COURSE SYLLABUS
FSDI 105: JAVASCRIPT AND JQUERY

6.5.2020

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1.   COURSE DESCRIPTION

This course presents the principles of jQuery and how it can make the process of writing scripts faster and easier. Students will learn how to take a series of common tasks that require many lines of JavaScript code to accomplish and wrap them into methods that can be called with a single line of code. In addition, students will be introduced to Ajax and Application Programming Interfaces (APIs), including new APIs that are part of HTML5 and those of sites like Google Maps.

A minimum passing grade of C- is required. It can also be taken as an optional or enrichment course for other graduate programs. This course may be offered in English and Spanish, in classroom, online, and hybrid modalities.

The dual curriculum of this course consists of an academic or knowledge component or track with educational objectives related to the content areas presented and a parallel competency-based component or track with one or more competencies to be developed. Students must demonstrate that they have learned the content presented in the course and at the same time validate the application of the designated skills and competencies through a practical project that shows evidence of real-life results.

Prerequisite: None

2.   COURSE OUTCOMES

1. **<u>Advanced JavaScript</u>**
   Demonstrate an understanding and skill proficiency in the following aspects of JavaScript:
   a. Advanced JavaScript Objects
   b. Document Object Model
   c. Events

2. **<u>Basic jQuery</u>**
   Demonstrate an understanding and skill proficiency in the following aspects of JQuery:
   a. Query Selector
   b. jQuery functions

3.   COURSE TOPICS

Topics	Sub-topics
Advance Javascript Objets	• Object Literal • Object Constructor • Object Properties • Object Methods • Variable scope inside objects • Variable scope outside objects • The reserve Word 'This' inside an object • The reserve Word 'This' inside a function • Passing objects to other Methods • How Objects are stored in memory

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Document Object Model	- The DOM as a model of a web page - Working with the DOM tree - Accessing elements - Methods that select individual elements - Selecting elements using ID attributes - DOM queries that return more than one element as a NodeList - Selecting an element from a NodeList - Selecting elements using class attributes - Selecting elements by tag names - Selecting elements using CSS selectors - Repeating actions for an entire NodeList - Looping through a NodeList - Traversing the DOM - Previous and next sibling - First and last child - How to get or update element content - Access & update a text node with nodeValue
Events	- Exploring event types - How events trigger JavaScript code - Ways to bind an event to an element - Avoiding HTML event handler attributes - Traditional DOM event handlers - Using DOM event handlers - Overview of event listeners - Using parameters with event handlers and listeners - Using parameters with event listeners - Event flow - Why flow matters - Overview of event delegation - Changing default behavior - Using event delegation - Load, focus and blur events - Mouse events, click, & event locations - Keyboard events - Input event to update count of text or keys pressed - Overview of form events - Using form events
jQuery (Part 1)	- Finding elements - Matched set/jQuery selection - jQuery methods that get and set data - jQuery objects store references to elements - Caching jQuery selections in variables - Looping - Chaining - Obtaining element content - Updating elements - Changing content - Inserting elements

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	• Adding new content
	• Getting and setting attribute values
	• Working with attributes
	• Getting and setting CSS properties
	• Changing CSS rules
	• Working with each element in a selection
	• Using ".each()"
	• Event methods
	• The event object
	• Additional parameters for event handlers
	• Delegating events
	• Effects, basic effects
	• Animating CSS properties

4.   COURSE DURATION AND TIME MANAGEMENT

A.   DURATION

This is a 1-unit course, requiring 15 hours of contact work or instruction. The duration of the course is 4 class sessions, held in approximately 1.5 weeks.

B.   TIME MANAGEMENT

The average student should anticipate a minimum of 15 hours of contact work (synchronous and asynchronous) or instruction (~10 hours per week) using the support of the SDGKU LMS and library, coupled with 30 hours (~15 hours per week) of outside preparation for this course (workload).

Qty	Assignments	Workload
3	Assignments	3 hrs.
2	Threaded Discussions	5 hrs.
1	Textbook/Articles required reading	2 hrs.
1	Final Exam	5 hrs.
1	Competency Report	15 hrs.
1	Post-Test	0 hrs.
1	Course Evaluation	0 hrs.
	Total Hours	**30 hrs.**

5.   INSTRUCTIONAL MODALITY AND FREQUENCY

A.   CLASSROOM

In this modality, the FSDI program is taught in a traditional classroom setting with support from the SDGKU Learning Management System (LMS) for student Internet access to supplemental resources such as library, documents, videos, and other support materials. GitHub will also be used as a code repository for group project collaboration. The instruction time for this program is 360 hours, representing

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10 hours per week (for 1-unit courses) and 20 hours per week (for 2-unit courses) over a period of 30 weeks.

