

Basic Psychological Processes

PSY 104B

Fall 2026

Course description: An introductory study of human behaviour that covers physiology, sensation, perception, learning, memory, cognition, motivation, states of consciousness, and methodology.

Note: A prerequisite for all other courses in the Department, normally followed by PSY 105.

Prerequisites:	None
Co-requisites:	Academic Integrity Training 100
Credit Restrictions:	None
Hours:	(3 – 0 – 0 - 0 - 0): 39 Instruction hours.
Credit value:	3.0
Delivery	Face-to-Face Delivery



Instructor:

Holli-Anne Passmore, Ph.D.

Office: AW 236

Email: Holli-Anne.Passmore@concordia.ab.ca

Office Hours: Tues & Thurs: 2:30pm to 4:30pm

Just drop in! If those hours don't work for you, talk to me before/after class or send me an email and we will figure something out. I'm here to help – talk with me!

Emailing me: I regularly get over 100 emails a day. Student emails are a priority for me but please, help me help you:

- Put the course number in the subject line and some indication of what it's about
- Email me from your @student.concordia.ab.ca email address.
- I usually respond to emails within 24 hours, on rare occasions it may take me 2 days to respond. This does not include weekends. I don't necessarily check my email before 9:00am and after 6:00pm on any day.
- If I haven't responded to an email after a day or two, please just resend it to bump it to the top of the Inbox.
- When asking a question about course material via e-mail, please also describe your attempt to resolve the question. For example, instead of e-mailing: "I don't understand concept X", please instead e-mail something like: "I'm confused by concept X. I think it means A, B, or C but I am confused about how A leads to B and C."

Lecture/seminar/lab times: Room: HA015 on Tuesdays & Thursdays; 9:25 am – 10:40 am.

Required resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.
2. **Recommended Textbook:** Lilienfeld, S. O., Lynn, S. J., Namy, L. L., Cramer, K. M., & Schmaltz, R. (2027). Psychology: From inquiry to understanding. (Canadian Edition, 6th ed.). Pearson. ISBN-13: 9780135977538
You can purchase either an e-version (12-months access) or a regular print version hardcopy textbook at the CUE campus bookstore.

Note: If you are struggling for money and have access to a relatively recent but different Intro Psych textbook, come talk to me about it and we can chat about how to make it work for you.

Course Objectives: This course is designed to introduce students to the broad and diverse field of the science of psychology. Common myths about psychology will also be addressed and refuted. This course is also designed to help students apply basic psychological principles and information to their everyday lives, and to an array of career possibilities such as business management, advertising, engineering, law, and of course, psychology. Lastly, this course is designed to help students become more critical and creative thinkers and more educated consumers of psychological information.

Course Learning Outcomes:

- Identify and explain the major theories and concepts within the discipline of psychology using the appropriate terminology.
- Compare and contrast the basic research methods used in psychology
- Differentiate between scientifically derived knowledge and popular beliefs about psychological topics.
- Explain various subject areas and theoretical perspectives in psychology.
- Apply psychological concepts, theories, and research findings to personal and social contexts.
- Demonstrate a basic understanding of the human nervous system in addition to sensation and perception.
- List and describe the basic processes of learning and memory.
- Provide an overview of various states of consciousness and aspects that influence these states.
- Describe language and thought processes with respect to human behaviour.



To Make the Most of This Course: You will get more out of class (and enjoy the course more) if you are an active learner. **Ask questions before, during, and after class! Think critically about what you read in the textbook and about what is presented in class.** Psychology isn't just about rote learning of what is already known about human thought, emotions, and behaviour; it's also about exploring new ideas! And about linking what you learn in this class to what you learn in other classes. **Psychology is also about applying what you learn to your everyday life - now and in the future.**

This course (PSY 104) covers a lot of material, as do most Introductory courses in any discipline. **You will be responsible for all material presented in class.**



Class lectures will largely parallel textbook chapters, AT THE SAME TIME, lectures will include material not in the textbook.

You will miss critical information if you read the text book but you miss class.

This course is not designed for you to solely read the textbook or study off slides. Slides will not have all the information you need on them; nor will the textbook.

