



**Territory Acknowledgement**

"We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day."

## FALL 2023

September 6 – December 4, 2023

<b>COURSE TITLE</b>	<b>Social Studies for Elementary and Middle Years</b>
<b>COURSE / SECTION / CRN</b>	<b>EDCI 404 A01 11254</b>
<b>TIME</b>	Mondays & Thursdays, 10:00AM-11:20AM
<b>CLASSROOM</b>	MAC D101 & Outside
<b>INSTRUCTOR</b>	<b>Lyndze Harvey, PhD.</b>
<b>INSTRUCTORS OFFICE</b>	MAC A534
<b>OFFICE HOURS</b>	By appointment
<b>E-MAIL</b>	<a href="mailto:lcharvey@uvic.ca">lcharvey@uvic.ca</a>
<b>COURSE WEBSITE</b>	Brightspace
<b>MODE OF INSTRUCTION</b>	This course will be offered in person. Our class will start on time and your instructor will be there 10 minutes before and after class for brief questions or comments. Make an appointment for longer conversations.

<b>CALENDAR DESCRIPTION</b>
A study of the curriculum organization and techniques of instruction in elementary or middle school social studies. Examples are drawn from a variety of content areas: history; geography; anthropology; sociology; political science and/or economics. Emphasises participatory citizenship, culture and traditions in a pluralistic society.

<b>COURSE DESCRIPTION / GOALS</b>
<p>This course is designed to assist participants in developing a strong understanding of planning and teaching Social Studies in Elementary or Middle School, specifically related to the BC Curriculum. Particular focus will be paid to critical pedagogy and expression as participants will be provided with challenging reading, participate in in-class discussions and activities, and complete activities and assignments in multimodal formats.</p> <p>Participants will have opportunities to:</p> <ul style="list-style-type: none"> <li>• Plan units/lessons based on BC Curriculum with a focus on Social Studies</li> <li>• Develop a deeper understanding of social and political systems</li> <li>• Develop a deeper understanding of colonization and considers ways in which they can decolonize Social Studies</li> <li>• Develop a critical mindset from which to approach their teaching and their reading of curriculum and educational resources</li> <li>• Explore and expand their teacher identity, including ways in which move beyond their prescribed role</li> <li>• Share and learn with their peers, work collaboratively, and safely encounter controversy</li> <li>• Discuss and create Social Studies materials and learning plans, as well as assessment techniques for elementary and middle school classrooms</li> </ul>

*General expectations*

- Evaluation is based on assignments. Attendance and participation in the daily meetings will have a significant impact on your ability to satisfactorily complete assignments at a meaningful level.
- Active participation in class discussions, small group discussions, presenting group findings, personal reflection and writing, and just generally being present serves you and the others in this group.
- Opportunities to participate that meet your needs and the needs of those around you will arise; please understand that learning needs and our methods of expressing our learning can differ. 'Active participation' looks and sounds different for each of us.
- Completion and the timely submission of all assignments. Communication with the instructor surrounding struggles to meet deadlines should be in advance of the due dates.
- Be prepared with access to the reading, and materials such as paper and pencils, pens, or other colouring/drawing utensils (if that's your thing).
- Be prepared to be outdoors on days the instructor plans for class to be outdoors. Dressing for the weather, and bringing something to sit on will allow for your comfort.

**TEXT / READING LIST**

- You will need a copy of Jo Chrona's *WAYI WAH!: Indigenous Pedagogies* (2022).
- All other assigned readings are listed in the course outline and on Brightspace.
- All other readings are accessible through online sources in the University of Victoria's library catalogue.
- Supplemental Readings and video viewings relevant to your own preparation and engagement with the assignments
- It is not required but encouraged that students invest in a copy of Marshall Rosenberg's *Nonviolent Communication: A Language of Life*, which is available in hardcopy, ebook, and audiobook.
- Assignment 2B requires you to bring a children's book to class. You can bring one you already have, borrow from a library, or plan ahead and purchase the book of your choice.
- There may be an additional fee for course handouts in excess of the departmental allocation.

