

GSWS 1100: Introduction to Women's Studies  
Wednesdays, 3:30 – 6:30 pm in N4312  
Instructor: Dr. Brenna Clarke Gray // grayb@douglascollege.ca  
Office Hours: Wednesdays, 2:00 – 3:00 pm in S2638 (or by appointment)



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Welcome to GSWS 1100: Introduction to Women's Studies. In this course, we will learn about the history of the struggle for gender equality in Western society and the impact of that history on contemporary issues in gender; in other words, we will learn the history and reflect on how that history is still alive in our own lived experiences. You can expect to read, reflect, write, and discuss the major concepts in feminist thought. Required readings are posted to the course Blackboard page by week and should be read before coming to class; the most significant assigned readings are listed in the syllabus.

By the end of the course, successful students can expect to be able to:

1. understand what is meant by the silencing of women;
2. discuss the effects of the silencing of women (psychological and societal);
3. discuss and apply an understanding of gender theory to an analysis of women's lives and their own experiences;
4. discuss the experiences of women with, and the intersections among, class, age, race, sexuality and sexual orientation, and appreciate the diversity of women's voices and experiences;
5. understand a variety of feminist voices and the development of feminist thought in Western society;
6. begin, through written reflection, to articulate the relevance of course materials to their own lives and experiences

The material we study in this course will not be easy. The writers and artists we will encounter together speak frankly of violence and rape, of personal trauma and state-sanctioned abuse. We will confront systemic inequalities directly and, often, uncomfortably. You will be asked to keep an open and thoughtful mind as you work through the course material; you will be asked to speak and write about issues that will challenge you. You are expected to do this respectfully and thoughtfully, and you can always come and talk to me if you are having difficulty with a particular text, passage, or concept.

**Assignment Breakdown:**

Reflective Reading Journal:	15%
Pop Quizzes:	10%
Key Concepts Midterm:	15%
Lived Experience Report:	15%
Feminism in the Wild Presentation:	10%
Creative Group Project:	15%
Research Essay:	20%

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Course Schedule:

Date	Topic	Readings	Assignment
2 Jan	Introduction to the Course	Syllabus Review Chimamanda Ngozi Adichie	Introductory Email
9 Jan	Foundational Ideas about Equality	Mary Wollstonecraft John Stuart Mill Virginia Woolf	
16 Jan	Patriarchy, Gender, and Liberation	bell hooks Betty Friedan Gloria Steinem	
23 Jan	Women as Other	Charlotte Perkins Gilman Simone de Beauvoir Sheila Ruth	
30 Jan	Resistance and Reproductive Justice	Judith Jarvis Thomson Our Bodies, Ourselves Lindy West	Journal Submission #1
6 Feb	Conceptualizing Intersectionality	Kimberlé Crenshaw Audre Lorde Peggy McIntosh	Lived Experience Report Due
13 Feb	The Body and Objectification	Germane Greer Fatima Mernissi Naomi Wolf	Key Concepts Midterm
20 Feb	<b>Reading Break: No Classes This Week!</b> (Research Paper Proposals Due via Email)		
27 Feb	Creative Group Project Work Period (See Handouts)		Creative Group Project Proposals Due
6 Mar	Black Feminisms	Alice Walker bell hooks Beyoncé	Journal Submission #2
13 Mar	Indigenous Feminisms	Aileen Moreton-Robinson Gwen Benaway Minnie Grey	
17 Mar	<b>College-Wide Drop Date:</b> students will receive a midterm report outlining current class standing well in advance of this date; please meet with me if you have questions or concerns.		
20 Mar	Trans and Non-Binary Feminisms	Judith Butler Ivan Coyote Contrapoints	Research Essay Due
27 Mar	Toxic Masculinities and Anti-Feminist Backlash	RW Connell Roxane Gay Kathleen Hanna / Bikini Kill	
3 Apr	Creative Group Project Presentations		Journal Submission #3 Creative Group Project Due

