**Psychology of Human Cooperation**

**Course code:** PSY 325/525

**Semester and year:** Spring 2024

**Place:** Classroom 2.18

**Day and time:** Wednesday 11:30-14:15

**Instructor:** Dr. Joshua Hayden

**Instructor contact:** Joshua.hayden@aauni.edu

**Consultation hours:** Mondays 9-11; Tuesdays 13-16; Fridays 13-15 and by appointment

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| --- | --- | --- | --- |
| **Credits US/ECTS** | 3/6 | **Level** | Introductory |
| **Length** | 15 weeks | **Pre-requisite** | Introduction to Psychology |
| **Contact hours** | 42 hours | **Course type** | Bachelor Required/GEC |

# Course Description

Cooperation is necessary to solve many of our pressing challenges – including depletion of natural resources, managing the COVID-19 pandemic, and effective policy making. By studying the psychological processes underlying cooperation we gain knowledge that can help us create environments and institutions which will be more successful in tackling the societal challenges. The main goal of the course is to introduce students to the psychological processes of human cooperation. This course draws on theories and empirical findings from social, cognitive and developmental psychology, and behavioral economics.

The course will address questions such as:

* What are the evolutionary roots of human cooperation?
* How does prosocial behavior develop in children?
* What are the major strengths and weaknesses of human cooperation?
* Which factors support interpersonal and group cooperation?
* What is the role of communication and leadership in cooperative behaviors?
* How can our knowledge about game theory models improve decisions in public policy?
* How can we develop cooperation within organizations and in civil society?

The course consists of three main sections:

**Section 1** will explore the origins of human cooperation. It will introduce the basic evolutionary mechanisms (such as direct reciprocity, reputation, punishment etc.) and psychological mechanisms from a developmental and comparative perspective.

**Section 2** will address psychological mechanisms of cooperation such as communication, perspective taking, and empathy. We will discuss both positive and negative motivational forces beyond cooperative behaviors.

**Section 3** will address challenges to cooperation, including cheating and exploitation. A brief introduction to game theory and the key concepts behind it; such as equilibrium, rationality, and cooperation. We will discuss applications of cooperation in organizational contexts, public policy and civil society.

# Student Learning Outcomes

Upon completion of this course, students will gain knowledge and various skills and will be able to:

***Knowledge***

* Demonstrate understanding of basic terminology, concepts and principles of the human cooperation.
* Recognize that human cooperation has multiple layers.
* Understand how scientists accumulate scientific knowledge about human cooperation through discovery, confirmation, and correction.
* Understand how psychology is applied to improving various areas including prosocial behavior and inter- and intra-group cooperation.

***Information literacy skills***

* Use Google Scholar to identify the relevant scientific articles for their questions about human cooperation.
* Evaluate popular and scholarly sources and their contents for answering questions about human cooperation.

***Collaboration and Communication skills***

* To communicate and collaborate with their classmates in a group research project.

***Competence***

* Apply a basic understanding of human cooperation in practice.

# Reading Material

## Required Materials: All required materials will be available on NEO under the lessons.

## Here are some recommended books that we will read chapters from:

* + Brooks, D. (2012) *The Social Animal: The Hidden Sources of Love, Character, and Achievement*. NY: Random House.
  + Grant, A. (2013) *Give and Take: A Revolutionary Approach to Success*. Viking.
  + Haidt, J. (2006) The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
  + Tomasello, M. (2009). *Why we cooperate*. Boston Review Books.
  + Ripley, A. (2021) High Conflict: Why we get trapped and how we get out. NY: Simon & Schuster.
  + Zaki, J. (2020) *The War for Kindness: Building Empathy in a Fractured World*. NY: Crown.

# Teaching methodology

Lectures, reflections, debates, group discussions, simulations, presentations.

Each session is based on materials (readings and links to videos) available for students on NEO LMS course page. Students will use these materials to prepare for a session. Students are expected to actively participate each week (see active participation part of grade).

