

# SPRING 2013 NSC 107 Natural Science Lecture Syllabus

## John Jay College, CUNY

Lecturer: Dr. Sandra Swenson

Lecture Hall L2.85

Sections 13 - 16 and Sections 17 - 19

Office Hours: M/W 1 – 2:30pm or by appointment Rm. 05.66.07 sswenson@jjay.cuny.edu

### Course Description:

For thousands of years, people have studied the world around us. This inherent curiosity motivates the scientific process. However, it is a collection of careful and replicable methods that drive that process forward. Science is often portrayed in public and even in the classroom as a collection of known facts. But, more accurately, science is a process by which we study things, and the knowledge gained through that process. Understanding the basic components of this process is critical to understanding scientific findings.

This course is a broad history of some of the most important scientific discoveries that have had a profound impact on our understanding of the natural world. This spectrum of understanding ranges from how we have come to understand the age of our universe to how we have come to understand the molecular basis of all living things. Students will examine the scientific processes and evidence behind phenomena and will be challenged to think critically about important discoveries in science.

Understanding science is a critical part of modern life because more than any generation before us we are asked to make decision based on scientific research. Students are introduced to three big theories in science and the evidence that supports these theories: The Theory of the Big Bang, The Theory of Plate Tectonics, and The Theory of Evolution. Within each of these big concepts lies a solid body of scientific reasoning based on modern understandings of physics, geology, chemistry, and biology.

### Learning Outcomes

At the completion of this course, students will:

#### 1. Identify and apply the fundamental concepts and methods of a life or physical science.

- Students will identify logical and illogical statements, discuss “fact” and reasoning, explain the basic steps of problem solving, and solve logic puzzles.
- Interact with other students by posting their conceptual understandings and discussions about ideas on BB Discussion Board.
- Recognize science as a creative process by reading and discussing the historical perspective of scientific discovery and participate in laboratory exercises that emphasize problem solving.
- Describe basic concepts in the physical and/or biological sciences toward interpreting the nature of scientific discoveries including the evidence for: the Big Bang Theory, the Theory of Plate Tectonics, and the Theory of Evolution
- Correctly use basic terminology in chemistry, biology and geology. Students actively test their own knowledge and understanding by journal writing or by responding to clicker questions during lecture.

#### 2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

- Students will differentiate between data analysis and interpretation by actively participating in two class projects which require students to collect, analyze and interpret both self-collected data and professionally collected data.
- Will investigate the basic morphology of organisms and make comparisons between organisms.
- Visit the Museum of Natural History “The Hall of Human Origins” to explore the scientific evidence behind evolution, create a BB thread of your visit and participate in an all class discussion about the evidence.

#### 3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

- Students will practice the skills of collaborative learning in a laboratory environment by working in groups to fulfill laboratory exercises. They will do this by allocating specific responsibility to each lab member, discussing their procedure, and finalizing their results. Ultimately, students are responsible for completing their own lab report. Students will assess

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themselves on how responsible they are for their own work as well as how well the whole group works together. (See Rubric)

- Students will practice the skills of collaborative learning in a laboratory environment by working in groups to fulfill laboratory exercises. They will do this by allocating specific responsibility to each lab member, discussing their procedure, and finalizing their results. Ultimately, students are responsible for completing their own lab report. Students will assess themselves on how responsible they are for their own work as well as how well the whole group works together. (See Rubric)
- Appreciate the character of observation and measuring instruments and the relationships between the instruments and what is to be studied.
- Quantify uncertainty and error in measurements by calculating percent error.
- Demonstrate safe lab practice during lab by following lab safety rules and responding appropriately on quizzes.
- Outline the basic modes of measurement by participating in laboratory exercises that require instrumentation.
- Identify basic laboratory equipment and practice methods of experimentation & investigation.

#### **4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.**

- Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the reasonableness of the data they collect.

#### **5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.**

- Students will discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements.
- Judge the merit of scientific vs. pseudo-scientific conclusions.

