THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline – SOWK 453

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Winter 2020, January - April</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 453: Disability and Justice</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Thursdays, 6 pm – 9 pm</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 124, Jack Bell Bld., 2080 West Mall</td>
</tr>
</tbody>
</table>

Instructor
Tim Stainton
Office Location: Jack Bell 232
Office Phone:
et-mail address: timst@mail.ubc.ca
Office hours By Appt.

Teaching Assistant
Office Location
Office Phone
et-mail address

PREREQUISITE and/or COREQUISITE
None

COURSE DESCRIPTION
The intertwining themes of disability and justice present a challenge to the health and human service professional, both on an intellectual and practical level. Just how are justice issues framed in the disability context? Is the law an effective vehicle to address injustices in the lives of persons with disabilities? What are the obligations of the health professional to push the justice agenda? If so, does this conflict with other responsibilities in the role of the professional?

The course will take a cross disability approach, focusing on shared socio-economic issues. We take a narrative/life course/systems approach, introducing students to the key challenges and issues faced by individuals with disabilities and their families as they progress through the life course. As far as possible,
the course will be grounded in the lived experience of people with disabilities and their families as they engage with professionals, the service system and society. The practical focus will demonstrate the roles various professionals play in the lives of people with disabilities and their families and the inter-professional aspects of effective support. Inevitably, this approach will require an analysis of laws, government policy and institutional arrangements that persons/families encounter.

The first four sessions are introductory, providing a context for disability studies and the legal framework for disability. In each remaining session we will focus on a particular stage of the lifecycle. The “justice” issues however, transcend the particular point in the lifecycle. For example, the prenatal session will raise questions about expert knowledge, access to information and the influence of eugenics in disability matters. While these concerns arise in particular ways in the prenatal context, they arise in many other ways at different points of the lifecycle. Similarly, each session may focus on a specific type of impairment but the “disability and justice” issues are likely to exist regardless of the nature of the impairment. For example, concerns about services around the transition from childhood to adulthood are relevant to persons with both developmental disabilities and serious physical disabilities.

**Intended Students:**
This course is designed for upper-level undergraduate students or graduates, health and human service graduate students, and practicing public health and human service professionals.

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**COURSE STRUCTURE AND LEARNING ACTIVITIES**

- Lecture
- Seminar
- Use of outside consultants (people with a disability, families, professionals)
- Case studies (individual, legal, practice)
- Role plays
- Film/video
- Student reading, assignments, exercises and self-reflection

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**LEARNING OUTCOMES**

At the completion of the course in, students will be able to:

1. Critically examine the language used to discuss or describe disability by professionals and people with disabilities.
2. Examine their own practice from the broad perspective of models such as medical versus citizenship.
3. Develop a critical understanding of conceptual models of disability.
4. Examine the lived experience of disability in society using a narrative approach.
5. Understand the basic principles of human rights law in Canada as these apply to persons with disabilities.
6. Describe the principles of ethical practice within specific laws and legislation.
7. Have a working knowledge of the supports and services used by people with disabilities and their families
8. Describe the variety of roles played by professionals as they relate to people with disabilities.
9. Discuss legal rights that protect the voice of the person with a disability and that are vulnerable e.g. consent, representation agreements.
10. Understand how to undertake respectful person centred planning
11. Develop skills at inter-professional teamwork

REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS

- Enthusiasm, creativity, organization and attention to detail are required for each student!
- **All students are required to sign up for Conversations That Matter.** Videos from this site will be assigned weekly. [https://conversationsthatmatter.org/](https://conversationsthatmatter.org/) Student rate $20. To sign up:
  - go to [www.conversationsthatmatter.org](http://www.conversationsthatmatter.org)
  - Click on SIGN UP
  - Click on the green sign up button under STUDENT SUBSCRIPTION
  - Select UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER
  - Select Tim Stainton as the instructor
  - Then pay the $20 online
  - And you’ll be ready to go.