Lecture Topics, Assignment & Exam Schedule (see Moodle for most recent):

(See also next page for Assignments & Assignment Schedule)

Week	Topic	Day	Date	Class #
1a	Chapter 1: Introduction / Important Overview & Explanations	Tuesday	Sept. 1	Class 01
1b	... continued ...	Thursday	Sept. 3	Class 02
2a	Chapter 2: Research / Scientific Method	Tuesday	Sept. 8	Class 03
2b *Ep1Due	... continued ...	Thursday	Sept. 10	Class 04
3a	... continued ...	Tuesday	Sept. 15	Class 05
3b	Review for Exam 1	Thursday	Sept. 17	Class 06
4a	In-Class Assignment / Exam 1 - Part A	Tuesday	Sept. 22	Class 07
4b	Exam 1 - Part B	Thursday	Sept. 24	Class 08
5a	Chapter 3: Biological Foundations of Behaviour	Tuesday	Sept. 29	Class 09
5b	... continued ...	Thursday	Oct. 1	Class 10
6a	... continued ...	Tuesday	Oct. 6	Class 11
6b *A2Due/Add	Chapter 4: Sensation & Perception	Thursday	Oct. 8	Class 12
7a	... continued ...	Tuesday	Oct. 13	Class 13
7b	... continued ...	Thursday	Oct. 15	Class 14
8a	... continued ...	Tuesday	Oct. 20	Class 15
8b *Ep2Due	Review for Exam 2	Thursday	Oct. 22	Class 16
9a	Exam 2	Tuesday	Oct. 27	Class 17
9b	Special Guest Lecture: Dr Rodney Schmaltz!	Thursday	Oct. 29	Class 18
10a	Chapter 5: Consciousness	Tuesday	Nov. 3	Class 19
10b	... continued	Thursday	Nov. 5	Class 20
READING WEEK - GET OUTSIDE - PLAY - READ!				
12a	... continued ...	Tuesday	Nov. 17	Class 21
12b	Chapter 6: Learning	Thursday	Nov. 19	Class 22
13a	... continued ...	Tuesday	Nov. 24	Class 23
13b	Chapter 7: Memory	Thursday	Nov. 23	Class 24
14a *PaperDue	Chapter 8: Language & Thought	Thursday	Dec. 1	Class 25
14b *Ep3Due	... continued ... and Wrap Up & Review for Exam 4 (Final)	Thursday	Dec. 3	Class 26

NOTE: The lecture schedule may shift slightly. Any changes will be clearly communicated in class and posted on Moodle. Exam dates and Assignment due dates (see below) will *not* change. *Please plan accordingly.*

Assignment or Something Due | Exam | Guest Lecture

Evaluation Overview: (See next page for details and due dates!)

Note: Your understanding of the course material in this class will be assessed via assignments, exams, and by ad hoc verbal discussions. See below for details.

Engagement Plan	3%
Exam 1	23%
Exam 2	26%
Exam 3	26%
PsychoBuddy Study Guides	3%
Written Assignment1 / Exam 1 Part 1:	4%
Written Assignment 2 or choice:	3%
Written Assignment 3 / Paper:	12%
BONUS Marks:	3%

