

Course Syllabus and Reading List

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Western Washington University

COMM 420 Issues in Communication Theory Syllabus

Spring 2018

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Course Description and Objectives

This WP1 seminar course focuses on theory about culture, language, and social interaction. The course is grounded in scholarly discussions of controversy in intercultural, cross-cultural, and international research. The course will acquaint you with theory development in the communication field. Since the development of communication theory is inseparable from methods of inquiry, various methods used for conducting communication research and developing communication theories will also be discussed. The overarching goal of the course is to explore the role of Westernization, along with its challenges and implications, in studying cross-cultural pragmatics. The specific course objectives are:

1. To examine the relationship between language, culture, worldviews, and values.
2. To understand non-Western perspectives—*particularly the East Asian*—in studying language and social interaction, with a focus on everyday talk and discursive practices.
3. To gain a better understanding of the normalization of Eurocentrism in communication research and theory development.
4. To critique the Anglicized approaches in labeling human experience and in studying communicative behaviors.
5. To help develop open-mindedness, awareness, and critical thinking skills about similarities and differences in human communication that are crucial in understanding communication theory.

This course supports the department need for substantive WP writing assignments (i.e., assignments that require multiple revisions); see details Appendix A of this syllabus. Objectives of this course that support the communication studies department mission, programmatic goals, and programmatic learning objectives are entailed in Appendix B of this syllabus.

Course Resources

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association. ISBN: 1433805618.

Required readings including journal articles, book chapters, and reviews of scholarly works, and additional materials are available on the course Canvas. (See Appendix C of this syllabus for the reading list).

Course Policies

Attendance and Participation. The success of this course depends on your active, informed participation. This class will be conducted in the seminar format. A detailed explanation of a seminar-based class is available on the course Canvas. Discussion, individual work, in-class exercises, out-of-class applications, lectures, and small group collaboration constitute a major portion of the learning experience in this course. Poor attendance, tardiness, and/or early departures impact your final course grade. Please arrive on time to class and stay for the entire class period. Late arrivals and early departures are disruptive. You are accountable for your choices, so I will always accept your right to choose what is best for you. I am unable to grant special privilege to excuse absences, late arrivals, or early departures for specific students while other students in the class are held to the standard. I will revise the policies for all class members when absences and tardiness adversely affect class atmosphere.

You will not be accommodated for missed assignment deadlines if you do not alert me to your condition and absences. If you have a medical or family emergency that affects your participation in class activities, notify me as soon as you are able to, preferably in advance of the missed class, to explain the circumstances. When this is done in a timely manner, such absences will be excused and may not impact your assignment grade, unless I have reasons to doubt your honesty and integrity. Contacting me well after an absence and claiming to have some sort of medical or family issue earlier in the quarter will not be accepted. I may ask you to support your absence(s) by official documentation; please consult with me. I do not require you to disclose the details of your personal situation to me; if I ask for official documentation in this situation, you can contact the [Office of Student Life](#), x3706. Students who participate in WWU-sponsored activities (e.g., debating contests, musical or theatrical performances, or intercollegiate athletic competition) are responsible for obtaining and submitting proper documentation. Your personal travel plans and job schedules that affect your attendance are not considered valid excuses for absencing yourself from class activities that are formally graded.

If you register late, whether or not you were on the Registrar's waitlist, any classes missed will be counted as absences. In cases where assignments were due before you were registered, I will not be able to give you exceptional treatment by extending deadlines. In addition to assignments missed, you will be required to complete works satisfactorily to make-up

the missed class time in order to continue attending the course. I require enrolled students who skip the 1st and/or the 2nd class(es) to withdraw from the course when there are eligible students seeking enrollment in this course.

Classroom Citizenship. As a class, we will collectively define the guidelines for our conversations during the seminar sessions. The following are my general expectations for conducting the class.

