

THE UNIVERSITY OF WESTERN ONTARIO

SCHOOL OF HEALTH STUDIES

HEALTH SCIENCES 3092A: INTELLECTUAL EMPATHY FOR HEALTH JUSTICE (SPECIAL TOPICS COURSE)

FALL 2021

Instructor: Dr. Carla Filomena Silva

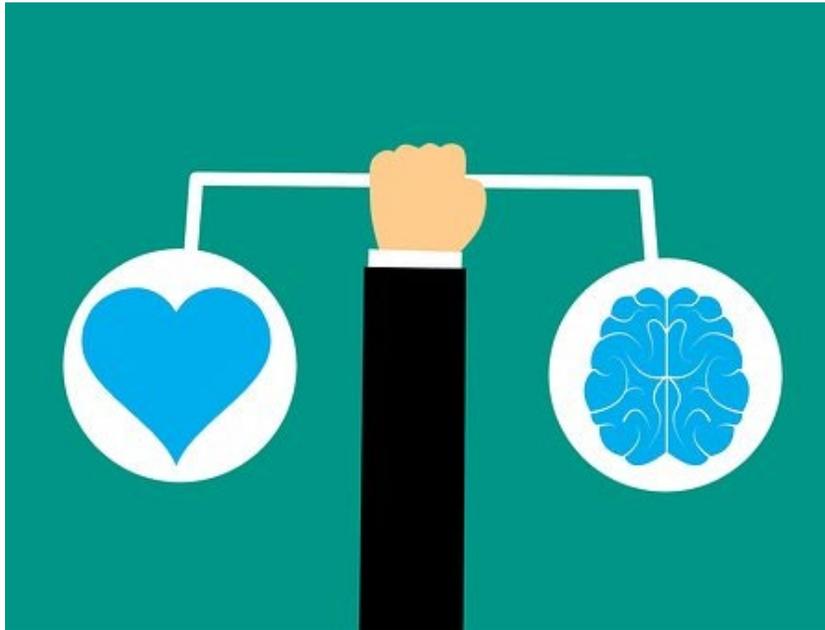
Office: Arthur and Sonia Labatt Health Sciences Building (HSB), Room 345

Email: csilva42@uwo.ca (please use private chat on MSTeams to contact me)

Office Hours: Group: Thursday 2.00- 2.30 (FNB2220); Individual: Thursday 4.30- 5.10 (virtual or in person, use the sign up on OWL to book a 12 min. slot)

Blended format: Content and tasks online (OWL/ MSTeams) and in-person 2-hour weekly session

Date/Time: In- person session: Thursdays 2:30-4:30pm FLEX ROOM 2220



DIVERSITY STATEMENT:

In the Faculty of Health Sciences at Western University, an important part of our mission is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders through education and knowledge mobilization. To achieve this, we commit to creating and fostering an inclusive and equitable learning environment for all students in our diverse student body. We acknowledge we are all individuals with intersecting sociocultural identities that influence our worldview through lenses of relative privilege and oppression, and we encourage all our instructors to practice reflexivity when designing and revising course materials in order to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. We are committed to the decolonization and Indigenization of our course materials and we invite our students to become active participants in this endeavour through open dialogue. As a

student, please connect with your course instructor if you have any concerns about course materials and/or the learning environment.

LAND ACKNOWLEDGMENT

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

COURSE DESCRIPTION

One reason health equity is so difficult to achieve is because individuals who are empowered to enact change may be experientially, emotionally and cognitively detached from the crude realities of health inequities. The skill of Intellectual Empathy- the ability to see the world through the eyes of individuals who may lead very different lives from our own- can fill in this gap. Intellectual empathy for health justice invites you into a journey of personal reflection and growth through storytelling, feeling and reflection. Throughout this journey, you will develop theoretical and practical tools to both understand and analyze the workings of systems of privilege and oppression underpinning health inequities and to become an effective player in enacting health equity. Your drive to act towards health justice will be nurtured by a renewed ability to intellectually empathize with marginalized and vulnerable populations. All teaching and learning activities draw upon the principles of active, collaborative and critical learning, as these are foundational to the development of Intellectual Empathy itself.

Prerequisites: Minimum of 60% [mandatory] in each of Health Sciences 1001A/B and Health Sciences 1002A/B.

