefore, the class will develop expectations for developing a safe environment to discuss privilege and oppression and hold each other accountable to maintaining a safe environment.

1a. Trending Social Justice & Theory—(Optional Engagement) You are encouraged to engage in current literature, social media, media (print and TV), etc. about what’s happening in student affairs related to, but not limited to student development, social change, campus environments, social justice, advocacy, oppression, privilege, etc. and share these topics with our class. You may share any resource with the class via our Twitter hashtag for this course, #EDCP771. Please
use this medium as a forum to engage each other and your associated followers in discussions on social justice. I ask that you are mindful of your engagement and interaction via social media.

**1b. In-Class Writing Assignments**—Occasionally, we will have brief in-class writing assignments. Students will be informed at the beginning of class. Examples of in-class writing activities include 3-minute writing, end of class summary, pros and cons position, or write about the topic prior to the class discussion, etc. The instructor reserves the opportunity to collect the writing samples.

**1c. Readings**—You are expected to complete the readings that are assigned for each session of the class prior to attending that class session. *Articles assigned for the course are available on CANVAS.*

**1d. Reading and Reflections**—Throughout the course you will complete and submit 3-4 paragraph reflections in class (typically at the start of class) regarding your knowledge and awareness of that week’s topic; there are 3-5 TIMES throughout the semester that students will complete reflections. The instructor will determine the dates. You will know that class is beginning with a reflection, because the instructor will provide a prompt related to the reading assignment for that week’s topic.

Reflections should be informed by and grounded in current literature as well as your personal/professional experience. All reflections must incorporate your perceptions of the readings associated with that week’s topical areas.

**Course Participation and Reflection Rubric:**

**Excellent** – Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using many words to say little. Excellent class attendance both in person and via reflections, thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely) [20 points]

**Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely at times on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Good class attendance both in person and via reflections (may miss one or be late for one), thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely [15 points]

**Minimally acceptable** – Passive participation including being present, attentive, but not actively involved. Good class attendance both in person and via reflections (but misses or is late for one or more), some engagement with reflections (sporadic participation in reflections) [10 points]

**Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the progress of the discussion. (rare engagement via reflections) [8 or fewer points]

**2. Activity Facilitation:**

*Student will sign up for a facilitation day during the first week of class*

1. Facilitated discussions led by each student on assigned days for 20-30 minutes during class.
2. Propose a provocative question related to student development theory to the class for discussion that connects to the assigned reading for the week.
3. Include 1 to 2 learning outcomes for the discussion/activity.
4. Incorporate an engaging activity that allows your colleagues connect the application of the material (theory) to practice.
5. You may use a current event in higher education/student affairs that is related to student development to help illustrate your point. *(If you would like for the class to review something in advance of class, please post the materials to the discussion board for the class.)* During the discussion, relate the readings for that week to the current event.

3. Developmentally Based Practice Statement:
As you prepare to enter the student affairs profession, you will be asked to apply student development theory to administrative practice. You are likely to be asked in job interviews about how you might do this. This assignment will help prepare you for that experience.

Prepare a paper that includes the following content:
1. A basic position on what you believe the role of student development theory should be in student affairs practice. Your position should be substantiated with the literature you’ve studied in your theory course.
2. A framework for translating theory to practice. (How will you translate theory into practice? You can draw a diagram, create a step by step model, or cite a model and state why you believe it is helpful). This could be a framework you develop, or one that exists in the literature. In either case, you will need to explain the framework clearly and justify its use as a reasonable way to use theory.
3. Cite an example of how to use this framework in a student affairs area. This example should include the developmental goal, how practice would be organized to achieve it, and how progress toward the goal would be assessed.
4. Include a statement about the possibilities and dilemmas inherent in your framework. This should include how you think this framework will improve practice and any constraints you envision with using it.

The style of your proposal should take into account the following:
1. The reader may not be familiar with student development theory or the related language. You will have to decide how to communicate your ideas in language that maintains the integrity of the ideas, yet is accessible to most professionals with limited knowledge of theory.
2. Because you are doing this for a job application, the length must be reasonable. The paper should be 2-3 pages of text in the body of the paper. This means thinking through your content carefully and writing concisely. To do so without sacrificing content and clarity is very difficult.
3. Again, because this is related to a job application, attention to small details is crucial!

