



<http://concordia.ab.ca>  
**Faculty of Arts**  
**Department of Psychology**  
<http://psychology.concordia.ab.ca>

**Emotions and Behaviour**  
**PSY 340B**  
**Winter 2026**

**Course description:** This course will provide a strong foundation in core concepts related to human emotions such as neurobiological, physiological, and psychological roots of emotion. Other topics to be covered include: evolution of emotions, individual differences, social and cultural factors, appraisal mechanisms, communication and regulation of emotions, emotional disorders, and the role of emotions in a meaningful life.

**Prerequisites:** PSY 104 & 105 [C- minimum grade required in both] and 2<sup>nd</sup> year standing  
**Co-requisites:** Academic Integrity Training 100  
**Credit Restrictions:** None  
**Hours:** (0 - 0 - 0 - 3): 39 Instruction hours.  
**Credit value:** 3  
**Delivery:** Face-to-Face Delivery

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**Instructor:**

Holli-Anne Passmore, Ph.D.

Office: AW 236

Email: [Holli-Anne.Passmore@concordia.ab.ca](mailto:Holli-Anne.Passmore@concordia.ab.ca)

Office Hours: MWF: 12:00pm to 2:00pm **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!**



**Lecture/seminar/lab times:** Room: HA020 on Mondays, Wednesdays, Fridays (11:00am – 11:50am).

**Required resources:** Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.

**Recommended Textbook:** Shiota, M. N., & Cavanagh, S. R.. *Emotion and Motivation* (4<sup>th</sup> edition). Oxford University Press. Available for purchase in the CUE bookstore or you can rent an e-version at <https://www.vitalsource.com/en-ca/products/emotion-and-motivation-michelle-lani-sarah-v9780197604335>

(Note: It's a FANTASTIC textbook! At the same time, if you're struggling a bit for money – LET ME KNOW. **You will likely be fine with an older version or even no version and just come to class and take good notes. But only studying from slides will not provide you with the information needed.**)

**Course learning outcomes:**

- Explain dominant and emergent theories in affective science.
- Identify what emotions are, why we have them, and how they affect our lives.
- Summarize the role and value of specific emotions.
- Apply course material to your own experiences.



## TENTATIVE Lecture topics & Exam Schedule: (See also next page)

Week	Reading	Topic	Day	Date	Lecture #
1	Chapter 1 ... continued	The nature of emotion ... continued	Wed Fri	January 7 January 9	Lecture 01 Lecture 02
2	Chapter 2 Chapter 3 Chapter 4	The evolution of emotions <b>ENG</b> Culture and emotions Elicitors of emotions <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	January 12 January 14 January 16	Lecture 03 Lecture 04 Lecture 05
3	Chapter 5 ... continued Chapter 6	Emotional expression ... continued Emotion and the CNS <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	January 19 January 21 January 23	Lecture 06 Lecture 07 Lecture 08
4	Chapter 7 <b>Review Class</b> <b>Exam 1</b>	Emotion, the ANS, and hormones <b>Review for Exam 1</b> <b>everything covered so far</b>	Mon <b>Wed</b> <b>Fri</b>	January 26 <b>January 28</b> <b>January 30</b>	Lecture 09 <b>Class 10</b> <b>Class 11</b>
5	Chapter 8 Chapter 9 ... continued	Emotional development Emotion in relationships & society ... continued <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	February 2 February 4 February 6	Lecture 12 Lecture 13 Lecture 14
6	Chapter 10 Chapter 11 ... continued	Emotion & cognition The value of "negative" emotions ... continued <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	February 9 February 11 February 13	Lecture 15 Lecture 16 Lecture 17
<b>READING BREAK WEEK ... BAKE SOME BREAD! PLAY OUTSIDE! GO TO THE ART GALLERY!</b>					
7	Chapter 12 ... continued Awe	Happiness & "positive" emotions <b>ENG</b> ... continued Awe <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	February 23 February 25 February 27	Lecture 18 Lecture 19 Lecture 20
8	<b>Review Class</b> <b>Exam 2</b> Reading TBA	<b>Review for Exam 2</b> <b>everything covered after Exam 1</b> Flex Class – Activity to be announced	<b>Mon</b> <b>Wed</b> Fri	<b>March 2</b> <b>March 4</b> March 6	<b>Class 21</b> <b>Class 22</b> Lecture 23
9	Reading TBA Reading TBA Reading TBA	Emotions & Meaning in Life Boredom Depression a different take <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	March 9 March 11 March 13	Lecture 24 Lecture 25 Lecture 26
10	Reading TBA Reading TBA Chapter 15	Emotional intelligence <b>EDC 10am</b> Emotional regulation ... continued <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	March 16 March 18 March 20	Lecture 27 Lecture 28 Lecture 29
11	... continued <b>Review Class</b> <b>Exam 3</b>	... continued <b>Review for Exam 3</b> <b>everything covered after Exam 2</b>	Mon <b>Wed</b> <b>Fri</b>	March 23 <b>March 25</b> <b>March 27</b>	Lecture 30 <b>Class 31</b> <b>Class 32</b>
12	Guest Lecture Reading TBA No class!	Emotions and music: Dr John Brough  Emotions in philosophies Easter Holiday <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	March 30 April 1 April 3	Class 33 Class 34 no class
13	No class! Guest Lecture Reading TBA	Easter Holiday Emotions in graphic novels: Dr Reginald Wiebe  Emotions in non-human animals <b>WRF (Sunday, 9:59pm)</b>	Mon Wed Fri	April 6 April 8 April 10	no class Lecture 35 Lecture 36
14	Reading TBA Reading TBA <b>Review Class</b>	Earth emotions and nature connectedness <b>YCA</b> Emotions in the arts and latest research overall <b>ENG</b> <b>Review for Exam 4 (final) (&amp; wrap up, draw) WRF (before class)</b>	Mon Wed <b>Fri</b>	April 13 April 15 <b>April 17</b>	Lecture 37 Lecture 38 <b>Class 39</b>