**COURSE OUTLINE**

DATE	AGENDA AND READING	ASSESSMENT
Thursday, September 7, 2023	<b>What's 'The Social'</b> Read: Inman's <a href="#">"You won't believe what I am about to tell you"</a> (The Oatmeal, comic) & This Course Outline	
Monday, September 11, 2023	<b>Stories-we-all-know</b> Watch Chimamanda Ngozi Adichie – <a href="#">The Danger of a Single Story</a> Read: Harvey's "The MSD in Crappy Pictures" pp.62-69 (link in Brightspace) Read: Chrona's <i>WAYI WAH!</i> Chapter 1	Sign-up for Bring-a-Book
Thursday, September 14, 2023	<b>Teaching is Political</b> Read: Ferlazzo's <a href="#">"Classrooms Are Political" in Education Week October 2020</a> . Read: Chrona's <i>WAYI WAH!</i> Chapter 2	
Monday, September 18, 2023	<b>What's Pluralism?</b> Read: Ruitenbergs' <a href="#">"That's Just Your Opinion' – 'American Idol' and the Confusion Between Pluralism and Relativism"</a>	Assignment 1 Due
Thursday, September 21, 2023	<b>Decolonizing Social Studies: Part 1</b> Read: Chrona's <i>WAYI WAH!</i> Chapter 3	
Monday, September 25, 2023	<b>Decolonizing Social Studies: Part 2</b> Read: Chrona's <i>WAYI WAH!</i> Chapter 4 *It's a big chapter!	

Thursday, September 28, 2023	<b><i>Decolonizing Social Studies: Part 3</i></b> Read: Chrona's <i>WAYI WAH!</i> Chapter 5	
Thursday, October 5, 2023	<b><i>Conflict &amp; Mediation: An Intro to NVC</i></b> Read: Rosenberg's " <a href="#">Nonviolent Communication: A Language of Compassion</a> " (in <a href="#">Transforming Terror: Remembering the Soul of the World</a> ) pages 304-311. Watch: Harvey's " <a href="#">NVC Introduction for Camosun</a> "	
Thursday, October 12, 2023	<b><i>Conflict &amp; Mediation: Practicing NVC</i></b> Prepare: Review and engage with your NVC booklet.	
Monday, October 16, 2023	<b><i>Making Waves - Controversy</i></b> Read: Kelly's " <a href="#">Discussing controversial issues: Four perspectives on the teacher's role</a> " – check out the notes on Brightspace, too. This is a really challenging reading!	
Thursday, October 19, 2023	<b><i>Teaching Controversy in Social Studies</i></b> Continuing with Kelly (see October 16)	
Monday, October 23, 2023	<b><i>Teaching Democratically, Teaching Democracy</i></b> Read: Zyngier's " <a href="#">Rethinking the Thinking on Democracy in Education: What Are Educators Thinking (and Doing) About Democracy?</a> " Parts 1, 2, 5, 6.	
Thursday, October 26, 2023	<b><i>Resist-A-Resource (Assignment 2B)</i></b> <i>See assignment 2B in Brightspace for details.</i> Read: Chrona's <i>WAYI WAH!</i> Chapter 6	Assignment 2B Due
Monday, October 30, 2023	<b><i>Saris, Sitars, and Samosas – Beyond Teaching 'Culture' in Social Studies</i></b> Read: Gorski's " <a href="#">Good intention are not enough: a decolonizing intercultural education</a> "	Bring-a-Book
Thursday, November 2, 2023	<b><i>Anti-Racism (Being vs. Doing)</i></b> Listen: Kendi & Brown on <i>Unlocking Us</i> , " <a href="#">How to be an Antiracist</a> "	Bring-a-Book
Monday, November 6, 2023	<b><i>SOGI Inclusivity in our Pedagogy and our Resources</i></b> Read: Welsh's " <a href="#">SOGI Myth-busting: Speaking points for supporters of inclusivity in schools</a> " Read: Newhook et al.'s " <a href="#">Teach your parents and providers well</a> " Explore: <a href="#">The Genderbread Person version 4</a> ; <a href="#">SOGI123</a> ; Ambit's " <a href="#">Definitions</a> " Ambit's " <a href="#">Strong Practices Guide</a> "	Bring-a-Book
Thursday, November 9, 2023	<b><i>Economics and Class in Social Studies</i></b> Read: Oluo's " <a href="#">Poor People Deserve to Taste Something Other Than Shame</a> " Read: Swanson's " <a href="#">What Poor People Say About Poor-Bashing (Chapter One)</a> ," <i>Poor-Bashing: The Politics of Exclusion</i>	Bring-a-Book
Thursday, November 16, 2023	<b><i>Immigration &amp; Xenophobia</i></b> Read: McCorkle's " <a href="#">The Rationale and Strategies for Undermining Xenophobia in the Classroom</a> "	Bring-a-Book
Monday, November 20, 2023	<b><i>Environmental Justice &amp; Oppression</i></b> Read: Mueller's " <a href="#">Ecojustice Literacy is Much More than Being 'Green!'</a> " Watch: Greta Thunberg's TedX Talk Optional: Read beginning and end of Trott, et al.'s " <a href="#">Justice in climate change education: a systemic review</a> "	Bring-a-Book

