I know this document is long; it is important that you understand some of the nuances in this course. **You will be quizzed on this information**, so please make sure you read it. The Table of Contents is not meant to scare you, but to help you find information when you need to find it. Hover your cursor over the content area and Click on it (or Control + Click—your computer should tell you what to do), you will automatically be taken to the desired section.

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About Prof PJ

**Nickname:** Professor PJ (yes, students really call me that)

**Email:** harrispa@scc.losrios.edu (email is my preferred method of contact)

**SCC Office:** PAC 135C, (916) 558-2247

**ConferZoom:**
Personal Meeting ID: 961-478-2047;
Join URL: https://cccconfer.zoom.us/j/9614782047
If you plan to contact me via ConferZoom during my office hours, please email me in advance, along with the estimated time you wish to “meet.”

When communicating with me in written form (e.g., email), please use Standard English (not “textspeak”).

Class Times & Locations:
- **MW:** COMM 361 (another class I’m teaching this semester) 12:00 – 1:20 p.m. in Tech 206
- **TTh:** COMM 361 (another class I’m teaching this semester) 10:00 – 10:30 a.m. in PAC 120
- **TTh:** COMM 321 (this class) 9:00 – 10:20 a.m. in PAC 134
- **F:** COMM 301 (another hybrid class I’m teaching this semester) 9:00-10:50 a.m. in PAC 133
- **F:** COMM 301 (another hybrid class I’m teaching this semester) 1:00-2:50 a.m. in PAC 133

Office Hours & Locations:
- **Monday:** 11:00-11:50 a.m. (PAC 135C)
- **Tuesday:** 12:00-12:50 p.m. (PAC 135C)
- **Wednesday:** 11:00-11:50 a.m. (PAC 135C)
- **Thursday:** 12:00-12:50 p.m. (PAC 135C)
- **Friday:** 2:30-3:20 p.m. (PAC 135C)

*For the most up-to-date teaching schedule and office hours, please go to PJ’s Schedule.*

Specific Course Information

**Catalog Description**
This course focuses on the exploration of communication skills associated with establishing and maintaining satisfying interpersonal relationships. Through theory, discussion, simulations, and structured exercises, students will explore various approaches to successful communication in interpersonal contexts. This course strives to increase an individual's interpersonal personal communication effectiveness through heightened awareness and greater skill as both a sender and receiver of shared messages.

This course fulfills the III-B (Living Skills: Life Development Skills) Graduation Requirement for the SCC Associate of Arts, Area D-2 for CSU-GE Breadth and Area 4 for IGETC.

**Course Objectives:**
This course is designed to address both theory and application of interpersonal communication.

As a result of taking this class, students should be able to:
- identify and apply a variety of theories relevant to interpersonal communication.
  - contrast interpersonal communication with other forms of communication (e.g., intrapersonal communication, impersonal communication, public communication).
  - demonstrate understanding and application of fundamental theories (e.g., models, theories) of relational dynamics.
- analyze the role of the individual as both a sender and receiver in the communication process.
  - differentiate between self-concept and self-esteem and evaluate the impact of each on communication.
  - analyze the impact of perception in effective interpersonal communication.
• assess the impact of intercultural communication and adapt communication appropriately in interpersonal communication.
• demonstrate and evaluate the use and effect of verbal and nonverbal symbols in interpersonal communication.
• differentiate the various factors involved in communication that enhance or restrict communication effectiveness in relational systems.
• apply appropriate listening styles and assess the importance of effective listening in producing satisfying interpersonal relationships.
• assess interpersonal conflict in communication and differentiate amongst general strategies to manage conflict effectively, including the expression of emotions.
• contrast factors that contribute to supportive and defensive communication climates (e.g., honesty, empathy, provisionalism) and incorporate supportive communication behaviors.
• diagnose self-disclosure approaches and their impact in interpersonal relationships.
• evaluate the role of ethical standards on interpersonal communication and the impact of various relational challenges.