There is no required text for this class; however, the bulk of the readings for the course are available on the CANVAS site or electronically as noted below either directly or through the library system (you must use VPN from home to gain access). **With additional materials distributed throughout the course. With 1 weeks’ notice, students are responsible for the readings made available in class.**

ASSESSMENT OF LEARNING:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Criteria</th>
<th>Percent of final grade</th>
<th>Word limit</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Students are expected to prepare for class by doing the required reading etc. Students are expected to participate in class discussion and activities</td>
<td>10%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Each student will do a weekly discussion blog entry on canvas based on the weekly video(s) and other background material for that week. You can also comment on your personal or professional reflections on the topic. Special topics may be assigned occasionally. Entries should be between 100-200 words though you are welcome to do multiple entry on the discussion thread should you wish.</td>
<td>15%</td>
<td>100-200</td>
<td>Weekly</td>
</tr>
<tr>
<td>Popular Media (film, TV show, fictional book) Analysis</td>
<td>Discussion will remain open for two weeks after the class session on the topic. <strong>A minimum of 10 entries are required from each student.</strong> No entries for presentation weeks.</td>
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<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Each student is responsible for watching a film, television show or reading a **fictional** work, which contains a significant disability element (character(s), theme etc.). *(i.e. The Good Doctor; Atypical; Intouchables; United States of Tara; Wonder.....*) | 25%  
1000 words  
DUE: Mar. 4th by 11:59pm |
| The student will write an analysis of how disability is portrayed in the work and discuss the factors influencing the portrayal, including the impact the work might have on current ideas and attitudes about disability. The analysis should also include examination of how professionals interact with individuals with disabilities and/or their family. |  
The purpose of the analysis is to:  
demonstrate mainstream ideas and stereotypes about disability;  
illustrate portrayals of health/human service professionals relationships with people with disabilities and disability issues;  
demonstrate ability to critically analyze representations of disability  
The work MUST be fictional. Documentaries are not acceptable. Please confirm your choice with the instructor before beginning your analysis.  
Recommended Reading:  
| Team Planning Exercise | The class will be divided into teams comprised of students from different disciplines. Each team will work with a **PWD** (played by one team member) to develop a comprehensive support plan for that individual. The Team will present their plan (20 mins.) to the ‘inter-professional team’ *(i.e. the class)* and submit a written version of the plan to the instructor. The written plan should also contain  
**Presentation:**  
| **Written Plan** | **20 min.**  
**2500 Wds.**  
**April 4th**  
**Written Plan & Add.:**  
**April 8th** |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
<th>Word Limit</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Reflection Paper</td>
<td>Write a final reflection paper on the topic of Disability and Justice. Reflect on: What does justice mean in the context of disability? What does it mean in the context of your own practice? (current or future, for those not in health and human services feel free to consider any aspect of your life/work). How has your view of disability changed (or not) since beginning the course. Feel free to also comment on specific issues which resonated with you.</td>
<td>20%</td>
<td>750 Wds.</td>
<td>Apr. 12th</td>
</tr>
</tbody>
</table>

NB: Late assignments are subject to a penalty of a 1% deduction per day after the due date. Extension must be arranged in advance unless due to medical or personal issues.

**Formatting of Written Assignments:** Double-spaced, 12 font. Consistent use of a referencing style (e.g. APA, etc.

**Submitting Written Assignments:** All assignments must be submitted in Word Format (e.g. .doc or .docx files not PDF) via email to Tim by the due date/time. **DO NOT SUBMIT VIA CANVAS. Please ensure your**
name, course number and assignment number are in the file name, i.e. smith- joe-453 assig #1.doc

Evaluation Criteria for Assignments:

Written assignments are evaluated based upon:
Content of the assignment (e.g., the extent to which assignment requirements are fulfilled);
Demonstrated use of course content;
Critical analysis;
Clarity of writing;
Accurate and complete referencing;
Demonstration of use of the course learning material.