**Pre-requisites:** MAT 104 or MAT 105 or the equivalent.

**Course website & Readings:** Important course announcements, course readings, homework assignments, and other resources will be posted to the course Blackboard website and Visionlearning website. Students must complete a free registration for the Visionlearning site and regularly check the email address they use to register. Readings: B/W – Available in the course textbook and website, W – Available on the course website only, H - Handout

**Course parameters:** This course consists of a lecture component and a laboratory component, completion of both is mandatory. There are two (2) lecture exams consisting of ~50 - 60 questions and in-class activities, quizzes, and homework. All students must take the exams during the indicated periods. If you have a documented emergency, please see the instructor to discuss options. *Both* exams count; *no* grade is dropped. The laboratory portion, worth 35% of the final grade, will be derived from the scores of two (2) exams, quizzes, laboratory work, and a paper.

**Readings:** TEXT NOT REQUIRED: May use the Website: [Visionlearning.com](http://www.visionlearning.com) *Natural Science/ Process of Science* Revised 5th Ed. by Carpi, A. & Egger, A., Kendall Hunt, Inc., Iowa (2010) For sale in the John Jay bookstore.  
TEXT ISBN: 978-0-7575-6971-5 and LAB MANUAL ISBN: 978-0-7575-6970-8

**Course Web Site:** <http://www.visionlearning.com/myclassroom>

**Course Requirements:** Access to Blackboard and handouts using PDF format (Adobe Reader: <http://get.adobe.com/reader/> ).  
**Turning Technologies Response Card** may be purchased or rented from the JJ B&N bookstore; you must have and use your valid John Jay email address.

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### Summary of Course Requirements:

Students are responsible for bringing the Response Cards (Turning Technologies) to every class and for accessing Blackboard to check for new announcements. Students must learn how to use the Discussion Board section on BB. See help options under Blackboard 9.1

**Assignments:** Will be given through the Blackboard page "Assignments" and will be added throughout the course. Please have an active John Jay email account to receive emails.

Cell phones and similar devices must be turned off in class. No electronic devices of any type (phones, computers, calculators, iPods, iPads etc.) are allowed in course exams. Students found using phones or other electronic devices during an exam will not be given credit for that exam. Students must take exams during the scheduled times. Students with a documented conflict should speak with the professor.

*All students using electronic devices during lecture must seek approval by the instructor.*

### Attendance

An important part of the course grade is earned through in-class participation and laboratory work; therefore, it is essential for students to attend lecture and lab if they wish to be successful. No make-ups will be given for missed in-class activities and laboratory work unless there is a documented medical excuse. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor *as soon as possible*.

### Grade of INC (Incomplete)

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**Accommodations for Students with Disabilities:** Students with hearing, visual, or mobility impairments; learning disabilities and attention deficit disorders; chronic illnesses and psychological impairments may be entitled to special accommodation under the Americans with Disabilities Act (ADA). In order to receive accommodation, students must register with the Office of Accessibility Services (O.A.S., Room 1233-N, 212-237-8031, <http://www.jjay.cuny.edu/2023.php>), which will define, for both students and faculty, the appropriate accommodations. Faculty are not allowed to work directly with students to attempt to accommodate disabilities, and accommodations cannot be applied retroactively (after-the-fact).

**Statement of the College Policy on Plagiarism:** Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems

### Summary of Course Requirements:

Students are responsible for bringing the Response Cards (Turning Technologies) to every class and for accessing Blackboard once per day to check for new announcements. Students must learn how to use the Discussion Board section on BB. See help options under Blackboard 9.1

Students must take exams during the scheduled times. Students with a documented conflict should speak with the professor.

This course conforms to the College policy on plagiarism and grading.

