

WOMS 2310-001
Introduction to Women's and Gender Studies

Instructor Information:

Instructor's Name: Dr. Stephanie Peebles Tavera
Course Information: WOMS 2310-001
Class Meeting: TR 8:00 AM–9:20 AM
Room: SH 125
Office: Carlisle Hall, Room 624
Office Hours: M NOON–1:30, W 8:30–10 AM, or by appt
Office Telephone Number: (817) 272-2692
Email: tavera@uta.edu
Faculty Profile: <http://www.uta.edu/profiles/stephanie-tavera>

INTRO TO WOMS COURSE DESCRIPTION: This course introduces students to the ways of seeing, thinking, and knowing that characterize the fields of Women's and Gender Studies. The basic goal of the course is to foster a greater understanding of four key concepts: (1) the social construction of gender, (2) intersectionality, (3) privilege and oppression, and (4) feminist praxis. In an effort to thoroughly explore these threshold concepts, we will apply them within a variety of contexts including, but not limited to, media representation and reproductive health as a way of discussing contemporary social issues affecting women. Significantly, this course emphasizes how a feminist critical approach not only equips us to understand the complex role of gender in modern society, but also raises questions about the connection between regional and national issues and our individual experiences of those issues. **Prerequisite: None.**

Expected Learning Outcomes. Upon completion of this course, students should be able to: (1) define feminist and its threshold concepts; (2) explain major debates within women's and gender studies; (3) present and synthesize in oral and written format multiple voices and texts that critique arguments, positions, and concepts from feminist theory, current events, and activism; (4) apply women's and gender studies criticism to cultural analysis in oral and written format; and (5) apply feminist concepts to real-world issues and develop and implement positions or solutions by staking out your own voice with a clear claim and reasoned evidence.

Required Texts.

Launius, Christie and Holly Hassel. *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing*. New York: Routledge, 2015. ISBN: 978-1138788800
Barker, Mike, dir. *The Handmaid's Tale*. Performances by Elizabeth Moss, Max Minghella, and Joseph Fiennes. TV Series. Hulu, 2017–present.
Epstein, Abby. *The Business of Being Born*. Produced by Abby Epstein and Ricky Lake. Documentary Film. 2008.

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. – Dr. Tavera*

Week	Date	Class Topic	Assignments Due
1	THU 8/23	Intro to Student Responsibilities, Syllabus Schedule, and Course Policies. Complete Writing Prompt: What do you know about feminism?	
2	TUE 8/28	What is Feminism?: Defining Significant Terms Read Aloud and Discuss Short Response Paper Assignment	Due: Signed Syllabus Contract Read: Chapter One from <i>Threshold Concepts</i> (TC)

2	THU 8/30	Is Feminism Still Relevant?: Discuss Adichie and Gay	Watch: Chimamanda Ngozi Adichie, “We Should All Be Feminists”: https://www.youtube.com/watch?v=hg3umXU_qWc Rozanne Gay, “Confessions of a Bad Feminist”: https://www.youtube.com/watch?v=Fxt_MZKMdes
3	TUE 9/4	Can Men Be Feminists?: Discuss Kimmel and Clarke	Watch: Michael Kimmel, “Why Gender Equality is Good for Everyone”: https://www.youtube.com/watch?v=7n9IOHoNvyY Read: Pamela Clarke, “35 Practical Steps Men Can Take to Support Feminism”: https://www.xojane.com/issues/feminism-men-practical-steps
3	THU 9/6	What Is the Bechdel Test? Is It Useful?: Applying Bechdel to Disney	Read: Alison Bechdel, “Dykes to Watch Out For” (Select Comics TBA): http://dykestowatchoutfor.com/strip-archive-by-number Shannon Liao, “We Can Do Better Than the Bechdel Test”: https://www.theverge.com/2017/12/22/16807424/alternatives-bechdel-test-bad-moms-lena-waithe Holly L. Derr, “What Really Makes a Film Feminist?”: https://www.theatlantic.com/entertainment/archive/2013/11/what-really-makes-a-film-feminist/281402/
4	TUE 9/11	What Is Social Construction?: Genderbread Discussion	Read: Chapter Two from <i>Threshold Concepts</i> (TC) Due: Short Response Paper #1
4	THU 9/13	Troubling Social Construction Theory: Vance, et al.	Read: Carole Vance, “Social Construction Theory: Problems in the History of Sexuality” (Blackboard [BB]) and Lynne Segal, “Body Matters: Cultural Inscriptions” (BB)
5	TUE 9/18	Understanding the Sexuality Spectrum: Discuss Wittig and “Gay Rights in the US...”	Read: “Gay Rights in the US” (infographic): https://www.theguardian.com/world/interactive/2012/may/08/gay-rights-united-states Barbara Creed, “Lesbian Bodies: Tribades, Tomboys, and Tarts” (BB)
5	THU 9/20	(Un)Gendering Toys: In-Class Activity	Read: NONE.
6	TUE 9/25	What Is Privilege?: Defining Key Concepts	Read: Chapter Three from <i>Threshold Concepts</i> (TC) Due: Short Response Paper #2
6	THU 9/27	Understanding Race: Discuss Doyle and Johnson	Watch: Glennon Doyle, Excerpt from “First the Pain, then the Rising”: https://www.youtube.com/watch?v=vnaIJg-rJ3k Read: Glennon Doyle, “Why I Am Prejudiced & So Are You” from Momastery Blog: https://momastery.com/blog/2015/10/28/why-prejudiced/ ; Allan Johnson, “What is Privilege?” (BB)