***Adapted from John D. Foubert, Oklahoma State University

4. Environmental Assessment:
Select a public spot where students are present and conduct two observations for approximately one hour each. The spot should include high pedestrian-traffic areas such as Stamp, the main library, campus shuttle, etc.—or other campus locations you find interesting where there are large
numbers of students. During the observation, use a critical eye to take notes on the environment using any relevant environmental models or theories to inform your thinking about how to make meaning of environments and the people in them. Develop an observation guide to follow for your observations prior to engaging with the space. Also, examine the press of the campus environment on individuals and the press of individuals on the environment. Pay particular attention to how students interact with each other and the environment.

Your paper should:
1. Reflect on the observations, citing specific examples supported by the environmental theory/model of your choice as well as any other relevant literature.
2. Discuss the press of the environment on the individuals as well as the press of the individuals on the environment. Were there positive and negative factors to the environments?
3. Conclude by examining the implications and meanings for student affairs practitioners on campus and list any recommendations you might have.

Use relevant literature to support your findings. The paper should be 3-5 pages of text in the body of the paper. Please submit your observation guide and notes taken during the observation with your paper.

5. Case Study:
Each group will prepare a 10-12-page paper analyzing a student affairs program or department and its relation to student development theory. The paper must include an overview and origin of the program/department, background information supported by literature on the history of such programs/departments, theory that supports the program/department, and implications for practice. This paper should focus on whether theory informs the program/department or not, and why or why not. If you select a program/department that does not use or involve theory in any way, you will still need to incorporate theory into your paper and provide an overview of the theories that could inform the work the program/department does. Feel free to contact Dr. Moore if you need support to narrow down a specific program or department.

As part of your examination, each group must interview at least one staff member and one student associated with the program or department. The staff interview can help you learn more about the origins of the program/department and about the theories involved in their practice. The student interview can help you gather more information about how student development theory has played out in practice for that particular student and think more thoroughly about the implications. You will be presenting your analysis the last day of class (15 mins presentation). Please provide a one-page summary of your analysis to all students the day of your presentation.

Your paper should:
1. Be grounded in research on student development theory and the history of student affairs programs and/or functional areas.
2. Reflect your own analysis of how theory and practice are related in the program/department you choose to examine.
3. Be informed by one staff interview and one student interview.
4. Conclude by examining the implications of using or not using theory for the program/department you examine.
Groups:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
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<tbody>
<tr>
<td>Natasha, Hana, Jessica, &amp; Steve</td>
<td>Morgan, Rosemary, David, &amp; Maddie</td>
<td>Tyler, Alexis, &amp; Joanie</td>
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**Evaluation and Grading:**

Your final grade for this class will be based upon the following points system:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>Facilitation of class activity related to class topic</td>
<td>10</td>
<td>Week 3-14</td>
</tr>
<tr>
<td>Developmentally Based Practice Statement (2-3 pages)</td>
<td>20</td>
<td>Week 4 (02/16)</td>
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<tr>
<td>Environmental Assessment Paper (3 pages)</td>
<td>20</td>
<td>Week 10 (03/30)</td>
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<tr>
<td>Case Study Group Paper (12 pages)</td>
<td>25</td>
<td>Week 16 (05/13)</td>
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<tr>
<td>Final Presentations and 1 Page Summary</td>
<td>5</td>
<td>Week 15 (05/02)</td>
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<td>Class Participation: Attendance, participation &amp; in-class writing</td>
<td>20</td>
<td>Ongoing</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Final Grading Scale:**

- A+ = 100-97
- B+ = 89-87
- C+ = 79-77
- D+ = 69-67
- F = < 60
- A = 96-94
- B = 86-84
- C = 76-74
- D = 66-64
- A- = 93-90
- B- = 83-80
- C- = 73-70
- D- = 63-60