Course 1 FSDI 101	On-ground Class 1	On-ground Class 2
Week 1	5 hrs.	5hrs.
Week 2	5 hrs.	

Course 2 FSDI 102	On-ground Class 1	On-ground Class 2
Week 2		5hrs.
Week 3	5 hrs.	5 hrs.

Course 3 FSDI 103	On-ground Class 1	On-ground Class 2
Week 4	5 hrs.	5hrs.
Week 5	5 hrs.	

Course 4 FSDI 104	On-ground Class 1	On-ground Class 2
Week 5		5hrs.
Week 6	5 hrs.	5 hrs.

(Continues until FSDI 120)

NOTE: FSDI 117-120 (2 units each) require an additional 15 hours of synchronous instruction.

B. ONLINE

In this modality, the program is taught in a live/synchronous and asynchronous online setting using Zoom Videoconferencing supported by the SDGKU LMS for student access to the program content and supplemental resources, including library, key documents, videos, examinations, forums (discussion board participation) and support materials. GitHub will also be used as a code repository for group project collaboration. The instruction time for this program is 360 hours, representing 15 hours per ~1.5 weeks (for 1-unit courses) and 30 hours per ~1.5 weeks (for 2-unit courses) over a period of 30 weeks. Instructional time consists of 12 hours of synchronous instruction and 3 hours of asynchronous instruction (not shown in table) per unit.

Course 1 FSDI 101	Online Class 1	Online Class 2	Online Class 3
Week 1	3 hrs.	3 hrs.	3 hrs.
Week 2	3 hrs.		

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Course 2 FSDI 102	Online Class 1	Online Class 2	Online Class 3
Week 2		3 hrs.	3 hrs.
Week 3	3 hrs.	3 hrs.	

Course 3 FSDI 103	Online Class 1	Online Class 2	Online Class 3
Week 3			3 hrs.
Week 4	3 hrs.	3 hrs.	3 hrs.

Course 4 FSDI 104	Online Class 1	Online Class 2	Online Class 3
Week 5	3 hrs.	3 hrs.	3 hrs.
Week 6	3 hrs.		

(Continues until FSDI 120)

NOTE: FSDI 117-120 (2 units each) require an additional 15 hours of asynchronous instruction.

C.   HYBRID

In this modality, the program is taught in a combined format using both classroom and online instruction, as described in items A and B. The instruction time for this program is 360 hours, representing 10 hours per week (for 1-unit courses) and 20 hours per week (for 2-unit courses) over a period of 30 weeks. In this modality, 50% of instruction is in the classroom setting and 50% is in the online setting.

Course 1 FSDI 101	On-ground Class 1	Online Class 1	On-ground Class 2	Online Class 2
Week 1	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
Week 2	2.5 hrs.	2.5 hrs.		

Course 1 FSDI 101	On-ground Class 1	Online Class 1	On-ground Class 2	Online Class 2
Week 2	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
Week 3	2.5 hrs.	2.5 hrs.		

Course 1 FSDI 101	On-ground Class 1	Online Class 1	On-ground Class 2	Online Class 2
Week 3	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
Week 4	2.5 hrs.	2.5 hrs.		

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Course 1 FSDI 101	On-ground Class 1	Online Class 1	On-ground Class 2	Online Class 2
Week 4	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
Week 5	2.5 hrs.	2.5 hrs.		

(Continues until FSDI 120)

NOTE: FSDI 117-120 (2 units each) require and additional 15 hours of synchronous and asynchronous instruction.

6. TECHNOLOGY REQUIREMENTS

A. COMPUTER/ PERIPHERALS

- PC: As a general guideline, students should not have computer specifications less than a Pentium III CPU, Windows vista or XP with Service Pack 2, and 1 GB of RAM.

- APPLE: As a general guideline, students should not have computer specifications less than a MAC G4 processor, MAC OS X 10.4, and 1 GB of RAM.

