

**Course Title ----Beginning Drawing ART 1300C**  
**Syllabus**  
**Florida Keys Community College**

### **I. Course Information**

Course Prefix/Number/Course: ART 1300C ,CRN 10101

Credit Hours/Contact Hours: 3/45

Prerequisites for the course: NONE

### **II. Course Method**

This course is designed to meet face to face in the assigned location two days a week – MONDAY and WEDNESDAY - from 7:00 to 8:45 **August 22,2011-December 10,2011** **ROOM 2411**

### **III. Instructor Information**

**Instructor:**Ann Labriola

**Email:** allonthebay@yahoo.com

**Office Hours:** Monday and Wednesday 6;30-7;00

**Phone:** 305-394-4710

**IV. Description** Drawing as a means of visual organization. Emphasis on drawing fundamentals of proportion, perspective , composition, and layout.. Subject mater varies. Pencil , charcoal, paper, please bring some supplies the first day of class.

### **V. College-level Competencies**

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication:** Comprehend and articulate effectively – written and oral communication
2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline
3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values
4. **Technology:** Utilize technology effectively.

### **VI. Course Calendar**

1. The Course Calendar lists the learning activities and assessment measures that comprise the course on a weekly basis. The activity and assessments are directly related to learning outcomes that support the overall course objectives. There are 2, hours for each class. The class will be broken into drawing 30-40 minutes , then discussion. Each class you will have completed one drawing and two fast sketches, total of 2 complete drawing and two fast sketches each week. Part of your grade will be

based on doing all the work in class. You will have to complete one drawing weekly out of class as homework.

2. Grades will be based on completed drawings, class participation (enthusiasm), and involvement in class critiques. This class should be fun and relaxing, we are here to learn.

Students are responsible for following the course calendar.

Competency	Module/Week	Learning Outcomes	Learning Activities	Student Assessments	Points
1	Module/Week 1 And 2 Objective: Teach eye and hand coordination. Feeling comfortable with drawing. Learn basic layout.	1. Produce a drawing that is completed.  2. Identify a good layout.	1. Pair up with a partner and do a contour drawing of their face.  2. With the same partner show an emotion in the drawing of their face.	1: Complete a drawing and discussion of why they chose the lines they did to do the drawing:  <b>Due Date;</b>  2: Discussion on what makes the <b>drawing a success and how can it be improved.</b>	
2	Module/Week 3 And 4 Teach the student to see how one object can create a total drawing by how you draw the object on the paper. Drawing a small object the size of the entire paper.	1. Seeing how to use the space of the entire paper to create a successful layout.  2. Identify the correct lines to use to make it successful and interesting.	1. Drawing one object and making it the size of the entire paper.  2. Using the one object to complete a full layout.	1. Discussion on how the layout of the small object was chosen and why it is a successful and how it can be improved.  2.	
2	Module/Week 4 And 5 Teach students how to draw a still life in class. Learning to see the objects in away	1. Identify how you see a still life and what you choose to draw. The choices you make with your eyes will determine the	1. Drawing a still life in class made of several objects placed together.  2. Drawing the still life from a different direction.	1: Discussion on how everyone approached the still life. Discussion why some are successful and	

	that will create an interesting layout.	success of the still life.		others need to be improved .	
3	<i>Module/Week 6 And 7</i> <i>Teach the use of different size pencils and how they can effect the drawing in a positive way.</i>	1. Identify how different material affects your drawing. Identify how to choose the correct material to create a certain mood in your drawing.  2.	1. Draw a still life in class with a thin lined pencil  2. Draw a second still life in class using a heavier lead pencil.	1; Discussion on how the pencil worked or did not work with the over all out come.  <b>Discussion on how the heavier lead pencil created a different mood and was it effective in he out come or not.</b>	
3	<i>Module/Week 7 and 8</i> Teaching how to draw a landscape and how to choose the correct layout that makes the Landscape a successful drawing.	1. Identify how to choose the correct layout for the landscape.  2. Identify what things to look for that makes the drawing different and successful.	1. Draw a landscape of your choose around the art buildings and the ocean.  2. Draw a second landscape knowing the mistakes you made on the first one and remove them from the drawing so there are no layout problems.	1: Discussion on how you choose a landscape and what makes it work or how it can be improved.  2. Discussion on your improvements and why you made them.	
4	<i>Module/Week 8 And 9</i> Teach them to	1. Identify what makes a good still life	1. Draw the still life as you see it should be.	1: Discussions the drawings. 2. Discussion on	

