

**COURSE SYLLABUS
Music 230 (3 credits)**

**Introduction to Western Classical Music
(Music Appreciation)**

Graham Wood

"If we can help people become better listeners, not just in music but also in their daily interactions, they will collaborate better, create more readily, sharpen their perceptions, and their world will change."

Andrea Weatherhead, (Project Manager of
Seattle's Experience Music Project)

INTRODUCTION

Instructor: Graham Wood

E-mail: gwood@coker.edu. Email is a great way to reach me if you need an answer to a question. However, remember that emails to professors are different from texts to your friends so please include a salutation with my name (e.g. Hi Professor Wood, Hello Dr. Wood) and include *your name* in your emails so that I know who you are. I'll be more likely to respond if you use a salutation. You can also contact me using the message function within Blackboard. My pronouns are 'he/him/his.' Email me or use the "Student Meeting Times" link to schedule a virtual or in-person meeting.

About the Course Delivery Method

This is a fully online asynchronous course. That means that while there are specific deadlines by which assignments must be submitted (usually Wednesdays and Sundays), there are no regularly scheduled course meetings that you need to attend.

About the Course Content

For thousands of years, humans have expressed themselves through music. We know music is important and you have probably listened to a great deal of music in your life. You may even have performed or even created music yourself. But how is it put together? And who are the people that made it? In this course, we'll be focusing on how to listen more closely to music and how to describe it using specific vocabulary. We'll also be finding out about the people who wrote the music and what were their lives were like. You'll listen to audio examples and view video clips of music and also read about music. You'll practice writing about music, researching, and document sources, and you'll gain experience with a variety of recorded music.

I've chosen European music from the eighteenth and nineteenth centuries for our study because historically it has had a huge impact on both Western European and American

culture. This time period is also widely thought to contain some of the very best examples of human musical creativity.

You do not necessarily need to like the music we study in the course - although I hope you will like some of it! - but you do need to be able to describe it using specific vocabulary and know who composed it, when they composed it, and sometimes also why they composed it. My hope is that by examining these specific pieces, we can understand more about how humans have expressed themselves through music and more thoughtfully reflect on all the music that we encounter.

Listening Skills

Since listening skills are very important to the study of music, you do need to be willing to devote time (four to six hours per week) to listening to music and viewing video clips in order to develop your listening skills as well as to complete assignments. There are several different kinds of assignments. Some you will find easier than others, some you will get better at with practice. It's OK not get perfect scores on some of the listening quizzes, you will get second chances at several of them. Some of the readings you will need to read slowly and more than once in order to find the most important points. Some assignments involve writing - and the ability to express yourself clearly (and correctly) in writing is very important not just for this course, but in order for you to develop the ability to communicate complex ideas through the written word.

Navigating the Course

Some of the skills that you need to be successful in the course take time to develop. I have structured the course for you to complete in a chronological sequence (Weeks 1-8) so that information from earlier assignments can be used in later ones. In order to allow you time to digest new information and practice your skills, each week has specific assignments to complete. In order to gain maximum benefit from the course material, you must complete each set of assignments **by or before** the due dates. If you feel comfortable, you may work **ahead**. Also, if you know that you will have work or family obligations during the eight weeks of the course that will impact your regular study time, you should plan to work ahead and complete assignments **before** they are due. If you do work ahead, however, you will need to remember to **return** to the discussion post responses nearer their due dates as you will need to reply to other students and they may not have posted as early as you!

Also, if you know that you will have schedule challenges during the course (such as work or family commitments), **be sure to plan ahead** and complete the assignments **well ahead of the deadlines**. In this way, you'll give yourself adequate time to complete assignments and have a better chance of success in the course.

Do I have to do all of the assignments?