B. SOFTWARE

- Microsoft Office Professional (including Word, Excel, PowerPoint, Access, and Outlook)

- Norton Antivirus

- Adobe Acrobat Professional

C. BROWSER

- PC: Courses are best viewed using Microsoft Internet Explorer 7.0 or Mozilla Firefox 3.0.

- APPLE: Courses are best viewed using Safari 3.0 or Mozilla Firefox 3.0.

7. TEXTBOOKS, LIBRARY AND OTHER RESOURCES

A. TEXTBOOK

A large portion of the program reading material will come from online sources, which change rapidly as new resources become available, but the following textbook will also be used in the delivery of the program.

Textbook:
Eloquent JavaScript 3rd edition
Marijn Haverbeke
Free online ebook
Download at: https://eloquentjavascript.net/Eloquent_JavaScript.pdf

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JavaScript and JQuery: Interactive Front-End Web Development 1st Edition
John Duckett
John Wiley & Sons
ISBN-13: 978-1118531648

Library and Other Resources

Students must use the SDGKU online library to expand their understanding of the material presented in the curriculum of this course, for reference, and research support. Students are encouraged to use the Internet, libraries, periodicals, and papers such as the Wall Street Journal, Financial Times, Baron's, Harvard Business Review, Economist, Business Week, and others to expand their understanding of the course concepts and curricular material. As a library resource, students will have access to TeamTreeHouse.com, a digital library of coding, software development, and programming practice exercises, instructional videos, and tutorials.

8.   COURSE STRUCTURE

Courses are structured in a sequential, four-class session format. Students will not be able to access some course materials from an upcoming class until they finish the current class. However, students will be able to access course materials from a previous class session

Class	Activity	Due Day	Format	Grading %	Outcome
1	Work on Assignment 1	Class 3	Assignment	6.66%	1
	Connect to Zoom Session	TBD	Attendance	10%	-

Class	Activity	Due Day	Format	Grading %	Outcome
2	Work on Assignment 2	Class 3	Assignment	6.66%	1
	Connect to Zoom Session	TBD	Attendance	10%	-

Class	Activity	Due Day	Format	Grading %	Outcome
3	Work on Assignment 3	Class 3	Assignment	6.66%	2
	Work on Discussion 1	Class 3	Discussion	5%	2
	Connect to Zoom Session	TBD	Attendance	10%	-

Class	Activity	Due Day	Format	Grading %	Outcome
4	Work on Discussion 2	Class 4	Assignment	5%	1,2
	Take Post-Test	Class 4	Quiz	-	-
	Take Final Exam	Class 4	Exam	10%	1,2
	Submit Competency Report	Class 4	Report	20%	1,2
	Complete Student Course Evaluation	Class 4	Survey	-	-
	Connect to Zoom Session	TBD	Attendance	10%	-

9.   COURSEWORK INSTRUCTIONS

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A.   ASSIGNMENTS

Assignments are competency-building exercises designed to be completed in and outside of class. They require students to apply theoretical concepts from lectures and content provided in the course in a small project that demonstrates their ability to understand and carry out specific skills. Assignments can be submitted as individual projects or as external exercises from TreeHouse.com. They are uploaded to the corresponding course modules as links to external code repositories or hosting sites where the work can be reviewed.

B.   THREADED DISCUSSIONS

Threaded Discussions are will be evaluated for both the quality of the initial post and the depth of the responses. In some cases, they will consist of a short message to your instructor indicating you have completed an assigned learning track on TeamTreehouse.com or a task on Portfolium.com. When submitting your discussion post, please consider the following points:

- If you do not see the "**Reply**" button, or any responses, you may need to scroll down the page.

- When you are the first to contribute, you will see only the "**Reply**" button.

- Once you have added your initial post or response, choose the "**Post Reply**" button.

- If any classmates have posted, you will see their comments, along with the "**Reply**" button.

- The "**Reply**" button – as well as any responses – will be displayed at the bottom of the page

C.   COMPETENCY REPORT

Submit a report that documents you have implemented a project that demonstrates your mastery of the competencies described in this course, using evidence of activities performed and results obtained.

- Evidence consists of links, screenshots, photos, and attachments of work completed

- Minutes, participants, dates, places, and beneficiaries, etc. are also an acceptable source of evidence

- The main document must include references and attachments for work or intellectually property that belongs to third-parties that was used in your report

- The report must demonstrate:

    o The competencies you have mastered

    o The goals achieved

    o A justification for implementing the project and its scope

- - o An articulation of potential benefits to third parties

  - o A global scope

  - o Evidence of having implemented the project

- Be as clear and concise as possible, using a professional writing style like if you were submitting this report to your employer or supervisor at work.