COURSE SCHEDULE:

NOTE: SUBJECT TO CHANGE WITH DUE NOTICE-PLEASE SEE CANVAS FOR MOST UP TO DATE SYLLABUS

<table>
<thead>
<tr>
<th>SESSION 1:</th>
<th>January 9</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>READING:</td>
<td>In this session we will provide an historical view of the way western values provide the context for our thinking about disability. Next we will consider the definitions and concepts relevant to the study of disability, in particular the medical model and the social model.</td>
</tr>
</tbody>
</table>

**Weekly Videos: CTM-Disability Studies Series Catherine Frazee Pt. 1-5 (this is for weeks one and two)**

Stella Young
https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

**Read:**


Catherine Frazee *Body Politics*
http://search.proquest.com.ezproxy.library.ubc.ca/docview/222356554/abstract


SESSION 2: January 16

TOPIC: PRE & POST NATAL EXPERIENCES

READING: This session looks at the ethical debate engendered by new medical/genetic technology. It explores the space where professional are most likely (wittingly or otherwise) to confront questions about the moral status and value of persons with a disability. We examine the debate and explore the implications for practice. Topics include:

Pre-natal testing /Genetics/Eugenics/Ethics;
First Disclosure/Information/Counseling;
Termination/Preparation;
‘Wrongful life’ cases.

No Video this week

Read:


<table>
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<tr>
<th>SESSION 3:</th>
<th>January 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC:</td>
<td>PRE-SCHOOL AND SCHOOL - Norm Kunc and Emma Van der Klift</td>
</tr>
</tbody>
</table>
| READING:   | This session will examine the range of pre-school supports and how they are accessed. In our society, school is the first major institution for children outside of the family. Here children both prepare for life as an adult citizen and participate in a community of peer. How is this best accomplished where a child has a disability? In this session we discuss the interaction of theories of pedagogy, expert opinions and rights. In particular we look at the values on inclusive education and the questions around obtaining appropriate supports for students with disabilities.


**Video:** Fostering Collaborative Parent-Professional Partnerships (17:50)
Presenter: Janice Fialka

**Read:**

The Moore Case: Summary of Key Points:
Moore v. Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Education and the Board of Education School District No. 44 (North Vancouver)

**Websites to review:**
[https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development](https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development)
(Child and Youth with special needs section)

[http://inclusiveeducation.ca/](http://inclusiveeducation.ca/)
<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>EQUALITY AND HUMAN RIGHTS LAW: HOW WELL HAS IT SERVED PEOPLE WITH DISABILITIES? ACCOMMODATIONS AND TRIBUNALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING:</td>
<td>In this session, we study the central concepts in human rights law in Canada as these apply to persons with disabilities. These include a duty to accommodate to the point of undue hardship in a variety of contexts and across disabilities. We will also consider the role of tribunals and the issue of accommodation, what is it and what kinds of claims are reasonable and how this is determined.</td>
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**Weekly Video:** Disability Studies Series Pt.6  Catherine Frazee

**Read:**


Canadian Charter of Rights and Freedoms, Esp. Section 15
http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf

UN Convention on the Rights of Persons with Disabilities
https://www.un.org/disabilities/default.asp?id=150

*Grismer v Superintendent of Motor Vehicles* (summary)
http://www.canlii.org/en/ca/scc/doc/1999/1999canlii646/1999canlii646.html

*Eldridge vs. AG-BC* (summary)
http://www.escr-net.org/caselaw/caselaw_show.htm?doc_id=399162

Howard v. University of British Columbia- On Canvas


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<tr>
<th>SESSION 5:</th>
<th>February 6</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>SUPPORTS AND SERVICES</td>
</tr>
<tr>
<td>READING:</td>
<td>Videos: A Credo for Support:</td>
</tr>
</tbody>
</table>

There are a number of relevant videos on employment, supports, access etc. Browse the options a watch two or three: below are some suggestions:

An Aboriginal Perspective on Diversity, Disability and Invisibility (12:15)
Presenter: Lorna Williams

Microboards – Linda Perry Part 1 & 2


Part 2: Creating a "3rd Alternative" (13:45)
Presenter: John Lord

The Art of Job Development – Parts 1- 4: On Becoming a Resilient Job Developer
Presenter: Denise Bissonnette

Read:


*(Read some of the sources below based on your interest)*

**a. Employment**


https://cic.arts.ubc.ca/resources/ (PPT)

https://irisinstitute.files.wordpress.com/2012/01/employment-program-best-practices_iris.pdf