The short answer is - yes! There are a lot of small assignments as well as some larger ones. Please know that my intent is that every one of the assignments is designed to help you with some aspect of the course. Skill building (listening and writing), learning contextual knowledge, and developing analytical tools are the most common learning goals for the assignments. To get the most from the course, you should attempt **all** of the

assignments. **The number one reason for students failing or not doing as well as they could in this class is simply because they did not complete all of the assignments or because the assignments were only partially complete.** As in life, attention to detail and follow through are skills that can really help you succeed. If you have not taken an online course before, or have only taken a couple, or if you are just looking for tips on how to get the most out of a course in an online format, you might find it helpful to review the document "Checklist for success in online courses" as you begin work on this course.

Course Questions?

I am happy to discuss issues that arise from class activities and assignments. I encourage you to ask questions about the course. Your fellow students are also an important resource in an online class, so be sure to get to know them by using the Blackboard discussion boards to stay engaged in the course.

Integrated Knowledge Pillar – Scholarship (Fall 2018 Catalog and afterwards)

This course is part of the **Integrated Knowledge Pillar** group, which with other courses in this group work toward assisting students to connect examples, facts, or theories from more than one content area. Students should save material from this course because it will be necessary in their Capital course.

Courses in the **Scholarship Pillar** emphasize the breadth of knowledge in the liberal arts tradition and encourage students to recognize the intersections of diverse ways of knowing and being. This course intends to help students:

- Demonstrate effective oral and written communication skills to describe patterns of knowledge
- Describe accepted techniques and methods of research and effectively communicate the results of a research project.

Liberal Arts Studies Program (LASP) Basket Description – Knowledge of the Arts (before Fall 2018 Catalog)

The courses fulfilling this requirement promote appreciation of the creative process and its contribution to the life of the individual and to society, and an understanding of the cultural heritage as expressed through artistic achievements.

Course Objectives

By the end of this course you will be able to:

- accurately apply basic music terminology to describe audio and video examples
- describe the musical features of two main time periods of Western art music (Classical and Romantic periods)
- describe several genres of Western art music
- identify several major Western composers and their musical works
- demonstrate familiarity with the Internet as a source of listening to and exploring music
- apply the concepts and techniques learned in class to music heard outside class.

IDEA Evaluation Form Learning Objectives

When you complete your IDEA course evaluation form online, these are the learning objectives that I have selected as the most important and on which part of my scores will be based:

Objective #7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

Objective #1: Gaining a basic understanding and appreciation of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)

Objective #8: Developing skill in expressing myself orally or in writing

REQUIRED COURSE TEXT & TECHNOLOGY

Required Text

David Pogue and Scott Speck, *Classical Music for Dummies*, 2nd edition (2015). ISBN-10: 111904975X; ISBN-13: 978-1119049753. The course text is available to purchase *within* Blackboard using the *RedShelf* system. There is a class fee of \$16.00 for the course materials that will be attached to your tuition. You will have immediate access to course text for the duration of the course. This is probably the quickest and cheapest way to access the course text because you do not have to wait for it to arrive. However, you can opt out once you have clicked on the class material link if you wish to purchase the materials on your own. You can opt out and back in as many times as you wish, *before* June 1st. When you opt out the fee is removed from your student account. If you opt back in it is added back to your account. The textbook can also be found new on *Amazon.com* for less than \$25. Either a hard copy or a digital copy of the text will be fine for the class.

Tutorial Videos for Access Coded Materials, e-Books, and How to Opt Out

<https://solve.redshelf.com/hc/en-us/articles/360007589114-Blackboard-student-journey->

Required Movies (DVD or online streaming)

In order to complete some assignments, you will be required to watch the movie *Amadeus* (1984) directed by Milos Forman and starring Murray F. Abraham and Tom Hulce. There are two versions of this movie: the theatrical release and a director's cut (which is longer). Either version will work for the assignment. The Hartsville Campus library has arranged for a streaming copy to be made available to students registered for this class. If you have a good local public library, you may be able to check out this DVD. You can also rent or purchase a copy from a variety of video streaming services (more details are on Blackboard). And you can purchase the DVD from Amazon for around \$20 or less. You **must** plan ahead and figure out a way to see this movie. Not being able to find a copy is not an excuse. Many students put this off and are afraid of this movie, but almost everyone enjoys it when they actually see it.

