

**COURSE SYLLABUS**  
**Music 235 (3 credits)**

**Introduction to World Music**

**Graham Wood**

*"Language is a human attribute, but humans speak many mutually unintelligible languages. Music is found in all cultures, but the world of music consists of musics that are not mutually compatible."*

Bruno Nettl (*Excursions in World Music*, p. 10)

**INTRODUCTION**

**Instructor:** Graham Wood

**E-mail:** [gwood@coker.edu](mailto: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. My pronouns are 'he/him/his.'

**Course Prerequisites**

There are no prerequisites for this course. However, the willingness to listen to/watch audio and video materials in order to develop listening skills is essential to success. There are also some written assignments that require a grasp of basic grammar and word-processing skills.

**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 you may be less familiar with music from cultures different than your own. This course asks: What does music mean to the people who created it? And how can we describe how it works in their culture with accuracy and sensitivity? In this course, we'll be examining music from several cultures from around the globe in order to begin answering these questions.

You'll listen to audio examples and view video clips of music, and you'll read about music and culture. You'll look at maps to visualize where these countries are. You'll practice

writing about music, researching and documenting sources, and you'll gain experience with a variety of recorded music.

I've chosen music from several African countries including Zimbabwe, Mali, Ghana, and South Africa, as well as music from India, China, and Peru. I've selected these musical traditions because they illustrate the wide variety of cultural contexts in which music has been created and because they illustrate some of the many different ways that music can be constructed.

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 and explain its significance to the people who created it. My hope is that by examining these pieces, we can understand more about how humans have expressed themselves through music.

### **Listening, Reading, and Writing 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. 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 Brightspace discussion boards to stay engaged in the course.

### **Liberal Arts Knowledge Area – Global Perspectives & Cultures (for students on the 2022-23 Academic Catalog)**

This Liberal Arts Knowledge Area courses fulfils part of the two-course requirement in the Global Perspectives and Cultures General Education area at Coker. By completing two courses in this Liberal Arts Knowledge Area, you will:

- Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures.

### **Course Objectives**

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

- identify several countries on a world map
- recognize several of the world's musical styles
- describe the musical features of several of the world's musical styles
- accurately apply basic music terminology
- describe the social, political, and cultural conditions that produce music
- describe and apply the instrument classification system used in world music studies
- demonstrate familiarity with the Internet as a source of listening to and exploring world music.

### **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 #2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

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 RESOURCES AND TECHNOLOGY**

### **Required Course Materials**

There is no required course text. Readings will be provided on Brightspace. However, there is a **required** movie (see below).

### **Required Movie (DVD or online streaming)**

In order to complete some assignments, you are required to watch *The Mission*, an award-winning film about Jesuit missionaries in South America during the eighteenth century starring Jeremy Irons and Robert De Niro. The Hartsville Campus library has a DVD copy on library only reserve (meaning that you can watch it in the library, but you can't check it out). If you have a good local public library, you may be able to check out this DVD. It is also available as a 24-hour streaming rental from a variety of sources for between \$3-5 (see Brightspace for details). You can also purchase a copy from Amazon for around \$15. 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.

### **A Note on Course Video Materials**

This course requires the viewing of a PG-rated movie (*The Mission*) which contains mild nudity and some violence. The movie also features members of the Catholic church (Jesuit Priests and a Cardinal). My goal is not to privilege Catholicism over other forms of Christianity or indeed other world religions, but simply to acknowledge the huge impact of Catholicism in the history of South America. The soundtrack and musical performances by the characters in movie also illustrate the complex interactions of Amerindian and European cultures. Thus, the movie has been chosen for its cultural and musical significance and is an important part of the course. If you have a problem or are prevented from viewing such materials *for whatever reason*, you should 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 (Brightspace)

- 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 Brightspace is supposed to work on all mobile devices with Internet capability, you may prefer using a device with a larger screen for some assignments)
- earbuds or headphones so that you can listen to audio/video materials without disturbing others (you can buy these stores like Walmart, Target, or BestBuy)
- a web browser: Chrome, Firefox, Safari
- Microsoft Word™ software to prepare and revise reports (do *not* use Pages™ as I may not be able to read your file. You may also use Google docs (but *always add your name to the document as well as in the file name*), or **PDF format**
- a flash drive in case you need to access your non-Google documents 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 Brightspace - 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 Brightspace.

### Online Reference Sources

If you are interested in looking up more detailed information about certain countries, 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"
- you may need to sign in with your Coker login if you are off-campus – this is the same as your Coker Gmail login
- click on the letter "O" to select just those databases (or scroll down to "Oxford Music Online"
- click on "Oxford Music Online"
- 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](http://www.youtube.com). However, remember that you should not use information from an online source without a full citation.