Pre-Requisites
While there are no pre-requisites for this course, you are expected to write at a college level.

Required Materials

NOTES:
• Older editions are okay, but you are responsible for making sure the chapters assigned are equivalent to the chapters in the edition you have.
• You do not need to purchase the Revel that may be packaged with the book.
  • NOTE: There may be financial and convenience advantages of purchasing the Revel version. The Revel version gives you an electronic version of the textbook for $69 (you can access it on a computer, a tablet, your phone—so you can always have the textbook with you). It also has some videos that may be helpful for you. And, for $20 more, they will send you a paper copy of the book.
• If you choose the Revel option,
  1. Go to: [https://console.pearson.com/enrollment/dyxbtb](https://console.pearson.com/enrollment/dyxbtb)
  2. Sign in or create a Pearson Account.
  3. Click 'View access options' to redeem your access code or buy instant access. (Temporary access option for financial aid available.)
  4. Oh, and Revel has an app so you can access the textbook online (and offline).
• You do not need to bring the textbook to class every day.
• **Schedule Links** document (Adobe Acrobat pdf or MSWord document with links to copies of lecture notes, assignments, and other resources). You will find this document in Canvas in the Syllabus section.
• NOTE: Some lectures will be delivered via YouTube links. You will be expected to access this content (e.g., view the material) **before** the class period for which it is assigned (there will be an accountability measure, such as an in-class quiz).
• You will need to bring a smartphone, tablet, or laptop to class so that you can use Canvas for quizzes.
What is Web-Presence for this Course?

This class is web-enhanced using the college’s course management system (CMS). All of the instruction occurs in class, in a face-to-face setting (NO instructional hours are replaced with any online instruction). Most of the course information (e.g. assignments, handouts, etc.) and announcements can be found online via the Schedule Links document and in Canvas.

All of the chapter quizzes AND in-class quizzes are done online in Canvas (go to https://www.canvas.losrios.edu).

Documents are posted in the following formats: Acrobat files in PDF, Word processing in RTF or DOC, and Spreadsheets in XLS. You will need to have the software (and the know how) to open and use these files. (Google Drive should open them if you don’t have the Microsoft Office suite.)

NOTE: You will need to have access to a computer with sound (via headphones is fine) and internet to listen/watch the video lectures.

Technology Requirements

Learning Management System (LMS)

Los Rios is currently using Canvas as the course management system (if the link doesn’t work, copy and paste https://canvas.losrios.edu in your internet address bar). You will need to be officially enrolled in the class (or temporarily added by the instructor) to access our class in Canvas.

Equipment

You will need to have the following equipment for this class:

- Use of a computer with Internet access
- Headphones or speakers (some content will require audio access)
- Use of a printer (Note: There are many computer labs on campus; additionally, many public libraries have computers with internet access for public use.)
- Some sort of media storage (flash drive, online storage such as Google Drive, One Drive, or Dropbox)
- Please have a back-up plan if your technology breaks down (remember Murphy’s Law and technology). If you can’t complete your assignment by the deadline, you will not be able to make up the assignment and you will lose access to those points.
- Tablet, smart phone (charged!), or laptop brought to class every day (for in-class quizzes).

Other Technology Requirements

- An active Los Rios email account (your W number, followed by “@apps.losrios.edu”).
  - You must check this email at least twice a week (in the Monday-Friday time frame).
  - If you prefer to use another personal email account, please set up forwarding to ensure you receive announcements and emails. (Excuses for not being aware of information sent via email because you forgot to check your email will not be honored.)
- Computer programs (and associated knowledge and ability to use the programs):
Some sort of word processing document (Microsoft Word, Apple’s Pages, Google Docs) with ability to save the document in rtf (rich text format), doc or docx (Microsoft Word format), pdf (Acrobat format). My computer does not have the ability to open and read Pages (.pages or .odt) documents.