\*Material is *loosely* based on the noted Chapters. *I tend to add a LOT of extra material. It is also quite likely that no reading will be assigned and material will be solely lecture based.* For this reason, it is important that you attend class and take notes.

**WRF** = Reflection due by 9:59pm the following Sunday night except last reflection which is due before start of class [online]

**ENG** = Engagement Plan [on paper, in person]

**EDC** = Emotion Dictionary Contributions\*\* BUT earlier is better so we can USE these during the semester [online]

**YCA** = Your Choice Assignment [on paper, in person - some options may also require an additional online submission]

## Evaluation (Including Assignments and Assignment Schedule)

Opportunity for Course Marks	Focus	% Towards Course Grade
<b>Exam 1:</b> Wednesday, January 28	Ls 1,2,3,4,5,6,7,8,9	18%
<b>Exam 2:</b> Wednesday, March 4	Ls 12,13,14,15,16,17,18,19,20	19%
<b>Exam 3:</b> Wednesday, March 25	Ls 23,24,25,26,27,28,29,30	15%
<b>Exam 4:</b> Final: see onlineservices	Ls 33,34,35,36,37,38, some cumulative	13%
<i>See Moodle for full details of exams.</i>		
<b>Weekly reflections:</b> [Weeks, 2,3,5,6,7,9,10,11,13,14 Sundays at 9:59pm except the last one due last day of classes] The average of these will be calculated for your 5% marks.	10 weekly reflections on <u>how</u> what you learned that week impacted you, <u>how</u> you can incorporate it into your life, and <u>what other</u> thoughts were sparked for you.  <i>See Moodle for full details and criteria.</i>	5%
<b>Engagement Plan: 3 parts</b> [January 12, February 23, April 15]	<i>See Moodle for full details and criteria.</i>	3%
<b>Emotion Dictionary Contributions (EDC)</b> [Monday March 16 10am BUT earlier is better!!]	a) entry of uncommon emotion words AND b) entry of original emotion concepts  <i>See Moodle for full details and criteria.</i>	2%
<b>Your Choice Assignment:</b> [due beginning of class Friday, April 10]  <b>I. Choose ONE Academic Assignment worth 15%:</b> A) Emotion Illustration Assignment (ac.EIA) B) Emotion Quote Paper (ac.EQP) C) Emotions in a Children's Fiction Book (ac.ECB) D) Emotion Across History and Cultures (ac.EHC)  AND  <b>II. Choose ONE Experiential Assignment worth 10%:</b> A) Emotion Regulation (ex.ERG) B) Emotions in Art (ex.ART) C) Emotions in Music (ex.MUS)	The purpose of the <u>Academic</u> assignment (Section I) is to broaden and demonstrate your understanding of a(the) concept(s) and information learned in class via:  The purpose of the <u>Experiential</u> assignment is to further enrich your experience of the course content at a deeper level in order to more fully develop your emotional intelligence via one interactive activity.  All options require you to incorporate into your assignment findings from five (5) academic papers and/or material presented in lecture.  <i>See Moodle for full details and criteria for each of the options.</i>	25%

**BONUS MARKS I:** 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. Studies run from January 7 to April 15, 2025. **For this class: You can earn up to 1% bonus marks in this way.**

**BONUS MARKS II:** Creatures Bonus Marks. Name all 10 Creatures who will visit class randomly throughout the semester, and you earn a **1% bonus mark**. BUT you have to be in class the days the various Creatures visit.