Required Online Music

There are two main ways to access the music required to complete assignments and quizzes.

YouTube Clips in Blackboard

I have added listening folders in Blackboard containing *YouTube* clips of the required listening pieces.

Course Textbook Website

The course textbook has a website with links to several pieces that are used for some assignments. A link to this site is provided on Blackboard.

A Note on Course Materials

This course requires the viewing of movie clips from an R-rated movie. The clips have been chosen for their cultural and musical significance and are an important part of the course. If you have a problem or are prevented from viewing such materials *for whatever reason*, you might need to consider taking another class as no alternative assignments will be provided.

Technology Checklist

This class requires the following proficiencies:

- Word processing (Microsoft Word docx files are best, but Google docs and PDF format will also work)
- Coker Gmail account
- Internet use including the online course management system (Blackboard)
- Listening and viewing multimedia materials online.

Required Equipment/Technology

To be successful in the course, you will need regular access to:

- a computer (pc, laptop), tablet (iPad), or mobile device with Internet access (although Blackboard Ultra is supposed to work on all mobile devices with Internet capability, you may prefer using a device with a larger screen for some assignments)
- a set of headphones so that you can listen to audio materials without disturbing others (you can buy a cheap set of headphones from stores like Walmart, Target, or BestBuy)
- a web browser: Blackboard works best in Google Chrome or Firefox (it does NOT work well with Safari)
- Microsoft Word™ software to prepare and revise reports (do *not* use Pages™ or Word Perfect™ as my computer will not be able to read your file. You may also use Google docs (but always add your name to the document and the file name), or **PDF format**
- a flash drive, Google docs, or other cloud storage system (e.g. *DropBox*) in case you need to access your assignments from another device
- your Coker Gmail account (check your Coker Gmail **at least once a day** and if you use another email account more regularly, have your Coker email forwarded to that account—but really, it's just better to check your Coker account regularly).

Using Technology

During the course, you will be required to use Blackboard - the online course management system - to regularly use your Coker e-mail account, to listen to the course audio/video clips, and to use basic word processing functions in Microsoft Word such as inputting, saving, cut & paste, editing, spell-check, word count, and printing. Formatting instructions for assignments are listed on Blackboard.

Online Reference Sources

If you are interested in looking up more detailed information about certain genres, instruments, or composers you may try *Oxford Music Online*. This is one of the most up-to-date and comprehensive music encyclopedias and is available along with several other music dictionaries in the *Oxford Music Online* database on the Coker Library website. Here's how to find it:

- from the **bottom** of the Coker home page (<https://www.coker.edu/>) click on "Library"
- from the Library home page (<https://library.coker.edu/>) scroll down and click on "Databases"
- scroll down and click on "Oxford Music Online" (you may need to sign in with your Coker login if you are off-campus)
- Enter keywords into the search box at the top right and click on the search icon (magnifying glass).

You can also find a wide variety of video clips of musical instruments and performers from around the world at www.youtube.com.

COURSE ASSIGNMENTS AND GRADING

How to Succeed in This Class

- Do not share your work with other students or copy another student's work
- Log into Blackboard regularly
- Learn how to use Blackboard - especially the **gradebook** function which will show you all of your scores, your current total grade, and if you have any missing assignments (these will be listed as zero)
- Always check the feedback boxes in the gradebook function as comments that I leave may help you in future assignments
- Plan time for reading, listening, and viewing—you will get much more out of the course with a regular study schedule
- Complete all required assignments **by or before their due dates**—if you keep up with assignments you stand a much better chance of doing well
- Take notes from the readings, you will remember more if you write things down
- Review your notes, and use them to help you with assignments
- Learn to use your textbook (index, glossary, chapter headings, listening guides)
- Learn some basic word processing skills or improve the skills you already have

- Use *Grammarly* the online writing tool
- Check your Coker e-mail account once a day
- Read the discussion posts and interact with your fellow classmates; they may have helpful insights.
- Allow *plenty* of time for Internet-based assignments
- Plan to attend live music events (if they are available) well in advance (arrive at least 10 minutes ahead of time and stay until the end, otherwise you might not receive full credit)
- Alert me to any difficulties you are having with the assignments, or any other aspect of the class. The sooner I know about any difficulties, the sooner we can work out a solution.