Thursday, November 23, 2023	<b>Talking About Genocide</b> <i>Resources assigned in Brightspace</i>	Bring-a-Book
Monday, November 27, 2023	<b>Bringing Feminism into the Classroom</b> Read: Stephanie Fearon's " <a href="#">Bringing Feminism to the classroom: Inspiring Activism, social movements and systemic change</a> "	Bring-a-Book
Thursday, November 30, 2023	<b>Unit Plan Challenge (Assignment 2C)</b> <i>No Reading – we will be grouped and assigned a grade and topic and create unit plans and lesson overviews.</i>	Assignment 2C Due
Monday, December 4, 2023	<b>A Sharing Fair</b> <i>Sharing our final assignment with our colleagues</i>	Assignment 3 Due

**ASSIGNMENTS***Assignment details located on Brightspace*

TITLE	DUE DATE	VALUE
<b>Introductory Assignment</b> Assignment 1 <i>My Political and Social Story</i>	<b>Assignment 1: Monday, September 18, 2023, in Brightspace</b>	Assignment 1: 15%
<b>Mini-Assignments</b> (little to no preparation, mostly in-class) Assignment 2A <i>Bring-A-Book</i> Assignment 2B <i>Resist-A-Resource</i> Assignment 2C <i>Unit Plan Challenge</i>	<b>Assignment 2A: Ongoing, sign-up, submit on Brightspace.</b>  <b>Assignment 2B: Thursday, October 26, 2023, in Brightspace</b>  <b>Assignment 2C: Thursday, November 30, 2023, in Brightspace.</b>	Assignment 2A: 15% Assignment 2B: 15% Assignment 2C: 15%
<b>Major Assignment</b> Assignment 3 <i>Multimodal Investigation – Looking deeply into Social Studies</i>	<b>Assignment 3: Monday, December 4, 2023, in Brightspace and sharing in class.</b>	Assignment 3: 40%

**MODE OF INSTRUCTION**

- This course will be offered face-to-face. We will begin each meeting with a mindful moment.
- Evaluation is based on assignments. Attendance and participation in the daily meetings will have a significant impact on your ability to satisfactorily complete assignments at a professional level.
- Active participation in class discussions, small group discussions, presenting group findings, personal reflection and writing, and just generally being present serves you and the others in this group. Opportunities to participate that meet your needs and the needs of those around you will arise; please understand that learning needs and our methods of expressing our learning can differ. Participation does not look/sound the same for everyone!
- Prepare for our class meetings by engaging in asynchronous activities (listening to online lectures, doing the preparatory work such as readings and video viewings) and using Brightspace to interact with the course material and colleagues.
- Completion and the timely submission of all assignments. Communication with the instructor surrounding struggles to meet deadlines should be in advance of the due dates.
- Be prepared with access to the reading, and materials such as paper and pencils, pens, or other colouring/drawing utensils (if that's your thing).
- Please be prepared to be and to learn outdoors when planned by the instructor (this will be indicated on Brightspace).



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**1. ACADEMIC INTEGRITY**

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission, and falsifying materials. Further details, including penalties, can be found online via the [Academic Calendar](#). Students should consult with their instructors if in doubt about what constitutes a violation of [academic integrity](#).

**2. ANTI-RACISM STATEMENT**

As part of our accountability to students, collaborators, partner, and communities for creating an equitable and inclusive environment, the Faculty of Education is committed to anti-racism and anti-racist practices, with the continual goal of eliminating all forms of systemic oppression in our provision of programs and services. To address issues of racism and oppression, we honour relationships as a priority and will create environments that are open to feedback about experiences of power and oppression through relational engagement and support for students, staff and faculty. We commit to using the power of education to advocate for change – to be proactive in employing anti-oppressive practices as we learn, teach, and conduct research.

