

**ENGL 2303-003/WOMS 2301-001: Special Topics**  
**“Body Politics: Gender and Medicine in American Social Reform Literature”**  
**Fall 2016**

**Instructor:** Stephanie Peebles Tavera, ABD

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**Office Hours:** MW 8:30-10 am or by appt

**Section Information:** ENGL 2303-003 or WOMS 2301-001

**Time and Place of Class Meetings:** SH 125 MWF 10:00 – 10:50 am

**Description of Course Content:** In the late-nineteenth century, women became increasingly involved in medical science and practice, especially in the field of gynecology, which emerged as a new field in 1876. Social reformers and feminist writers including Louisa May Alcott, Charlotte Perkins Gilman, and Annie Nathan Meyer responded to these developments by voicing their own opinions on gynecological practice and women in medicine, often calling for reform. This semester, we will read three social reform novels and a variety of short fiction written by women writers who used the genre of fiction for didactic purposes. In other words, they used fiction for political arguments on women's health during a period of censorship on “obscene” subject matter. In reading these texts, we will seek to answer such questions as: How does medical practice influence women's bodies? How might these reform measures positively or negatively influence gender roles? In what ways does fiction function as a genre for social reform arguments? How were these literary texts influenced by other social reform movements including dress reform, social purity, and even the birth control movement?

**Student Learning Outcomes:** By the end of the semester, students who have successfully completed the assignments should: (1) have a basic knowledge of at least six significant American authors and their texts that participate in women's health discourse, and (2) have the ability to consider how various literary forms, concepts of audience, environments, and personal, economic, and cultural backgrounds have influenced and were influenced by women's health. Lectures, class discussion, small group discussions, critical analysis papers, a medical brochure with short 3-4 minute presentation, and the signature assignment will be the primary means of achieving these goals. However, these activities also offer opportunities to help students to (3) examine how medical knowledge is constructed and (4) examine the ways in which literature serves as a viable means of constructing and disseminating medical information. See also the *criteria* statements related to each of the in-class and out-of-class assignments and the *approximate grade weights statement*.

**ENGL 2303 Sophomore Literature:** This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the “Signature Assignment” (see below). The Departmental guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: <http://www.uta.edu/uta>.

**Required Textbooks and Other Course Materials:**

Alcott, Louisa May. *Eight Cousins*. New York: Puffin Classics, 1995. ISBN: 978-0140374568  
Gilman, Charlotte Perkins. *The Crux*. Introduction by Dana Seitler. Durham: Duke University Press, 2003. ISBN: 978-0822331674

Meyer, Annie Nathan. *Helen Brent, M.D.* (E-book, Scholar's Choice, or advance copies from HCPress)

### Primary Texts (Blackboard)

Alcott, Louisa May. "A Day." From *Hospital Sketches*.

Clarke, Edward H. From *Sex in Education* (excerpt).

Davis, Rebecca Harding. "A Day with Dr. Sarah."

Gilman, Charlotte Perkins. "Birth Control," "The Yellow Wallpaper," "Why I Wrote the Yellow Wallpaper," "Mr. Peebles' Heart," "Joan's Defender," "Dr. Claire's Place," and "The Vintage."

----- Chapter Seven. *Herland*.

Holmes, Oliver Wendell. "The Stethoscope Song."

Howe, Julia Ward. *Sex and Education: A Response to Edward H. Clarke's Sex in Education*.

Howells, William Dean. *Doctor Breen's Practice* (excerpt).

Longfellow, Henry Wadsworth. "Santa Filomena."

Mitchell, S. Weir. From *Wear and Tear* (excerpt).

### Secondary Texts (Blackboard)

Chrisler, Joan. "A Reproductive Justice Approach to Women's Health"

Haller, John S. and Robin M. Haller. Introduction. *The Physician and Sexuality in Victorian America*.

Otis, Laura. Introduction. *Literature and Science in the Nineteenth Century*.

Tompkins, Jane. Introduction. *Sensational Designs*.