- Use the SDGKU Library and TeamTreehouse.com as support for this assignment.

- Follow the grading rubric that your instructor will use to evaluate your report to make sure you have met the necessary performance criteria to meet the standards for this report.

D. FINAL EXAM

The final exam is based on assigned readings, coursework, and course content. The exam is open book and students may only take the exam once. All exams have multiple choice answer options to specific questions. You may only submit one answer per questions. The submitted exam is graded automatically by the SDGKU LMS and is uploaded to the gradebook with the corresponding points totals.

10. COURSE POLICIES

A. ATTENDANCE

It is important to regularly keep up with your academic progress and to login to your Canvas course frequently, at least once a day, to complete assignments, quizzes, discussions, and other tasks due that week. Your class attendance will be evaluated based on how much time you spend and how productive you've been in the course.

In addition, you must also make sure to mark in your calendar when (date and time) the weekly Zoom sessions will be held. There are punitive consequences for missing Zoom sessions (up to 40% of your total grade) and student attendance is expected. Please connect 15 minutes prior using the link I provide in Canvas for each Zoom session.

Make sure you let the instructor know if you will be absent for a Zoom session before the class starts (at least an hour). It is important to communicate with the instructor, so that they can prepare accordingly for your absence. For excused absences, you must contact your instructor and inform them of the day or days you will be out and the reason for your absence.

Please keep these important attendance rules in mind as you begin this course. If all students in the course take them seriously, our learning environment will thrive to everyone's benefit. It is SDGKU's sincere hope to always help improve our student's educational experience and good attendance, on your part, is paramount in making this effort a success.

School Policy states the following regarding attendance

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Students taking classes in an online format are expected to attend each week. Attendance is defined as participating in an academic activity within the online classroom, which includes posting in a graded discussion forum or submitting a written assignment. Experience has shown that good grades are strongly correlated with attendance, practice and participation. Students who do not participate in class are often surprised at how quickly and thoroughly they get behind. Lack of participation does not qualify the student for a refund. Students are responsible for following the published policy on deadlines for drop and withdrawal.

Students who do not attend at least once in any seven consecutive day period shall be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period may be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

B.   ACADEMIC DISHONESTY

Avoid plagiarism, and give credit where credit is due! If you use an idea that is not your own, you must give credit to the owner of such idea. Plagiarism is the copying or posting of work, such as books, magazines, internet sources, other people's papers, etc., that is not your own and then not giving credit to the author. It is important that your work is written in your own words in all written assignments and discussion posts.

Be sure to speak with your instructor if you are thinking about using material from a recycled paper, meaning using ideas or written material paper you used in another class having received a grade for. It is important that your work is your own, and that you do not copy from another paper verbatim, however you can use selected parts of your own paper. Most of the assignments in this class are based on self-reflection, so it is very likely that some of the content of your assignment will be the same if you are retaking the class. If so, then take a moment to reflect on why you might have been unsuccessful in completing the course the first time and then make the necessary changes to make your work better.

C.   NETIQUETTE

Take a look at these important rules to follow when participating in Zoom class sessions and posting on discussion forums online.

Zoom Video Conferences

When you connect via Zoom videoconference, please keep in mind the folioing rules:

- Always make sure to connect from a place that has a stable Internet connection.

- Use a laptop or computer that has a camera and microphone installed.

- Do not connect using a mobile device such as a cell phone.

- Connect form a location that is quiet and will not be a distraction to you or your fellow classmates.

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- Make sure you always turn your computer camera ON and turn your microphone to MUTE when not talking.

Being part of a Zoom videoconference requires you to do your best to be 100% present and attentive, meaning that your instructor can see and hear you at all times and especially when called upon. It is also a demonstration of good courtesy towards your instructor and fellow classmates to be present and participatory during the Zoom videoconference. The instructor has the right to tell you to please exit the Zoom videoconference at any time if any of these rules are not followed.

Discussion Posts

Learning is strongly enhanced through social construction. This means that as we share our experiences, points of view, and understandings of the course content, other members of our class can use this sharing to build or construct their own knowing. For social construction to be of benefit to all class members, it is essential that all class members contribute. Contribution is the addition of meaningful information that is relevant to the topic being discussed and shows critical thinking in terms of analysis, synthesis, and the ability to distinguish between facts and opinions.

