



LEADS: Learners Engaged in Advocating for Diversity in Science (CHEM 300)

Reforming chemistry through empowering and inclusive curricula

Spring 2026, Tuesdays & Thursdays, 9:55 – 11:40 am

Location: TBA

Instructors:

Michael Stevenson, Ph.D. (Co-Instructor)

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Student Hours:

TBA, or any time by appointment!

Harney 357

TBA, or any time by appointment!

TBA

Course Credit: 4 units, satisfies CEL requirement

Course description

Learners Engaged in Advocating for Diversity in Science (LEADS) is a science-based Community Engaged Learning (CEL) course where ***students are active change agents in improving STEM education***. In higher education, about 3 in 10 students do not pass General Chemistry, and people from historically excluded identities are most affected. Promoting inclusion in science, bringing diverse role models to classrooms, and connecting real scientists to students' learning experiences can increase pass rates of students, allowing more to succeed. In this course, students will partner with the *Scientist Spotlights Initiative* to interview chemists and develop culturally responsive and inclusive assignments called *Scientist Spotlights* (See Appendix I for an example) which aim to humanize science by featuring scientists from diverse backgrounds. ***These assignments explore the personal stories and professional contributions of chemists who represent diverse personal and cultural backgrounds, and whose work is connected to concepts under study in chemistry courses.*** Students will have a direct and tangible effect on chemistry curriculum by integrating diversity explicitly into chemistry courses. Students will investigate challenges faced by historically excluded learners and scientists, gain experience with inclusive curriculum, and refine their writing and communication skills. Furthermore, students will become fluent in and advocate for ethics in science and initiatives in diversity, equity, and inclusion. The community-engaged experience in this course will allow students to ***examine how course concepts and theories play out in a community setting, develop skills and commitments to participate effectively in civic life, and address community-identified priorities and needs to advance the public good.*** Thus, this course helps USF fulfill its vision of developing leaders who will fashion a more humane and just world.

Required course materials

- Access to Canvas
- Microsoft Word and PowerPoint, Zoom, and a compatible device

We are here to support you and your success! ¡Sí, se puede!



You belong in this course! We are excited to learn with each and every one of you, and we are here to support your success. We have no doubt that you will do great things with the ideas you learn in this course because of who you are as a person and the values you bring with you from your culture, family, and life experiences. We invite you to bring your *whole self* into our learning community. Each of you bring cultural assets and personal perspectives that will allow you to make unique contributions in science and make the world a better place. *Please bring your personal perspectives and values to all you do in this course!*

Course goals and learning outcomes

Upon successful completion of this course, students will be able to:

1. develop Scientist Spotlights to highlight diversity in science. (PLO 1, PLO 2, PLO 4, CEL 1, CEL 2)
2. demonstrate both in-depth and broad knowledge of the importance of chemistry in a social context. (CEL 1)
3. investigate and describe challenges faced by historically excluded learners and scientists including, but not limited to stereotype threat, implicit bias, etc. (PLO 4, CEL 1, CEL 2)
4. openly share and listen about one's own and others experiences relating to equity, diversity, and inclusion in science with other students and with faculty in the LEADS team. (CEL 3)
5. develop a personal science identity and a sense of belonging to a community of scientists. (CEL 3)

Community Engaged Learning (CEL) outcomes met by this course

Upon successful completion of this course, students will be able to:

1. analyze the dynamics, strengths, and priorities of a group, community, or environment with which students engage.
 - Assessment: reflective journal entries, in-class group discussions
2. examine an environmental or social justice issue, including its root causes, impacts, intersections with other issues, and possible solutions.
 - Assessment: creation of *Scientist Spotlights*, meetings with curriculum reform partners, reflective journal entries, in-class group discussions
3. analyze one's own and others' beliefs, values, social identities, and world views and their implications for how one defines and contributes to the common good.
 - Assessment: reflective journal entries, in-class group discussions

Course components and grading scheme

Attendance and participation are key to getting the most out of this course. If you need accommodations, please reach out to us. All course components are evaluated on participation and effort. There are no right or wrong approaches.