Since the class will be discussion driven, I expect you to make quality contributions by listening to and with others, offering honest and constructive criticism, investing effort in graded and non-graded assignments, participating in class activities, and asking appropriate and helpful questions, and integrating readings into discussion. Please do not assume that I understand your concerns without you communicating them to me. Ask if you need help, do not clearly understand assignments, or have other questions or concerns. Know that you are not a small part of this class. Each student has the right to learn, as well as the responsibility not to deprive others of their right to learn. Therefore, you are expected to show courtesy as required in a college-level classroom.

Unless I instruct you to do so, our communication in teaching and learning during class time does not involve the use of your individual, personal electronic devices (unless you have documented physical needs, see the ADA section in this syllabus). Therefore, turn off your electronic devices before I start class. If you use laptops to take notes during class time, you are required to move to a designated area in the classroom if you distract your classmates and/or me. ***I impose the no-laptop rule in all seminar sessions and in certain class activities.*** Electronic devices are wonderful learning tools, but also great distractions to other class members and to the professor. A single disruptive act of anyone affects everyone else in the classroom and lessens the effective use of everyone else's valuable time.

Each class member deserves a fair learning opportunity without being disrupted by other students' misdemeanors that impede the class learning. Show respect to all class members, both your professor and your peers. Avoid unnecessary disruptions during class, such as private conversations, reading newspapers, and doing work for other classes. Be attentive to and participate in lectures and classroom activities. Please do not talk simultaneously when other students or I ask questions or make comments. Wait until class is completely over before putting your materials away in your backpack, standing up, or talking to your peers. Surfing online, checking e-mails, texting, and using social networking sites should be done at your own time, not in the classroom.

Displaying disruptive behavior(s) that adversely affect the learning environment will result in a deduction of ½ letter grade from your final course grade. I may or may not give you a verbal warning. Examples of disruptive behaviors include stating or implying physical or verbal threats, displaying erratic, loud, and/or aggressive behavior, refusing or unwilling to comply with the professor, repeatedly entering and leaving the classroom without medically-documented reasons that are brought to the professor's attention by the 3rd class meeting (also see [Student Rights and Responsibility Codes](#) in WWU Catalog). When you visit me during my office hours, please turn off your electronic devices. I expect you to behave professionally as a student who is enrolled in the course, including when you communicate with me via e-mails and/or phone calls.

E-mail Etiquette. Please do not send me e-mail messages regarding issues that should be dealt with in person (e.g., asking me to read and critique drafts of your work, or requesting me to explain and send you lecture materials or quizzes you have missed). Do not expect my e-mail responses immediately; I usually respond to student e-mails during my office hours. ***I do not finish reading or reply to e-mail messages that are poorly written or disrespectful.*** You are expected to write as you would in any professional correspondence. My basic principle about e-mail communication as written form of communication is that if it is not worth the writer's time to send a thoughtful message, then it is not worth my time to read and respond to it. Please include a salutation so that it is clear to me that the message is not junk mail and deleted. When appropriate, I may ask my student assistant to reply to you if you ask me general questions regarding policies and/or matters that are already stated in the syllabus and related course documents posted on Canvas. The best way to reach me is through my WWU e-mail. ***I do not use Canvas chat.***

Writing Proficiency (WP). This 1-point WP course is designed to offer practice in research and formal, scholarly writing that is used in the communication discipline. Therefore, your writing must demonstrate formal, scholarly voice used in communication research. You will be spending much time on multiple revisions for each draft. Terse, concise, clear, and error-free writing and attention to detail are big factors that will determine your success in this class. Much of your learning of your WP project occurs outside of class. Therefore, I strongly recommend that you to work with me individually to reinforce your knowledge about scholarly writing and help enhance your writing skills. I also encourage you to get your drafts be reviewed by a qualified person who can help with writing, revising, and editing.