**3. ATTENDANCE AND PARTICIPATION**

The University of Victoria’s Teacher Education Program is highly participatory in nature. Full attendance and active participation are expected. **Full attendance** and **active participation** are professional commitments that are expected of teacher candidates in all classes (including lectures, labs, tutorials, seminars), practica and field experiences. Most classes are organized as cohorts and the learning in this collaborative environment is maximized when everyone is present and contributing.

**4. COURSE EXPERIENCE SURVEY (CES)**

We value your feedback. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. Please ensure that your current email address is listed in [MyPage](#). If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

**5. DEPARTMENT OF CURRICULUM & INSTRUCTION POLICY on Students’ Use of an Editor**

We are pleased to allow you to use the following forms of assistance by an editor:

- a. **Proofreading** which includes reviewing work for accuracy of inputting; adherence to a specified design; mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g., headings in APA format); and identifying errors in spelling, punctuation, and visual elements.

**AND**

- b. **Copy editing** which includes editing work for grammar, spelling, punctuation, usage, and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines’ and editing front matter.

In addition, **BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR**, you may seek Stylistic editing which includes clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

## 6. DISCRIMINATION AND HARASSMENT

Discrimination and Harassment are prohibited at the University of Victoria. Members of the University Community have the right to work, study and participate in activities at the university in an environment free of Discrimination and Harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying of harassment as it is defined by regulations pursuant to the British Columbia Workers' Compensation Act.

Please refer to [University of Victoria Discrimination and Harassment Policy](#)

## 7. [EQUITY, DIVERSITY, INCLUSION & DECOLONIZATION \(EDID\) STATEMENT](#)

Our Faculty of Education acknowledges and respects the privilege and responsibility we have to live and learn together on the traditional territories of the ləkʷəŋən Peoples including the Songhees, Esquimalt and WSÁNEĆ Peoples whose unwavering relationship with the land continue to this day. In this regard, we commit to including the following local Coast Salish values and teachings<sup>1</sup> to help guide, shape and envision what we do and how in the Faculty of Education:

1. Héʔəkʷ ʔə cə čələŋən ʔə  
HÁEQ ŁTE OL TŦE ČELÁŊEN ŁTE – Remember our ancestors/birthright.
2. Nəčəmaat kʷəns čəʔi  
ČÁNEUEL OL – Work together.
3. Nəwəes šxʷ cən ʔay' šqʷeləqʷən  
ÁMEKT TŦEN ÍY, ŠKÁLEČEN – Bring in your good feelings.
4. Leʔt šxʷ helə ʔə cə makʷ sčəʔi səʔ  
TU LÁTES MEQ EN SČA SE – Be prepared for all work to come.

Underpinning these local values and teachings is our collective responsibility to respect and recognize the integral relationship between equity-as-fairness and inclusive excellence. Equity-as-fairness means that everyone has access to support(s) they need to succeed and are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, class and spirituality. The Faculty of Education also commits to approaching EDID from an intersectional lens. As such, advancing issues related to LGBTQIA2S, BIPOC, MMIWG, disabilities and social-class diversity (inclusive of poverty discrimination) aligns with our EDID mission of working together to address all forms of discrimination. Inclusive excellence means supporting, celebrating, and affirming how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in our teaching and learning, research and artistic inquiry, professional service, and community engagement within our Faculty of Education, and beyond. In achieving both equity-as-fairness and inclusive excellence, we are committed to implementing decolonizing, anti-racist and anti-oppressive strategies that create culturally safe and inclusive teaching, learning and workspaces to support everyone to thrive and reach their potential.

Please consult the [Faculty of Education's Diversity and Equity Resources](#) and the [University of Victoria's Policy on Human Rights, Equity and Fairness \(GV0200\)](#) for additional information in support of this statement.

<sup>1</sup> University of Victoria Indigenous Plan 2017-2022, p. 9.

## 8. MARKING

- Extensions may be granted by consultation with the instructor BEFORE the due date. Otherwise, late assignments without adequate reason (and for which documentation such as a doctor's note may be requested) will be deducted 5% per day to a maximum of 3 days. After the third day, the assignment will not be accepted and will be recorded as a zero.
- No assignment will be marked as worth less than 10%.
- Re: grade allotment for content: In some circumstances the mark allocation for assignments in the course can be altered to reflect a different weighting. Mark reallocation must be approved by the instructor, and the student's request must be in writing, and must be received by (date). **Marks cannot be given or withheld based only on attendance. Participation marks must be based on a written record of observed student engagement in the class.**
- **Some courses within the Teacher Education Program are assessed as COM/N/F Please check with your instructor on how assessment will be determined if your course is a COM/N/F offering.**

## 9. MODE OF INSTRUCTION

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference as it is **NOT** required to complete this course.