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## **Assignment Guidelines**

### **Reflective Reading Journal:**

Each week, you will reflect on the assigned readings in a journal; you may choose to handwrite or type your journals, but please make an effort to keep them together in a notebook, folder, or single digital file. You will submit the journals three times over the course of the semester, and they will be evaluated primarily for good-faith completion. Journal entries should be **250-500 words in length** and should first demonstrate your understanding of the central claim of the essay, and then apply the reading to your own lived experience and/or share some reflective questions you intend to ask in class. Students will be invited to share their journals – should they wish to do so – at the beginning of class.

### **Pop Quizzes:**

At least six times over the course of the semester, I will administer a pop quiz on the assigned course materials. These quizzes will be short, requiring single-sentence answers, and are designed not to evaluate depth of comprehension but only to check that you are keeping up with the material. Students must be in class to take the pop quiz, and because quizzes will be corrected in class they cannot be made up. For that reason, I will only include your best five quizzes in your final grade.

### **Feminism in the Wild Presentation:**

At the beginning of the term, you will have the opportunity to select a date for your Feminism in the Wild Presentation. This assignment asks you to pay attention to culture, broadly conceived (news, books and media, etc.) and attend to issues of feminism – also broadly conceived – in the world around you. For your five-minute presentation, you will:

- show the cultural product (play a video or audio clip, show a print or web article or excerpt);
- explain why this is a significant issue in gender studies; and
- submit a one- to two-paragraph summary of your thoughts.

Please note: you may not repeat a topic presented by a classmate, so if you're really passionate about something, go early! And check with your classmates about what topics are covered if you miss a day. See rubric (appended to this syllabus) for evaluation criteria.

Some non-exhaustive ideas to get you started in thinking about the range of possible presentation topics: comics (*Lumberjanes*, *Bitch Planet*); podcasts (*Secret Feminist Agenda*, *Black Girl Nerds*); YouTubers/Bloggers (Feminist Frequency, Chescaleigh, Feministing); or keep an eye on the news and on your favourite media outlets for stories about gender issues, and pay attention to how people react to these issues in the comments sections.

### **Lived Experience Report:**

The Lived Experience Report asks you to interview a person in your life about their experience of their gender. These experiences might range from workplace discrimination or harassment to issues of parental or reproductive rights to the unique experiences of trans and non-binary people and the way assumptions about gender impact their lives. For your report, you will:

- interview a person in your life (recording the conversation is strongly recommended);
- transcribe the interview and submit it with your work; and
- write a 500 word report detailing the impact of gender on the individual's lived experience.

See rubric (appended to this syllabus) for evaluation criteria.

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**Key Concepts Midterm:**

The midterm will review the major concepts – key terms and ideas – that we have discussed in the first half of the semester. The questions will be short answer style and you will be asked to demonstrate knowledge of history, people, vocabulary, and other key aspects of the course (you will have a choice of questions to select from). The best way to prepare for the midterm is to keep up with your readings, make note of questions you have in your journals each week, and be present in class when we discuss the readings so you can raise your questions for the class. Lecture material, typically on the history of feminisms, should also be considered “fair game.”

**Creative Group Project:**

In small groups of three to five students, you will create something that shows your understand of one or more major course concepts. The framework for this assignment is intentionally open: I want you to draw on your strengths as a group. Visual art, short films or plays, podcasts, digital projects, letters between historical figures, or music are all welcome, as is anything you can think of that I haven't mentioned! After Reading Week, you will have an in-class work period to solidify your groups, do the preliminary ground work, and submit a project proposal. More details about the assignment, including the evaluative criteria, will be distributed then.

**Research Essay:**

The culminating assignment of this semester is a Research Essay on a gender studies topic of your choosing. This essay will be a 1500 word examination (including argument!) on a topic of significance to the field. You may select a topic we have touched on in class, but should endeavor not to merely repeat content from the lecture. Students will be required to use three peer-reviewed research sources and a minimum of three additional reputable (but not necessarily peer-reviewed) sources. On February 6, more detailed assignment guidelines, including criteria for the paper proposal and evaluative criteria, will be distributed.