Evaluation by Due Dates

Opportunity for Course Marks Dates	Focus	% Towards Course Grade
Engagement Plan – Part 1 Thursday, September 10	This Engagement Plan is to be handed in on paper at the start of class.	1%
PsychoBuddy Study Guide 1 for Exam 1 Wednesday September 16, NOON	This is to be submitted on Moodle by noon.	1%
In-Class Assignment / Exam 1 Part A: Tuesday, September 22	Part I of this needs to be done ahead of time at home, printed out, and brought to class Sept 22 so you can complete the Exam Part A portion in class.	4%
Exam 1 Part B: Thursday, September 24	Lectures from Classes 1,2,3,4,5 (Chapters 1 & 2 + in-class material)	23%
Writing Assignment #2 or Decision Thursday, October 8	Choose either: 1) To do the assignment: One part of this assignment is uploaded to Moodle; the other part is handed in on paper at start of class. OR choose 2) Submit your decision to add this 3% to Exam 2 or 3 or the Paper Assignment.	3%
PsychoBuddy Study Guide 2 for Exam 2 Wednesday, October 21 NOON	This is to be submitted on Moodle by noon.	1%
Engagement Plan – Part 2 Thursday, October 22	This Engagement Plan is to be handed in on paper at the start of class.	1%
Exam 2: Tuesday, October 27	Lectures from Classes 9,10,11,12,13,14,15 (Chapters 3 & 4 + in-class material)	26%
Written Assignment #3 (Paper) Tuesday, December 1	This Writing Assignment is to be handed in on paper at the start of class.	12%
PsychoBuddy Study Guide 3 for Exam 3 Wednesday December 2, NOON	This is to be submitted on Moodle by noon.	1%
Engagement Plan – Part 3 Thursday, December 3	This Engagement Plan review is to be handed in on paper at the start of class.	1%
Final (Exam 3): Check Online Services	Lectures from Classes 18,19,20,21,22,23,24,25,26 (Chapters 5, 6, 7, 8 + in class and guest + a bit review)	26%
BONUS MARKS: The Undergraduate Research Participant Pool (URPP) allows you to earn up to an additional bonus credits to your final grade by participating in faculty research during this academic semester. See https://cue.secureresearch.ca/urpp/ for complete information and to sign up for studies. For this class: You can earn up to 3% bonus marks in this way.		

Check the details and grading criteria for the Assignments, Engagement Plans, PsychoBuddy Study Guides, Exams, and Bonus Marks posted on Moodle.

See Concordia's [Extended Description of Grade Levels](#) (Section 9.3.2 of the Calendar) for further information on grading.

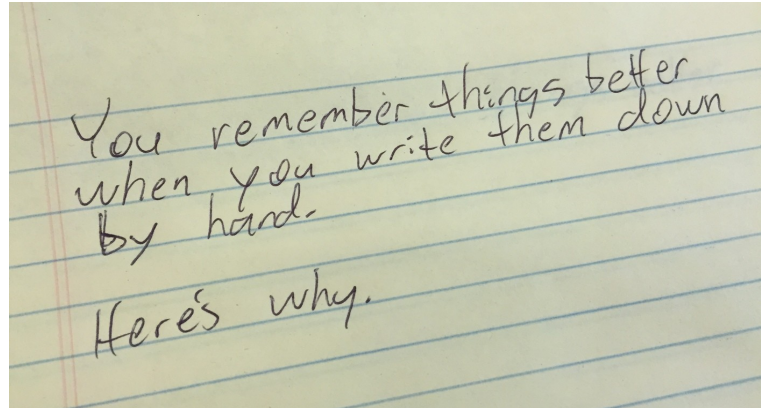


*I'm here to help you –
so just ask if you have questions!*



Class policies – please note!

Laptops and Tablets Only For Note Taking : Laptop / tablet use is **permitted ONLY** for taking class notes. **Classes may not be audio or video recorded**, except with permission, which will only be granted for special circumstances. These policies are based on research evidencing that **when students use laptop/cell phones in class (particularly for purposes other than note taking) – not only does the individual student learn less and earn lower grades, so do the students sitting around them!, even if you are looking up class-related material!** It is a distraction—for you and for those around you. (e.g., Hembroke & Gay, 2003; Kraushaar & Novak, 2010; Ravizza et al., 2017; Sana et al., 2013). **If you are "caught" using your laptop or tablet during lecture to check email, to browse the internet – to do anything other than take notes, you will be given a second chance. If you are caught a second time, you will longer to be allowed to bring your laptop or table to class at all.** [Please speak to me if you have an accessibility accommodation that requires you to use a laptop or table to take notes on.] **Evidence is also clear that talking notes by hand (not typing) enhances memory retention, understanding, learning.** (Aside from the temptation to switch tabs and look at your email or browse the internet or looking something up – even if it's related to the lecture!)



For further information see:

<https://www.psychologytoday.com/us/blog/creative-leadership/201902/why-you-should-take-notes-by-hand>
<https://www.bbc.com/worklife/article/20200910-the-benefits-of-note-taking-by-hand>
<https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/>

No Cellphones: I have a strict no cell phone policy in classes. **Cell phones must not be visible or within easy reach, and must be turned off.** (If you have an exceptional circumstance that warrants your cell phone being turned on, please speak with me.) This policy is based on scientific evidence.