*Original Sin: Sex*. "Government in the Bedroom" (4:18-11:57) and "Birth of the Vibrator." National Geographic Website.

### Recommended Texts

Graff and Birkenstein, *They Say/I Say*, 3<sup>rd</sup> edition

ISBN: 0393935841

**Course Schedule.** Assignments are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.* –Stephanie Peebles Tavera

Week	Date	Class Topic	Assignments Due
1	FRI, 8/26	Syllabus. Introductions. Short reading.	
2	MON, 8/29	Intro to C19 Ob/Gyn: Haller & Haller.	<b>Read:</b> Haller & Haller's Introduction (BB)  <b>Due:</b> Syllabus Contract
2	WED, 8/31	Intro to Sci/Lit: Otis and Tompkins	Read: Otis' Introduction (BB) and Tompkins' Introduction (BB)
2	FRI, 9/2	Intro to RJ: Original Sin Videos and Chrisler	<b>Read:</b> Chrisler's "Reproductive Justice Approach..." (BB)  <b>Watch:</b> Original Sin: Sex, "Government in the Bedroom" (4:18-11:57) and "Birth of the Vibrator"
3	MON, 9/5	<b>No Class. Labor Day.</b>	
3	WED, 9/7	Hysteria: Gilman and Mitchell; <i>Hysteria</i> Movie Clip	Read: Gilman's "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper" (BB); Mitchell's "Wear and Tear" (BB)

3	FRI, 9/9	Medical Fiction: Gilman's short stories	<b>Read:</b> Gilman's "Mr. Peebles' Heart," "Joan's Defender," and "Dr. Claire's Place" (BB)
4	MON, 9/12	What is a Scholarly Community?: Discussion. <b>Assign Scholarship Circle.</b>	
4	WED, 9/14	Close Reading Practice: Literary Analysis as Scientific Method. Apply to Gilman's medical fiction (short stories)	<b>Read:</b> "Literary Analysis as Scientific Method" (BB)
4	FRI, 9/16	Sex Education: Clarke and Howe excerpts; Intro to Alcott's <i>Eight Cousins</i> .	<b>Read:</b> Clarke and Howe excerpts (BB); Alcott's <i>Eight Cousins</i> (Ch. 1-2; p. 1-10).
5	MON, 9/19	Scholarship Circle: Gilman's medical fiction (small groups). <b>Bring 4-5 copies of your CAP to class.</b>	<b>Due:</b> Critical Analysis Paper (CAP) 1.
5	WED, 9/21	Character: Alcott's <i>Eight Cousins</i> .	<b>Read:</b> Your SC's papers; Alcott's <i>Eight Cousins</i> (Ch. 2-3)
5	FRI, 9/23	Class: Alcott's <i>Eight Cousins</i> .	<b>Read:</b> Your SC's papers; Alcott's <i>Eight Cousins</i> (Ch. 4-5).
6	MON, 9/26	Writing to a Young Adult Audience: Alcott's <i>Eight Cousins</i> .	<b>Read:</b> Your SC's papers; Alcott's <i>Eight Cousins</i> (Ch. 6-10)
6	WED, 9/28	Gender and Sex: Alcott's <i>Eight Cousins</i> .	<b>Read:</b> Your SC's papers; Alcott's <i>Eight Cousins</i> (Ch. 11-12)
6	FRI, 9/30	Education: Alcott's <i>Eight Cousins</i>	<b>Read:</b> Alcott's <i>Eight Cousins</i> (Ch. 13-14)
7	MON, 10/3	Contextualizing C19 Medicine: <b>Assign Medical Brochure Project</b>	<b>Due: Scholarship Circle Paper</b>
7	WED, 10/5	Finding Sources Workshop: How to Use the UTA Library Databases	
7	FRI, 10/7	In-Class Workshop on MB: Synthesis and Aesthetics	
8	MON, 10/10	Dress Reform: Alcott's <i>Eight Cousins</i> (Wrisley & Haller and Haller images)	<b>Read:</b> Alcott's <i>Eight Cousins</i> (Ch. 15-20)
8	WED, 10/12	Sex Education: Alcott's <i>Eight Cousins</i>	<b>Read:</b> Alcott's <i>Eight Cousins</i> (Ch. 21-22)
8	FRI, 10/14	Reform Physiology: Gilman's "Joan's Defender" & Alcott's <i>Eight Cousins</i>	<b>Read:</b> Alcott's <i>Eight Cousins</i> (Ch. 23-24)