# Course Schedule

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| --- | --- |
| **Date** | **Class Agenda** |
| **Session 1**  February 2 | **Topic:** Course Overview & a Multidisciplinary Approach Towards Understanding Human Cooperation  **Description:**   * Active learning introduction to the course * Discussion: class expectations, assignments, effective learning methods. * Lecture: A multidisciplinary approach towards understanding human cooperation.   **Reading:**   * This syllabus   **Assignments/deadlines:**   * Course information form completed |
| **February 7** | **NO CLASS MEETING** |
| **Session 2**  February 14 | **Topic:** Origins of Human Cooperation  **Description:**   * How and why do researchers use qualitative and quantitative methods to study human cooperation? * The basic evolutionary mechanisms such as direct reciprocity, reputation, punishment supporting cooperation * What can we learn from great apes and children about cooperation? * The basic psychological mechanisms from a developmental and comparative perspective.   **Reading:**   * Tomasello, M. (2009). *Why we cooperate*, Introduction and Chapter 1 “Born (and Bred) to Help”. * Haidt, *Happiness Hypothesis* ch. 3 “Reciprocity with a Vengence”   **Assignments/deadlines:**   * Debate #1: Are people fundamentally selfish? |
|  | **PSYCHOLOGICAL MECHANISMS OF COOPERATION** |
| **Session 3**  February 21 | **Topic:** Communication and Social Skills  **Description:**   * The role of social cognition in cooperation. * The importance of attention sharing, knowledge sharing and shared experiences for cooperation * Nonverbal signals that support cooperation   **Reading:**   * Brooks, D. (2011) *The Social Animal* “Introduction” and “Decision Making” * Hall, Horgan & Murphy (2019) Nonverbal Communication, *Annual Review of Psychology, 70.*   **Assignments/deadlines:**   * Reflective synthesis #1 |
| **Session 4**  February 28 | **Topic:** Love, Attachments, & Interpersonal Closeness  **Description:**   * Psychology of intimate romantic relationships * The role of understanding and how intimacy works * Marriage and family as an “institution” * Building close friendships (compassion)   **Reading:**   * Haidt, Happiness Hypothesis ch. 6 “Love and Attachments” * Listen to Hidden Brain “What Makes Relationships Thrive” <https://hiddenbrain.org/podcast/what-makes-relationships-thrive/> * Aron et. al. (1997) The Experimental Generation of Interpersonal Closeness: A procedure and preliminary findings. *Personality and Social Psychology Bulletin*, 23 (4).   **Assignments/deadlines:**   * Debate #2 Is love really blind? |
| **Session 5**  March 6 | **Topic:** Empathy and Kindness  **Description:**   * Perspective taking- the mental capacity to understand other people and their behavior by ascribing mental states to them * Empathy as a complex and fading phenomenon * How to develop empathy.   **Reading:**   * Zaki, J. (2014) Empathy: A Motivated Account. *Psychological Bulletin*. * Watch Jamil Zaki’s TED talk on Empathy: <https://www.ted.com/talks/jamil_zaki_we_re_experiencing_an_empathy_shortage_but_we_can_fix_it_together> * Listen to Hidden Brain “The Empathy Gym”: <https://hiddenbrain.org/podcast/you-2-0-the-empathy-gym/>   **Assignments/deadlines:** none |
| **Session 6**  March 13 | **Topic:** Altruism and Giving  **Description:**   * Altruism as freely chosen helping behavior at personal cost * Workplace generosity: reciprocity styles and outcomes * Charitable giving as an altruistic activity * Differences in networking with others among reciprocity styles   **Reading:**   * Grant, *Give and Take* chapters 1 & 2: “Good Returns” and “The Peacock and the Panda” * Fehr & Fishbacher (2003) The Nature of Human Altruism, *Nature*, 425.   **Assignments/deadlines:**   * Reflective synthesis #2 |
| **Session 7**  March 20 | **Topic:** Interpersonal and Social Trust  **Description:**   * The dynamics of building trust * Social trust and sense of obligation to cooperate * Cultural inhibitors/ facilitators of trust   **Reading:**   * Kanagaretnam, et. Al. (2010) Trust and reciprocity with transparency and repeated interactions. *Journal of Business Research*, 63. * Tomasello, M. (2009) Why We Cooperate ch. 2 “From Social Interactions to Social Institutions”   **Assignments/deadlines:**   * Debate #3: Should trust be given or earned? * Experimental research proposal due |