You can consider the following options:
- Apache Open Office,
- For Google Drive, you will need to have a gmail account
- College students can usually get a drastically reduced price on the Microsoft Office Suite at College Buys (community college students only), or JourneyEd.
- Sac State students may find discounts at Sac State’s software website
- Adobe Acrobat documents (you can get the free Adobe Acrobat Reader (it works on both Windows and Mac computers)

Optional:
- Skype or ConferZoom access (if desiring to communicate virtually face-to-face; note that Skype can also be used to make/receive voice calls)
- Telephone (if desiring to communicate via voice)
- Note that there are a variety of ways you can set reminders for yourself so that you don’t forget a deadline (alarms on your phone, apps such as Badger, setting up reminders in the LMS, etc.)

Assignment Information

Typical Assignments
- Textbook readings (and other readings as assigned); you may purchase the textbook in either online or hard copy format, but you must have the textbook
- Lectures in video format and written format (links to video and lecture notes in the Schedule Links document and on Canvas)
- Written assignments (activity write-ups, journal assignments, etc.) are to be submitted via Canvas by the beginning of class unless otherwise specified (there are a few assignments which may be required hard copy in class; those are clearly identified on the Schedule Links document)
  - Assume all assignments need to be typed unless otherwise specified
- Some small presentations, performed in class
- Quizzes (online and in class) on textbook reading and lecture content (video and written lectures)
- Online examinations on course content

Assignment Timing

All times listed are PST (Pacific Standard Time).

Time management skills are important: You will have plenty of time to complete the assignment; if you wait until the last minute and life—or technology—gets in the way, treat it as a learning experience and get your work completed earlier next time.
- In-Class Activities: Any in-class activities for which points are allotted cannot be made up.
- Written assignments are due at the beginning of the class session in which they are due. Thus, if the class is scheduled to start at 9:00 a.m., any papers submitted at 9:01 a.m. or later will be considered “late” and will be penalized as follows:
  - Same calendar day as due date – 50% penalty (e.g., on a 10-point assignment, you will lose 5 points). No difference if it is 5 minutes late or 4 hours late; late is late.
  - No late papers accepted 11:59 p.m. PST on the due date.
    - EXCEPTION: Journal Entries will not be accepted late.
  - PLEASE NOTE: It is your responsibility to make sure that your assignment was submitted to the correct assignment and was accepted (that you attached the document,
etc.). If I don’t get the document by the time it is due (or by the late deadline, I won’t grant you an exemption because your tech messed up. (Tech works great…except when it doesn’t.)

- **Online tests** are due by **11:59 p.m.** on the date assigned.
  - As exams are administered online, there should be plenty of time for you to take the exam (and, thus, no need for a make-up exam).
  - Exams: Online chapter quizzes are available and can be used to make up for a missed exam or to replace your lowest test score. Anyone can take advantage of these quizzes and your scores on them cannot harm your grade. (In fact, they can help your grade; it is highly recommended to keep up on those quizzes during the semester.)

**Options for Turning in Assignments**

Assignments expected to be turned in before or during our class session as specified in the **Schedule Links** document or on Canvas:

If you are unable to submit your assignment by the beginning of the class session when it is due (via Canvas or in person in class), you may submit your assignment via:

- Email to me (harrispa@scc.losrios.edu) with course and assignment titles in the subject line.
- Turn it in person to my mailbox in the Humanities and Fine Arts Division office in PAC 137 (assignments must be typed/word-processed and time/date stamped by the office staff).
- In person to my office (PAC 135C).

**Quizzes & Tests**

This class uses a combination of in-class quizzes and online quizzes and tests, which can be found in the college’s LMS, Canvas: [http://www.canvas.losrios.edu](http://www.canvas.losrios.edu)

- **Video Lecture Quizzes** (in class or online, conducted via Canvas):
  - There are in-class quizzes associated with the video lectures. Some quizzes cover a single online lecture, while some cover a combination of video lectures.
  - Quizzes are multiple choice and true/false questions (perhaps one or two short answer questions).
  - You may use your textbook or lecture notes for the quizzes.