Please make sure you keep your discussions on topic. This means to avoid covering topics not being discussed in the course or that are not addressing specific questions asked by the instructor. All posts and responses should be courteous and positive in nature. Disagreements should not be taken personally, nor should be used to attack a fellow classmate or the instructor's integrity or to question their motives. All posts and responses should be professional and respectful in nature, similar to how you would address a parent, employer, supervisor, pastor, spiritual guide or someone with greater authority or status than your own.

School Policy states the following regarding ethical behavior

The personal behavior and ethical conduct of students impact on the climate and reputation of the entire institution. It is essential that students act with integrity and with respect toward all members of the university community. The University assumes that all students will conduct themselves as mature, responsible and courteous individuals who will comply with all policies and regulations.

D.   ASSIGNMENTS AND COMPETENCY REPORT

- You are expected to submit new and original work for each assignment in this course.

- It is against San Diego Global Knowledge University rules to plagiarize work and/or use papers that were turned in for credit in another class.

- Please pay close attention to the APA 6th Edition guidelines for referencing to avoid any penalties related to plagiarism and recycled papers.

- If you wish to incorporate prior work submitted in another course, you may do so only with advanced permission from the instructor. When you make your request, please submit a copy of the prior paper for reference.

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E.   DISCUSSION POSTS

Active participation in your course discussions is an opportunity to demonstrate critical thinking regarding the course subject matter.

Students are expected to read the materials assigned and incorporate the learning into all discussions. Normally, discussion sessions are conducted by one student posting his, or her, view of the issues under consideration or specific questions posed by the instructor. You may make a 1 paragraph (or more if you like) posting to each question, although the amount of write-up for discussion is up to you. Each topic could be a few lines, or up to a paragraph or more, as long as the points you make have substance, logic, meaning, add new insights, are integrative, and comprehensive. Responses should also follow a process similar to posting discussions (1 or more paragraphs, or as appropriate).

One or two-line responses of just agreeing or disagreeing with someone (or everyone) is considered an inadequate response, unless substantiated with substance and logic. When you make a statement, the instructor will ask the question, "So what?" The student then has to state his/her rationale as to why that statement was made, as well as show supporting evidence to justify that statement. You will be evaluated for your overall participation in discussions and will be asked to respond to the postings of your fellow classmates. The following are some important rules to keep in mind when participating in discussions:

- Each student may start discussion threads concerning topics relevant to the course or in response to a specific question(s) posed by the instructor.

- Each student is required to lead and facilitate his or her own postings as well as respond to posts from the other students.

11.   METHOD FOR EVALUATIONG STUDENTS

A.   COMPONENTS OF COURSE GRADING

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

Written Assignments

Assignments are due the day Session 3 is held by 11:59 p.m. (in the time zone in which each student resides). **Assignments represent 20% of the overall course grade.**

Discussion Forums

Students' initial discussion forum posts are due the day Class 3 (Discussion 1) and Class 4 (Discussion 2) are held by 11:59 p.m. (in the time zone in which each student resides). **Discussions represent 10% of the overall course grade.**

Final Exam

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The final exam is due the day Session 4 is held by 11:59 p.m. (in the time zone in which each student resides). The Exam is open book and not timed but can only be taken once. **The Final represents 10% of the overall course grade.**

Competency Report

The competency report is due on the day Class 4 is held by 11:59 p.m. (in the time zone in which each student resides). **The Competency Report represents 20% of the overall course grade.**

Zoom Sessions

Zoom videoconferences will be held every week at a predetermined date and time. The purpose of the Zoom class sessions is to provide students live, synchronous, interaction with the instructor and class in order to address academic assignments and tasks. **The Zoom sessions represent 40% of the overall grade. Unexcused absences will lower your final course grade 10% per session missed.**

B.   ASSESSMENT RUBRICS

The following assessment rubrics will be used for assignments, threaded discussions and competency report submissions. Please make sure you review each of these rubrics prior to completing each exercise to make sure you are meeting the minimum performance criteria.