| **25-29 March** | **Enjoy your Spring Break!** |
| **Session 8**  April 3 | **Topic:** Apologies, forgiveness and reconciliation  **Description:**   * The anatomy of effective apologies * Watch documentary “As We Forgive” about the Rwandan reconciliation process after genocide * The relationship between forgiveness and reconciliation * Forgiveness, truth and moral distancing   **Reading:**   * Listen to Hidden Brain podcast “The power of apologies” <https://hiddenbrain.org/podcast/the-power-of-apologies/> * Exline, J.J. (2013) The Thorny Issue of Forgiveness: A Psychological Perspective. Pepperdine Dispute Resolution Law Journal, 13. * Staub, E. (2014) The Challenging Road to Reconciliation in Rwanda: Societal Processes, Interventions and Their Evaluation, Journal of Social and Political Psychology, 2 (1)   **Assignments/deadlines:** none |
|  | **CHALLENGES TO COOPERATION** |
| **Session 9**  April 10 | **Topic:** Social Dilemmas: Game Theory and Free-riding  **Description:**   * Simulations: Students will learn about various strategies in game theory by playing and making decisions in several games. * The basic ideas behind the key concepts in game theory, such as equilibrium, rationality, and cooperation. * Prisoner’s dilemma and how to escape it * The Stag Hunt game and social structure   **Readings:**   * Listen to Freakonomics episode 132 “Jane Austen, Game Theorist”: <https://freakonomics.com/podcast/jane-austen-game-theorist/> * Gross, et. Al. (2018) Ethical Free Riding: When Honest People Find Dishonest Partners. *Psychological Science*, 29 (12). * Watch “How to Outsmart the Prisoner’s Dilemma”: <https://www.youtube.com/watch?v=emyi4z-O0ls>   **Assignments/deadlines:** none |
| **Session 10**  April 17 | **Topic:** Relational Impact of Adversity, PTSD, and Post-traumatic growth  **Description:**   * Negative psychological and physiological effects of trauma * What post-traumatic stress disorder (PTSD) is and is not * Social impacts of personal suffering * Pro-social uses of adversity * Altruism borne of suffering   **Reading:**   * Haidt, J. Happiness Hypothesis chapter 7 “The Uses of Adversity” * Rendon, J. Upside: The New Science of Post-traumatic Growth ch. 1 “Reversing Psychology”   **Assignments/deadlines:**   * Debate #4: Is pain socially useful? |
| **Session 11**  April 24 | **Topic:** Tribalism and Group Conflict  **Description:**   * Enculturation & Acculturation in group contexts * The Robber’s Cave experiment * Psychology of implicit bias, group rivalry and hatred * Contact theory and cooperative antidotes to group conflict and hatred   **Reading:**   * Ripley, A. (2021) *High Conflict* ch. 3 The Fire Starters * Cikara, et. Al (2011) Us and Them: intergroup failures of empathy. *Current Directions in Psychological Science*, 20 (3).   **Assignments/deadlines:**   * Reflective synthesis #3 |
| **May 1 &**  **May 8** | **NO CLASS MEETING: Labor Day and Liberation Day** |
| **Session 12**  May 15 | **Topic:** Self-interest and the Common Good  **Description:**  • The tragedy of the commons   * Conflict between short-term individual interests and long-term collective interests * Managing common-pool resources * Understanding depletion of natural resources through game theory   **Reading:**   * Hardin, G. (1968). The tragedy of the commons. Science 162, 1243–1248. * Watch: “What is the Tragedy of the Commons?”: <https://www.youtube.com/watch?v=CxC161GvMPc> * Spiliakos, (2019) Tragedy of the Commons: What is it and 5 examples: <https://online.hbs.edu/blog/post/tragedy-of-the-commons-impact-on-sustainability-issues>   **Assignments/deadlines:**   * Debate #5: Can people transcend self-interests to solve global problems? |
| **Session 13**  May 22 | **Topic:** Practical applications, research presentations  **Description:**   * Strategies for sustaining cooperation * Implications for public policy and business * Implications for private life * Digital tools to improve cooperation * Presentations of experimental research findings   **Reading:**   * Grant, ch. 8 “The Scrooge Shift”   **Assignments/deadlines:**   * Experimental Research Paper * Research Presentations |