**Course Guidelines:**

**Academic Integrity:** As a student, your primary job is to demonstrate academic integrity in everything you do: the way you conduct yourself in class, the way you present your ideas in assignments, and the way you demonstrate competency during exams. Academic integrity embodies everything from treating your classmates and me with respect to coming to class prepared to citing all of your sources in your written work. Acts of academic dishonesty include, but are not limited to, plagiarism (using the ideas of another without giving credit), handing in an essay already submitted for credit in a previous class, cheating on a test or exam, allowing another person (even an editor or a tutor) to rewrite segments of your assignments, or handing in work that is not your own. I take academic dishonesty very seriously; it represents not only a failure to meet course requirements, but an act of intellectual theft and a contravention of the social contract of the College. I will fully pursue all cases of academic dishonesty, without exception. Familiarize yourself with the College's policies on this and other relevant academic matters: <http://www.douglascollege.ca/programs-courses/general-information/grading>

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**Assignments:** Assignment due dates are listed in the syllabus, and late penalties will be applied to late assignments (see **Extensions; Late Penalties**). Assignments are due at the beginning of class on the due date. Unless otherwise indicated, all assignments should be typed and formatted in MLA style, double-spaced and using a reasonably-sized font. All assignments must be submitted either in person on the due date or to the assignment drop box outside the LLPA Field Base (S2600). Assignments submitted by email or slipped under my office door may be missed and will not be evaluated.

**Attendance:** There is no attendance policy in this class. I hope you will attend class because it is interesting and enriching and because the course is designed to reward the cumulative accrual of knowledge. You only need to seek out documentation for an absence if you are missing the midterm or will be handing in an assignment late as a result of illness, bereavement, or other documentable issue (see **Documentation**).

**Cell Phones and Such:** I require you to make this course a priority; when you're in the room, I expect your attention to be on your classmates and our course content. In return, I recognize that this class is not, and cannot be, your only priority. Sometimes, something is going on in the world outside the classroom that requires you to keep one eye (and some of your attention) on your cell phone. Should circumstances require, please give me a heads up that your ringer will be on (you need not be specific about why) and, if the call does come, please take it in the hall.

**Child-Friendly Course Environment:** Making the academy a feminist place, thanks to certain biological imperatives and cultural norms of care, often means needing to address the needs of parents in the classroom. The College does not have an institutional policy on student-parents, but I do not want those of you who are parents to choose between coming to class and parenting your children. To that end:

- All exclusively breastfed babies are welcome in class as often as necessary.
- While bringing older babies and children to class regularly is not desirable or sustainable, sometimes gaps in childcare emerge. Should that occur, your child is welcome to quietly join our classroom space. Remember that content may not always be child-friendly. Should you find yourself in this situation, please sit near the door and deal with disruptions as quickly and quietly as is reasonable.

I ask all students to help build a classroom environment that welcomes all diversities, including diversities in parenting status.<sup>1</sup>

**Contacting Me:** Please, please, please do not phone me. I'm not even sure what my extension is and I manage to check my voicemail about twice a semester. The best way to reach me is by emailing the address at the top of this page. I try to respond to student emails within 24 hours (though I do not check my email on Sundays). Please include the course code in the subject line of your email, and your full name somewhere in the body of the email.

**Documentation:** For extended absences from class, appropriate documentation may include a doctor's note, an obituary, a letter from your coach, or similar. Required documentation will be determined on a case-by-case basis and should be discussed with me at first opportunity. A reminder: you do not need documentation if you are only missing class and there has been no assignment due that can be made up.

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<sup>1</sup> With thanks to Melissa Cheyney of Oregon State University for her modelling of this practice.