Grading Scale:

Exam 1	20%
Exam 2	20%
On-line & in-class Assignments	7.5%
Quizzes	10%
BB Discussions & Participation	7.5%
Laboratory Grade	35%

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Readings: B/W – Available in the course textbook and website, W – Available on the course website only, H - Handout

Date	Lecture Topic and Assignments	Required Reading
Week 1	<ul style="list-style-type: none"> <li>• Course Introduction and Overview</li> <li>• Problem Solving, Logic &amp; Science</li> <li>• Solve Sudoku puzzle finish for HW</li> <li>• Introduce yourself on Blackboard Discussion Section</li> <li>• Discussion Section on BB: What is Science? How does it bring meaning to your life?</li> </ul>	<p>The Scientific Method-B/W            Research Methods: The Practice of Science - W</p>
Week 2	<ul style="list-style-type: none"> <li>•The Nature of Science</li> </ul>	<p>The Nature of Science-W            Energy</p>
Week 2	<ul style="list-style-type: none"> <li>• Age/Origins of the Universe</li> <li>• Discussion Section on BB: Describe scientific controversy</li> </ul>	<p>Light I-B/W            Controversy in Science-W</p>
Week 3	<ul style="list-style-type: none"> <li>• Birth of the Universe</li> <li>• The Early Universe</li> <li>• BB Discussion: What is the Doppler shift? How does it help us to understand stars and galaxies?</li> </ul>	<p>Matter-B/W            Atomic Theory I &amp; II-B-W</p>
Week 4	<ul style="list-style-type: none"> <li>• Development of the Universe</li> <li>• NOVA: <i>Back to the Beginning</i></li> </ul>	<p>Nuclear Chemistry-B/W            The Periodic Table-B/W</p>
Week 5	<ul style="list-style-type: none"> <li>• Formation/change of the Earth</li> <li>• Quiz 1</li> <li>• A Dynamic Earth</li> <li>• In-class 1 paragraph writing assignment: Fossils/Mt. Everest</li> </ul>	<p>Earth Structure-B/W            Data: Uncertainty &amp; Error-W</p>
Week 6	<ul style="list-style-type: none"> <li>• NOVA: <i>Earth is Born or A Pale Blue Dot: The Earth</i></li> <li>• Analyzing &amp; Interpreting Data: In class activity on student-collected data analysis and interpretation.</li> </ul>	<p>Plate Tectonics I &amp; II-B/W            Data: Analysis &amp; Interpretation-W</p>
Week 7	EXAM I	STUDY!
Week 7	<ul style="list-style-type: none"> <li>• The Theory of Plate Tectonics</li> <li>• In-class GeoMapApp/Smithsonian volcano and earthquake data mapping</li> </ul>	<p>Organic Chemistry-B/W            Nucleic Acids            DNA I &amp; II- B/W</p>
Week 8	<ul style="list-style-type: none"> <li>• Evidence of the Origins of Life</li> <li>• In-class writing assignment: What is life?</li> </ul>	<p>Earth's Atmosphere-B/W            The Carbon Cycle -W</p>
Week 9	<ul style="list-style-type: none"> <li>• Origins of Life</li> <li>• Miller/Urey experiment</li> <li>• NOVA: <i>How Life Began</i></li> </ul>	<p>Theories, Hypotheses, Laws            Adaptation-W</p>
Week 10	<ul style="list-style-type: none"> <li>• Early Development of Life</li> <li>• Diversity of Life</li> <li>• The Fossil Record: A History of Life</li> <li>Quiz 2</li> </ul>	<p>Darwin I-B/W            Darwin II-B/W</p>
Week 11	<ul style="list-style-type: none"> <li>• Phylogeny &amp; Organism Change</li> <li>• Life's Diversity</li> </ul>	<p>Genetics I-B/W</p>