# Course Requirements and Assessment (with estimated workloads)

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| **Assignment** | **Workload (hours)** | **Weight in Final Grade** | **Evaluated Course Specific Learning Outcomes** | **Evaluated Institutional Learning Outcomes\*** |
| Class participation and supporting the learning community | 42 | 20% | Ability to openly and honestly discuss with others, listening skills, ability to provide & receive feedback. | 1,3 |
| Experimental Research Paper and Presentation | 40 | 30% | Information digital skills, Using Google Scholar to find relevant sources, Presentation skills, ability to explain the studied topic to peers, ability to receive and implement feedback | 1,2,3 |
| Debate leadership | 20 | 20% | Ability to understand scientific literature and critically apply knowledge to practical issues. Ability communicate clearly and effectively. | 2,3 |
| Reflective Synthesis Papers (3) | 48 | 30% (10% per) | Knowledge and ability to apply learned information and critical thinking and propose their constructive application in a real situation. | 1,2 |
| **TOTAL** | **150** | **100%** |  |  |

\*1 = Critical thinking; 2 = Effective communication; 3 = Effective and responsible action

# Detailed description of the assignments

## More details about requirements/instructions will be provided in the class.

## Class participation and supporting the learning community

Attendance and participation is a grade that includes active engagement during class, showing you’ve done the reading, short assignments, putting cell phones away (not on the table), and being on-time for class. Your participation grade will depend, in large part, on your active participation each class per the areas below:

**For online students, class participation will be more challenging. You will need to show your active engagement during class each time.** This means:

1. Keeping your camera on during class
2. Participating at least twice for each class live, in chat on Teams, or raising your hand through Teams.
3. Actively participating in group conversations and activities
4. Asking thoughtful questions (through chat or during class)

The following are some general expectations for class participation that are inspired by the approach of Aristotle in finding the ideal mean of the virtue. An ideal—perhaps even virtuous—student will substantively improve the learning of the group by doing some or all of the following:

1. **Curiosity:** Ask questions that uncover confusion or contradiction, probe the depths of an idea, or appropriately apply concepts from the texts to the real world.
   * The excessive student will ask too many questions or frequently interrupt the flow of the conversation.  An excessive student might dominate the conversation to take it in a direction that is more about personal interest than improving learning in the group.
   * The deficient student will not add to the group, will be reluctant to share his or her own confusion, questions, or insights.  If the class were to be dominated by deficient students, then the class’s learning would depend on the performance of the authority figures only, rather than on collective learning.
2. **Collaboration:** In small groups, the virtuous student would help the group learn by keeping on task, exploring new ideas, listening, and appropriately adding their own questions and insights.
   * The excessive student will dominate the small group with his or her own agenda, not listen deeply to the ideas of others, consider his or her own needs and not the needs of the group to learn collectively.
   * The deficient student will not actively participate, will allow others to take charge and lead the way, will not offer insights to further the learning of the group.
3. **Contribution:** The virtuous student would come to class not only having done the reading, but having given it thought.  The virtuous student is willing to express confusion and questions and offer theories of explanation.
   * The excessive student might read the texts only to show off his or her learning.  The excessive student might hijack the conversation by only wanting to discuss the reading that most spoke to him or her.
   * The deficient student would not have done the reading or have done it sparingly or without thoughtfulness.  The deficient student would have trouble adding to the learning of the group because they have no knowledge of the shared texts.

## Experimental Research Paper and (Group) Presentation:

## Students will design and conduct a social experiment of their choice. They can either replicate a finding from a study (professor will provide a list) or test their own hypothesis relative to the topic they choose. A hypothesis should not be a wild guess, it should be supported by previous research and theories. Students can choose a research question as a topic from the list or propose a topic with a research question, justified to the professor in 1-2 paragraph proposal. This proposal must be approved and the professor will give feedback and guidance on each over midterm break. In class we will learn about how psychologists conduct research in reciprocity and cooperation so that you will become acquainted with their methods, data gathering, and interpretation. Students will conduct these experiments in pairs/groups and write up their findings in a final paper. In the last two class meetings student groups/pairs will present their research findings and interpretations to class.