Quotes from students who have taken this class

“Really pay attention to the syllabus when you first get it”

“Don’t wait until the last minute to do anything”

“Listen to the music over and over again, eventually you will become familiar with it”

“Turn in assignments on time”

“Don’t fall behind with the work”

“You have to work hard, but I learned a lot”.

Required Assignments & Grading Distribution

Syllabus Contract (week 1)

Quizzes—**20%**

Worksheets, Movie & Documentary Questions—**15%**

* 2 x Internet Radio Listening Assignments—**30%**

Discussion Board Posts and Responses—**20%**

YouTube Viewing Logs (10 logs)—**15%**

**students on the 2020-21, 2019-20 or 2018-19 Academic Catalog should keep these assignments in their Pillars Portfolio at the end of this course for use in their Scholarship Pillar Capital Course.*

Read Syllabus/Signed Syllabus Contract

This is for your own safety and to ensure that you know exactly what your responsibilities are in this course. Not having read the syllabus is not an acceptable excuse. You will need to submit the syllabus contract in order to proceed in the course.

Quizzes—20%

Listening Quizzes: Studying for and completing these quizzes will help build your listening skills. YouTube clips are provided on Blackboard for you to listen to. The most useful part of the exercises is going back to listen again to the questions you got wrong and figuring out why. Also, do not share your work with other students or copy another student’s work.

Terminology & Composer Quizzes: These will be a mixture of musical terminology definitions and biographical questions about composers.

Worksheets, Movie and Documentary Questions—15%

Internet radio worksheet (2%)

Amadeus movie study questions (7%)

Verdi study questions (2%)

Documentary study questions (4%)

For the last of these assignments, you have a choice of completing questions for just **one** or for **both** documentaries. If you do submit questions for both documentaries, whichever assignment gains you the most points will be the one assigned by Blackboard for your assignment score. Also, **do not share your work with other students or copy another student's work.**

Internet Radio Listening Assignments—30% (2 x 15%)

You will listen to **two** online radio programs from a choice of BBC Radio 3, Classic FM, and Pandora and submit reports about the programs (you may only use Pandora for one of these assignments). The two assignments are spaced out during the course so that I can give you feedback on the first report and you can make improvements when you write the second report. Also, **do not share your work with other students or copy another student's work.**

Discussion Board Posts and Responses—20%

You will post on various topics throughout the course. A vital part of the course is to read the posts of other students. There will typically be a minimum number of required responses per post. This portion of the grade is to encourage you to engage with the course material and with other students. Also, do not share your work with other students or copy another student's work.

Spelling and Grammar

You should use correct spelling and grammar in all assignments. You may find the **free** online grammar checking program, Grammarly, a useful tool. It can be downloaded onto web browser menu bars. (See <https://www.grammarly.com>)

Netiquette (Net Etiquette) for Electronic Communication

Effective communication is important in any class. In electronic communication (emails, messages, discussion posts) misunderstandings can occur because we have no body language or facial expressions to help us. Please use the following guidelines when communicating in this course:

- The use of ALL CAPITAL LETTERS indicates that you are YELLING at the top of your voice. Use capitals only sparingly.
- When writing emails to professors, always include a salutation (Hi Professor X) and always include your name.
- You may use emoticons :) (: ;) in emails and messages but NOT in discussion posts
- Do not use texting abbreviations, for example, lol, ttyl, wtf in discussion posts on Blackboard.

- The Internet Reports and Live Event Report are formal papers, so should be in your best formal English.
- Please avoid derogatory comments or ranting in any course communications.
- Keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears to be unacceptable, please let me know.