## COURSE ASSIGNMENTS AND GRADING

### How to Succeed in This Class

- Do not share your work with other students or copy another student's work
- Do not copy assignments from the internet (e.g. Course Hero or Cram)
- Log into Brightspace regularly
- Learn how to use Brightspace - especially the **grades** section 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 Brightspace to review any comments that I may leave – these will often help you be more successful 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 the course resources (maps, YouTube clips, terminology explanations, online dictionaries)
- 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
- Allow *plenty* of time for Internet-based assignments
- Read the discussion posts and interact with your fellow classmates; they may have helpful insights.
- If you attend any live music events, plan to attend 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

"Make time for your assignments, don't procrastinate"

"Be open-minded to different cultures and styles"

"Take and keep notes on the pieces"

"Study, study, study the music"

"Pay close attention to the assignment deadlines"

"Submit assignments the day before due dates so that there's time to re-submit them if necessary"

## **Required Assignments & Grading Distribution**

Read syllabus/signed syllabus contract

Worksheets, study questions, quizzes—**20%**

\*BBC Internet Radio Report #1—**25%**

\*BBC Internet Radio Report #2—**25%**

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

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

*\*Students on the Academic Catalogs from 2018-2022 should keep these assignments in their Pillars Portfolio at the end of this course for use in the Contribution Pillar Capital Course.*

## **Graded Assignments in the First Two Weeks of Class**

### **These tasks are due by midnight, Wednesday of Week 1:**

- Assignment: course syllabus contract [submit on Brightspace]
- Discussion: course syllabus question post [submit on Brightspace]
- Discussion: bio post [submit on Brightspace]
- Quiz #1: musical traditions [complete on Brightspace]
- Discussion: a picture of the planet post (in Global Culture folder) [submit on Brightspace]

### **These tasks are due by midnight, Sunday of Week 1:**

- Quiz #2: Chapter 1 study questions [complete on Brightspace]
- Discussion: 2 bio post responses [submit on Brightspace]
- Discussion: 2 picture of the planet responses (in Global Culture folder) [submit on Brightspace]

### **These tasks are due by midnight, Wednesday of Week 2:**

- Discussion: My Experience of Music post [submit on Brightspace]
- Quiz #3: Bira ceremony [complete on Brightspace]
- Assignment: Thomas Mapfumo [submit on Brightspace]

### **These tasks are due by midnight, Sunday of Week 2:**

- Discussion: 2 My Experience of Music responses [submit on Brightspace]
- Quiz #4: General Features of African Music [complete on Brightspace]

## **Read Syllabus/Signed Syllabus Contract**

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

## **Worksheets, Study Questions, Quizzes—20%**

You will complete a variety of study questions & quizzes related to course readings and complete worksheets to help you in class assignments and submit them on Brightspace. One of the goals of these assignments is to improve your reading comprehension skills. You should aim to find the best answers by reading and rereading the passages related to the

questions. This will demonstrate your understanding. Also, **do not share your work with other students, copy another student's work, or copy assignments from the internet (e.g. Course Hero or Cram).**

### **BBC Internet Radio Report #1—25%**

You will listen to one of the programs on the BBC website on a specific country from the *BBC Radio 3 World Music Archive*. You **must** sign up on the Google Doc sign-up sheet for one of the “available” programs. Expect to spend at least an hour listening to music and making notes. Your aim is to submit a word-processed report via Brightspace of no less than **800 words**. See Brightspace for the full assignment details. **Do not share your work with other students, copy another student's work, or copy information from the internet (aside from the program you have signed up for).**

### **BBC Internet Radio Report #2—25%**

You will listen to a second program on a **different country** from the *BBC Radio 3 World Music Archive* and submit a second report. You **must** sign up on the Google Doc sign-up sheet for one of the “available” programs. I will provide feedback on the first report so that you can make improvements in the second one. **Do not share your work with other students, copy another student's work, or copy information from the internet (aside from the program you have signed up for).**

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

During the course, you will be asked to submit posts on various topics on Brightspace and to respond to other student posts. 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. Posts and responses should be your own work.

One of the first posts is **My Experience of Music**. Once you have completed the assignment and submitted it to Brightspace, you will make a thoughtful comment to at least **two** other student posts. See Brightspace for the detailed assignment instructions.

### **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 Brightspace.
- The Country 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—10%**

You will select ten YouTube clips from an assigned list and submit a short log for each discussing instruments, instrument families, 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*. Also, do not share your work with other students or copy another student's work. 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 Brightspace 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 study 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, psychiatric, or other disabilities that may affect your performance in the course, please discuss these with [Learning Support Services](#) LITC 121. Once your accommodations have been activated, I will be sent 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. You may also use the Brightspace personal profile to indicate your pronouns.

### **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 music 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, let me know as soon as possible so that we can determine if you 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, and Policies" pp. 78-80 ([https://www.coker.edu/wp-content/uploads/StudentHandbook/Coker-U-Student-Handbook\\_spring2021.pdf](https://www.coker.edu/wp-content/uploads/StudentHandbook/Coker-U-Student-Handbook_spring2021.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, or penalties assessed to the course grade, or **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 [they] submit 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 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 Brightspace 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 Course Hero, [www.cyberessays.com](http://www.cyberessays.com), [www.schoolpapers.com](http://www.schoolpapers.com), [www.papers-online.com](http://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 cyber cheating are the same as any other kind. Just say no.

### **Incompletes**

Incompletes will only be given by prior arrangement with the instructor, and only in special circumstances. If we agree on an incomplete, you will need to supply the missing assignments by a specified date or at least 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 CobraStop 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. 80-82 ([https://www.coker.edu/wp-content/uploads/StudentHandbook/Coker-U-Student-Handbook\\_spring2021.pdf](https://www.coker.edu/wp-content/uploads/StudentHandbook/Coker-U-Student-Handbook_spring2021.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, Tom Corti (843-383-8198). 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 visit the Center for Health and Wellness [website](#) or call Coker's Student Health Services (843-917-4044).

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/>.

**COVID Policy**

There is no mask mandate but if you are not feeling well or having symptoms, be considerate of your fellow classmates and instructors and stay home or wear a mask. Anyone who tests positive for Covid-19 should not come to class and should follow the [CDC guidelines](#).

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