The course will be supported by a variety of communication tools including:

Email, BrightSpace D2L, Wordpress, video conferencing via Zoom etc., and (insert any tools by name)

Please note that online learners must connect to the any video classes from a dedicated learning environment (e.g., not connecting from public WIFI at the beach); consider the video conferencing etiquette (e.g., mute your mic when not talking to minimize background noise); and be aware of your video presence (e.g., the lighting is acceptable, and your camera angle is not missing the top half of your head). Using a dedicated headset with microphone will also help to provide better audio.

## 10. OFFICE OF OMBUDSPERSON

The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate, and make recommendations.

Phone: 250-721-8357  
Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca)  
Web: [uvicombudsperson.ca](http://uvicombudsperson.ca)

## 11. REMOTE ACCESS

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit:

<https://www.uvic.ca/systems/support/internettelephone/remotearchive/index.php>

## 12. REQUIRED TECHNOLOGY AND CONNECTIVITY \*Online classes only

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity
  - A \*reliable\* 10 MBps (minimum) Internet connection for live video sessions
  - Wired connection is preferred over wireless
  - No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)
  - Successful test of your conference software (Zoom, etc.) connection prior to course
- Hardware:
  - Use a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended
  - The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio
  - A headset with a microphone and noise cancellation feature

## 13. SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVic

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119  
Phone: 250-721-8021  
Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)  
Web: <https://www.uvic.ca/sexualizedviolence/>

## 14. STUDENT ASSIGNMENTS

Storage space is at a premium, and all assignments must be picked up from the instructor as soon as possible after they are marked. The assignments will be held by the instructor until the end of each term. After this date the student assignments will be removed from the art area unless other arrangements are made.

**Note:** At the beginning of the course students will be asked for permission to display student work in public areas. This consent is voluntary and has no bearing on course evaluation or standing.

## 15. SUPPORT

- **Help Desk:**

The computer help desk is open to all UVic students for general technical help.

Hours: Monday to Friday (closed statutory holidays)

Tel: 250-721-7687

Email: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca)

Systems: <https://www.uvic.ca/systems/>

- **Desktop Support Services**

<https://www.uvic.ca/systems/about/clientservices/desktopsupport/index.php>

- **Education Student Tech Support:**

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

Tel: 250-360-6660 (Perry Plewes)

Email: [felctech@uvic.ca](mailto:felctech@uvic.ca)

Website: <https://www.uvic.ca/education/resources/digital-studios/index.php>

- **TIL Support**

TIL Support: [LTSIsupport@uvic.ca](mailto:LTSIsupport@uvic.ca)

TIL Help <https://teachanywhere.uvic.ca/contact/>

- **UVic Libraries:**

[Ask Us Website:](#) contains resources and information including:

- Text a Librarian: 778-718-5745
- Email a Librarian: [askus@uvic.ca](mailto:askus@uvic.ca) or use this [form](#)
- Live Chat with a Librarian via “[Ask Away](#)”  
(Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

[Guide to Education Resources in UVic Libraries](#)

- **Education Librarians:**

[Justin Harrison](#) | 250-721-8276

- Children's Literature
- Education

[Pia Russell](#) | On leave June to December 2023

- Indigenous Education

[Zahra Premji](#) | 250-853-3268

- Exercise Science, Physical & Health Education

- **Extra Support for Distance Learners:**

UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests: 1-800-563-9494

UVic Library Services for Distance Students:

<https://www.uvic.ca/library/locations/home/iline/index.php>

Learning Contacts and How to Request Materials:

<https://www.uvic.ca/library/locations/home/iline/contact.php>



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# UNDERGRAD

Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	<b>Complete</b> (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	<b>Continuing</b> . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	<b>Unsatisfactory</b> performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	<b>Incomplete</b> . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	<b>Deferred status</b> granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 61.
INP	N/A	N/A	<b>In Progress</b> . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	<b>Co-op Interrupted Course</b> . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	<b>Aegrotat</b> . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	<b>Withdrawal under extenuating circumstances</b> . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

\*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9-point GPA/letter grade system. The 9-point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.