COURSE COMPONENT	% OF GRADE
Reflections	
Weekly reflective journal entries (15 @ 10 points each) • Opportunity to reflect on ideas we're exploring and prepare for class	10%
Final reflection for the course • Opportunity to reflect holistically on the course and how you have engaged the community	10%
Participation	
Attendance and participation • Opportunity to share your thoughts, ideas, and feelings and ask questions, listen, and encourage and engage one another	15%
Journal club discussions • Opportunity to read and discuss an article related to the course	10%
Scientist Spotlights	
Creating three Scientist Spotlights (CEL component) • Opportunity to explore the personal stories and professional contributions of chemists who represent diverse personal and cultural backgrounds	35%
CARD poster presentation • Opportunity to present your <i>Scientist Spotlights</i> and what you learned at CARD	10%
Formative assessment	
Quizzes • Opportunity to apply your new knowledge to answer questions	10%
TOTAL	100%

For more detailed information on these components, please see Appendix II.



PLEASE TAKE
WHAT YOU LEARN TO
“CHANGE THE WORLD
FROM HERE”
TO BE MORE FAIR,
EQUITABLE, AND
INCLUSIVE!

CEL components

The USF definition of Community Engagement can be found at:
<https://myusf.usfca.edu/mccarthy/community-engagement>.

In LEADS, you will have two community partners with whom you will work throughout the entire semester:

1. You will partner with the **Scientist Spotlight Initiative Database** (<https://scientistspotlights.org/>)



founded by San Francisco State University and Foothill College. You will work with this community partner to develop *Scientist Spotlights* which are evidence-based, metacognitive assignments that replace textbook readings through the lens of real-world scientists. Through this community partnership:

You will learn about the **power of inclusion and belonging in science and the effects of humanizing science on learning**. Additionally, you will learn skills and practices of collaboration, literature-based research, scientific writing, peer review, and professional development.

The Scientist Spotlight Initiative Database will receive **three inclusive and empowering curricular supplements written by you to be published on their open-access database** for educators in K-12, community colleges, and universities to incorporate into their classrooms to enhance science curricula and promote inclusion in science.

2. You will partner with and interview **chemists** from historically underrepresented identities to write their story in a *Scientist Spotlight*. You will choose three chemists whose research aligns with specific chemistry topics, and you will explore their personal history and professional contributions. These chemists are your community partners since you will be building a relationship with them to humanize chemistry curricula. Through this community partnership:

You will develop interviewing skills while **you build a network of chemists with whom you can relate and you will build your science identity and sense of belonging**. Additionally, you will develop skills to communicate with a broad audience as you write the *Scientist Spotlights* on your chosen chemists (e.g., high school students).



The early career chemists will have **their personal stories told in a way to humanize science**. These personal stories are not just about their education, but rather about their life stories, journey into STEM, and overcoming struggles. You will empower the chemists to share their experiences and be role models for the next generation of scientists.

There are many places to find chemists to spotlight and these include, but are not limited to:

- Society for the Advancement of Chicano and Native American Scientists (SACNAS)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)
- Howard Hughes Medical Institute's (HHMI) Hanna Gray Fellows Program
- 500 Queer Scientists (500 QS)

At least 24 hours of community engaged learning is required for this course, although most students will be engaged for more than this time. The product you will author is three *Scientist Spotlights* that humanize chemists from diverse backgrounds while simultaneously teaching students about course concepts. To do this, you will prepare for and conduct interviews of three chemists (2 hours each; total of 6 hours); write the *Scientist Spotlights* for publication on an open-source database (3 hours each; total of 9 hours); and collaborate, peer-review, and improve scientific communication from the *Scientist Spotlight Initiative* (3 hours each; total of 9 hours).

You and your partnership team of 2-3 students will also have one curriculum reform partner with whom you will work throughout the entire semester:

1. In addition to the two community partners listed above, your partnership team of 2-3 students will partner with one **LEADS faculty** who will use your developed *Scientist Spotlights* to teach chemistry topics and integrate diversity explicitly into the courses. Through this curriculum reform partnership:

You will have equal partnership as a **change agent to reform the curriculum** to which you typically do not have access. You will have the opportunity to work with professors to revise course curriculum to be more culturally relevant and inclusive.