**BOOK DRAW:** Each question you ask or comment you add to discussion IN CLASS "buys" you a ticket for a draw for one of three books to be given away on the last day of class. The list of books to choose from will be provided on Moodle.

***Check Moodle for the details, criteria, and grading rubrics for each opportunity to earn marks!***

***Detailed, specific criteria apply for each opportunity.***

See also CUE's Extended Description of Grade Levels / [\(Section 9.3.2 of the calendar\)](#) for further information on grading.

## How I Teach This Course: THIS WILL REALLY HELP YOU NAVIGATE THIS COURSE!

**Note that this course is based (loosely) on the textbook AND lecture.** While the course does follow the textbook for the most part, I add a LOT material in that is not in the textbook – sometimes entire lectures.

Handout versions of slides are posted before class. Full slides from lectures will be posted after class. However, videos shown in class are not generally posted nor are links to them. 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 ...

### EmoBuddies Group



**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. Check with the other members of your **EmoBuddies Group**. The bottom line is: It is your responsibility to catch up on any missed material from lectures.

**Students will be randomly assigned to a EmoBuddies Group.** Part of the purpose of the EmoBuddies 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. **I strongly encourage you to work together as an EmoBuddies Group to complete the Study Guides and to study for exams.**

And lastly ...

**Chat with me** – ask me as many questions as you want about the class material, or about the short answer questions for exams or the Study Guide questions which you will be given after each lecture.

It's fine to **run drafts of your assignments by me**.

**Ask me questions during the exams.** Seriously, if you're drawing a blank or you're confused by a word or question, just come to the front and I'll help you. *If you are writing with accommodations in SAS, I will come to the SAS room at 12:00pm to check how you are doing and to answer questions.*

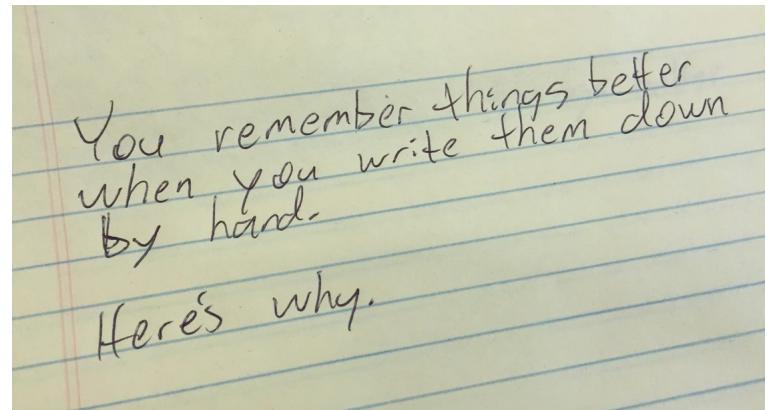


**I love teaching! I'm here to help you –  
so just ask if you have questions  
or you just want to chat!**



## Class policies – please note!

**Laptops and Tablets Only For Notetaking :** 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. **You may be asked to check your cell phone in at the front for each class.**



I strongly encourage you to [watch this commencement speech](#) by

Dr Angela Duckworth (2025) or to [read the transcript](#).

Below are a few excerpts:

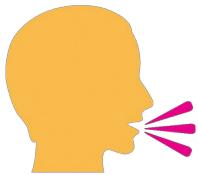
*"Now, each time you pick up your phone, you invite a cascade of notifications, messages, and images to hijack your attention. ... But as I said, relying on willpower to rescue us from digital distractions is downright foolish. So what do we use instead? Something smarter than willpower. Situation modification.*

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

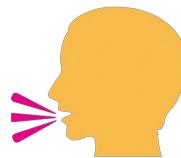
*In what's now known as the brain drain study, researchers found that when taking an IQ test, having your phone within sight, even if it's face down, lowers your score. While keeping your phone in a bag or in another room raises it. Seeing your phone and then forcing yourself to ignore it saps mental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