Note regarding prerequisite checking: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COMPULSORY READINGS:

Hernandez, C. (2017). *Scarborough: A Novel*. Vancouver, British Columbia: Arsenal Pulp Press. (The reading of the printed or digital version is strongly recommended, even if the audiobook is also purchased, for a complete immersion in the novel's universe and appreciation of writing techniques).

Some other titles (selected chapters) you will be exploring as part of your weekly compulsory readings:

Meili, R. (2018). *A Healthy Society: How A Focus on Health Can Revive Canadian Democracy*. Purich Books. (Available digitally at the Western library but limited to a few users at the same time. Consider purchasing a copy if you can.)

Linker, M. (2015). *Intellectual Empathy: Critical Thinking for Social Justice*. University of Michigan Press. (Available as a digital copy at Western library)

Dawes, D. E. (2020). *The political determinants of health*. Johns Hopkins University Press. (One copy at the library (not available yet on the 3rd Sep.), selected chapters will be scanned, but this is an important title for your Health Studies library)

Manchanda, R. (2013). *The Upstream Doctors: Medical innovators track sickness to its source*. New York: TED Conferences. (available as an ebook on Kindle)

Arya, A. N., & Piggott, T. (Eds.). (2018). *Under-Served: Health Determinants of Indigenous, Inner-City, and Migrant Populations in Canada*. Canadian Scholars' Press.

Bresnahan, A., Brindamour, M., Charles, C., & Meili, R. (Eds.). (2017). *Upstream Medicine: Doctors for a Healthy Society*. UBC Press. (Available as a digital copy at Western library)

Marmot, M. (2005). *Status Syndrome: How Your Social Standing Directly Affects Your Health*. A&C Black. (Important title for your Health Studies library)

Raphael, D. (Ed.). (2016). *Social Determinants of Health: Canadian Perspectives*. Canadian Scholars' Press. (Important title for your Health Studies library)

Wilkinson, R., & Pickett, K. (2011). *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Bloomsbury Publishing USA. (Important title for your Health Studies library)

COURSE OBJECTIVES:

- To explain the importance of intellectual empathy, the capacity to develop a well- informed and empathetic understanding of the experiences of individuals whose lives may seem very different from one's own. This is crucial for a comprehensive and impactful understanding of determinants of health and health inequities.
- To develop all dimensions of intellectual empathy by analyzing credible evidence, exercising creative imagination through fictional reading and creation, and active participation in all class activities.
- To develop a comprehensive critical understanding of the close interaction between key political and social health determinants in one's chances for a healthy life, building upon the knowledge gained in the first-year courses on social and individual determinants of health.
- To develop the personal will and practical tools to advance health equity.
- To expand the ability to work collaboratively for one's own and others' benefit.
- To expand metacognition, the awareness of how one learns and grows.

LEARNING OUTCOMES:

Upon completion of this course, you will be able to:

1. Identify and explain the five skills of intellectual empathy;
2. Demonstrate in everyday life, class interactions and work increased awareness and growth in terms of the different skills of Intellectual Empathy;
3. Identify and describe key social determinants of health and disease;
4. Explain key concepts related to health equity and its determinants;
5. Discuss the interrelationship between different social determinants of health;

6. Analyze specific cases, applying relevant theoretical and informational tools;
7. Design and facilitate labs/workshops to foster intellectual empathy;
8. Design and present strategies to advance health equity in varied and specific contexts;
9. Advocate and act to advance health equity;
10. Work collaboratively;
11. Design and regulate your learning journey.

Course tools and materials:

As the course will be partially developed online and partially in-person, a computer/tablet/ smart phone with audio and video capabilities and access to the Internet are required. Additional course materials will be posted each week on the OWL course site. You will also be encouraged to contribute to the development of a repository of relevant resources. Software: We will be using OWL and MS Teams as the main digital tools. If other software is used, you will be instructed on how to use it in a timely fashion.

Tentative course schedule:

The following table offers a **provisional** thematic/ activity map for our weekly teaching and learning units. Note that this plan will be updated weekly with more detailed information and may change.