I strongly encourage you to [watch this commencement speech](#) by Dr Angela Duckworth (2025) or to [read the transcript](#). Below are a few excerpts:

"Now, each time you pick up your phone, you invite a cascade of notifications, messages, and images to hijack your attention. ... But as I said, relying on willpower to rescue us from digital distractions is downright foolish. So what do we use instead? Something smarter than willpower. Situation modification.

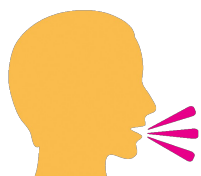
Situation modification means using physical distance to create psychological distance. ...

In what's now known as the brain drain study, researchers found that when taking an IQ test, having your phone within sight, even if it's face down, lowers your score. While keeping your phone in a bag or in another room raises it. Seeing your phone and then forcing yourself to ignore it saps mental energy, leaving you with less cognitive bandwidth for the task at hand.

My research team has found a very similar pattern. In a nationally representative sample of teenagers, we found that students who keep their phone farther away while studying do better in school. The farther the phone, the higher the GPA."



Classroom conduct: Classrooms are meant to be interactive dialogues between the professor and students as much as possible. It is expected that all students will at all times demonstrate respect for others' opinions, along with patience and common courtesy when others are speaking. **Please remember that some students (and your professor!) may have difficulty hearing; side conversations by students exacerbate this difficulty to attend to and hear class discussion and instruction.**



When the instructor or your classmates are speaking, please refrain from having conversations with your classmates at the same time. Voices carry in a large classroom and some classmates may have hearing impairments or sensory processing difficulties and extra noise impedes their ability to learn.

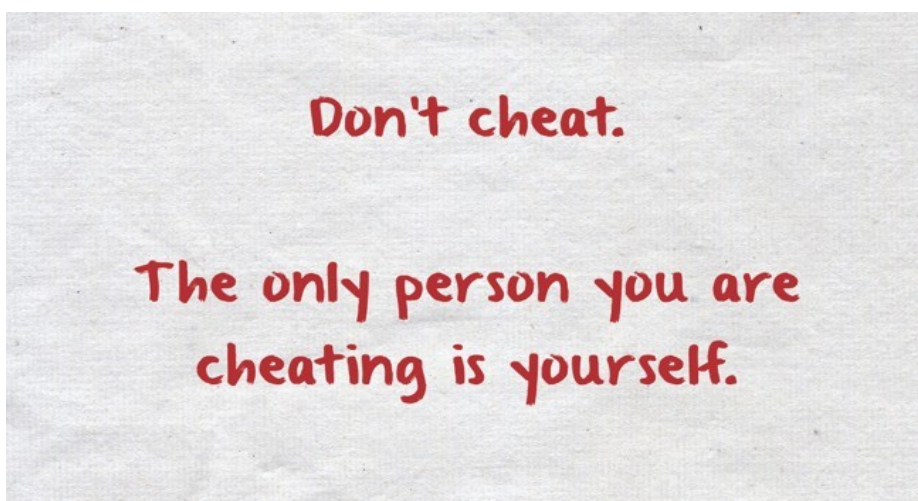
Academic Honesty (Plagiarism and "AI" Use):

(See also CUE's Academic Integrity Policy listed under Standard CUE Course Policies)

Bottom line – DON'T CHEAT – DO YOUR OWN WORK.

If you're thinking about cheating at some point in the semester, stop a minute and ask yourself, "Is this behaviour I would be proud to tell my parents? My aunts/uncles? My grandparents? Is this behaviour I would want my children/nephews/nieces to be engaged in? How proud will I be of my degree if I haven't actually earned it by my own efforts?"

If you're struggling in the class—come chat with me!



Cheating is just not worth it. You're better than that.

The following are just a few examples of cheating or academic dishonesty:

1. copying a classmate's assignment – or simply paraphrasing it;
2. letting someone copy your work;
3. checking with anyone other than me, your prof, during an exam;
4. taking photos of exam questions or of review slides during exam reviews;
5. audio recording class lectures without permission;
6. using ChatGPT or similar, or directly copying from other sources, to write your individual or PsychoBuddy group assignments (see also "AI" use and Plagiarism sections below).