- **Exams** (online, in Canvas):
  - There are two exams and a comprehensive final exam (contains all of the chapters and lectures from the entire course) at the end of the term.
  - Questions included in the exam are a combination of multiple-choice, true/false, and short answer-type questions, and come from both the textbook and lectures.
  - Some exam questions will come from the quizzes you may have already taken (textbook and lectures), and some may be completely new questions, but on content you have already been exposed to and tested on.
  - Exams will be timed; you must take the exam all in one sitting (you can’t take a break and come back an hour later and start back up where you left off). Unlike the quizzes, you may only take the exam one (1) time.
  - You are allowed to use your textbook and your lecture notes for the exams, but you need to consider the exam’s time limit. If you look everything up, you may not complete the test. So, the best practice is to study for the exams and only look up information you don’t recall or want to confirm.
  - You should not be Googling your answers. All of your answers can be found in the textbook, lecture notes (yours and mine), and in your brain. (And, amazingly, it’s easy for me to find out if you’ve Googled your answer.)
  - **NOTES:**
    - Technological glitches are inevitable. Please take the exam early enough so that if you have technical difficulties (e.g., you get kicked out, the system goes down, etc.), you can email me and I can make the necessary adjustments.
bullet I do understand that life gets in the way, which is why I have the online chapter quiz option (to replace a lower scoring or missed exam—see discussion above) and limited Extra Credit/Bonus Point Opportunities. Please read both those sections.

bullet **Optional** Online Chapter Quizzes (online, in Canvas):
  o There are online quizzes associated with each of the chapters in the textbook.
  o **You are not required to take the online chapter quizzes** but, as many exam questions are based upon the textbook questions, it is in your best interest to take these quizzes (you will see some of the types of questions that will show up on the exams, as well as test yourself to see how well you know the content). Past experience shows that students who take advantage of the online chapter quizzes generally do better on the exams.
  o Online chapter quizzes are multiple choice and true/false questions.
  o Time and repetition limitations:
    ▪ You may take as long as you want on each quiz.
    ▪ You can take each quiz up to five (5) times (the highest grade stays in my gradebook)—I may have changed this; review the specifics on the quizzes.
    ▪ You may use your textbook for the quizzes.
    ▪ Online chapter quizzes are due by 5:00 p.m. on the day the final exam is scheduled.
  o **Scores on the online chapter quizzes can be used to make up for a missed exam or replace your lowest exam grade.**
    ▪ While the number of points allocated for the online chapter quizzes do not equal 100%, your scores will be converted to a percentage of the maximum number of points. (For example, if 50 points are available in online chapter quizzes and you earn 40 of those 50 points, which converts to 80%, so 80 points could replace an exam score lower than 80 points.) That score can be used to make up for a missed exam or replace your lowest exam score—including the final exam. (There is an explanation—and a video—of this in Canvas.)
    ▪ Taking the online chapter quizzes will not harm your grade.

Groupwork

bullet I don’t generally grade on group work in this course, but I am including the following as boiler plate. **If I have a quiz question on this, the answer is that no group work is required for this class.**

bullet This portion is the standard wording IF groupwork is required in this class.

bullet This course *may* involve group work, either as participation in group activities or as group *projects* (where students must work together on a task and are graded as groups). Remember that conflict is a normal aspect of group dynamics that can lead to success.

bullet If this course involves group *projects*, groups have the power to “vote” anyone out, as long as the group has documented that it has performed the following:
  1. Had an active or open discussion to identify behaviors that the group considers “valid” reasons for being voted out of a group.
  2. Had an active open discussion to determine the problem and suggest corrective behavior.
  3. Gave an oral warning if the behavior persists.
  4. Gave a written warning (to be filed in the group minutes).
  5. Had an open discussion with the instructor.
  6. Provided a written group request to the instructor with specific reasons for dropping the student from your group.