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Week 12	Visit the Museum of Natural History	AMNH: <i>Hall of Human Origins</i> <i>Paper and lab presentation</i>
Week 12	<ul style="list-style-type: none"> <li>• BBC: <i>Life – Challenges of Life</i></li> </ul>	
Week 13	<ul style="list-style-type: none"> <li>• Human Origins</li> <li>• Evidence for Change in Humans</li> </ul>	The Cell: Prokaryotes/Eukaryotes
Week 14	<ul style="list-style-type: none"> <li>• Science in the Modern Era</li>   <li>• Wrap up and Review</li> </ul>	Understanding Scientific Journals-B/W The Scientific Literature-W Extra Credit due: Bill Bryson: <i>A Short History of Nearly Everything</i> ; Moon Phases
<b>Final Exam</b>	lecture hall PER 3 sec 13 – 16 5/21/13 (10:15 – 12:15pm); PER 6 sec 17 – 19 5/21/13 (4:00 – 6:00pm)	Do not ask to reschedule No make ups will be given

**Grades for Completed Courses**

Grades for courses that have been completed through the final examination are as follows.

Grade	Numerical Value	Percentage Equivalent
A	4.0	93.0-100.0
A-	3.7	90.0- 92.9
B+	3.3	87.1- 89.9
B	3.0	83.0- 87.0
B-	2.7	80.0- 82.9
C+	2.3	77.1- 79.9
C	2.0	73.0- 77.0
C-	1.7	70.0- 72.9
D+	1.3	67.1- 69.9
D	1.0	63.0- 67.0
D-	0.7	60.0- 62.9
F	0.0	Below 60.0

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**NSC 107 LAB SYLLABUS – Spring 2013**

**Section \_\_\_\_\_**

**Requirements: Non-programmable Scientific Calculator, Marble Notebook and Safety Goggles.**

<u>Date</u>	<u>Lab#</u>	<u>Experiment</u>
T 1/29 (R) & TH 1/31 (L)	<b>Intro</b>	<ul style="list-style-type: none"> <li>• Safety Rules, Perils of Plagiarism, Emergency Contact</li> <li>• Discussion of Report Topics and Requirements</li> <li>• Observations</li> <li>• Units of Measure, Unit Conversion, Significant Figures, and Problem Solving</li> </ul>
T 2/5 (R) & TH 2/7 (L)	<b>1</b>	<ul style="list-style-type: none"> <li>• Units of Measure – Weight, Volume and Length</li> </ul>
T 2/12 (No Class) TH 2/14 (Tuesday Schedule)	<b>2</b>	<ul style="list-style-type: none"> <li>• Model Building</li> </ul>
T 2/19 (R) & TH 2/21 (L)	<b>1b</b>	<ul style="list-style-type: none"> <li>• Metric System and Density</li> </ul>
T 2/26 (R) & TH 2/28 (L)	<b>3</b>	<ul style="list-style-type: none"> <li>• Measuring the Wavelength of Light</li> </ul>
T 3/5 (R) & TH 3/7 (L)	<b>4</b>	<ul style="list-style-type: none"> <li>• Conservation of Mass and Energy</li> <li>Outline for Natural Science Report due 3/5</li> </ul>
T 3/12 (R) & TH 3/14(L)	<b>5</b>	<ul style="list-style-type: none"> <li>• Resolution of Matter into Pure Substances</li> </ul>
<b>T 3/19 &amp; TH 3/21</b>	<input checked="" type="checkbox"/>	<b>Review (3/19) LAB Practical Exam 1 (3/21)</b>
TH 4/4	<input checked="" type="checkbox"/>	<b>NATURAL SCIENCE REPORT DUE</b> through Turnitin.com
TH 4/4 (L)	<b>0</b>	<ul style="list-style-type: none"> <li>• Visit the Museum of Natural History</li> </ul>
T 4/9 (R) & TH 4/11 (L)	<b>6</b>	<ul style="list-style-type: none"> <li>• Plate Tectonics (Meet in ITSS Computer Lab)</li> </ul>
T 4/16 (R) & TH 4/18 (L)	<b>7</b>	<ul style="list-style-type: none"> <li>• DNA and Phylogenetics</li> </ul>
T 4/23 (R) & TH 4/25	<b>8</b>	<ul style="list-style-type: none"> <li>• The Cell</li> </ul>
T 4/30 (R) & TH 5/2 (L)	<b>9</b>	<ul style="list-style-type: none"> <li>• Natural History Museum- Hall of Human Origins Presentations</li> <li>• Prokaryotes: Bacteria: Morphology of Individual Cells</li> </ul>
T 5/7 (R) & TH 5/9 (L)	<b>10</b>	<ul style="list-style-type: none"> <li>• Comparative Anatomy of Primates</li> </ul>
<b>T 5/14 &amp; TH 5/16</b>	<input checked="" type="checkbox"/>	<b>Review (14) LAB Exam 2 (16)</b>