Fifth-Hour Arranged. WWU has established the credit load policy in which each hour in a course requires at least 2 additional hours of study (see [the Academic Policies in WWU Catalog](#)). This is a 5-credit class with four hours in class and the 5th hour to be arranged. You will satisfy the 5th contact hour by researching and reading materials that are needed for

course topics (in addition to those outlined on the course schedule) and working on your research projects, with particular focus on collaborating with your peers and meeting with me. Because the seminar readings and preparations for this course are intensive, expect to fully utilize those hours. WWU emphasizes excellence in education, and I strive to be a *rigorous* professor. You are responsible for balancing your workload, and I expect your work submitted to me to be scholarly and professional.

The Americans with Disabilities Act (ADA) Statement. Please let me know by the 3rd class meeting if a reasonable accommodation for documented disabilities need to be arranged. To request disability accommodation, contact the [Disability Resources for Students](#), x3083.

Make-up Works and Incompletes. The nature of assignments used in the class renders make-up work impractical. Therefore, plan to prepare and submit your work on time. Details regarding requesting for and receiving an incomplete grade (K) are available in WWU Catalog.

Academic Integrity. I do not tolerate academic dishonesty. I assume any conversation between/among students during the exam as a violation of academic integrity policy (i.e., cheating). If you need to talk during the exam, approach me. Any use of resources and electronics during exams will *not* be permitted and is considered a violation of the academic integrity policy, unless otherwise instructed. You are responsible for familiarizing yourself with the university's policy regarding academic honesty (see [the Academic Policies in WWU Catalog](#)). A final course grade of an "F" will be assigned if academic integrity is violated. Students will also be asked to stop attending classes upon notification. ***All course works are individual assignments, unless otherwise stated. Discussing and sharing answers for class assignments without my written permission constitutes plagiarism.*** Please talk to me before working on the assignments if you are unsure of behaviors that may be considered plagiarism.

Grade Records. Grades posted on the course Canvas are for instant communication purposes; they are not comprehensive. You are responsible for keeping track of your grades. Canvas is not equipped with the tool to perform the needed mathematical calculations for this course. Formulae for calculating your grades are available in Appendix D of this syllabus. Please do not e-mail or phone me to ask about your grades for individual assignments. I will return all graded items, except the exams, to you in class or otherwise designated. Your final grade will be available on Web4U after noon on the Tuesday following final exam week.

Assignment Submissions. I expect your work submitted to me to be scholarly and professional and in the format specified (i.e., as hard copies or via Canvas). Assignment submissions on Canvas are due 10 minutes before the start of class. When submitting hard copies, all papers must be submitted in person at the start of class on the indicated due date, unless otherwise instructed. I do not accept papers that are slipped under my office door or tacked to the bulletin board next to my office door. Papers handed in after all class papers are collected at the beginning of the class are considered late. See each assignment evaluation criteria and/or description regarding late submissions.

In cases where you must miss a class, submit your papers as hard copies prior to the due date. If an emergency and unpredictable medical, funereal, or law-related incident impedes your ability to submit a paper on time, you must have written, official documentation of the incident (see the Attendance section for documentation requirements). All documentation must be submitted together with your work for consideration. I will be glad to give feedback on drafts if you visit me during my office hours at least 3 business days before the deadline; I will accept *only* hard copies that follow the writing guidelines. Please do not e-mail me your drafts. Rewriting graded assignments is not an option.

Late Assignments. The tentative course schedule details assignment deadlines, and I have posted the schedule on Canvas before the first day of class. Please plan accordingly. I do not accept late assignments. You can always submit your assignments prior to the due date. Also see each assignment regarding consequences of late submissions. Technology (i.e., computer- and/or printer-related) and transportation issues, be they personal, public, and/or the university's, are no justification for late assignments. Please communicate with me prior to the deadline if you have a medical or a family emergency (see the Attendance section in this syllabus).