YouTube Viewing Logs—15%

You will select ten YouTube clips from an assigned list and submit a short log for each discussing instruments and other musical details. This will be completed by the end of the course.

****An Important Point to Note****

On no account should you copy ANYTHING from the Internet or any other printed source in your paper *without a correct citation*. This counts as PLAGIARISM and you could fail the entire project if you do this. I am much more interested in what YOU have to say about the music. For example, the best time to use a quote is if it is absolutely relevant to a specific point in your paper. And then it should be no more than one fairly short sentence, and you MUST use quotation marks and a proper citation format. If you do not know how to cite correctly, ask a librarian. See Blackboard for examples of correct citation formats.

Reading & Listening Tips

Some readings you will be able to read quite quickly, but others you will need to spend more time with and may need to read two or three times. Research has shown that you remember more if you make some notes during, or right after you read. It is a good idea to include in your notes the three or four main points of the reading (and anything else that attracts your interest). Sometimes you will be given questions for the readings, these will help you find the central points.

When listening to audio and video recordings, make written notes on any aspects of the pieces that stand out to you. Again, research has shown that you remember more if you make some notes during, or right after you listen. You should *always* listen **more than once** to each piece. Active listening is a skill that is not used a great deal in today's culture. Therefore, you will need to practice listening regularly in order to develop the required concentration to really hear what is happening in the music. Don't be discouraged if you can't hear things on the first hearing—repeated listening is usually required, even by experienced listeners!

ADDITIONAL COURSE INFORMATION

Verification of Attendance

This course is designed to maximize your learning of the subject matter and advance your understanding through a variety of ways; therefore, attendance (in person or online, depending on the type of course) is vital for supporting your educational goals. The

University is required to verify academic participation to remain in compliance of federal financial aid regulations. For this reason:

- Students enrolled in a fully online course must be participating academically in the attendance verification period. This means that by the end of the attendance verification period, the student should have logged in to the course and completed at least one assignment and/or discussion.
- Students who have not “attended” by the end of the attendance verification period will be dropped from the course roster.
- Students who stop attending a course after the verification period has ended and later seek to withdraw from the course should be aware that Coker is required to verify their last day of attendance or academic participation in the course and use that date as the withdrawal date. This could lead to federal financial aid penalties.
- Students who stop attending a course after the verification period has ended without officially withdrawing from the course and receive a grade of F should be aware that their last date of attendance or academic participation in the course is recorded and this could lead to federal financial aid penalties.

Learning Accommodations

If you have any physical, sensory, learning, or psychiatric disabilities that may affect your performance in the course, please discuss these with Robin Richardson (rrichardson@coker.edu) in Learning Support Services LITC. Once your accommodations have been activated, Robin will send me the documentation about what accommodations can be made for you.

Trans or Gender Non-Binary Students

If you wish to be referred to by a particular gender pronoun (that is not obvious by your name) and feel comfortable telling me, please let me know so that I may refer to you appropriately on discussion posts and in emails.

Respect for Diversity in the Online Environment

My goal is to create a safe online environment where diverse viewpoints can be expressed. Please respect the views of other students, even if they are different from your own. It is possible to respectfully disagree with a viewpoint without attacking the person. Also, be aware that I will be moderating discussion boards and will challenge and/or invite reflection on any posts or responses that I consider inappropriate.

As an instructor, I will be striving to honor Coker’s commitment to diversity by not discriminating on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and expression, age, marital status, veterans or military status, or against individuals with disabilities.

However, I’m also aware that as a white male I also may unintentionally behave or use

language in ways that may offend you. Please feel able to point out any behavior that troubles you in a way that you feel comfortable with (email, after class, another faculty member, etc.)."

Illness

Because of the nature of online courses and the need for regular study, you are expected to keep up with assignments even if you get sick. If you are too sick to complete assignments, you may need to withdraw from the course.

Late Assignments/Extensions of Deadlines

Because of the nature of online courses, there are no extensions. Assignments have due times and computers have no mercy. If you miss a deadline, that's it, you missed it. Plan ahead. However, you should contact me if you run into difficulties.