The above must be documented (e.g. dates of when the open discussion occurred and who was there, etc.)
• If you are voted out of a group, I will make an attempt to add you into another group. However, if no group will take you (and no group is obligated to take you), you are out of luck on the assignment. Therefore, it is vitally important that you make your group happy so you won't get kicked out. 'Cause no group = no points for assignment = probably a poor grade overall in the class.

• Your grade for the group project portion of the class is, to some degree, in the hands of your group mates. There is an individual accountability portion of the group project whereby your group members assess how much you have met the stated minimum expectations of the group for “acceptable” behavior/performance. Please refer to the following video lecture for specifics on this assessment:
  ► Individual Accountability Video Lecture on YouTube (8:42) (full URL if the link doesn’t work: http://youtu.be/AoxSJlGB7xI)
  ► Individual Accountability Video Lecture Notes (full URL if the link doesn’t work: http://scc.losrios.edu/~harrispa/ppt/general/individual_accountability.pdf)

• This is the answer for the Syllabus Quiz (and supersedes the above): While we will be doing group activities in this class, we are not doing group projects. Your grade will not be affected by the other members in your group.

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Important Notes

• All major assignments and tests must be completed in order for you to pass this class.
• If I quiz you on this Syllabus and Class Policies (both this document and what we have discussed in class), you’ll need to know that I earned both my bachelor’s and my master’s Degrees from CSU Sacramento in Communication Studies.

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Course Policies/Behaviors

Please refer to the Class Policies/Behavior document online at http://scc.losrios.edu/~harrispa/syllabi/general_syllabus/policies_behaviors.pdf

Basically: I expect you to be good citizens and active participants in the learning process, which means you should use common sense as to what is and is not acceptable in the classroom. Please come to class prepared for the day’s activities. Please respect the opinions of others. You may not always agree with the views of your classmates and/or instructor, but we must all agree to respect diversity in experiences, thoughts, and comments. Such respect strengthens us as a class, a college, and a people.

In brief, however, please consider the following:
• Attendance in key in this class. Plan to be here every class period—for the whole time. (See policy below)
• Tardiness is a distraction for us all, especially on presentation days. When it is impossible to be to class on time, NEVER walk in during a presentation by one of your peers. Kindly wait for the sound of applause as your cue to enter class.
• All cell phones, pagers and the like need to be on silent, meeting, or off during class unless we are using them for quizzes. (Please: No texting or surfing during class!) If you must use your phone, please step out of class to do so.
• Be professional—show courtesy and listen attentively. Doing other class assignments, sleeping, or talking during presentations will affect your grade.
• Academic Integrity – Policies against plagiarism & cheating will be enforced. In this class, a plagiarized assignment will result in a 0 (F) on that assignment.
Technology in the Classroom

Although we are using technology in the classroom (e.g., Canvas where we will be using your smartphone, laptop, or tablet), I expect you to use it appropriately, meaning for academically-related work only.

While technology and social networking (e.g., texting, Facebooking, cell phone calls, etc.) have become part of our culture, it is distracting in an academic environment. The distraction is not limited to the individual involved in the technology; it extends to students in the surrounding area, as well as to the speaker. Additionally, it implies that the social networking is more important than the classroom learning.

Thus, I request that if you need to text, call, FB, please unobtrusively step out of the classroom to conduct your business and return (again, unobtrusively) when you are done. If I notice you texting while in the classroom, I will deduct 5 points from your grade for each offense. If I see a phone out during an in-class test (whether or not it is being used), you will receive a 0 for the test. (Note that we are doing tests online; I left this in just in case...)

Attendance

Attendance

After the first few class sessions, we may be using Canvas to manage attendance OR I will be handing around a sign-in sheet. If you arrive after I have closed attendance, you will need to touch base with me AFTER class so that I can mark you tardy.