LEADS faculty will understand how we can **connect chemistry to our cultural communities** and will develop their cultural competence through regularly accessing perspectives of chemistry students.



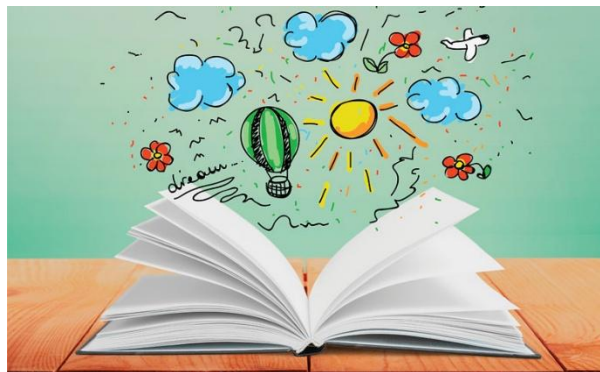
Scientist Spotlights

One of the main goals of *Scientist Spotlights* is to help students see all types of people who do science. Indeed, we will read scientific literature that shows that integrating diversity explicitly into science courses builds students' science identity and belonging in science. In LEADS, you will develop three *Scientist Spotlights* which explore the personal stories and professional contributions of chemists who represent diverse personal and cultural backgrounds, and whose work is connected to concepts under study in chemistry courses. Working with your curriculum reform partner, you will identify concepts in their course to develop these culturally inclusive and empowering curricula. You will then identify a chemist with diverse personal and cultural background, develop questions to ask them, and interview them. Finally, you will write a *Scientist Spotlight* containing an introduction, biography, and providing open-source science content resources that directly apply to the *Scientist Spotlight* and the curriculum reform partner's course (See Appendix I for an example). By connecting students' personal lives to chemistry content, the curricular materials that you make will supplement and complement what students are learning in your curriculum reform partner's course and replace some textbook readings. The *Scientist Spotlight Initiative Database* will provide feedback which will contribute a significant portion of the *Scientist Spotlights* creation grade.

Core Readings

Some of the core readings for this course are listed below. There will be more readings assigned during the course. You should finish each reading when assigned in the Tentative Course Schedule (denoted as 'CR-X' where X is the number listed below).

1. "[The Student Companion to Community-Engaged Learning](#)" (pages 1-30) by Donahue, D.M. and Plaxton-Moore, S.
2. Barr, D.A.; Gonzalez, M.E.; Wanat, S.F. The Leaky Pipeline: Factors Associated With Early Decline in Interest in Premedical Studies Among Underrepresented Minority Undergraduate Students, *Academic Medicine*, **2008**, 503-511. ([10.1097/ACM.0b013e31816bda16](#))
3. Fadeyi, O.O.; Heffern, M.C.; Johnson, S.S.; Townsend, S.D. What Comes Next? Simple Practices to Improve Diversity in Science, *ACS Central Science*, **2020**, 1231-1240. ([10.1021/acscentsci.0c00905](#))
4. Schinske, J. N., Perkins, H., Snyder, A., & Wyer, M. Scientist spotlight homework assignments shift students' stereotypes of scientists and enhance science identity in a diverse introductory science class, *CBE—Life Sciences Education*, **2016**, 15(3), ar47. ([https://doi.org/10.1187/cbe.16-01-0002](#))
5. Aranda, M. L., et al. Student-Authored Scientist Spotlights: Investigating the Impacts of Engaging Undergraduates as Developers of Inclusive Curriculum through a Service-Learning Course, *CBE—Life Sciences Education*, **2021**, 20(4), 1–17. ([https://doi.org/10.1187/cbe.21-03-0060](#))
6. Yosso, T.J. Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth, *Race Ethnicity and Education*, **2005**, 69-91. ([10.1080/1361332052000341006](#))
7. Tanner, K. and Allen, D. Cultural Competence in the College Biology Classroom, *CBE-Life Sciences Education*, **2007**, 251-258. ([10.1187/cbe.07-09-0086](#))
8. Beasley, M.A. and Fischer, M.J. Why They Leave: The Impact of Stereotype Threat on the Attrition of Women and Minorities from Science, Math and Engineering Majors, *Social Psychology of Education*, **2012**, 427-448. ([10.1007/s11218-012-9185-3](#))
9. Harris, R.B.; Mack, M.R.; Theobald, E.J.; Freeman, S. Reducing Achievement Gaps in Undergraduate General Chemistry Could Lift Underrepresented Students into a "Hyperpersistent Zone", *Science Advances*, **2020**, 1-8. ([10.1126/sciadv.aaz5687](#))
10. Reiss, M.J. Teaching Ethics in Science, *Studies in Science Education*, **1999**, 115-140. ([10.1080/03057269908560151](#))