9	MON, 10/17	Medical Brochure Presentations (5).	Due: Medical Brochure (All).
9	WED, 10/19	Medical Brochure Presentations (5).	
9	FRI, 10/21	Medical Brochure Presentations (5).	
10	MON, 10/24	Intro to Gilman: "The Vintage" and Knight's Introduction.	Read: Gilman's "The Vintage" (BB) and Seidler's "Introduction to <i>The Crux</i> "
10	WED, 10/26	Myth of the West: Gilman's <i>The Crux</i>	Read: Gilman's <i>The Crux</i> (Ch. 1-2).
10	FRI, 10/28	No Class. Prof. Tavera at Utopia Conference	Due: Online Plagiarism Tutorial (by Fri at 10 pm).
11	MON, 10/31	Professional Women: Gilman's <i>The Crux</i> .	Read: Gilman's <i>The Crux</i> (Ch. 3-6).
11	WED, 11/2	Race/Class: Gilman's <i>The Crux</i>  NOTE: Last day to drop classes is <b>Nov 2, 2016</b> ; submit requests to advisor prior to 4:00 pm.	Read: Gilman's <i>The Crux</i> (Ch. 7-8).
11	FRI, 11/4	Sex Education: Gilman's <i>The Crux</i> .	Read: Gilman's <i>The Crux</i> (Ch. 9-10).
12	MON, 11/7	Eugenics: Gilman's <i>The Crux</i> .	Read: Gilman's <i>The Crux</i> (Ch. 11-12).
12	WED, 11/9	(New) Historicizing Texts: <b>Assign Signature Assignment.</b>	
12	FRI, 11/11	In-Class Workshop: Synthesizing Texts.	
13	MON, 11/14	In-Class Workshop: Bring Two Sources/Citing Sources	
13	WED, 11/16	Utopia and Eugenics: Gilman's "Birth Control" and <i>Herland</i>	Read: "Birth Control" (BB), and Chapter 7 from <i>Herland</i> (BB)
13	FRI, 11/18	Nursing Narratives: Alcott, Longfellow, and Holmes	Read: Alcott's "A Day" (BB), Longfellow's "Santa Filomena" (BB), and Holmes' "The Stethoscope Song" (BB)
14	MON, 11/21	Doctress Narratives: Howells and Davis	Read: Howells' <i>Doctor Breen's Practice</i> (BB) and Davis's "A Day with Doctor Sarah" (BB)

14	WED, 11/23	Archiving/Intro to Meyer	<b>Read:</b> Meyer's <i>Helen Brent, M.D.</i> (Ch. 1-2; p. 1-33) <b>Due: Signature Assignment Paper.</b>
14	FRI, 11/25	No Class: Thanksgiving Holiday	
15	MON, 11/28	Preserving Literature: <b>Assign Digital Archive Project</b> ("Final" Paper).	
15	WED, 11/30	Gynecology and Gender: Meyer's <i>Helen Brent, M.D.</i>	<b>Read:</b> Meyer's <i>Helen Brent, M.D.</i> (Ch. 3-10; p. 34-111)
15	FRI, 12/2	Marriage and/or Career?: Meyer's <i>Helen Brent, M.D.</i>	<b>Read:</b> Meyer's <i>Helen Brent, M.D.</i> (Ch. 11-12; p. 112-131)
16	MON, 12/5	Venereal Disease and Gender: Meyer's <i>Helen Brent, M.D.</i>	<b>Read:</b> Meyer's <i>Helen Brent, M.D.</i> (Ch. 13-16; p. 132-174)
16	WED, 12/7	New Womanhood: Meyer's <i>Helen Brent, M.D.</i>	<b>Read:</b> Meyer's <i>Helen Brent, M.D.</i> (Ch. 17-18; p. 175-196)
16	FRI, 12/9	Archival Peer Review and End-of-Class Procedures	<b>Due: Digital Archive Project</b>