**GRADING SCALE: LAB GRADE REFLECTS 35% OF LECTURE GRADE**

- ① Tuesdays include recitation (R) **and** Thursdays include lab (L). You must attend **both** days to receive full credit for lab.
- ② Lab participation includes adherence to safety rules, attendance, punctuality and lab station cleanup.
- ③ **Please do not bring food or beverages into the lab. Do not dispose of food in the waste receptacles.**
- ④ All labs will be performed on the scheduled day and time only. **NO MAKE-UP LABS.**
- ⑤ Each individual is responsible for lab station cleanup—**not** the lab technician!
- ⑥ **THERE WILL BE NO MAKE-UP QUIZZES.**
- ⑦ **NO PROGRAMMABLE CALCULATORS, CELL PHONES OR POCKET P.C.s (incl. PDAs) ARE ALLOWED FOR QUIZZES.**

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**NSC 107: Natural Science Paper Requirements**

The purpose of this assignment is two-fold: A) to give students experience performing independent research and writing on a topic, and B) to give students a sense of the process of scientific discovery and how current 'facts' have come to be known. Choose a topic that interests you.

1. The paper due date is listed on the syllabus. A **one-page draft outline** is due early in the semester and will be returned with comments before the paper is due. There will be no exceptions, no extensions and no make-ups. The paper is worth 10 points toward the total 35 points of your lab grade; your paper will be graded on content, grammar, spelling and proper appearance. Avoid using pronouns in the first person such as, I, me, my, mine etc., in your writing style.
2. The paper is to be a 4-5 page science research report (a required title page and reference page are additional). Double-spacing, **12 point Times Roman font**, with 1 inch margins on all sides are required.
3. You are required to use at least 3 different reference sources for your material. The textbook along with encyclopedias (includes Wikipedia) cannot be used as a source. All technical information presented in the paper must be cited appropriately in the text and in a references section at the end of the paper. References should conform to the APA style, which can be found on the John Jay Library Web site (<http://www.lib.jjay.cuny.edu/research/apastyle.pdf>) or ask for a copy at the library reference desk. **For help with referencing and writing style please visit the College Writing Center (2450N).**
4. This paper is an independent project and must be worked on alone. You must either choose a topic from the list provided by your laboratory instructor or have your own topic approved by your instructor.
5. Plagiarism will not be tolerated. **Any student suspected of copying material from another student, a printed source or a Web site will receive a zero on the assignment. Students may be further penalized by the instructor e.g., failing of the course and/or recommendation to the Vice President for Student Development for additional disciplinary action.** Attempting to use a paper written by another student, for another class or by a Web service is plagiarism and will be treated as such (please refer to the *John Jay Undergraduate Bulletin 2010-2011*, pp. 303-9 regarding POLICY ON ACADEMIC INTEGRITY).
6. This course will utilize the services of **Turnitin.com**, a plagiarism prevention system approved by the College Council. All students must submit an **electronic copy** of their final paper using either the Word, WordPerfect, RTF, PDF or HTML format **(including the reference page)** to **Turnitin.com** for processing by the date listed. **In addition, a printed original** must be submitted to the lab instructor by the scheduled date (instructors may also require an electronic copy). All electronic files should be scanned for viruses before submission. Students transmitting electronic viruses will be **heavily** penalized.