Course Policies

Attendance Policy

Attendance at all class meetings is mandatory. Unexcused absences will result in a zero for all assignments associated with that class period. Missed classes cannot be made up. All absences are considered unexcused unless proper documentation is provided.

Cheating & Plagiarism

Cheating and plagiarism will not be tolerated and are grounds for failure in the course. USF's policy on cheating and other forms of academic fraud will be strictly enforced. When in doubt about what is acceptable, ask the instructor. There will be some work in small groups and interaction is strongly

encouraged in this setting. It will always be clear what work is to be done in groups and what work is to be your own. Unless stated, *all assignments are always written in your own words with your own fingers on the keyboard or pen (that means no cut/paste followed by rearranging words from other sources).*

Use of Artificial Intelligence (AI)

The use of any artificial intelligence is strictly prohibited. This includes, but is not limited to, ChatGPT, Bard AI, Bing AI, etc. If you use any AI, the assignment will be given a zero and you will be reported to Student Conduct and the Dean of Students for taking credit of work that is not your own (i.e. plagiarism). You will learn more from the course which will prepare you better for life after USF if you complete assignments on your own!

Late Assignments

Assignments are considered late if they are turned in after the date and time they are due. Late assignments will be assessed a 25% penalty for each weekday late unless special circumstances are discussed with the instructor.

Regrade policy

Request for a regrade must be submitted in written form and include why the original answer deserves additional points. Regrade requests must be submitted within three business days of the return of assignments and the *entire* assignment will be regraded (Note: this may potentially reduce the overall score). For addition mistakes where the number of points were added up incorrectly, there is no need for a written request, but please show the mistake to the instructor.

Canvas

Announcements, course schedule updates, etc. will be posted on Canvas. **Check Canvas regularly** to ensure that you do not miss important information.

Email policy

I observe email-free nights and weekends and typically respond to emails within 24-48 hours. Please **add “CHEM 300” in the subject line** so that I may prioritize emails from the class. Generally, questions about material should be asked during class, office hours, or by appointment because answering via email can lead to more confusion. Please email me to arrange an appointment for office hours. In your email, please include three times during which you are available (i.e., Monday 1-4, Wednesday 11-3, Thursday 9-12).



Electronics

All cell phones, laptops, and tablets should be silent during class. Use of a tablet or laptop is permitted but must not be a distraction to classmates.

Digital recording of classes

Students with a documented need to digitally record a class may request permission from their instructors with the [Recording Lectures Agreement Form](#). SDS will also notify a faculty member recommending this reasonable accommodation. **Unauthorized recording is strictly prohibited.** USF defines unauthorized recording as “Any unauthorized use of electronic or other device to make an audio or video record of any person while on University premises without that person's effective knowledge and consent. This includes but is not limited to surreptitiously taking pictures of another person and video streaming.”

University resources and policies

Students with Disabilities

The University of San Francisco is committed to providing equal access to students with disabilities. If you are a student with a disability, or if you think you may have a disability, please contact Student Disability Services (SDS) at sds@usfca.edu or 415 422-2613, to speak with a disability specialist. (All communication with SDS is private and confidential.) If you are eligible for accommodations, please request that your accommodation letter be sent to me as soon as possible; students are encouraged to contact SDS at the beginning of the semester, as accommodations are not retroactive. Once I have been notified by SDS of your accommodations we can discuss your accommodations and ensure your access to this class or clinical setting. For more information please visit the SDS website: <https://www.usfca.edu/student-disability-services>.



Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Academic Integrity

As a Jesuit institution committed to *cura personalis* -- the care and education of the whole person -- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet.