If you miss a class period or a portion of one (due to tardiness or stepping out to respond to a text or phone call), you will need to contact another classmate to determine what you missed, any changes in assignments, schedules, etc. Do not ask me to make exceptions for you (e.g., accept late homework, give you the opportunity to make up work/activity points). If you miss class, you must manage the consequences yourself.

According to SCC’s catalog, the attendance policy is clear:

“Students are expected to attend all sessions in which they are enrolled. A student having excessive absences may be dropped from any course by the instructor at any time during the semester. Excessive absences are defined as 6% of the total hours of class time.”

A 3-unit class equates to 54 hours of classroom time; 6% is 3.24 hours – a little more than one week’s worth of class (3 days for a MWF class and 2 days for a TTh or MW class; for a one night/day a week or summer class, it is one class period).

I will likely drop you from the class for excessive absences. If you think you have a valid reason for not being dropped, submit that reason in writing and I will consider reinstating you. If you miss more than two consecutive class sessions without contacting me, I will assume that you are not planning to complete the class and will make adjustments accordingly.

Regardless, if you are not in class, you do not get the class content and may miss some activity/participation points—in other words, your grade will probably suffer from excessive absences.

NOTE: SCC allows you to drop a course (without a notation being placed on your permanent record) during a full-length semester class prior to the beginning of the 3rd week of the (standard) semester. You can drop between the 3rd and the 13th week of the semester, but a “W” will be noted on your permanent academic record.
Punctuality

Class will start promptly at the appointed hour. You are expected to be in class until the end of the scheduled class time. Arriving late or leaving early will be noted.

Please be considerate of others; walking in late disrupts concentration and unnecessarily draws attention away from productive class discussion/activities.

- If you are tardy while I am lecturing, please enter quietly and find a place to sit.
- If you are late while a fellow student is presenting for a grade, please wait outside the classroom until the presentation has concluded (I don't want the student's evaluation to reflect how s/he responded to a distraction).
- If you are scheduled for a presentation and you are late, that will negatively impact your score for that assignment.

If you arrive after attendance is taken, please wait until after class to ask me to change your attendance history from “absent” to “tardy.” Three tardies/early departures = 1 absence.

Accessibility

- Written materials in this course are provided to you in multiple formats. If you access a document in .PDF format, it is likely available in .RTF format as well (just change the extension of the URL from .PDF to .RTF). The PDF should be tagged for accessibility.
- Video lectures, in most cases, are already closed-captioned on YouTube (most have been cleaned up by me). If you come across a video that requires closed-captioning, please let me know and I will work on it.
- Please let me know if you encounter a required element or resource in the course that is not accessible to you.
- Also, I am open to suggestions about changes to make it more welcoming, accessible to, or usable by students who take this course in the future.
- Many of the computer labs on campus have computers that are equipped with assistive technology.
- If you require accommodations, please provide the paperwork from the Disability Resource Center and I will make every attempt to make reasonable accommodations. The DSPS Office is in the Student Services Building STS 104 on Sacramento City College's Main Campus. They can be reached at (916) 558-2087 phone, (916) 650-2781 fax, and (916) 374-7218 VP.

Additional Information

Helpful Hints

- Do not wait until the last minute to write your papers or prepare your assignments. When you procrastinate, you are gambling on a best-case scenario. Sometimes, when you gamble, the odds are against you. I will not grant you an extension or excuse an assignment because your printer stopped working, something came up, etc. Start your assignments EARLY!
- Read your paper/assignment when you feel it is complete, then use spell-check and read it again.
- You are expected to perform at a college level in your written work. Misspelling simple words and ignoring obvious typographical errors will cause your grade to be lowered. Take pride in your work.
Right to Change
As the instructor, I reserve the right to modify or change the syllabus, class schedule, assignments, and/or point values if deemed necessary.

Final Notes
It is important that you thoroughly review this information, as well as the course policies, grading policies & assignments, etc. It is your “contract” with me. (You probably want to print them out for your files.) If you have any questions, bring them to my attention the first week of class. Ignorance of class policies and assignments is not an excuse for unsatisfactory work.