Psychology Department Policy Regarding Use of Generative AI (Artificial Intelligence) Tools in Courses

The use of generative AI in any assessment is not permitted under any circumstances unless otherwise noted by the instructor.

Using generative AI in courses (without explicit permission from the instructor) violates the learning goals, outcomes, and evaluation methods for classes. These objectives include learning how to:

- read and listen carefully,
- think critically and creatively,
- discuss and write clearly about the texts and topics engaged in the course.

Learning how to learn is the point of post-secondary education at university, and it takes courage, time, and effort. There are no shortcuts. Using AI tools as a substitute for these learning objectives makes the tool limiting rather than helpful to personal growth and cognitive development. In short, use of AI tools to develop one's academic work results in you cheating yourself of the education you are pursuing (and paying for) through your university studies. Moreover, the use of generative AI for assignments creates imprecise material that may be difficult for you, as a new scholar, to recognize as lacking academic merit, rigour, or correctness. AI also reproduces the systemic biases, prejudices and discriminatory content that is everywhere on the internet. **We strongly encourage you to ask your professor/instructor for guidance and help!**

Thus:

- 1) Unless otherwise noted by the instructor, ***the use of generative AI in assessments is not permitted in any circumstances.***
 - a) This prohibition includes the use of ***all AI tools*** such as (but not limited to) ChatGPT, Grammarly, Quillbot, etc.
 - b) Usage of generative AI is ***prohibited for all phases of the research and writing process in Psychology courses*** (including for brainstorming, summarizing, analyzing, copyediting, etc.).
- 2) ***Ignorance is not an excuse.*** If you as a student are uncertain about sources, technologies, or programs or how they are being used, it is your responsibility to ask your instructor if these programs are creditable or allowed before beginning your assignments.
- 3) ***Students may be required to provide documented proof of all stages of work-in-progress in digital or hard copies.*** These may include (but are not limited to): rough notes, articles/reference materials (with or without mark-up), outlines, rough drafts, all earlier versions (including properties of when last modified and time duration as digitally documented).
 - a) Academic dishonesty may be assumed if students cannot produce evidence of the development stages of their work.



If there is doubt about the authenticity of an assignment that has been turned in for a grade, this may constitute academic dishonesty and will be dealt with according to Section 9.2.5 of the Academic Calendar.

My "AI" Use Policy: I have zero tolerance for either plagiarism or the use of generative "AI" (e.g., ChatGPT, Grammarly) for any of your writing at any stage—including generating ideas, initial notes, and drafts.

Students are not allowed to use any kind of generative "AI" for any part of your written assignments, engagement plan assignment, or Study Guide assignment. This includes no "AI": use for idea generation, outline drafts, writing, checking grammar or typos, refining your written assignment – or any part of these assignments. **Generative "AI" tools include programs, sites, and applications includes programs/applications such as Grammarly, ChatGPT. Use of ANY such tools (not just the ones listed here) in this class constitutes Academic Dishonesty (which goes on your student record) and will result in a grade of "0" for the assignment.**



Assignments are designed to help you build your communication, creative, and critical thinking skills. Using "AI" **DOES THE OPPOSITE!** Using "AI" reduces both your ability and your skill level. Generating ideas, thinking, writing, and learning must be practiced. There are no true shortcuts. **I want your ideas, your synthesis,** not some LLM bot that pieced together words from common information on the internet. Writing—and these assignments—are not primarily about output. Writing is a process of discovery, including the background work of searching, reading, and sifting through information, and the drafts produced before a finished product. These processes help you gain knowledge, help crystallize your thinking, and help you gain skills. Using "AI" robs you of all of this. **If I want "AI"'s output on a topic, I can do that myself. I am interested in your unique perspective, your voice.** Plus, "AI"-generated writing is generally just bad. The writing style sounds important and formal while being broad and vague. It is often empty writing that does not demonstrate understanding.

"AI" is not intelligent; it does not think, it does not understand the meaning of words or words. So-called generative "AI" tools are really Large Language Models. These are probability models and produce output purely on patterns and probabilities that a particular word or phrase is preceded and followed by a particular word or phrase. Further, the information that LLMs ("AI") is trained on often is done so without the original producer's permission.