Counseling and Psychological Services (CAPS)

CAPS' diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call (415) 422-6352 for an initial consultation appointment. Telephone consultation through CAPS After Hours is available Monday - Friday from 5:00 p.m. to 8:30 a.m., 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>.

Confidentiality, Mandatory Reporting, and Sexual Assault

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty. We are required to share information regarding sexual misconduct or information about a crime that may have occurred on USF's campus with the University. Here are some useful resources related to sexual misconduct:

- To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting usfca.edu/student_life/safer.

- Students may speak to someone confidentially or report a sexual assault confidentially by contacting Counseling and Psychological Services at (415) 422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (sfwar.org).

Tentative Course Schedule (subject to change)

Week	Day	Date	Topics	Reflection	Assignment
1	T	1/21	Course overview; CEL Orientation; Why care about inclusion in science?		CR-1
	Th	1/23	Journal club discussion: Rock Stars in Science	Belonging and inclusion reflection	Discussion questions
2	T	1/28	Discussion on inclusion and belonging in science		CR-2 & CR-3
	Th	1/30	How to start: anatomy of a Scientist Spotlight		CR-4 & CR-5
3	T	2/4	Meet your faculty partners!	Scientist Spotlight reflection	Create a faculty meeting schedule
	Th	2/6	Scientist Spotlight planning		Scientist Spotlight Ideas Due (Names and Resources)
4	T	2/11	Library Orientation and Scientist Spotlight Jigsaw		Quiz 1
	Th	2/13	How to read literature and citation activity		
5	T	2/18	Work on Scientist Spotlights #1		
	Th	2/20	<i>TBD</i>		Quiz 2
6	T	2/25	Scientist Spotlight Peer Review #1		Draft of Scientist Spotlight #1
	Th	2/27	Scientist Spotlight Presentations #1		Scientist Spotlight #1 Due
7	T	3/4	Journal club discussion: What's in Your Resource Bag?	Scientist Spotlight reflection	CR-6 & CR-7 Discussion questions
	Th	3/6	<i>TBD</i>		
8	T	3/11	<i>Spring Break - no class</i>		
	Th	3/13			
9	T	3/18	Work on Scientist Spotlights #2		
	Th	3/20	Work on posters for CARD		
10	T	3/25	Scientist Spotlight Peer Review #2		Draft of Scientist Spotlight #2
	Th	3/27	Scientist Spotlight Presentations #2		Scientist Spotlight #2 Due
11	T	4/1	Work on posters for CARD	Scientist Spotlight reflection	Quiz 3
	Th	4/3	Journal club discussion: Implicit bias, stereotype threat		CR-8 & CR-9 Discussion questions
12	T	4/8	Work on posters for CARD		
	Th	4/10	Bringing Student Voices to CHEM 300 Classroom		
13	T	4/15	Work on Scientist Spotlights #3		Quiz 4
	Th	4/17	Panel Discussion		CARD posters due
14	T	4/22	Scientist Spotlight Peer Review #3		Draft of Scientist Spotlight #3
	Th	4/24	Scientist Spotlight Presentations #3		Scientist Spotlight #3 Due
15	T	4/29	Practice Posters to Showcase Our Work!	Scientist Spotlight reflection	
	Th	5/1	CARD poster session on Friday, May 2		Quiz 5
16	T	5/6	Journal club discussion: Science ethics 1		CR-10 Discussion questions
	Th	5/8	Journal club discussion: Science ethics 2	Final Reflections	Discussion questions

Appendix I: example of a *Scientist Spotlight*



What does this tell you about the types of people who do science?

Scientist Spotlight: Nancy Scott Burke Williams



To help us prepare for what we are about to study in our class, we are going to explore the work of Nancy Scott Burke Williams. Nancy Scott Burke Williams is an Associate Professor of Chemistry at the Keck Science Department of Claremont McKenna, Pitzer, and Scripps Colleges. Her current research involves investigating how transition metals, specifically platinum, can make and break carbon-carbon and carbon-hydrogen bonds. She and her students design ligands for platinum complexes aimed to break stable carbon bonds. Aside from her inorganic chemistry research, Dr. Williams has also worked to improve

undergraduate chemistry education by helping start the Interactive Online Network of Inorganic Chemists (IONiC). Additionally, Dr. Williams is an active advocate for nondiscrimination laws for trans people.