Be aware that effective engagement in the course requires between **6 - 8 hours weekly** (including your own study time and the in-person session). This number really depends on you being able to set up a study environment free of distractions and interruptions. **Make sure you schedule these hours on your personal calendars.**

Unit/ Week	Themes	Activities	Key Resources
<i>Every week on Thursday, we finish the last unit and introduce the new one. You have until the next Thursday to do the tasks proposed on OWL (including the readings).</i>			
1 9 Set.	<p>Setting the foundations Ways of working together. Presentations and getting to know one another. Planning and preparing the ground for a successful course.</p> <p>Course focus: Do we all have the same chances to be healthy? What does it mean to be healthy? What is a healthy society?</p>	<p>Lesson activities (online and in the live session)</p> <p>Presentations</p> <p>Celebration of the Team Contract (Teams randomly formed)</p>	<p>Meili, 2018, chapter 1</p> <p><i>Scarborough</i> (try to read the novel during the first 3 weeks of the term)</p> <p>Other Resources on OWL and Teams</p>
2 16 Set.	<p>Foundational concepts: Health; Health Equity;</p>	<p>Lesson activities (online and in the live session)</p>	<p><i>Scarborough</i></p> <p>Meili, 2018, chapters 3 and 10</p>

	Status Quo of Health Equity in Canada; Political and Social Determinants of Health: working upstream for Health Equity	<i>(Every week on Thursday, we finish the last unit and introduce the new one)</i>	<i>Several selected readings to be shared on OWL</i>
3 23 Set.	Intellectual Empathy: What is it and why do we need it? Key concepts; Challenges to the development of Intellectual Empathy	Lesson activities (online and in the live session) Live in-person session Office hours	<i>Scarborough</i> Linker, 2015, selected excerpts
4 30 Set.	Intellectual Empathy Skills One and Two: Understanding the Invisibility of Privilege Applying an intersectional lens	Lesson activities (online and in the live session) Live in-person session Office hours	<i>Scarborough</i> Linker, 2015, selected excerpts Other Resources on OWL
5 7 Oct.	Foundational Determinants of Health: Socio-Economic Status and Education Skill three of Intellectual Empathy: Using the model of cooperative reasoning	Lesson activities (online and in the live session) Live in-person session Office hours QUIZ 1 (7th October)	<i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i>
6 14 Oct.	Narrowing the lens: Unconscious Biases and Health; Widening the lens: Systemic Oppression and Health How do -isms form and operate? Skill four of Intellectual Empathy: Applying the principle of Conditional Trust	Lesson activities (online and in the live session) Live in-person session Office hours Intellectual Empathy Lab 1	<i>Scarborough</i> Linker, 2015, selected excerpts <i>Several selected readings and other resources to be shared on OWL</i>
7 21 Oct.	Investigating -Isms: Racism and Health <ul style="list-style-type: none">• Racism and SES• Racism and Criminal Justice	Lesson activities (online and in the live session) Live in-person session Office hours	<i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i>

	<ul style="list-style-type: none"> • Racism and Education • Racism in Health Care Contexts 	Intellectual Empathy Lab 2	
8 28 Oct.	Racism, Indigenous Populations, and Health Equity Skill Five of Intellectual Empathy: Recognizing Our Mutual Vulnerability	Lesson activities Live in-person session Office hours Intellectual Empathy Lab 3 QUIZ 2: 28th October	<i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i>
1 to 7 Nov. Reading week.			
9 11 Nov.	Other -isms: Sizeism, Ageism, Ableism, Health Equity and Health Care	Lesson activities Live in-person session Office hours Intellectual Empathy Lab 4	<i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i>
10 18 Nov.	Other -isms: Sexism, Heterosexism, Homophobia, Health Equity and Health Care	Lesson activities Live in-person session Office hours Intellectual Empathy Lab 5 QUIZ 3 (18th November)	Raphael, 2016, selected chapters <i>Scarborough</i> <i>Several selected readings and other resources to be shared on OWL</i>
11 25 Nov.	No new content	Developing the final assignments Intellectual Empathy Lab 6	
12 2 Dec.	Health Equity Conference So what? Will our knowledge and intellectual empathy skills make any difference? What can we do? What will we do to advance Health Equity?	Submit the final assignment 1st December Live in-person session: Final plenary	Meili, 2018, chapter 11 <i>Scarborough</i> Other Resources on OWL

Evaluation:

Methods of Assessment	When?	% / points
1. Participation/ Engagement (Individual)	Attendance/Engagement in the lesson tasks, live sessions and IEL (1)	12
2. Quizzes	3 Quizzes throughout the term Quiz 1: 5 points 7 th October Quiz 2: 7 points 28 th October Quiz 3: 10 points 18 th November	22
3. Intellectual empathy lab (IEL) planning, facilitation and reflection (Team)	Once in the term (Deadline: 1 week after the IEL).	18
4. Intellectual empathy lab (Individual written reflections)	4 submissions Two to be graded for 5 points each	4 10
4. Fictional Story + Analysis + Strategy (Individual)	1 st December	34

Below you find a general description of each method of assessment. Detailed guides for each assignment will be delivered in a timely fashion throughout the course.