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**Grades:**

Grade	Numerical Value	Percentage Equivalent	Description
A+	4.33	95%	
A	4.00	90%	Outstanding Achievement
A-	3.67	85%	
B+	3.33	80%	
B	3.00	75%	Good Achievement
B-	2.67	70%	
C+	2.33	65%	
C	2.00	60%	Satisfactory Achievement
C-	1.67	55%	
P	1.00	50%	Marginal Achievement
F	0.00	49% and below	Unsatisfactory Achievement

**Extensions:** All reasonable requests for extensions will be considered, provided they are made in writing (by email) at least forty-eight hours before the assignment due date. The intention of this practice is to have students take responsibility for their workload and ask for help when it is needed. Talk to me *before* you find yourself in trouble and I will do all I can to help you out of it.

**Late Penalties:** Late assignments, where no extension has been negotiated in advance (see **Extensions**) will be penalized at the rate of one letter-grade per day (or 5%), not including Sundays. Late penalties begin accruing at the end of the working day on the assignment due date.

**Office Hours:** You are always welcome to come by my scheduled office hours to chat. No appointment is needed. In addition to the hours assigned to this course, I also have office hours on Saturday afternoons from 3:30-4:30 pm. If none of these times work for you, please email me to set up another meeting time by appointment. Unfortunately, due to other pressing commitments, I will not be able to meet with students immediately after this class.

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Assignment Marking Criteria

Feminism in the Wild Presentation:

Choice of topic is appropriate to the course:	/2
Representative sample is meaningful:	/2
Discussion of the issue is thorough and accurate:	/2
Presentation skills are good:	/2
Written report meets appropriate post-secondary writing standards:	/2
Total:	/10

Lived Experience Report:

Relevance of subject is clearly articulated:	/2
Report is well-structured:	/2
Gender issues are thoughtfully articulated:	/5
Connections to course content are clear:	/5
Quotations are integrated into the text:	/2
Transcript is provided:	/1
Prose meets appropriate post-secondary writing standards:	/2
Report is formatted in MLA style:	/1
Total:	/20

ENGL 1102 051 F16: Reading Literature and Culture  
Class Meetings: Wednesdays, 6:30 – 9:30 pm, room S2680 NWC  
Instructor: Dr. Brenna Clarke Gray  
Email: grayb@douglascollege.ca or via Blackboard Messenger  
Office Hours: Wednesdays, 5:30 – 6:30 (or by appointment), room S2617 NWC

The Personal Is Political:  
Race, Gender, and Identity in Canadian and American Literature

Welcome to ENGL 1102. This section of the course will focus on issues of identity and how identity and nationality are shaped and skewed by the pressures imposed on racialized bodies. We'll specifically be looking at Indigenous and Black bodies in Canadian and American literature, and the ways in which current political movements – like Idle No More and Black Lives Matter – respond to and demand change from traditional modes of literature.

This is also a course designed to expose you to a range of literary genres, and to that end you'll read and engage with poetry, short fiction, the novel, drama, narrative non-fiction, film, and music, as well as essays to help you develop your critical understanding of complex race, gender, and identity issues.

The material we read in this course will not be easy. The writers and artists we will encounter together speak frankly of violence and rape, of personal trauma and state-sanctioned abuse. We will confront racism directly and, often, uncomfortably. You will be asked to keep an open and thoughtful mind as you work through the course material; you will be asked to speak and write about issues that will challenge you. You are expected to do this respectfully and thoughtfully, and you can always come and talk to me if you are having difficulty with a particular text, passage, or concept.

**Required texts** (you are welcome to use any edition, including borrowed copies from the library or ebooks on your preferred device, but you **must** have your copy with you in class on the days when we discuss it; page references in class will align with editions available in the bookstore):

Coates. *Between the World and Me*.

Dumont. *A Really Good Brown Girl*.

Healey. *Courageous*.

King. *One Good Story, That One*.

Morrison. *The Bluest Eye*.