### Descriptions of major assignments and examinations:

**Scholarship Circle Project** (Part I: Due Sep 19; Part II: Due Oct 3) This project involves two short essays and is intended to introduce students to academic discourse communities and literary scholarship. Students will first write a 3-4 page Critical Analysis Paper, which will be turned in on Blackboard on Sep. 19<sup>th</sup>, 2016 by 10am. For class that day (Sep. 19<sup>th</sup>), students will bring 4-5 copies of their CAP for the "scholarship circle." Students will then be divided into groups of 4-5 each. They will read one another's CAPs and rewrite their original CAP, drawing on (i.e. citing) at least three of their colleagues' papers in the revision. The final, revised version of 3-4 pages will be due Oct. 3<sup>rd</sup>, 2016 by 10 am on Blackboard using SafeAssign. Both papers for this project should be written in MLA format (double-spaced, 1-inch margins all around; 12 pt. Times New Roman font) and should cite in-text using parenthetical citations.

**Medical Brochure Project and Presentation** (Brochure Due Oct 17; Presentation Due Oct 17-21) In this project, students will work in groups to create a one-page medical brochure (front and back) that mirrors the style of modern-day medical brochures. The content should seek to educate readers on ONE woman's health issue from *the late nineteenth or early twentieth century*; students will choose a woman's health issue from a list that I provide. In the brochure, students should (1) clearly define the issue or health problem, (2) identify what demographics (gender, age, class, etc.) this issue might affect, (3) offer one or more possible solutions for treating the issue, and (4) give one or more examples of this issue from a literary text we read/will read this semester (fictional, non-fictional, or both). Since brochures are a form of advertising, they are aesthetic in nature. Thus, students should incorporate appropriate images, borders, and colors. Students may use relevant quotes, statistical information, or figures. The brochure must include a brief works-cited page with at least one primary source (i.e. reading from class) and two secondary sources (from your research) in the "contact information" section and use in-text citations when appropriate. Each group will present their brochure and research findings during the week of Oct 17-21.

**Signature Assignment** (Due Nov 23) The signature assignment addresses all four of the course University prescribed objectives. **Personal responsibility:** This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. In addition, the construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility related to scientific knowledge, its construction, and its influence on other subjects both human and nonhuman addresses the **social responsibility** outcome.

**Specific Requirements.** Write a well-organized, effectively developed 4-5 page (approximately 1000 – 1250 words) analysis of one of the **fictional** texts from this course. Students should cite a minimum of two secondary sources in MLA format using in-text citations and a works cited page. Students may use critical texts from this course (i.e. Haller & Haller, Tompkins, Otis, etc.); however, these texts will not contribute toward the two secondary sources requirement, as you must find these on your own.

**Grading Criteria and Instructions.** The paper requires students to demonstrate three types of *communication skills* related to social and personal responsibility: description, critical thinking, and application. (1) *Description:* Describe, within your chosen text, (a) one or two ways in which fiction engages with medical discourse, (b) how the fiction genre is used effectively or ineffectively (in your opinion) in medical discourse, and (c) how women's health is affected (positively or negatively) by the novel's engagement in medical discourse. (2) *Critical Thinking/Analysis:* This may overlap with part b and c of the assignment as your argument depends on your answers to parts b and c. In this section of the paper, discuss how effective are the author's examples, claims, and/or arguments in engaging with medical discourse and women's health, particularly in using the fiction genre. (3) *Application:* This may also overlap with part c. In this section, be sure to answer the following question: To what degree are women's bodies and women's health affected (positively or negatively) by the author's engagement with medical discourse?