Academic Expectations at Coker

The following text is taken from the *Coker University Student Handbook*, "Academic Program, Expectations, & Policies," pp. 61-63 (https://www.coker.edu/wp-content/uploads/Student_Experience/Student-Handbook.pdf)

Academic Expectations

Intellectual honesty and integrity are the cornerstones of Coker University's educational mission. Student academic work is expected to unquestionably represent the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the University.

Academic dishonesty includes plagiarism, cheating, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include penalties assessed to the assignment, penalties assessed to the course grade, **suspension or expulsion** from the University.

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange a review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, [they] should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

Cheating: A student is guilty of cheating when [they] wrongfully give, take or receive unauthorized assistance of information in the preparation of academic work to be

submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

Plagiarism: A student is guilty of plagiarism when he or she submits work purporting to be [their] own, but which in fact, borrows ideas, organization, wording, or anything else from other sources – a published article, a chapter of a book, a friend’s paper, etc. – without appropriate source acknowledgment. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as [their] own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research in outside sources of information, the student must carefully acknowledge exactly what they are, and where and how [they] have employed them.

Source Acknowledgment: All members of the Coker University community are expected to adhere to the strictest standards regarding acknowledgment of the use of another person’s words, ideas, opinions or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., sources taken from the Internet may not be acceptable in some classes). It is the student’s responsibility to be familiar with the guidelines for citation in their various courses.

- *Direct Quotation.* All verbatim quotations, regardless of length, must be appropriately footnoted or otherwise attributed to the original source.
- *Paraphrase.* To avoid using extremely long quotations, paraphrasing is recommended. Any paraphrased ideas or phrases must be appropriately footnoted or otherwise cited.
- *General Acknowledgment.* If a piece of academic work has been generally or specifically influenced by the words or ideas of another person, that source must be cited, even if quotation or paraphrasing of text is not employed.
- *Collaboration.* Only when permitted by the instructor are students allowed to collaborate with others on their work. If collaboration is permitted, the use of another student’s ideas or work must be properly cited.

Students should contact their instructors for the specific citation standards and methods that might apply to individual academic assignments and courses. The information above should serve only as a general guideline for acknowledgment of sources at the University.

Academic Dishonesty/Plagiarism/Source Acknowledgment

As stated above, except for specifically assigned group assignments, the work you submit must be your own. Sources used must be given appropriate credit (that includes the course handouts, CD liner notes, programs and reviews and especially anything on the Internet). Any work found to be uncredited will result in an “F” grade for that assignment at the very least. Plagiarism is one of the most common causes of failing grades for written assignments and it is in your own best interests to fully understand what this entails and how to avoid it. If you are suspected of academic dishonesty, University policy requires me to immediately hand over all evidence to the Dean who will then make a determination on the seriousness of the case. Three possible outcomes are:

- a failing grade for the assignment in question
- a failing grade for the class
- suspension or expulsion from the University.

Do not let this happen to you.

Internet Plagiarism

Copying information from the Internet is just as serious as copying from printed sources or from another student. **All quotations and information from websites must be cited appropriately.** You should be aware that Blackboard has an Internet plagiarism service that detects text taken from websites and gives the URLs from the plagiarized sites. All of the papers you submit may be subject to this service. Also, I am well aware of such sites as www.cyberessays.com, www.schoolpapers.com, www.papers-online.com, etc., where you can download complete papers pre-written by other students. Save time and avoid potential pain by working on assignments yourself. Again, the consequences of Internet plagiarism or cybercheating are the same as any other kind. Just say no.

Incompletes

Incompletes will only be given by prior arrangement with the instructor, and only under special circumstances. If we agree on an incomplete, you will need to supply the missing assignments by the end of the next semester. After that, if work is still incomplete, your grade will automatically change to an F.