	choose their own still life and learn how to set them up correctly.	2. Identify what makes a good drawing out of the still life you have chosen.	2. Draw the still life again and create a perfect layout	the improvements.	
4	<i>Module/ 10 and 11</i> Teach the use of shadows to show three dimensions.	1. Identify when to use shadows and how they can affect the mood of the drawing. 2. Identify the correct shadows to use.	1. Drawing shadows from a still life.  2. Drawing shadows in a landscape.	1: Discussion on the shadows that do work and how they can be improved to create different affects. 2. Discussion on shadows in a landscape and when to use them.	
1	<i>Module/Week 12 and 13</i> Teach how to create a mood in the drawing.	1. Identify a mood that will improve a drawing. 2. Identify what creates a good or bad mood.	1. Draw your neighbor's face creating a sad mood.  2. Draw another face that creates a happy mood.	1: Discussion on the sad mood and how it can be improved. 2. Discussion on the good mood and how it can be improved.	
2	<i>Module/Week 14 and 15</i> Teach how to draw a three dimensional object.	1. <b>Students will be able to draw 3 dimensional objects.</b> 2. <b>Students will be able to use these objects to create a completed drawing.</b>	1. <b>Draw a 3 dimensional object of your choice.</b>  2. <b>Draw a completed drawing using the object and a correct layout you have learned</b>	1: <b>Discussion on the objects you have chosen and why they are successful and how they can be improved.</b> 2. <b>Discussion on completed drawing why it is successful and if it needs improvement and how to do so.</b>	

				<b>Due Date:</b>	
1	<p><i>Module/Week 16</i></p> <p>Teach students to create a total drawing using the layout ,3 dimensional and landscapes they have learned from there imagination.</p>	<p>1.Students will have the ability to choose what kind drawing they want to create from their imagination showing light, shadows , 3-d and a perfect layout both in realism and abstract.</p> <p>2.</p>	<p>1.Using your imagination do a drawing that uses 3 things you have learned in class.</p> <p>2.Using your create ability pick out the good points in some of your other drawings and create a new drawing using them.</p> <p>3,Using your imagination create an abstract drawing.</p>	<p>Discussions will follow each completed drawing and we will discuss why they are successful and how any improvements should be made.</p>	
	<i>Module/Week 1</i>	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>	<p>1:</p> <p><b>Due Date:</b></p> <p>2.</p> <p><b>Due Date:</b></p>	
	<i>Module/Week 13</i>	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>	<p>1:</p> <p><b>Due Date:</b></p> <p>2.</p> <p><b>Due Date:</b></p>	
	<i>Module/Week 14</i>	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>	<p>1:</p> <p><b>Due Date:</b></p> <p>2.</p> <p><b>Due Date:</b></p>	
	<i>Module/Week 15</i>	<p>1.</p>	<p>1.</p>	<p>1:</p> <p><b>Due Date:</b></p>	

		2.	2.	2.	
				<b>Due Date:</b>	

**VII. Materials- Drawing paper, pencils, kneaded erasers ,ink .  
No required textbook.**

**VIII. Grading Scale (This is Standard Through Out the College)**

The following grade scale will apply to this class:

- A: 90 % or above
- B: 80 - 90 %
- C: 70 - 80 %
- D: 60 - 70 %
- F: below 60 %

**IX. Class Policies**

**E-mail Communication:** All class e-mail communications should be conducted using your FKCC student email address. The prime responsibility for timely communications rests with you - the student.

Important Note: If I have not responded to your email or voicemail message by the end of the day after you left the message, you should assume that I did not receive it and leave another message.