Assignment Returns. I will return all graded items, except exams and online exercises, to you in class or otherwise designated. You are responsible for retrieving your critiqued and/or graded assignments from me during my office hours if you were absent on days I return the assignments. When the quarter is over, I will keep your graded assignments until the end of the following quarter (not counting summer quarter) and will shred them after that. You are welcome to obtain your graded assignments from me during my office hours. Alternatively, I will mail your assignments to you provided that you give me a self-addressed, stamped envelope together with your final paper submission. You are responsible for ensuring you include sufficient postage. Be informed that I will not be responsible for any missing items once I mail your paper.

Requests for Reevaluation. The burden of proof in any disagreement over evaluation of student performance rests with the student. If you desire reevaluation of a grade for an assignment or activity, you must wait 24 hours before you submit your rationale in writing. The 24-hour cooling off period will allow you time to re-read the grading comments and to assess your performance. **Violation of the 24-hour cooling off policy will result in a 20% deduction from your assignment grade.** Your request for reevaluation should identify the specific change requested and provide a reasoned argument and evidence (e.g., photocopies of cited sources) in support of that change. You must see me to get a specific form to fill out. Any request for reevaluation must be made within 10 business days of receiving the original evaluation. Also see the Academic Grievance Policy in [the Academic Policies in WWU Catalog](#). After you have received your final grade and would like to talk to me about your grade, you will see me during my office hours in the following quarter. You must give me all necessary documents, including a comprehensive grade record containing your individual assignment scores and all assignments I have graded. E-mail me ahead and follow all instructions that I give you. I am not opposed to re-evaluating your grade. Of course, a reevaluation may increase or decrease your scores, since I will scrutinize all submitted details, in addition to your original assignment.

Course Assignments

Your grade in the course will depend on the amount of work you wish to complete and will be largely determined by the depth you are willing to engage the material. WWU has established the credit load policy in which each hour in a course requires at least 2 additional hours of study. Prepare to maintain a good, reliable work ethic to earn your desired grade. Prioritizing your life and managing your time is your sole responsibility. I am here to support your learning if you are here to learn and maintain a positive attitude toward learning. *Resisting the temptation to procrastinate and attention to details are key to success in this course.*

- Getting Started module. Ungraded; you must complete the module to access course assignments.
- Seminar preparation and participation (32%). In-class participation and professionalism during seminar session is weighted by 11%; seminar preparation via notes submission by 21%.
- Writing, editing, and formatting exercises (14%). A total of 2 sets of practices.
- Complete 1 of the following assignment options for the WP research project: (a) final paper, 42%; (b) paper part 1, 14% and final paper, 28%.
- Final exam (12%).
- Extra credit activities (optional). All activities will be graded. A total of 4 opportunities to choose from: select either (a) or (b)—(a) practice seminar notes or (b) map exercises, 3 points max to be added to your final exam raw scores; (c) satisfactory completion of all writing workshops, both preparatory tasks and participation, 3 points to be added to your final paper raw scores; and (d) participation in data collection, a max increment of 2.5% to be added to your final course grade.

You must submit your assignment option contract (see Canvas) by the start of class on the last class meeting of week 2. You are not allowed to continue participating in the course if you do not have a contract. Change of contract will be permitted with an approved formal appeal (see me in person for instructions) with 1 full letter grade deduction from your final course grade by 4:30 p.m. on the day of Writing Workshop 3. Your new contract will be in effect after my approval; however, you cannot recover any assignments and points that were due/assigned prior to Writing Workshop 3.

Grading Scale (Percentage of Total Course Points)

A 93 - 100	B 83 - 86.99	C 73 - 76.99	D 63 - 66.99
A- 90 - 92.99	B- 80 - 82.99	C- 70 - 72.99	D- 60 - 62.99
B+ 87 - 89.99	C+ 77 - 79.99	D+ 67 - 69.99	F < 60

Note. I will include up to two decimal points when calculating your points. There will be no deviation from this scale.

Course Assignments.