Some course materials used in this course may be protected by copyright. Additionally, you expected to use course material (including any content or presentations posted by your classmates) appropriately; do not take another student's video and post it on your Facebook page, YouTube, etc. without that student's written permission.
Grading Policies and Assignments

IMPORTANT: You must read the assignment specifics via the Schedule Links page or on the Canvas assignment page and be in class for any clarifications. Ignorance of the assignment requirements (e.g., minimum page requirements, research requirements, back-up paperwork) is not an excuse for an incorrectly completed assignment.

Unless otherwise specified, all written assignments must be typed/word-processed and be prepared in a professional manner.

Final grades will be assigned based upon a student’s percentage of the total possible points in the class. (Note that extra credit points may be available; no guarantees. If extra credit becomes available during the semester, announcements will be made during class or posted on Canvas.)

Participation points are for participation in class activities/discussions. In this class, participation is defined as exhibiting behaviors that help create a favorable learning environment. This could include being involved (appropriately) in classroom discussion, performing tasks as assigned by the instructor, projecting the appearance of a positive attitude, etc. Although you are not graded on attendance, if you are not in class on days a participation activity takes place, you are unable to participate (and you are unable to earn the participation points).

SCC uses a “straight” scale for grades, meaning an 91% is an A, not an A-, and an 89% is a B, not a B+.

Percentage Breakdowns:
A = 90% of total possible points
B = 80% of total possible points
C = 70% of total possible points
D = 60% of total possible points
F = 0-59% of total possible points

Following is the grading schematic for this semester.

Grading Schematic (Tentative)

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Example</th>
<th>Points*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Work Journals (written)</td>
<td>Surveys, Papers,</td>
<td>80</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>1 to 2-page journal applying course concepts</td>
<td>100</td>
<td>17%</td>
</tr>
<tr>
<td>Participation</td>
<td>Activities, prep for class</td>
<td>70</td>
<td>12%</td>
</tr>
<tr>
<td>In-Class Quizzes</td>
<td>Video lecture quizzes</td>
<td>45</td>
<td>8%</td>
</tr>
<tr>
<td>Exams</td>
<td>Online tests &amp; final</td>
<td>300</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>595</td>
<td>100%</td>
</tr>
</tbody>
</table>

How do I find my grade?
Grades will be posted in Canvas. It is your responsibility to keep up with your progress in the course. Do not ask me to figure out what you have to do to get a higher grade in the course. There are tutorials and videos on how to use Canvas’ What If gradebook feature.

General Grading Criteria for Written Assignments
An average (C) paper:
- Is the specified assignment.
- Addresses questions/issues identified in assignment.
- Is turned in on the due date.
- Conforms to identified technical criteria (e.g. page length, typewritten, 1” margins, etc.)
- Demonstrates adequate English skills (spelling, punctuation, capitalization, grammar, etc.).

PROOFREAD YOUR PAPER. Better yet, have someone else proofread it.
- Follows identifiable structure.

A good (B) paper:
- Meets the above criteria and:
- Has an attention-getting introduction paragraph (exceptions: Assignments where students are expected to answer each question, in a question by question format).
- Has a concluding paragraph that goes beyond just summarization (see exception above).
- Has good use of examples to support claims.
- Uses connectives (transitions, signposts, etc.) effectively.
- Is visually appealing (spacing, not a lot of corrections, etc.).

An excellent (A) paper:
- Meets the above criteria for C and B and:
- Constitutes a genuine contribution to the knowledge/beliefs of the reader.
- Is extremely well written, using clear, vivid, concrete, and appropriate language.

D and F papers are deficient in the criteria of a C paper.

**Extra Credit Opportunities**

If any extra credit opportunities arise, I will let you know. In any case, extra credit cannot exceed 5% of the total points available in the class (about half a letter grade).