## **Late Work**

**1. Most assignments will be done in class hours, except one drawing a week for homework. They should be done weekly. If not they can be turned in the following week if it is discussed with me in advanced.**

## **Class Participation**

**Class participation is defined as actively participating in classroom activities and discussions. In order to receive credit for class participation, students must be present in class. In other words, class absences will have a direct impact on your class participation grade.**

**Discussion's on works should be constructive and should help each other have a better understanding of how one can improve the work.**

**As drawings are completed we will discuss all works as a group. Critique sessions are not intended to be forums for demeaning criticism. They are to assist you in your creative development by providing focused opportunities for you to verbalize your reasoning and intentions, and for fellow classmates and instructors to share opinions and assistance. Critiques in a studio class take the place of exam. Attendance is critical and required. A successful critique is a participatory experience , not a solo enterprise.**

## **Withdrawal Policy**

1. Students may withdraw without academic penalty from any course by the established deadline published in the College's calendar. This will result in a grade of 'W' for the course and will not count against the student's GPA.
2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.
3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.
4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.
5. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

## **Exams and Quizzes**

**There will be no exams or quizzes, the completed drawings in class will act as an exams. This class should make you feel comfortable in drawing. Your efforts in learning will be seen in the improvement in your drawings.**

## **Extra Credit work**

**If you have the time out side of class and want to do some drawing please do so and bring it into class and share it with the class this will help your grade.**

## **How Much Study Time You Should Expect To Devote To This Course**

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. This same guideline applies to online courses. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each course you take.
2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect the study time you will need in any class will be toward the high side of the guideline until at least after the first exam or quiz. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.
3. This class covers a lot of material and there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.
4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, your study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

## **Academic Honesty & Plagiarism**

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person's work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student's responsibility to review the College's policy on Academic Honesty.
2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.
3. Plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else's words. Using quoted text to support your answer will not usually be necessary in this class.
4. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class and be reported to the College.

## **Attendance Policy**

1. I will monitor student attendance and participation in class.

2. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include class participation, exams and quizzes, homework, projects, or a combination of these. I will take attendance each class, so it is important that you attend each scheduled class session.
3. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

### **Delays in Getting the Textbook**

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. The FKCC library has reserve copies of the textbook available for student use. These textbook copies cannot be removed from the library.
2. Look at the publisher's web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.
3. Please let me know if you don't have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you don't have the text.

The above guidelines will probably not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.

### **Sources of Technical Assistance**

If you are having any technical difficulties (e.g., logging in, accessing the discussion board, etc.) please contact the Office of Distance Learning helpline at 305-809-3177 Monday—Friday 8:00AM to 4:00PM or email your question to [FKCC.helpdesk@online.fkcc.edu](mailto:FKCC.helpdesk@online.fkcc.edu).

### **Special Needs**

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: [karla.malsheimer@fkcc.edu](mailto:karla.malsheimer@fkcc.edu) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

### **Community Decorum**

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion and email areas is expected and anonymous posting will not be tolerated.

## **Sexual Predators**

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at [www.fdle.state.fl.us/sexual\\_predators](http://www.fdle.state.fl.us/sexual_predators). If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

## Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

- a. Understand the policies detailed in this Syllabus.
- b. Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
- c. Understand that you will be held accountable to the standards published in this document.
- d. The Class Contract must be submitted via the drop box by the date published in the Course Calendar and Assessment Measures.

By signing my name I acknowledge the above.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Example:**

Competency	Module/Week	Learning Outcomes	Learning Activities	Student Assessments	Points
1	<i>Week 1 :</i> Jan 4 <sup>th</sup> – 10 <sup>th</sup>	1. Identify the functions of human resource management	1. Read and reference 2 website resources that provide information on the role of HR management	1: Class Oral Presentation – Present a 2 paragraph response regarding the purpose and role of HR <b>Due Date: Jan. 5<sup>th</sup></b>	5
	<i>Week 2:</i> Jan. 11 <sup>th</sup> – 17 <sup>th</sup>	2. List recurring themes in human resource management	2. Read Chapter 1	2.Quiz <b>Due Date: Jan 8<sup>th</sup></b>	10
2		1. Explain the importance of managing human resources	1. Read the 3 case studies on human resource management at example institutions	1: Essay – in a 1-page paper, reference one of the 3 case studies and analyze the effect that its resource management structure had on the institution <b>Due Date: Jan. 13<sup>th</sup></b>	5
		2. Define strategic human resource management	2.Read Chapter 2	2. Quiz <b>Due Date: Jan. 15<sup>th</sup></b>	10
	<i>Week 3 :</i> Jan 18 <sup>th</sup> – 24 <sup>th</sup>	1. Describe labor demands and internal and external supplies	1. Read Chapters 3 & 4	1: Quiz <b>Due Date: Jan. 22<sup>nd</sup></b>	10
		2. Identify the 4 major phases in the job analysis process	2. Students research potential topics for term paper	2. Students select topic for term paper and submit to instructor <b>Due Date: Jan. 22<sup>nd</sup></b>	5
1	<i>Week 4:</i> Jan 25 <sup>th</sup> – 31 <sup>st</sup>	1. Identify the internal and external issues in recruitment	1. Read Chapter 6	1: Class Oral Presentation – Present a 2 paragraph response regarding the steps involved in recruitment planning <b>Due Date: Jan. 29<sup>th</sup></b>	15
	<i>Week 5:</i> Feb 1 <sup>st</sup> – 7 <sup>th</sup>			2. Students receive notification of approval for term paper topic selection – term papers <b>due on April 21<sup>st</sup></b>	