Detailed descriptions and associated evaluation criteria for course assignments are posted on Canvas. I may make changes on the assignments as necessary. Depending on student performance, I may distribute handouts or post additional materials on Canvas for the assignments. If you choose not to attend class, you are still responsible for the material distributed or assigned, and changes made during class time. I strongly suggest you keep all versions of your work, including electronic files, hardcopies, graded and non-graded papers, until you have received your final course grade. **You need to keep track of assignment changes and deadlines.** Active engagement in your learning will help you earn the grade you desire, presumably a good one. Lack of work ethics, including inconsistent course participation and performance, will adversely impact your grade.

I advise that you use a licensed Microsoft Office 2016 for word processing. Your preferred use of any other software (e.g., those in your cell phone, Word online, etc.) that produces any discrepancies in formatting and printing output does not give you outstanding privilege to be excused from the grading criteria that I use for the class. Course assignments submitted must be **typed and printed in a clear, readable format on white papers.** Unless otherwise stated, font type

and size for assignments are to be set in **Times New Roman, 12**. When you submit more than 1 page, **please staple your work**. Papers that are loose, paper clipped, dog-eared, or held together by some other mechanism that is not a staple will result in a **deduction of ½ letter grade from your final course grade**. Write your name on your assignment. This is a 400-level communication course, and I expect professionalism in university-level student works. Please read and follow all instructions. **I do not grade assignments that show poor quality of work** (e.g., those that do not have proper line spacing, have multiple typos, contain ambiguous short phrases instead of complete sentences, etc.). My basic principle about assignment grading is that if it is not worth the student's time to submit quality work that shows care and attention, then it is not worth my time to grade, comment, and suggest areas for improvement.

Getting Started Module. The module contains the course syllabus and tentative schedule, and academic honesty and grievance policies, and your assignment option contract.

Seminar Preparation and Participation. Seminar readings consist of assigned journal articles and book chapters posted on Canvas. You will prepare for each seminar by preparing notes in advanced. Answer the questions I pose to guide our seminar discussion. You may also take your own notes consisting of the central argument and claims of the reading, key concepts and/or theories and their implications, and connect the ideas of the reading with those presented in other assigned readings. Your notes should help you prepare you for the final exam. I also encourage you to pose additional thoughtful questions that may occur to you. Your questions and/or mine may be used to provide a general template or starting point for our discussion. I will conduct random sampling in selecting your notes to be evaluated. I have planned for 10 sets of seminar notes. Due to class size and data management, **I will grade 4-7 sets** using the random sampling technique. Evaluation criteria include your notes' comprehensiveness, clarity, depth, and insight (see Canvas for details).

Active and informed participation in course discussion is vital to your learning and the collective success of the class. Therefore, I expect you to contribute to our conversations by finding connections with the course readings. I do not conduct formal, traditional lectures during the seminar—that is, I do not perform the authoritative, stand-up teaching style using PowerPoint slides. My primary role will be to ask questions, clarify points raised in our discussions, and summarize the important issues that we discuss. Your participation in discussion (i.e., your contribution to class learning) will be evaluated. You and your peers will evaluate each other's in-class oral contribution; I, too, may do the same. As a class, we will collectively determine the seminar conduct criteria. I have provided on Canvas a starting template for evaluating your in-class oral contribution. I reserve the right to override student evaluations if the rigor of class performance is lacking. Also see Canvas regarding seminar conduct clarification and criteria.

WP Research Project. See Canvas for detailed description, assignment objectives, and evaluation criteria. I will conduct writing workshops to guide you in completing your WP research project. In the writing workshops, I will cover writing instructions in class and conduct various activities to help you build the skills for completing the assignment. **I strongly recommend that you do not skip writing workshops**. I will cover specifics in manuscript writing and editing, the design and execution of a study, and data collection and analysis.