Assessment Rubric for Assignments Total 6.66 pts				
Performance	*Good*	*Average*	*Poor*	*Fail*
Critical Thinking *(2.66 pts)*	*The student's response to issues under consideration was rich in content, full of thought, insight, and analysis.*	*The student provided substantial information and thought, insight, and analysis has taken place.*	*The student provided rudimentary and superficial information. No analysis or insight is displayed.*	*The student failed to provide any evidence of critical thinking, analysis or insight.*
Points	2.66	1.77	0.88	0
Connections *(2 pts)*	*The student displayed clear connections to previous and current knowledge of the subject matter and related topics to real-life scenarios.*	*The student displayed some ideas and connections but lacked depth and/or detail.*	*The student did not make adequate connections and was off the topic.*	*The student failed to attempt making adequate connections to the topic.*
Points	2	1.33	0.66	0

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Subject Matter (2 pts)	The student demonstrated a clear understanding of the subject matter, presenting clear and concise arguments and comments.	The student demonstrated sufficient understanding of the subject matter but lacked clarity when presenting arguments and comments.	The student showed an insufficient understanding of the subject matter yet was able to make clear and concise arguments and comments.	The student showed an insufficient understanding of subject matter and did not make clear and concise arguments and comments.
Points	2	1.33	0.66	0
TOTAL Score	6.66	4.44	2.22	0

Assessment Rubric for the Threaded Discussion Assignment Total 5 pts				
Performance	Good	Average	Poor	Fail
Critical Thinking (2 pts)	Student's response to issues under consideration was rich in content, full of thought, insight, and analysis.	Student provided substantial information and thought, insight, and analysis has taken place.	Student provided rudimentary and superficial information. No analysis or insight is displayed.	Student failed to provide any evidence of critical thinking, analysis or insight.
Points	2	3.33	1.66	0
Connections (1.5 pts)	The student displayed clear connections to previous and current knowledge of the subject matter and related topics to real-life scenarios.	The student displayed some ideas and connections but lacked depth and/or detail.	The student did not make adequate connections and was off the topic.	The student failed to attempt making adequate connections to the topic.
Points	1.5	1	0.5	0
Achievement (1.5 pts)	Discussion was completed with most goals achieved.	Project was completed with some goals achieved.	Project was completed with very few goals achieved.	Project was completed with no goals achieved.
Points	1.5	1	0.5	0
TOTAL Score	10	6.65	3.32	0

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Assessment Rubric for Competency Report Total 20 Points				
Performance	**Good**	**Average**	**Poor**	**Fail**
Critical Thinking *(7 pts)*	*Student's response to issues under consideration was rich in content, full of thought, insight, and analysis.*	*Student provided substantial information and thought, insight, and analysis has taken place.*	*Student provided rudimentary and superficial information. No analysis or insight is displayed.*	*Student failed to provide any evidence of critical thinking, analysis or insight.*
Points	7	4.77	2.33	0
Connections *(4 pts)*	*The student displayed clear connections to previous and current knowledge of the subject matter and related topics to real-life scenarios.*	*The student displayed some ideas and connections but lacked depth and/or detail.*	*The student did not make adequate connections and was off the topic.*	*The student failed to attempt making adequate connections to the topic.*
Points	4	2.66	1.33	0
Subject Matter *(4 pts)*	*The student demonstrated a clear understanding of the subject matter, presenting clear and concise arguments and comments.*	*The student demonstrated sufficient understanding of the subject matter but lacked clarity when presenting arguments and comments.*	*The student showed an insufficient understanding of the subject matter yet was able to make clear and concise arguments and comments.*	*The student showed an insufficient understanding of subject matter and did not make clear and concise arguments and comments.*
Points	4	2.66	1.33	0
Achievement *(5 pts)*	*Project was completed with most goals achieved.*	*Project was completed with some goals achieved.*	*Project was completed with very few goals achieved.*	*Project was completed with no goals achieved.*
Points	5	3.33	1.66	0
Total Points	**20**	**13.33**	**6.66**	**0**

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C.   COURSE GRADING BREAKDOWN

Letter Grade	Lower Level of Grade (%)	Lower Level of Score (points)
A	95	95
A-	90	90
B+	87	87
B	84	83
B-	80	80
C+	77	77
C	74	73
C-	70	70
D+	67	67
D	64	63
D-	60	60
F	<60	<60

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Assignment Type	Percent	Points
Assignments	20%	20
Discussion Forums	10%	10
Final Exam	10%	10
Competency Report	20%	20
Attendance	40%	40
Total	**100%**	**100**