**Assignment Breakdown:**

Attendance Cards:	10%
Reading Quizzes:	5%
In-Class Writing:	15%
Essay 1:	20%
Essay 2:	30%
Final Exam:	20%



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**Semester Schedule** (BB = class Blackboard page):

Date	Topic	Reading	Assignment
Sept 7	Welcome to the Course! <ul style="list-style-type: none"> <li>- Syllabus review.</li> <li>- Expectations discussion.</li> <li>- Theoretical framing.</li> </ul>	Short readings/videos provided in class: George Elliot Clarke, Rita Joe, Jesse Williams, Desmond Cole, Chimamanda Ngozi Adichie, assorted news stories.	
Sept 14	<i>Courageous</i>	Read <i>Courageous</i> for class today.	
Sept 21	Indigenous Bodies in Canada/America: key concepts.	Read “Forget about It” and “The Roots of Aboriginal Anger and Hope” (on BB) for class today.	
Sept 28	<i>A Really Good Brown Girl</i>	Read <i>A Really Good Brown Girl</i> for class today.	
Oct 5	<i>One Good Story, That One</i>	Read <i>One Good Story, That One</i> for class today.	
Oct 12	Movie Screening: <i>Smoke Signals</i>	Read “This is What It Means to Say Phoenix, Arizona” (on BB) for class today.	Essay #1 due.
Oct 19	Black Bodies in Canada/America: key concepts.	Read “Overcoming White Supremacy” and “Black Lives Matter” (on BB) for class today.	
Oct 26	<i>Between the World and Me</i>	Read <i>Between the World and Me</i> for class today.	
Nov 2	<i>The Bluest Eye</i>	Read <i>The Bluest Eye</i> for class today.	
Nov 6	<b>College-Wide Drop Date:</b> You will receive your course standing before this date. You should get in touch with me to discuss your progress if you have any concerns or if your grade on Essay #1 was lower than a C-.		
Nov 9	Visual Album Screening: <i>Lemonade</i>	Read lyrics to <i>Lemonade</i> (all songs) via genius.com (linked on BB) for class today.	Essay # 2 due.
Nov 16	National Icons: Captain America versus Captain Canuck	Read PDF package for today’s class on BB.	
Nov 23	Troubling National Icons	Read PDF package for today’s class on BB.	
Nov 30	Final class: catch up, complete remaining work, and review course material for final exam.		
December 7-15	<b>Final Examination:</b> The cumulative final exam for this course will be held during the formal examination period and will be scheduled by the College. Please do not make any travel plans for the holidays until you have confirmed the date of the final exam. Accommodation for travel plans <i>will not be possible under any circumstances</i> . If you require accommodation from the Centre for Students with Disabilities for your final exam, please consult with them early in the semester.		

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### Assignment Guidelines:

**Attendance Cards:** Each class, I will ask you to fill in an Attendance Card to record your presence in class on a given day and demonstrate your participation in the class discussion. These cards can be assigned at any point in class and **must be completed in class to count**. Because they are based on class discussion and conversation, **they cannot be made up**. Attendance cards will be marked for good-faith completion only (eg. if I assign a paragraph response, and you only compose a sentence, you will not receive full credit) and a minimum of 12 will be assigned over the course of the term. To account for legitimate absences or the occasional bad day, **I will count each student's best 10 Attendance Cards** towards the final grade.

**Reading Quizzes:** You can expect me to check in on your reading periodically over the course of the semester. These quizzes are “pop” in style, but you can probably expect to see one when we first encounter a major course text (hint!). These are content-focused and designed exclusively to confirm that you did the reading; no analysis will be expected. Because we take these up in class, **you must be present to receive credit for a Reading Quiz** and **they cannot be made up**. A minimum of six quizzes will be assigned over the course of the term. To account for legitimate absences or the occasional bad day, **I will count each student's best 5 Reading Quizzes** towards the final grade.