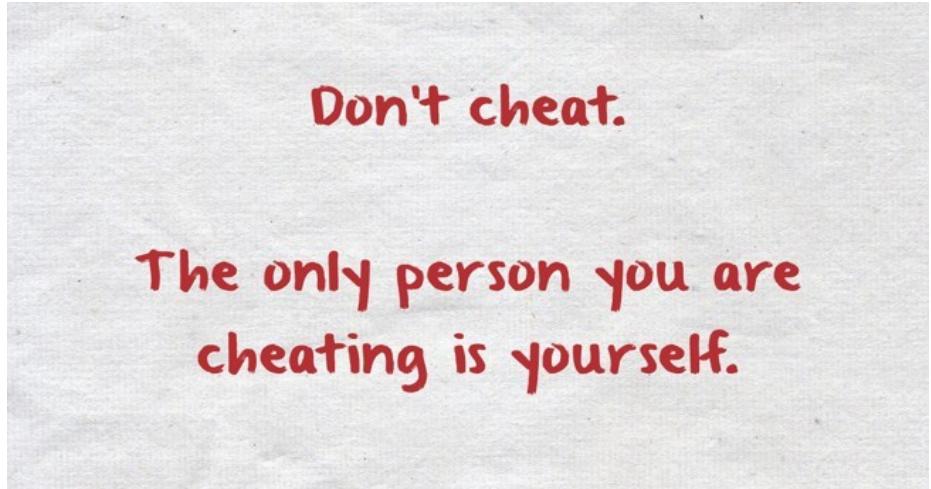
**Academic Honesty (Plagiarism and "AI" Use):**

(See also CUE's Academic Integrity Policy listed under Standard CUE Course Policies and next section on "AI" use.)

**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 any part of any assignments in this class (see also "AI" use and Plagiarism sections below).

**"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 any assignments in this class (i.e., WRF, ENG, EDC, YCA).** 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 all the 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. Output produced by these LLMs ("AI") is often incorrect. 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 are posted for each lecture. I strongly recommend doing these after each class, or at minimum, weekly. 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:** Note that being busy, having many assignments due at the same time, work scheduling, laptops dying, etc. are not unusual circumstances. These things happen. **Plan ahead.** Note that **I do not accept assignments over email.** If you cannot make it to class the day a paper assignment is due, email a PDF copy to an EmoBuddies Group member to have them print it off and hand it in to me. Only in *exceptional* circumstances will I deviate from this policy. **These policies make it fair to everyone.**

**Your Choice Assignment (YCA):** Late YCAs will incur a 5% penalty per calendar day except in *highly* unusual circumstances and generally *only* if arranged prior to the deadline. These are submitted in person, in class, on paper (although some options may also include an online submission – see details for each option).

**Engagement Plans (ENG):** Late ENGs are not accepted. These are submitted in person, in class, on paper.

**Weekly Reflections (WRF):** WRFs are submitted online and are not accepted past the deadline except in *highly* unusual circumstances. Do not wait until the last hour to submit your reflections. Moodle submissions close at exactly the deadline noted.

**EmoDictionary Contributions (EDC):** EDCs are submitted online and will not be accepted past the deadline.

**Midterm 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 and if I am not notified at least 48 hours ahead of time (e.g., severe illness, Concordia sports team events). 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. (Note that Final Exams are governed by CUE's Final Exam Policy – see Moodle and the section in this syllabus on "Standard CUE Course Policies".)

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

However - I **strongly encourage you to connect with me to review your exams.** This not only helps you learn, it also helps you with strategies for writing exams in this course.

## 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. Dean of Faculty of Arts**

Name: Brett Buchanan, PhD

Office: HA 224

Email: [dean.arts@concordia.ab.ca](mailto:dean.arts@concordia.ab.ca) or [brett.buchanan@concordia.ab.ca](mailto:brett.buchanan@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](mailto:holli-anne.passmore@concordia.ab.ca)

Telephone: +1 780 479 9359

**iii. Registrar's Office (HA 120, [registrar@concordia.ab.ca](mailto:registrar@concordia.ab.ca) +1 780 479 9250)****b. Academic Support****i. Vice President of Campus Life**

(Dr. Carmen Arth, [vpcl@concordia.ab.ca](mailto:vpcl@concordia.ab.ca),  
+1 780 378 8459, HA 227)

**ii. Student Life and Learning ([studentlife@concordia.ab.ca](mailto:studentlife@concordia.ab.ca)**

+1 780 479 9241, Student Success Centre)

**iii. Manager, kihêwak kâpimihâcik, 'Where the Eagles Fly' Centre**

(Danielle Powder, [danielle.powder@concordia.ab.ca](mailto: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.

## 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
Very Good		A-	3.7
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
		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