I , cxcr5 other, such a freckle, no and overall grading policy. In addition to the clause as it is stated, the faculty will be taken to be leaving the faculty by making teachers direct their efforts at students who are not fully committed to their classes. Second, he notes that members of the faculty are concerned that some student's grades are suffering because those who are doing poorly can and do drop out of courses, thus making grades stiffer for those who remain. The first argument pits the interest of the faculty against those of the students should the convenience of students be exchanged for a reduced load for the faculty. The second reduces the conflict to one of students against students, the interests of the student who drops a course must be weighed against those of the students who stay in. The CAP cites three other reasons for moving the drop date, the most unsettling argument is that faculty members would save time by changing the drop date. It implies that faculty would direct their extra time to the smaller number of students who are doing poorly and allow them to drop out. The latter explanation does not justify an early drop date. Would students then benefit from increased faculty attention? Most likely, they would not — for most classes at MIT do not involve a great deal of personal interaction between student and teacher, those that do usually have higher drop rates. Even if the level of classes is artificially lowered, the argument is meaningless and arbitrary; it could just as easily be argued that an early drop date would artificially raise the level of classes.

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