Click the link to learn more about the background of Nancy Scott Burke Williams:

<https://cen.acs.org/synthesis/Nancy-Scott-Burke-Williams-has-unraveled-platinum-pendant-for-making-and-breaking-carbon-bonds/100/i12>

Click the link to learn about the scientific work of Nancy Scott Burke Williams:

<https://pubs.acs.org/doi/10.1021/acs.organomet.2c00282>

**Read only the abstract from one of Dr. Nancy Scott Burke Williams' scientific papers.*

<https://www.ionicviper.org/class-activity/six-coordinate-carbon-class-activity>

**This is one of the many educational activities Dr. Nancy Scott Burke Williams has made.*

Instructions for Written Assignment:

After reviewing the background and scientific work of Nancy Scott Burke Williams, write a 250-word reflection on what you discovered. You might wish to address some of the following:

1. *What was most interesting to you in reviewing these resources?*
2. *What did you learn from these resources about organometallic chemistry?*
3. *What new questions do you have after reviewing these resources?*
4. *What do these resources tell you about the types of people that do science?*



About the Author: My name is Tiffany Alvarez. I am a master's student at University of San Francisco doing research on antimicrobial peptides and their metal-binding properties. I chose Dr. Nancy Scott Burke Williams because of the exciting research she is currently doing and because of the involvement that she is a part of. She is an inspiration to many people and she will inspire many more people who read her story.



Scientist photo & introduction written by student author

Open-source or student-authored personal history

Open-source chemistry content resources

Reflective metacognitive questions

Student-author biography

Appendix II: Detailed description of coursework

Attendance and participation

Most class periods will consist of group discussions to actively engage students with the material. As such, you must attend all class meetings and participate daily. You are allowed two excused absences during the semester before it affects your grade. Excused absences must be approved by the instructor prior to the class.

Everyone is expected to come to class prepared having read any assigned literature articles, completed any assignments or activities, etc. During peer review sessions, you are expected to examine the material attentively and deliberately and provide constructive feedback to help them improve it. All students will be courteous and respectful of each other during class. It can be intimidating to share own's thoughts, ideas, and feelings publicly, but everyone should try their best to speak, ask questions, listen, and encourage and engage one another.

Quizzes

Quizzes will be administered online through Canvas and you will have three days to complete it. These quizzes will help review concepts that you learn in the course and reinforce your knowledge. Quizzes are open-note and open-book but closed-person (you may not discuss the quiz with anyone except the instructor until after the due date). These quizzes take time to think about and form cogent answers; please do not wait until the last couple of hours on Sunday to complete them.

Journal club discussions

Over the semester, we will read literature articles that pertain to concepts we cover in our course. Before the class period during which we discuss the article, you should read and reread the article and come prepared to discuss it openly. Often, there will be accompanying questions for you to think about before the class.

Reflective journal entries

You will chronicle your activities throughout the course and connect them with concepts we study in class. These journal entries should include reflections of your experiences in the course and working with your community partners. These entries are not retelling of experiences or simple exercises, but rather they contextualize concepts and challenge our thinking. Periodically, the instructor will review these reflections to assess the CEL component. Examples of reflection prompts include, but are not limited to, 3-2-1 reflection (three things learned, two new concepts, one remaining question) and ORID (objective, reflective, interpretive, decisional) reflections.

Final reflection for the course

At the end of the semester, you will look at your experiences and write a final reflection. This reflection should include what you have learned, how it connects with the course and the community, and how your experience has challenged you to foster a more vibrant community.

CARD poster presentation

You will present one of your completed Scientist Spotlights, what you have learned, and how you have contributed to addressing societal issues at the Creative Activity and Research Day (CARD) near the end of the semester.

Grading scale

93.00% ≤ A ≤ 100.00%	77.00% ≤ C+ < 80.00%
90.00% ≤ A- < 93.00%	73.00% ≤ C < 77.00%
87.00% ≤ B+ < 90.00%	70.00% ≤ C- < 73.00%
83.00% ≤ B < 87.00%	60.00% ≤ D < 70.00%
80.00% ≤ B- < 83.00%	0.00% ≤ F < 60.00%