**b. Housing and residential supports**

https://doi.org/10.1080/02673037.2014.953449

### Session 6: February 13

**Topic:** ADULT LIFE IN THE COMMUNITY: Kevin Coughlin, Public Guardian and Trustee (To Be Confirmed)

**Reading:**

The adult life sections look at the array of issues, supports and services people with a disability may experience or need to live as full and equal citizens in the community. The theoretical/organizing principle will be one of rights/justice and equal citizenship. This will be used as a backdrop to assess what is currently available and how current supports need to change to be more consistent with this framework. We will not focus on each area of adult life so much as unifying ideas and structures such as individualized funding, decision making and self-direction. Readings below cover a broad range of subjects and not all will be addressed in class but my be of use in your assignments, you are not expected to read all of the material.

**Decision Making**

**Video:** [https://www.youtube.com/watch?v=ZY69_BW8Y_o](https://www.youtube.com/watch?v=ZY69_BW8Y_o)

**Read:**

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c. **Access**

From the web re: Universal design

Universal design
[http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm)

d. **Service, Supports, Community living**

Supports for persons with Physical Disabilities, Ministry of Health

Supports for Persons with Intellectual/developmental disabilities-Community Living British Columbia
[http://www.communitylivingbc.ca/](http://www.communitylivingbc.ca/)

Disability Benefits- Ministry of Social Development.
[http://www.mhr.gov.bc.ca/pwd.htm](http://www.mhr.gov.bc.ca/pwd.htm)
SESSION 7: February 27

TOPIC: PLANNING FOR PEOPLE

READING: This session will look at the issue of personal planning for people with disabilities. This session will help form the approach to the final assignment for the course.

Videos: Domains of Needs: A useful framework for Person Centred Planning (10:15)
Presenter: Michael Kendrick

Person-Centred Planning - Part 1-6: Presenter: Jack Pearpoint and Lynda Kahn (watch Pt 1. For sure and the others will help with the assignment)


<table>
<thead>
<tr>
<th>SESSION 8:</th>
<th>March 5</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>VIOLENCE AND ABUSE IN THE LIVES OF PEOPLE WITH DISABILITIES</td>
</tr>
<tr>
<td>READING:</td>
<td>This session will explore the issue of violence in the lives of people with disabilities. We will look at the nature and extent of abuse and particularly at issues related to gender, institutional/caregiver abuse and responding to abuse.</td>
</tr>
</tbody>
</table>
| Video: | Reporting Neglect and Abuse: Having the Courage to do the Right Thing (8:20)  
Presenter: Fred Ford |
| Read: |  
https://www.statcan.gc.ca/daily-quotidien/180315/dq180315b-eng.htm |
| |  
| |  
Radford, A. (2018). *WOMEN AND YOUNG PERSONS WITH DISABILITIES: Guidelines for Providing Rights-Based and Gender-Responsive Services to Address Gender-Based Violence and Sexual and Reproductive Health and Rights*. United Nations Population Fund. UN:NY. (This is also relevant to Week 9) available at:  
https://womenenabled.org/wei-unfpa-guidelines.html . (Scan) |
| |  
| |  
ReAct Website  
- http://www.vchreact.ca/ |
| |  
Public Guardian and Trustee  
- http://www.trustee.bc.ca/pdfs/STA/abuseneglect.htm |
| SESSION 9: | March 12 |
| TOPIC: | AGEING AND DISABILITY |
People who have spent all or most of their lives living with a disability may be faced with new issues and challenges as they grow older. Older adults are also more likely to develop disabilities than other members of the population. The focus of research and discussion on aging with a disability has generally focused on health care and medical knowledge, identifying age-related “secondary conditions” commonly associated with cerebral palsy, for example, or spinal injury.

Relationships also exist between justice issues commonly associated with aging and the experiences of disabled people throughout the life-course. Housing, service supports, and decision making are justice issues that profoundly affect the lives of many disabled people, for example; these will also be crucial issues for many older adults. To what extent do existing structures, supports and mechanisms meet the needs disabled people as older adults? Where are the gaps? How do existing networks for responding to “elder abuse” and neglect take into account the particular circumstances of the disabled older adult at risk of abuse and neglect? “Dual aging”- the aging of persons with developmental disabilities together with the increasing age of caregivers- raises special concerns that require a focused policy response.