Writing, Editing, and Formatting Exercises. The exercises help build your APA formatting and writing skills that lay the foundation for your WP research paper. You will use the APA (6th ed.) manual in completing the **2 sets of practices**. You have **2 attempts** to complete the closed-ended items of the exercises; I will record the higher scores. I expect you to utilize knowledge and skills acquired in your research paper.

Final Exam. The exam must be taken on the scheduled date in our classroom or the designated computer lab. The exam may combine closed-ended items (i.e., multiple-choice, true/false, matching), fill-in-the-blank items, and short essays. Course readings constitute the exam contents. Please contact [the Disability Resources for Students](#), x3083 for documentation if you cannot take the exam in the specified format. Make-up exams will be allowed in the most extreme cases and only with my permission. You must contact me 7 business days ahead of the exams, and take them 2–3 days before the scheduled dates specified on the tentative course schedule. See me in person and provide me with evidence that I request for my approval. You will be given a different exam (i.e., a different format with different questions) compared to the class. Make-up exams are to be arranged with the [Testing Center](#), x3080. You will have to find out procedures involved and make proper arrangements.

This syllabus and schedule are subject to change as necessary to adapt to class size, student performance, and unexpected circumstances.

Appendix A. Substantive WP writing learning outcome. This course supports the department recommendations pertaining to writing exposure listed below. Listed in the following is an in-block quotation from the document "Writing rubric."

1. *Conventions*: Adheres to appropriate conventions of formal writing (spelling, grammar, syntax, punctuation, etc.).
2. *Formatting*: Adheres to assigned citation style (for in-text citations and references page).
3. *Argument*: Has a clear and coherent thesis that is supported with appropriate evidence.

4. *Audience*: Communicates in an audience appropriate and context sensitive manner.
5. *Organization*: Has a clear coherent structure, logical development and sequencing of ideas, and effective transitions.

Appendix B. Course objectives. This course supports the department mission— “We teach communication studies that nurture inclusive civil discourse, critical thinking, and cooperative solutions in a diverse global community. We offer opportunities to develop strong communication skills within a challenging liberal arts program.” The course also fits the department programmatic goals of: (a) speech, students are able to speak proficiently in context; (b) writing, students are able to write proficiently at college level; (c) concepts, students are able to apply communication concepts; (d) methodology, students are able to understand methods for generating knowledge; (e) critical thinking, students are able to employ critical thinking skills; (f) ethics, students are able to reflect on the ethical dimensions of actions.

Appendix C. Seminar Reading List. In alphabetical order by author’s last name.

Casmir, 1994. The role of theory and theory building.

Chang , 2001. Harmony as performance: The turbulence under Chinese interpersonal communication.

Chang, Holt, & Luo, 2006. Representing East Asians in intercultural communication textbooks.

Choi & Choi, 2001. Cheong: The socioemotional grammar of Koreans.

Chua, 2004. The Malaysian communication competence construct.

Craig, 1993. Why are there so many communication theories?

Dance, 1970. The “concept” of communication.

Goldsmith & Fulfs, 1999. “You just don’t have the evidence.” An analysis of claims and evidence in Deborah Tannen’s *You Just Don’t Understand*.

Graduate Connections, 2016a: Reading strategically.

Graduate Connections, 2016b: The basics of scientific writing.

Hirokawa, 1987. Communication with the Japanese business organization.

Kelly, 2009. Applying a critical metatheoretical approach to intercultural relations: The case of U.S.-Japanese communication.

Lee & Hall, 2009. *Thou soo and aih auan*: Communicating dissatisfaction in a Chinese Malaysian community.

Lee, 2007. The Chinese Malaysian selfish mentality.

Lee, 2016. Intercultural dialogue in theory and practice: A review.

Ma, 1999. Saying “yes” for “no” and “no” for “yes”: A Chinese rule.

McIntosh, 1999. White privilege.

Miike, 2007. An Asiacentric reflection on Eurocentric bias in communication theory.

Miner, 1956. Body ritual among the Nacirema.