Moreover, generative "AI" has an enormous negative impact on the environment. *"The collective energy demand of data centers in the United States is so high that Microsoft recently reached a deal to reopen Three Mile Island, the site of the worst nuclear accident in American history. The burgeoning AI industry needs so much electricity that plans to decommission several coal plants have been delayed. By some estimates, the collective demand for AI and other digital technologies will constitute 20 percent of global electricity use by 2030."*

"The training process for a single AI model, such as an LLM, can consume thousands of megawatt hours of electricity and emit hundreds of tons of carbon. AI model training can also lead to the evaporation of an astonishing amount of freshwater into the atmosphere for data center heat rejection, potentially exacerbating stress on our already limited freshwater resources."

"When compared to traditional search engines, AI uses "orders of magnitude more energy," says Sasha Luccioni of the AI research company Hugging Face, who studies how these technologies impact the environment. ... Luccioni's team has estimated it costs about 30 times as much energy to generate text versus simply extracting it from a source."

See:

<https://allianceforscience.org/blog/2025/02/ai-is-bad-for-the-environment-and-the-problem-is-bigger-than-energy-consumption/>

<https://hbr.org/2024/07/the-uneven-distribution-of-ais-environmental-impacts>

<https://www.scientificamerican.com/article/what-do-googles-ai-answers-cost-the-environment/>

<https://kanoppi.co/search-engines-vs-ai-energy-consumption-compared/>

Exam procedures:

Exams will be in class during regularly scheduled class time. More information will be presented in class including how many questions, what type of questions, how many questions from each lecture. **I strongly encourage students to ask questions during exams.** Seriously, put your hand up and ask me if you're stuck!

Students in the past have commented that my exams are fair, but sometimes difficult – you need to study for exams. It is in your best interest to complete the Study Guides that each PsychoBuddy Group will create for each exam. Also come to the review classes!

- All books, bags, digital devices, etc must be left at the front of the classroom during exams,
- Only items approved by your instructor are to be on your desk and on your person.
- You cannot leave the room and re-enter while an exam is in progress.
 - GO TO THE BATHROOM BEFORE CLASS!

Missed work and missed exams

Late assignments will not be accepted except in highly unusual circumstances and only if arranged 72 hours prior to the deadline. This policy makes it fair to everyone. Note that being busy, having many assignments due at the same time, work scheduling, laptops dying, internet down, etc. are not unusual circumstances. These things happen. **Plan ahead.** If you are questions or an emergency – connect with me!!

Exams: Students must write exams on the scheduled exam dates. A grade of “0” will be given if a midterm exam is missed without valid reason (e.g., severe illness, Concordia sports team events). **You need to notify me well ahead of time regardless of the reason.** Supportive documentation may be required. **Only in exceptional circumstances will a student be allowed to write a missed exam when they have not contacted me ahead of time.**

There will be no alternative methods of making up failed/missed exams or dissatisfactory exam marks.



How I Teach This Course:

READ THIS SECTION!! THIS WILL REALLY HELP YOU NAVIGATE THIS COURSE!

Note that this course is based on the textbook AND lecture. While the course does follow the textbook for the most part, I commonly add material in that is not in the textbook. I strongly suggest you read the textbook chapter ahead of class, then come to class and take notes. The textbook extra resource materials are usually well worth it to purchase; they are a big help.

Full slides from lectures will be posted after class. However; videos shown in class are not generally posted nor are links to them. Also note that slides are meant to tweak your memory and highlight lecture points. **You will not be able to simply study off the slides and read the textbook and gain all the information presented in the lecture.**

So ...

Plan to attend classes. This is important for getting all the information presented, as well as for in-class activities and discussions. If you miss a class, you are still responsible for the content covered and it is your responsibility to find out what you missed. I understand that sometimes “life” happens.

So ...

If you are sick or absolutely need to miss a class, you can give me a heads up and we can work together to ensure you are up to speed with content. You need to also check with the members of your PsychoBuddy Group. It is your responsibility to catch up on any missed material from lectures.