**Invention and Organization.** In a brief introductory paragraph, you should anchor your paper's argument about the author's participation in medical discourse by describing what "they say" (critics, sources) about the intersections of medicine and fiction and what you (or "I") say about the positive or negative impact on gender or sex constructs as a result of the author's engagement. Whether you devote one or more paragraphs to each of the three elements in the body of the paper (description, analysis, application) will depend on the nature and number of examples you select. The application element should be featured in the concluding paragraph, or at least the concluding section of the paper. *Support your descriptive and analytical claims with appropriate examples from the fiction text you selected and with appropriate information or quotations from the required two secondary sources.* I will expect the use of coherent sentences and paragraphs, and grammar, spelling, and punctuation appropriate for a sophomore English course.

**Responsible Integration of Sources (personal responsibility).** Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which students draw on the selected text and secondary sources to communicate an interpretive argument about their chosen text or novel through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial: <http://library.uta.edu/plagiarism/> **Take the tutorial; then, submit a pdf version of the "Results" page to Blackboard for a participation grade on or before Friday, Oct. 28<sup>th</sup> at 10 pm.**

**Appropriate Secondary Sources:**

- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper's*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)
- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA's library gives you access to online)
- Scholarly books or book chapters (it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn't listed here, should check with me first!

**Formatting.** Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA's recommendations for formatting, citation, and style. **Here is a direct link to the Library's excellent guide to MLA format:** <http://www.uta.edu/library/help/files/cite-mla.pdf>

**Final Note.** In order to receive a passing grade on the signature assignment, students should be able to:

1. write an essay that is at least 4 pages long, but no more than 5 pages (a five page paper ends on the sixth page)
2. integrate two appropriate sources
3. have a thesis
4. have a title
5. incorporate evidence (i.e., quotations and paraphrasing) from the literary text
6. have a Works Cited page using MLA format

**Digital Archive Project** (Due Dec. 9) Digital archives are important for preserving authors and their texts, many of which are culturally important, yet may not be "canonical." Annie Nathan Meyer, who whom we read in this class, is one such culturally-significant author that scholars, myself included, are seeking to preserve through digital archives. In this project, students will work individually on researching one digital archive from an approved list that I will provide. Each student will write a three part summary-response essay that covers the following material: (1) A 250-word summary of the website's purpose and audience; (2) a 250-500-word summary of three texts preserved in that archive (In other words, what works do they seek to preserve and why?); and (3) a 250-500-word evaluation of the website's organization and its effectiveness in preserving texts (In other words, do you find the organization user-friendly and is the website effective? Why or why not?). This summary-response essay does not need to be organized as a complete essay with an introduction, body, and conclusion. Instead, you may simply label each section Part I/Part II/Part III and answer accordingly.

A few considerations for Part II: Students may ask, "Do I need to read three texts in order to write my summary?" No, you do not need to read them. You should know about them, perhaps even skim sections or read a summary if the website provides them. The goal of Part II is to discuss the kinds of texts that the website seeks to preserve, not details about the texts themselves. For all three parts of this project, you should read the website, study its organization, and be familiar with its layout. I may collect all or some of these summaries and post them on my own archival website or professional webpage, so do your best work!

**Participation Policy and Attendance.** Successful college students in my course come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays. ***Students must inform the instructor in writing at least one week in advance of an excused absence in order to receive an alternative daily grade/participation grade assignment.*** In terms of lecture notes, should you miss class (even with an excused absence), I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. Thus, there is no "attendance" grade in my course. However, there is a participation grade which will be assessed holistically (100 or zero) based on completion of fifteen in-class assignments (and one out-of-class assignment) including: Notecard discussion questions, the plagiarism tutorial quiz, and workshops). All students will begin the semester with a "100" for participation. Should s/he miss an assignment, s/he will be docked points as follows:

15 = 100%, 14 = 93%, 13 = 87%, 12 = 80%, 11 = 73%, 10 = 67%, 9 = 60%, 8 = 53%, 7 = 47%, 6 = 40%, 5 = 33%, 4 = 27%, 3 = 20%, 2 = 13%, 1 = 7%

For instance, if Jane Doe misses a class assignment because she is either late or absent, she will be docked points, resulting in a "14" (or 93). This will remain in the gradebook, assuming Miss Doe completes the remaining 14 assignments. Should she miss subsequent assignments, points will be docked according to the key. I will not allow students to make up work for absences except in special circumstances and with sufficient evidence of extenuating circumstances (i.e. hospitalization, university activities, religious holidays, etc). Should you be eligible for an excused absence (i.e. athletic event, religious holiday), please **submit it to me in writing at least one week prior to the planned absence** so that we can make alternative arrangements for you to fulfill the assignment.

**Late Assignments.** All in-class assignments are due at the beginning of class on the due date specified. All major writing projects are due on Blackboard at the specified due date and time. I do not accept late assignments for any reason.

**Paper Reuse Policy.** You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

#### **Assignments/Grade Distribution:**

Participation/Attendance: 10%  
 Scholarship Circle – CAP: 10%  
 Scholarship Circle – Revision: 10%  
 Signature Assignment: 30%  
 Medical Brochure: 15%  
 Medical Brochure Presentation: 5%  
 Digital Archive Project: 20%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.99%, C=69.5-79.99%, D=59.5-68.99%, F=59.4% and below.

**Grades.** Grades are A, B, C, D, and F. All projects must be submitted to Blackboard before the project's stated deadline. **Keep all papers and projects** until you receive your final grade from the university (this is also how you will keep track of your grade throughout the course). You cannot challenge a grade without evidence.

**Please note that the signature assignment must be completed to pass the course.** If you fail to complete the signature assignment, you will fail the course, regardless of your average. **Completion means that something is turned in as a "final draft." I will not accept late papers, but I will accept an "incomplete" or "unfinished" paper if submitted by deadline. It is better to submit something and receive a poor grade than nothing and receive a zero.**



**Turning in Assignments to Blackboard.** All four major writing projects will be submitted to Blackboard. **I will not accept any assignments via e-mail or paper.** All assignments submitted to Blackboard must be saved as a .doc or .docx file to ensure that I am able to open them on my computer. The medical brochure may be submitted as a pdf file. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

**Expectations for Out-of-Class Study.** For every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc.

**Late Enrollment Policy.** Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Classroom Behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Grade Grievances:** An appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

**Classroom Visitors.** Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

**Drop Policy.** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account

and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures.** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit on our floor (the first floor). Exit the classroom, turn right, and exit the double doors leading to the “mall” area across from Preston Hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers.** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**Student Support Services.** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**The IDEAS Center** (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR).** The English Writing Center offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Their facilities are located in Room 411 Central Library. Hours are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 6 p.m. Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>.

Be judicious in choosing your appointment length! For instance, 20-minute Quick Hits appointments are specifically for “quick” or minor concerns such as grammar, citations, or thesis construction. Longer appointments are for higher order concerns such as organization, structure, cohesion, or even just brainstorming and assignment comprehension. Know what you want to work on prior to your appointment and choose your time slot accordingly. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

The Library’s 2<sup>nd</sup> floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact.** For research assistance, visit or contact the English subject librarian, Diane Shepelwich. Subject Librarian information located at <http://www.uta.edu/library/help/subject-librarians.php>

## ENGL 2303-003 / WOMS 2301-001 Syllabus Contract

I have read and understood the syllabus, and I agree to abide by the course policies.

\_\_\_\_\_  
Printed Name .....

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature.....

\_\_\_\_\_  
Date

### Permission to Use Student Writing

Student's Name.....

Class Number and Section .....

Instructor Name.....

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

Student's Signature.....

UTA ID..... Date.....