**Video:** Aging & Disability: Ensuring "A Good Life" in the Later Years (17:06)  
Presenter: Kim Lyster

**Read:**

[https://aadmd.org/sites/default/files/Heller_Testimony_to_US_Senate_Committee_on_Aging.pdf](https://aadmd.org/sites/default/files/Heller_Testimony_to_US_Senate_Committee_on_Aging.pdf)


<table>
<thead>
<tr>
<th>SESSION 10:</th>
<th>March 19</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>ISSUES OF PSYCHIATRIC DISABILITY</td>
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</tbody>
</table>
| READING:   | We use this session to focus on psychiatric disabilities. In this session we look at political movements, legal framework, services and the lived experience of psychiatric disability for the individual and their family.  
  
  Film: This Beggars Description  
  
  Read:  
  
  
  Exec Summary and Rights section-review recommendations  
  
  

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<thead>
<tr>
<th>SESSION 11:</th>
<th>March 26</th>
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</thead>
<tbody>
<tr>
<td>TOPIC:</td>
<td>ASSISTED SUICIDE AND “MERCY KILLING”</td>
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</tbody>
</table>
| READING:   | In this session we discuss the arguments for euthanasia, limits and perils.  
  
  Review relevant sections  
  
  Factum of the Council of Canadians with Disabilities and the Canadian Association for Community Living RE: Carter et al, SCC 35551 August 2014. [https://www.google.ca/search?q=Factum+of+the+Council+of+Canadians+with+Disabilities+and+the+Canadian+Association+for+Community+Living+RE%3A+Carter+et+al%2C+SCC+35551+August+2014.&rlz=1C1LENP_enCA567CA569&oq=Factum+of+the+Council+of+Canadians+with+Disabilities+and+the+Canadian+Association+for+Community+Living+RE%3A+Carter+et+al%2C+SCC+35551+August+2014.&aqs=chrome..69i57.1498217j0j7&sourceid=chrome&ie=UTF-8](https://www.google.ca/search?q=Factum+of+the+Council+of+Canadians+with+Disabilities+and+the+Canadian+Association+for+Community+Living+RE%3A+Carter+et+al%2C+SCC+35551+August+2014.&rlz=1C1LENP_enCA567CA569&oq=Factum+of+the+Council+of+Canadians+with+Disabilities+and+the+Canadian+Association+for+Community+Living+RE%3A+Carter+et+al%2C+SCC+35551+August+2014.&aqs=chrome..69i57.1498217j0j7&sourceid=chrome&ie=UTF-8) |


Tracy Latimer, the Victim; Robert Latimer, the Murderer [http://www.ccdonline.ca/en/humanrights/endoflife/latimer/victim-murderer](http://www.ccdonline.ca/en/humanrights/endoflife/latimer/victim-murderer)

Vulnerable Person Standard (Read standard and compliance update) [http://www.vps-npv.ca/](http://www.vps-npv.ca/)

<table>
<thead>
<tr>
<th>SESSION 12:</th>
<th>April 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC:</td>
<td>PRESENTATIONS AND WRAP-UP</td>
</tr>
<tr>
<td>READING:</td>
<td></td>
</tr>
</tbody>
</table>

**SCHOOL/COURSE POLICIES:**

**Attendance**

The attendance policy is in the student handbook on page 11: [https://socialwork.ubc.ca/current-students/](https://socialwork.ubc.ca/current-students/).

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be set up to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.


**LEARNING RESOURCES:**

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (*APA Citation Guide*), writing support, skills for class, skills for life and academic support to assist students in their learning. [https://learningcommons.ubc.ca/](https://learningcommons.ubc.ca/)
UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at https://senate.ubc.ca/policies-resources-support-student-success

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. Canvas will be used to track discussions.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students are welcome to record lectures but are requested to clear this with the instructor and the class prior to recording.
UBC GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>73.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
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<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
</tr>
</tbody>
</table>