Sample topics:

* + What is the relationship between generosity and happiness?
  + Do symbols of authority impact compliance with social rules?
  + What is the relationship between trust and power differences?

Assessment Breakdown

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| **Assessed area** | **Percentage** |
| Hypothesis and experimental design are informed by good research on the topic (scholarly articles) | 25% |
| Evidence of execution and documentation of experimental methods. | 25% |
| Findings are analyzed and reported in a detailed and accurate manner. | 25% |
| Well-organized and professional writing; follows all instructions | 25% |

1. **Debate Leadership:**

In groups students will research and prepare an engaging 30-40 minute debate and thoughtful discussion led by each group member in a small group in class. Each member can have a common plan for the debate, but each individual will have to be prepared to lead a discussion on the topic. The debate must incorporate the readings due for class and provide further information for and against to topic question to encourage classmates to think critically about the topic and apply the readings. Groups will be assigned during the first class by order of student preference for the topic and each student will turn in their plan and materials.

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| **Assessed area** | **Percentage** |
| Plan is detailed with good questions and talking points. Each individual in the group shows evidence of collaboration and preparation. | 25% |
| Uses readings effectively and brings in additional readings, videos, short case studies or examples. | 25% |
| Debate and discussion is well-led and stays within the time limits | 25% |
| Group and individuals engage good debate rather than presenting for a majority of the time. | 25% |

1. **Reflective synthesis papers (3)**

Since students are expected to do the readings and keep notes in a notebook on key points, these papers provide a way for students to reflect on the readings in relation to one another and the student’s own experience. There will be three reflective syntheses on the readings and each paper will use the readings to respond to questions posed in class.

The readings should be cited in the paper and the length will be 2-3 pages double spaced.

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| **Assessed area** | **Percentage** |
| Well-organized, proofread and following instructions | 25% |
| Makes meaningful connections in the readings in observations, insights, or applications | 25% |
| Evidences deeper engagement with the readings, shows detailed understanding | 25% |
| Cites readings and provides examples. | 25% |

# General Requirements and School Policies

## General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

## Electronic communication and submission

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”.

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

## Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of “FW” (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

## Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

## Late work: No late submissions will be accepted – please follow the deadlines.

## Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

## Eating is not allowed during classes.

## Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student’s Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

## Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

* **Verbatim plagiarism**: verbatim use of another’s work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
* **Paraphrasing plagiarism**: paraphrasing someone else’s work or part of it without proper acknowledgement of the source,
* **Data plagiarism**: use of other people’s data without proper acknowledgement of the source,
* **False quotation**: publishing a text that is not a verbatim quotation as a verbatim quotation,
* **Fictious citation**: quoting, paraphrasing, or referring to an incorrect or a non-existent work,
* **Inaccurate citation**: citing sources in such a way that they cannot be found and verified,
* **Ghostwriting**: commissioning work from others and passing it off as one’s own,
* **Patchwriting**: using someone else’s work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
* **Self-plagiarism**: unacknowledged reuse of one’s own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
* **Collaborative plagiarism**: delivering the result of collective collaboration as one’s own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student’s Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

## Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author’s work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: http://atc.simplybook.me/sheduler/manage/event/1/.

## Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

# Grading Scale

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| **Letter Grade** | **Percentage\*** | **Description** |
| A | 95–100 | **Excellent performance**. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A– | 90–94 |
| B+ | 87–89 | **Good performance**. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83–86 |
| B– | 80–82 |
| C+ | 77–79 | **Fair performance**. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73–76 |
| C– | 70–72 |
| D+ | 65–69 | **Poor**. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60–64 |
| F | 0–59 | **Fail**. The student has not succeeded in mastering the subject matter covered in the course. |

\* Decimals should be rounded to the nearest whole number.

Prepared by: Joshua M Hayden

Date: 11 November 2023

Approved by: Karen Grunow-Harsta

Date: 4 December 2023