## Evaluation

### Lab constitutes 35% of your total lecture grade:

**5% Attendance, participation/group work**

**10 % Lab Manual Reports (In –Class)**

**10% Research Paper**

**5% Exam 1 & 5% Exam 2**

#### **1. Research Paper (10%)**

Each student is expected to write and submit a detailed research paper (a hard copy and electronic submission to turnitin.com). A separate handout will provide additional details on the requirements for the successful completion of this assignment.

**Research Paper will be due on 3/27/12 NO REPORTS WILL BE ACCEPTED AFTER THIS DATE.** The report MUST be type written (Font 12; double spaced). The lab report must be written in the past tense and be grammatically correct. Please see additional Handout for Research Guidelines.

#### **2. Attendance, Participation and Punctuality (5%)**

Attendance and Punctuality are mandatory. Each student is required to attend each laboratory recitation and exercise and to stay for its duration. Attendance will be taken for each lab and it is the student's responsibility to make sure that the instructor records their attendance. Each absence is equivalent to approximately 0.5%, which will be deducted from the 5%. In case of sickness the respective student is responsible for communicating with the Laboratory Instructor and to provide the necessary documentation to verify said absence. Irrespective of the reason for the absence, there will be **No Make-up Labs or Exams**. It is your responsibility to sign in for each day of lab.

Lab participation includes adherence to safety rules, involvement in experimental procedures and station cleanup. Students will be required to work in groups and each student should participate in the Laboratory exercises. The Instructor will observe each student's involvement in the laboratory recitations and exercises and the students will be evaluated accordingly. The Lab safety rules will be strictly enforced at all times and students are expected to observe them while in the Lab. In that respect, under no circumstance should food be brought into lab or dispose of food in waste receptacles.

#### **3. Lab Manual Reports (10%)**

The Lab Manual Reports are to be completed during the Laboratory exercise and should be handed in at the end of each Lab (prior to the student leaving the Lab). The Reports are to be neatly completed (legible) and all results noted, calculations completed and questions answered as related to the respective laboratory exercise. Each report is valued 0.5%. **If you do not participate in the lab you may not turn in a lab report.** NOTE: EACH STUDENT IS REQUIRED TO PROCURE A COPY OF THE LABORATORY MANUAL AND SAFETY GOGGLES. **NO STUDENT WILL BE ALLOWED TO CONDUCT LABORATORY EXERCISE WITHOUT HIS/HER SAFETY GOGGLES. LABS CANNOT BE MADE UP.**

#### **4. Exam 1 and 2 (5% each)**

There will be 2 exams for the ENV 108 Lab. Each exam will cover information discussed in the Recitation as related to the laboratory exercises, and also the laboratory exercises (calculations, interpretation etc). NO Personal phones or PDA's may be used.

**Exam1 will be administered on 3/22/12 and Exam 2 will be on 5/15/12.**

**THERE WILL BE ABSOLUTELY NO MAKE-UP EXAMS OR LABS.**



## **Americans with Disabilities Act (ADA) Policies**

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

## **Statement of the College Policy on Plagiarism**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

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It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards)

## ***Grade of IN (Incomplete)***

The grade of IN (Incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved after the sixth week of the following semester, it will automatically convert to the grade of F.

## **Grades for Completed Courses**

Grades for courses that have been completed through the final examination are as follows.

<b>Grade</b>	<b>Numerical Value</b>	<b>Percentage Equivalent</b>
A	4.0	93.0-100.0
A-	3.7	90.0- 92.9
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B-	2.7	80.0- 82.9
C+	2.3	77.1- 79.9
C	2.0	73.0- 77.0
C-	1.7	70.0- 72.9
D+	1.3	67.1- 69.9
D	1.0	63.0- 67.0
D-	0.7	60.0- 62.9
F	0.0	Below 60.0