**In-Class Writing:** As this is an English course, we will do a fair amount of writing over the term! All writing except for your Essay #1 and Essay #2 will be done in class. This will give you a chance to critically reflect on the course material and to get valuable feedback on your writing in a low-stakes way. **This writing will be evaluated with the following rubric:**

Depth of analysis:	/2
Use of concrete textual examples:	/2
Clarity of prose:	/1
Total:	/5

Because these are part of your instructional time, and as suggested by the name, **these must be completed in class** and **cannot be made up**. A minimum of 8 in-class writing prompts will be assigned over the course of the term. To account for legitimate absences or the occasional bad day, **I will count each student's best 6 In-Class Writing Assignments** towards the final grade.

**Essay #1:** Your first essay will be a **750-word literary argument** essay about **one** text: either *A Really Good Brown Girl* or *One Good Story, That One*. Questions and a marking rubric will be distributed in class on September 14 (they will also be posted to Blackboard). Students are encouraged to confer with me about the essay-writing process. There is a copy of an excellent

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writing handbook, *A Short Guide to Writing about Literature*, on reserve for this class in the library should you want an additional resource with which to consult. I also strongly encourage the use of the Douglas College Learning Centre if you experience essay-writing anxiety.

**Essay #2:** Your second essay will be a **1250-word comparative literary argument** essay about **two** texts: *Between the World and Me* and *The Bluest Eye*. Questions and a marking rubric will be distributed in class on October 12 (they will also be posted to Blackboard). Students are encouraged to confer with me about the essay-writing process. There is a copy of an excellent writing handbook, *A Short Guide to Writing about Literature*, on reserve for this class in the library should you want an additional resource with which to consult. I also strongly encourage the use of the Douglas College Learning Centre if you experience essay-writing anxiety.

**Final Examination:** The three-hour final exam for this course is **cumulative**; students will be expected to write thoughtfully about all the major concepts on the course, and specifically about each of the assigned texts and the two films. **The final exam has three parts: quotation identification, short answer, and an essay question.** The best way to prepare for the exam is to keep up with your readings, attend all classes, and take thorough notes. Much of the exam content will emerge from our class discussions. The exam structure and grade breakdown will be discussed in more detail on November 9, and sample questions will be distributed on November 30.

### **Class Regulations:**

**Academic Honesty:** As a student, your primary job is to demonstrate academic integrity in everything you do: the way you conduct yourself in class, the way you present your ideas in assignments, and the way you demonstrate competency during exams. Academic integrity embodies everything from treating your classmates and me with respect to coming to class prepared to citing all of your sources in your written work. Acts of academic dishonesty include, but are not limited to, plagiarism (using the ideas of another without giving credit), handing in an essay already submitted for credit in a previous class, cheating on a test or exam, allowing another person (even an editor or a tutor) to rewrite segments of your assignments, or knowingly handing in work that is not your own. **I take academic dishonesty very seriously; it represents not only a failure to meet course requirements, but an act of intellectual theft and a contravention of the social contract of the college. I will fully pursue all cases of academic dishonesty, without exception.** Familiarize yourself with the college's policies on this and other relevant academic matters: <http://www.douglascollege.ca/programs-courses/general-information/grading>

**Assignments: Keep hard and digital copies of all take-home assignments, and save all research, notes, and drafts.** You may be asked to resubmit or demonstrate your writing process

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at any point in the semester. Printer and/or computer problems are not acceptable reasons for tardy assignments, so please complete your work ahead of deadlines and have a plan in place should your printer or computer fail you in the eleventh hour.