Moon, 1996. Concepts of “culture”: Implications for intercultural communication research.

Moon, 2016. “Be/coming” White and the myth of White ignorance: Identity projects in White communities.

Nakayama & Martin, 2007. The “White problem” in intercultural communication research and pedagogy.

Shuter, 1990. The centrality of culture.

Appendix D. COMM 420 Grade Calculation Sheet

In-Class Participation (11%)

$$A = \left(\frac{\text{Pts earned in Eval \#1}}{\text{Max pts in Eval \#1}} + \frac{\text{Pts earned in Eval \#2}}{\text{Max pts in Eval \#2}} + \frac{\text{Pts earned in Eval \#3}}{\text{Max pts in Eval \#3}} \right) \times 11$$

Notes Submission (21%)

$$B = \left(\frac{\text{Total pts earned in the number of seminar sets graded}}{\text{Total sets of notes graded} \times 3 \text{ pts}} \right) \times 21$$

Writing, editing, and formatting exercises (14%)

$$C = \left(\frac{\text{Pts earned in Exercise \#1}}{\text{Max pts in Exercise \#1}} + \frac{\text{Pts earned in Exercise \#2}}{\text{Max pts in Exercise \#2}} \right) \times 14$$

WP research project (42%).

Extra credit pts of 3 max are granted through your satisfactory completion of all writing workshops, both preparatory tasks and participation. Perform the following calculation to convert scores to 3 pts max.

$$\frac{\text{Total pts earned in all writing workshop activities}}{\text{Total max pts in all writing workshop activities}} \times 3 = \underline{\hspace{2cm}}$$

Option A. Final paper (42%).

$$D = \frac{\text{Pts earned} + \text{extra credits pts of 3 max}}{\text{Total pts for final paper}} \times 42$$

Option B. Paper part 1 (14%) and final paper (28%)

$$E = \text{Paper part 1 \%} = \frac{\text{Pts earned for Paper Part 1}}{\text{Max pts for Paper Part 1}} \times 14$$

$$F = \text{Final paper \%} = \frac{\text{Pts earned} + \text{extra credits pts of 3 max}}{\text{Total pts for final paper}} \times 28$$

Final exam (12%)

G =

$$\frac{\text{Pts earned in exam} + \text{Pts earned in extra credit map exercises converted to 3 pts max} \text{ OR } \text{Pts earned in Practice seminar notes of 3 pts max}}{\text{Total pts for final exam}} \times 12$$

Perform the following calculation to convert map exercises raw scores to 3 pts max

$$\frac{\text{Raw scores earned in map exercise}}{\text{Max raw scores in map exercise}} \times 3$$

Final scores calculation:

Assignment option A = A + B + C + D + G + Data collection extra credit %

Assignment option B = A + B + C + E + F + G + Data collection extra credit %

Your letter grade up to this point is: _____ (use the following chart)

Grading Scale (Percentage of Total Course Points)

A 94 - 100	B 83 - 86.99	C 73 - 76.99	D 63 - 66.99
A- 90 - 93.99	B- 80 - 82.99	C- 70 - 72.99	D- 60 - 62.99
B+ 87 - 89.99	C+ 77 - 79.99	D+ 67 - 69.99	F < 60

Note. I will include up to two decimal points when calculating your points. There will be no deviation from this scale.

Any other letter grade deduction on specific assignment(s) during the quarter?

No. Yes. What? _____

Final course letter grade based on this worksheet: _____

Final course letter grade appears on Web4U: _____

If you do not know how to perform the calculations using the formulae, contact the [Tutoring Center housed in the Academic Advising unit](#) (x3855; WL 280); visit in person and get a tutor to help you with the math. Grades posted on the course Canvas are for instant communication purposes; they are not comprehensive. Canvas is not equipped with the tool to perform the needed mathematical calculations for this course. You are responsible for keeping track of your grades.