**Notice you can assign any points you'd like!**

2	<p><i>Week 6:</i> Feb. 8<sup>th</sup> – 14<sup>th</sup></p>	<p>1. Identify the various sources of information utilized in making a selection</p> <p>2. Describe the sequence of activities involved in the selection process</p>	<p>1. Read case studies on selection processes</p> <p>2. Read Chapters 7 &amp; 8</p>	<p>1: Essay – in a 1-page paper, reference one of the 3 case studies and provide a critical analysis of the employee selection process <b>Due Date: Feb. 3<sup>rd</sup></b></p> <p>2. Quiz <b>Due Date: Feb. 7<sup>th</sup></b></p>	<p>10</p> <p>5</p>
3			<p>1. Explain how recruitment and selection planning can effect the operations and responsibilities of organizations</p>	<p>1. Read assigned websites: <a href="http://www.allbusiness.com/Management/416486-1.html">http://www.allbusiness.com/Management/416486-1.html</a>  <a href="http://www.ddiworld.Com/pdf/recruitmentandSelectionpractices_fullReport_ddi.pdf">http://www.ddiworld.Com/pdf/recruitmentandSelectionpractices_fullReport_ddi.pdf</a>  <a href="http://www.questia.com/googleScholar.qst;jsessIonid=JsQhSgOkv91w">http://www.questia.com/googleScholar.qst;jsessIonid=JsQhSgOkv91w</a></p>	<p>1: Present a 5 minute oral argument for the ways in which certain selection and recruitment practices can influence the operations of an institution <b>Due Date: Either 10<sup>th</sup> or 12<sup>th</sup> – depending on your assigned date of presentation</b></p>
4	<p><i>Week 7 :</i> Feb. 15<sup>th</sup> – 21<sup>st</sup></p>	<p>1. Explain equal employment opportunity</p> <p>2. Define discrimination</p> <p>3. Explain the processes for upholding EEO laws and regulations</p>	<p>1. Read Chapter 5</p> <p>2. Interview an HR person at a local business about EEO processes</p>	<p>1. Use powerpoint to develop and present 3-5 slides on EEO processes <b>Due Date: Feb. 19<sup>th</sup></b></p> <div data-bbox="1105 1339 1466 1486" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Notice how the types of assessments can vary – they can also encourage the utilization of technology!</b></p> </div>	15
	<p><i>Week 8</i> Feb. 22<sup>nd</sup> – 28<sup>th</sup></p> <p><b>MID TERM EXAM</b></p>	<p>1. Chapters 1-8</p> <p>2. All assigned readings, websites and case studies</p>	<p>1: Review of chapters, readings and concepts <b>Due Date: Feb. 24<sup>th</sup></b></p> <p>2. Submit outline for term paper</p> <p>3. MID TERM EXAM <b>Due Date: Feb. 26<sup>th</sup></b></p>	<p>0</p> <p>15</p> <p>30</p>	