Note that your evaluation does **NOT include midterms or exams**, so weekly engagement and high-quality participation in all pedagogical activities is extremely important.

All assignments stated above are to be submitted as WORD documents (when applicable), using the assignment tool on OWL, by 11.55 pm on each due date.

1. Participation/ Engagement (Individual). Weekly engagement in small team lesson tasks and your contribution to the IEL will be evaluated by the teaching team (at the end of the term). Attendance to the live sessions and IE labs is compulsory (non-attendance implies a penalty of 0.5 in your participation grade for that week, even if you develop the online lesson tasks). *If you have an*

academic accommodation or you have self-reported, the point will be reweighed into the last final individual assignment.

2. Quizzes. The quizzes include two sections. Section 1 is composed solely by multiple choice questions and will be answered in the live sessions (duration can vary between 8-15 min.). Section 2 is composed by 2-3 short answer questions and 1-2 long answer questions to be completed in your own time, by 11.55 pm of the following day. These are cumulative, so questions may be asked on any content previously explored. *If you miss a quiz (and have academic accommodation or self-reported), the points will be added to the following quiz. If the quiz missed is the last one, there will be a make-up quiz to be completed online on the 8th December, from 2.30 to 3.00.*
3. Intellectual empathy lab (planning, facilitation, and reflection). In teams randomly created, you will collaboratively design an Intellectual Empathy workshop to engage peers in discussion and reflection on a specific topic related to one of the course themes with the goal of developing Intellectual Empathy. The team plan and team reflection (1000 +- 50 words) must be submitted the latest one week after the event. The team will be asked to declare a % for to the contribution of each team member. If participation is uneven amongst team members, the individual grades will also be proportionally distinct. *If you're unable to develop and deliver this assignment (and have academic accommodation or self-report), you will be asked to develop and deliver an IE lab individually.*
4. Intellectual empathy lab (Written reflections). You will be asked to write 4 brief reflections (500 words +- 50) where you will identify the learning facilitated by the IE lab and explain how you will further develop and apply that learning. Two of these will be randomly selected to be graded for 5 %/ points each. **At least two of these reflections must be submitted before the reading week. The deadline for these reflections is the day following the correspondent IE lab, by 11.55 pm.**
If you're unable to develop and deliver this assignment (and have academic accommodation or self-report), the points for submission will be added to the graded reflections.
5. Fictional text + Commentary+ Strategy. (1400-1600 words) Inspired by the novel *Scarborough*, you will create a fictional text, in which you depict the intricate dynamics between specific -isms (max. 2) and health equity and show the importance of Intellectual Empathy in the strategy that improved your character's health status. The assignment includes also an academic analysis of the situation depicted, applying relevant concepts to frame and analyze the 'problem' and the justification of the strategy to improve his/her/their health status.

Formatting: All formatting (information [here](#)) and referencing of written assignments must follow APA guidelines. Learn about APA referencing styles and rules [here](#). The word count for all assignments excludes the reference list (this is the list at the end of the paper, not the in-text references) and title page. Documents must be double-spaced and formatted using a font size no smaller than 12 points.

Plagiarism: All required assessments may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assessments submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Late policy: All assignments are due on the date and at the time indicated. Late assignments will be penalized at a rate of **1% for each hour** after the deadline. No assignments will be accepted more than four days late.

Participation: Participation in this course implies active engagement with the proposed lesson tasks, including (for example) participation in online tasks, contribution to small and large group discussions and intellectual empathy labs. The specific expectations for each unit will be communicated weekly.

Communication: To communicate privately with the teaching team, use the **private chat option** on MS Teams.

Any important announcement from the teaching team will be shared via the Announcement tool on OWL and deadline reminders will be sent to you via email.

The teaching team will respond to your query/ contact within 2 working days (48 hours). Saturday and Sunday are not working days, so, if you send a query by Friday, expect a reply by the following Tuesday.