Grading Criteria

- A represents achievement that is outstanding relative to the level necessary to meet the course requirements (90% +)
- B represents achievement that is significantly above the level necessary to meet the course requirements (80-89%)
- C represents achievement that meets the course requirements in every respect (70-79%)
- D represents achievement that is worthy of credit, but that fails to meet the course requirements (60-69%)
- F represents work not worthy of credit, which does not meet the course requirements, or is incomplete at the time of the final exam (below 60%).

Final Grades

If you attend all classes, complete all assignments on time and complete the exams and quizzes to an *acceptable* level (i.e. score a passing grade of 70%), you will receive an overall grade of C. To achieve a grade of B or A, however, you must produce work of a *superior*

quality that goes beyond the basic requirements, or that scores significantly higher than a passing grade as defined by the instructor.

If your scholarship or student academic status depends on you achieving certain grades, that is your responsibility. Please do not attempt to negotiate with the instructor by saying that you will lose your scholarship, be suspended, have to quit school (etc.) if you don't get a grade of "X" in this class. If you have any doubt about your commitment or ability in the class or have a problem with not getting an 'A' grade you may wish to consider taking another class.

Final grades will be posted on WebAdvisor by the Office of Academic Records. Final grades are final. However, if you wish to discuss your final grade, please arrange a personal appointment. Under no circumstances will the instructor enter into discussion or negotiation over final grades via e-mail or over the telephone. If you are still unhappy with your grade after a meeting with the instructor, you may avail yourself of the grade appeal process outlined in the *Coker University Student Handbook*, "Academic Program, Expectations, & Policies," pp. 63-64 (<https://www.coker.edu/wp-content/uploads/2019/09/Student-Handbook-2019-2020.pdf>).

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment. Under certain circumstances, sexual misconduct constitutes sexual discrimination prohibited by Title IX.

Coker's Commitment to Equality

Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to?

While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX

Coordinator, Sean Kenyon (843-383-8007). At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting

If you wish to talk with someone who is better able to keep your information confidential, please contact Coker's Counseling Services at MUSC <https://www.coker.edu/offices-services/campus-services/center-for-health-wellness/counseling-services/> or Coker's Health Clinic <https://www.coker.edu/offices-services/campus-services/center-for-health-wellness/health-clinic/>.

Additional information is located under the Title IX section on the Coker website: <https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

The Coker Pledge

Just as a reminder, you have all signed the Coker Pledge to help keep our campus as safe as we can. Here it is again:

As a member of the Coker University community, I pledge to do my part to protect the health and safety of our campus and greater Hartsville community. I understand that my actions play a critical role in reducing the spread of COVID-19. I pledge to be responsible, considerate, and accountable for my actions on campus and within the community. I will conduct myself with Coker's six pillars in mind--integrity, respect, scholarship, sustainability, service, and contribution.

I pledge to:

- *Monitor my health closely for potential symptoms and to avoid social situations, including classes, if I feel sick; and if I am experiencing symptoms related to COVID-19, which can include shortness of breath, coughing and/or fever of 100.4°F or greater, fatigue, muscle/body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea, if I am a student, I will contact the Coker COVID Hotline at **843-383-8018**, and if I am a Coker employee, I will contact Ella Marshall at emarshall@coker.edu*
- *Follow public health guidelines and abide by Coker University guidance and COVID-19 signage on reducing the spread of COVID-19*
- *Maintain good personal hygiene and wash my hands with soap and water frequently*
- *Maintain social distancing in all of my daily activities*
- *Wear a mask or cloth face covering your mouth and nose in university buildings, when outside on campus, and in situations when social distancing is not possible*
- *Honor occupancy limits in spaces, leave furniture in classrooms and dining areas as is to ensure proper social distancing, and be careful to protect myself and others when in situations where social distancing might not be possible*
- *Follow the university's instructions for isolating myself if I test positive, am experiencing symptoms of COVID-19, or have been in close contact with someone who has COVID-19.*

By taking the Coker Pledge to do my part to protect the health and safety of Coker University and the greater Hartsville community, I accept responsibility for myself and my actions and will help prevent the spread of COVID-19.

[5.19.21]