**Assignment Submission:** Unless otherwise indicated, all assignments must be typed in a reasonably sized and legible font, double-spaced, and presented in MLA style. **Assignments not meeting these requirements will be returned and considered late, with applicable penalty, until re-submitted with the problems rectified.** Assignments must be submitted either directly to me at the beginning of class on the due date or to the LLPA Drop Box outside the 2600 Field Base. **Assignments submitted by email, shoved under or left near my office door, or dropped at the front of the classroom will not be graded.**

**Attendance: There is no attendance policy for this class.** I expect you to be present in class because it is your best chance of academic success and because class is (hopefully) interesting, engaging, and fun. I will not take attendance and there is no direct penalty for missed classes. You do not need to inform me that you are missing class or provide documentation for absence **unless your absence means Essay #1 or Essay #2 will be late.** Students who miss more than two classes, however, will see an impact on their marks for in-class work and will find they are unlikely to succeed on the final exam, which is almost entirely based on in-class material.

**Cool-down period:** You are always welcome to come and talk to me after an assignment has been returned to discuss how you can improve your writing or to have me explain a grade. However, in your best interests **I enforce a 24 hour “cool-down” period before I am willing to discuss your work.** Often in the heat of the moment, students say things they might later regret; given the strictness of the college’s anti-harassment policies, this can create more problems than it solves. **Please use these 24 hours to read all the comments I make on your assignment and to reread the assignment guidelines.** If you believe your mark is a mistake, you are invited to submit a 250-word request for reconsideration explaining where you believe the mistake was made.

**Documentation:** The **only** acceptable documentation in the case of illness is a doctor’s note written or typed on the doctor’s own letterhead and signed by the doctor’s own hand. Letters from clinic managers or receptionists are not acceptable, nor are notes from your parents. Medical notes must be dated for the period of absence/missed work; back-dated medical notes are not acceptable. In the case of bereavement, an obituary or funeral program is acceptable documentation. **Remember: you need only document your absence if it impacts your ability to hand in Essay #1 or Essay #2 on time, or if it impedes your ability to write the final exam.**

**Email:** For this class, email and class announcements will be sent and received primarily through the Blackboard system. Please familiarize yourself with it. It is my goal to be accessible

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Office Hours: Wednesdays, 5:30 – 6:30 (or by appointment), room S2617 NWC

and responsive to your concerns, within some reasonable boundaries. I respond to Blackboard content twice daily on weekdays, so you should always receive a response within 24 hours. I do not respond on weekends. I'm happy to use Blackboard to discuss your progress in the class, specific issues with assignments, or clarification of course material. **I will not respond to emails asking for information clearly available in this syllabus.** Substantive feedback on essays is best saved for in-person meetings, either in office hours or by appointment. In any case, I am not a proofreading service – do not send me assignment drafts for corrections.

**Extensions:** Reasonable requests for extensions will always be considered, provided the request is made in writing (email is fine) **no less than three days before the assignment due date.** Documentation may be required, depending on the nature of the request.

**Grades:**

Grade	Numerical Value	Achievement Level	Description
A+	4.33	95% and above	
A	4.00	90% to 94%	Outstanding Achievement
A-	3.67	85% to 89%	
B+	3.33	80% to 84%	
B	3.00	75% to 79%	Good Achievement
B-	2.67	70% to 74%	
C+	2.33	65% to 69%	
C	2.00	60% to 64%	Satisfactory Achievement
C-	1.67	55% to 59%	
P	1.00	50% to 54%	Marginal Achievement
F	0.00	49% and below	Unsatisfactory Achievement

As you can see from this official Douglas College grade breakdown, only truly excellent and error-free work will receive grades in the A range, and only strong work will receive Bs. Generally speaking, work that just meets the basic stated requirements of an assignment will achieve grades in the range of C, indicating that the assignment is satisfactory. An A+ is reserved only for flawless work, and an A for truly exceptional work with very few minor errors. Please consider C/C+ a grade indicating average competency in the course material.

**Late Penalty:** Assignments are due at the beginning of class on the date indicated in the syllabus. **Late penalties begin accruing at the end of class on the assignment due date. The late penalty is one letter grade per day late.** Late assignments due to documented illness or bereavement will not be penalized; see documentation regulations for further details.