Students in class will be randomly assigned to a PsychoBuddy Group. Part of the purpose of the PsychoBuddy Groups is to ensure that every single student has at least a couple of fellow classmates they can turn to for class notes if they absolutely have to miss a class, and for help when studying

And lastly ...



*I love teaching! I'm here to help you -
so just ask if you have questions
or you just want to chat!*



Standard CUE Course Policies:

i. Student Academic Integrity

- Student Academic Integrity Policy: Academic integrity is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.5 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.
- Appeals: Refer to [section 9.2.5 of the Academic Calendar](#) (Section H)

ii. Classroom

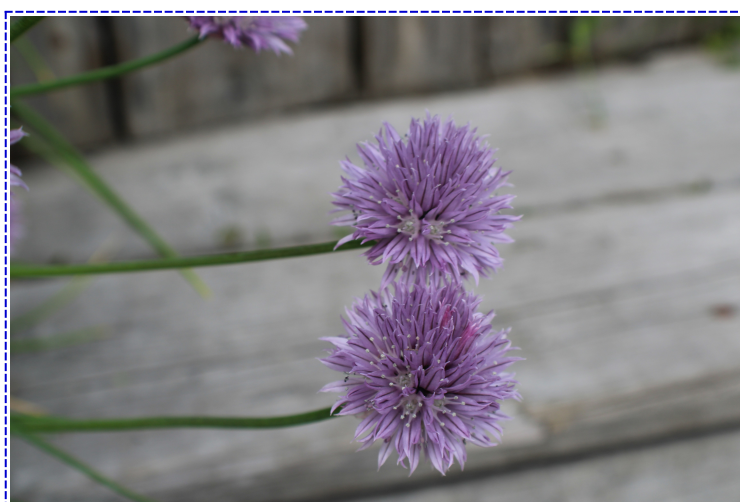
- Concordia provides learning accommodation services for students with disabilities. Please refer to [Section 8.3.1 of the Academic Calendar](#) for more details.
- Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to [Section 9.2.2 of the Academic Calendar](#) for more details.
- Please refer to [Section 9.2.4 of the Academic Calendar](#) for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.
- At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

iii. Exam Procedures

- See Class Policies above and posted on Moodle.

iv. Missed work and missed exams

- Missed work and exams: See Class Policies above and posted on Moodle.
- Deferred Final Examination:
 - Students who are unable to complete scheduled final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control may apply online to the dean for a deferred final examination within 48 hours of the missed examination. In the case of intended absences, students must submit their application at least one month prior to the originally scheduled final examination. Deferred examination requests for any other reasons will not normally be considered. The dean's decision to accept or decline the application is final. Students are directed to Section 9.2.3 of the Calendar for further information.



Additional contacts and services:

a. Academic Administration

i. Interim Dean of Faculty of Arts

Name: Jason Daniels, PhD

Office: HA 224

Email: dean.arts@concordia.ab.ca or jason.daniels@concordia.ab.ca

Telephone: +1 780 479 9392

ii. Department of Psychology

Department Chair

Name: Holli-Anne Passmore, PhD

Office: AW 236

Email: holli-anne.passmore@concordia.ab.ca

Telephone: +1 780 479 9359

iii. Registrar's Office (HA 120, registrar@concordia.ab.ca +1 780 479 9250)

b. Academic Support

i. Vice President of Campus Life

(Dr. Carmen Arth, vpcl@concordia.ab.ca,

+1 780 378 8459, HA 227)

ii. Student Life and Learning (studentlife@concordia.ab.ca

+1 780 479 9241, Student Success Centre)

iii. Manager, kihêwak kâpimihâcîk, 'Where the Eagles Fly' Centre

(Danielle Powder, danielle.powder@concordia.ab.ca,

+1 780 479 9394, AW 124)

c. Writing Centre

i. The Writing Centre (located in the Student Success Centre across from the book store) is a free service that provides support for teaching and learning through writing for students, staff, and faculty.

ii. Throughout the academic year, one-on-one consultations are offered. Please go to Online Services to book your appointment.



Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	Intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, CR denotes that the student has attained at least the C- level.	C+	2.3
		C	2.0
		C-	1.7
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.	D+	1.3
Minimal Pass	The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0