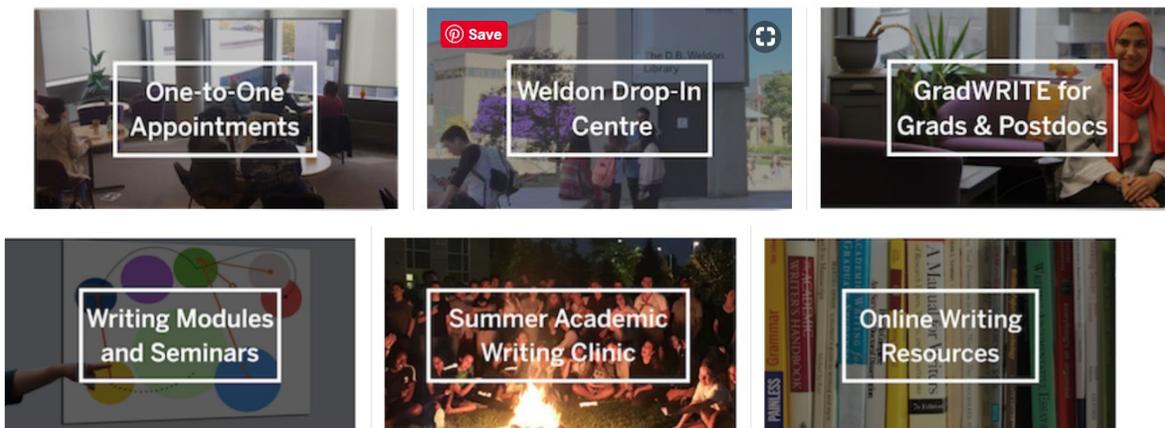
Make sure you use MS Teams as instructed to ask and answer questions that may be helpful to others. You can either use the [General Channel](#) or the class notebook (tab in General or [here](#)).

Use of Recording Devices and Course Content Course: Instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL and MS Teams. Students do not have the right to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason, inclusive of nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Troubleshooting:

Technical/ software/hardware: “I am having technical issues with my computer and I am not sure what the problem is...” you can create a help request in [FHS IT Support](#) or if the issue relates more to online learning software (OWL, Teams or other) go to [FHS Online Learning Support \(Students\)](#).

Help with Writing Skills: “I will need to write some papers this term and would benefit from improving my writing skills” or “I would like some helpful feedback on writing quality...” you can contact the [Writing support Centre online](#). They have (the images below are not hyperlinks):



Illness: “One of my main assignments is due in two days and I feel really ill...”, you can action an academic consideration to be granted some accommodation. You do that in [Request for Academic Consideration](#).

Academics: “I would benefit from some advice regarding my **academic experience, engagement and success...**”, you can explore the resources available on [Academic Support and Engagement](#) or contact the [HS counseling staff](#).

General Course Notes:

Student Code of Conduct: You are expected to comply with the [Code of Student Conduct](#) at all times and when dealing with members of the instructional team. The purpose of this Code is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Course Website: The OWL website and the Microsoft Teams’ hub will function as the privileged space for communication between all participants in this course. Important resources, dates and announcements will be posted regularly, so please check these spaces regularly.

Grades: The mark attained is the mark you achieved, and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please, do not ask me to do this for you.

Assignment objectives and rubrics will be shared with you in advance. Should you have a concern regarding the grade you received for an assignment, you must wait 24 hours from the receipt of the grade to approach the instructor or TA. Please request an appointment and prepare in writing, with evidence, the reasons for your concern. Note that calculations errors (which can occur) must be brought to the instructor’s attention immediately, with enough information for it to be promptly corrected.

Academic consideration

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfill their respective obligations, if it is to succeed. Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) *Submitting a Self-Reported Absence form, provided that the conditions for submission are met;*
- (ii) *For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or*
- (iii) *For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.*

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;

- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- Must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities.

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the [online Self-Reported Absence portal](#). This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48-hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfill the academic expectations they may have missed.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [Academic Calendar - Western University \(uwo.ca\)](#)

Support Services

There are various support services around campus, and these include, but are not limited to:

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness:

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre at <https://www.uwo.ca/campusrec/> or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Grading Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 72 and 76%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade to bring the class average in line with School policy.