	<p><i>Week 9</i> Mar. 1<sup>st</sup> – 7<sup>th</sup></p> <p><i>Week 10</i> Mar. 8<sup>th</sup> – 14<sup>th</sup></p>	<p>1. List the criteria for an effective performance assessment system</p>	<p>1. Read Chapter 10</p> <p>2. Review website: <a href="http://www.lni.wa.gov/ClaimsIns/Providers/Vocational/PerfManagement/PerfSys.asp">http://www.lni.wa.gov/ClaimsIns/Providers/Vocational/PerfManagement/PerfSys.asp</a></p>	<p>1. Review the Mid Term Examination <b>Due Date: Mar. 3<sup>rd</sup></b></p> <p>2. Term paper outlines returned to student</p> <p>3. Class Discussion on the development of effective performance assessment system – see attached rubric for grading expectations <b>Due Date: Mar. 5<sup>th</sup></b></p>	<p>0</p> <p>0</p> <p>15</p>
	<p><i>Week 11</i> Mar. 15<sup>th</sup> – 21<sup>st</sup></p> <p><i>Week 12</i> Mar. 22<sup>nd</sup> – 28<sup>th</sup></p>	<p>1. Describe the regulatory environment of compensation systems</p> <p>2. Explain the issue of comparable worth</p> <p>3. Identify employee satisfaction and motivation issues in compensation</p>	<p>1. Read Chapter 11</p>	<p>1. Quiz <b>Due Date: Mar. 12<sup>th</sup></b></p>	<p>15</p>
1		<p>1. Identify the value and barriers to pay-for-performance incentives</p> <p>2. Describe group and individual incentives</p>	<p>1. Read Chapter 12</p> <p>2. Read: <a href="http://www.medicalnewstoday.com/articles/129810.php">http://www.medicalnewstoday.com/articles/129810.php</a></p>	<p>1. Class Debate: the ethical issues surrounding performance incentives in the medical field <b>Due Date: Mar. 19<sup>th</sup></b></p>	<p>15</p>
		<p>1. Identify the types of employee benefits</p> <p>2. Explain issues in indirect compensation</p>	<p>1. Read Chapter 13 &amp; 16</p> <p>2. Read the case studies on benefit compensation</p>	<p>1. Quiz <b>Due Date: Mar. 24<sup>th</sup></b></p> <p>2. Submit rough draft of term paper <b>Due Date: Mar. 24<sup>th</sup></b></p>	<p>10</p> <p>5</p>

**Websites are a great resource for supplemental reading!**

	<i>Week 13</i> Mar.29 <sup>th</sup> – Apr. 4 <sup>th</sup>	1. Describe occupational safety and health legislation  2. Explain management’s role in maintaining safety and health	1. Read Chapter 14  2. Review www.osha.gov	1. Oral Question and Answer Quiz <b>Due Date: Mar. 31<sup>st</sup></b>  2. Prepare to relate a current health and safety topic on the OSHA website <b>Due Date: April 2<sup>nd</sup></b>  3. Student term paper drafts are returned – April 2 <sup>nd</sup>	10  5  0
<b>SPRING BREAK – April 5<sup>th</sup> to 11<sup>th</sup></b>					
1	<i>Module/Week 14</i> April 12 <sup>th</sup> – 18 <sup>th</sup>	1. Describe how unions are formed and their purpose  2. Describe a grievance procedure  3. Explain the collective bargaining process	1. Read Chapter 15  2. Read the 3 case studies	1. Role Play – class divided into union reps and HR management – negotiate specific issues with appropriate information <b>Due Date: Apr. 16<sup>th</sup></b>	15
1	<i>Week 15</i> April 19 <sup>th</sup> – 24 <sup>th</sup>  <b>FINAL EXAM</b>		1. Review Chapters 10-15  2. Review assigned readings, websites and case studies	1. Review for final exam <b>Due Date: Apr. 21<sup>st</sup></b>  1. Term Papers Submitted <b>Due Date: Apr. 21<sup>st</sup></b>  3. FINAL EXAM <b>Due Date: Apr. 23<sup>rd</sup></b>	0  30  30

### VIII. Grading Scale (This is Standard Through Out the College)

The following grade scale will apply to this class:

**300 possible points:**

- A: 90 % or above
- B: 80 - 90 %

- 270 and higher = A
- 240 to 269 = B

C: 70 - 80 %  
D: 60 - 70 %  
F: below 60 %

210 to 239 = C  
180 to 209 = D  
179 and below = F