7	TUE 10/2	Exploring Privilege in <i>The Handmaid's Tale</i>	Watch: Episodes One, Three, and Five from Season One of <i>The Handmaid's Tale</i> .
7	THU 10/4	Exploring Privilege in <i>The Handmaid's Tale</i>	Watch: Episodes One, Three, and Five from Season One of <i>The Handmaid's Tale</i> .
8	TUE 10/9	Of Politics, Protest, and Handmaids: Recent Feminist Activism	<p>Read: Christine Hauser, "A Handmaid's Tale of Protest": https://www.nytimes.com/2017/06/30/us/handmaids-protests-abortion.html; Jennifer Keishin Armstrong, "Why The Handmaid's Tale is So Relevant Today": http://www.bbc.com/culture/story/20180425-why-the-handmaids-tale-is-so-relevant-today</p> <p>Listen: Stuff Mom Never Told You Podcast, "Unpacking The Handmaid's Tale": https://www.stuffmomnevertoldyou.com/podcasts/unpacking-handmaids-tale.htm</p>
8	THU 10/11	What Is Praxis?: Understanding Types of Feminist Activism	<p>Read: Chapter Five from <i>Threshold Concepts</i> (TC)</p> <p>Due: Short Response Paper #3</p>
9	TUE 10/16	Feminist Praxis at UTA: LGBTQA Programs, RVSP, WGS Program website, and <i>Shorthorn</i> coverage	<p>Read: LGBTQA Program: http://www.uta.edu/lgbtqa/; RVSP Office: https://www.uta.edu/rvsp/; WGS Program: http://www.uta.edu/womens-studies/; TBA <i>Shorthorn</i> articles.</p>
9	THU 10/18	Objectification and the Media: Discuss <i>Killing Us Softly 4</i>	<p>Watch: <i>Killing Us Softly 4</i>: Advertising's Image of Women: https://www.youtube.com/watch?v=xnAY6S4_m5I</p>
10	TUE 10/23	Under-represented Bodies: Media and Disability Studies	Read: Rosemarie Garland-Thompson, "Integrating Disability, Transforming Feminist Theory (BB)
10	THU 10/25	What Is Intersectionality?: Understanding the Vectors	Read: Chapter Four from <i>Threshold Concepts</i> (TC)
11	TUE 10/30	Telling Our Stories: Experience versus Theory in Lorde, and Adichie	<p>Read: Audre Lorde, "There Can Be No Hierarchy of Oppressions": http://www.pages.drexel.edu/~jc3962/COR/Hierarchy.pdf</p> <p>Watch: Adichie, "The Danger of a Single Story": https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</p>
11	THU 11/1	Case Study: Reproductive Technologies Discuss <i>The Business of Being Born</i>	Watch: <i>The Business of Being Born</i> (full video)
12	TUE	Case Study: Reproductive Technologies Mapping Chesler, Squires, and Krase	Read: Ellen Chesler, "Was Planned Parenthood's Founder Racist?":

	11/6		https://www.salon.com/2011/11/02/was_planned_parenthoods_founder_racist/ ; Bethy Squires, “The Racist and Sexist History of Keeping Birth Control Side Effects Secret”: https://broadly.vice.com/en_us/article/kzeazz/the-racist-and-sexist-history-of-keeping-birth-control-side-effects-secret ; Kathryn Krase, “History of Forced Sterilization and Current US Abuses”: https://www.ourbodiesourselves.org/book-excerpts/health-article/forced-sterilization/
12	THU 11/8	NO CLASS: TAVERA @ SSAWW Conference	
13	TUE 11/13	Case Study: Reproductive Technologies Mapping Speier and Blei (with guest, Amy Speier)	Read: Amy Speier, “A Look Inside the Czech Republic’s Booming Fertility Holiday Industry”: http://theconversation.com/a-look-inside-the-czech-republics-booming-fertility-holiday-industry-52425 and “Reproductive Travelers”: http://www.anthropology-news.org/index.php/2017/02/15/reproductive-travelers/ ; Daniela Blei, “The History of Talking About Miscarriage”: https://www.thecut.com/2018/04/the-history-of-talking-about-miscarriage.html Due: Short Response Paper #4
13	THU 11/15	Assign Media Project and Presentation and Critical Analysis Paper	
14	TUE 11/20	No Class. Thanksgiving Break.	
14	THU 11/22	No Class. Thanksgiving Break.	
15	TUE 11/27	Presentations / CAP Workshop	Due: Media Project Lit Review Due on Blackboard; Presentations Begin.
15	THU 11/29	Presentations / CAP Workshop	
16	TUE 12/4	Presentations / CAP Workshop Exit Instructions. Last Day of Class.	Due: Critical Analysis Paper Due on Blackboard by Thursday, Dec. 13, 2018 at 11:59 PM.

Description of Major Assignments:

Short-Response Papers. Students will complete four short-response papers throughout the semester, one for each “unit,” or concept/theme that we study this semester: social construction, privilege and oppression (or politics), intersectionality, and feminist praxis. Students should use 2-3 readings from each unit and find points of departure or agreement across the readings and remark upon the most significant

ideas, evaluate the merits and limitations of particular arguments and theoretical frameworks, and raise significant and provocative questions. For instance, during the weeks that we discuss intersectionality, students will not only read the chapter on intersectionality in Launius and Hessel's *Threshold Concepts*, but also read or watch several essays or videos that offer diverse theoretical perspectives on intersectionality such as Adichie's TedTalk, "The Dangers of a Single Story" and Lorde's essay, "There Can Be No Hierarchy of Oppression." Students must find points of agreement and departure across Adichie's and Lorde's texts by explaining how each author defines or understands intersectionality similarly and differently (based upon the definitions in your *Thresholds* textbook), and what the implications are for each author. These papers are not meant to be fully fleshed out arguments or analyses. Instead, these papers should analyze and interpret the texts for the unit, and compare the texts within a unit to one another. Each paper should be three full pages minimum, double-spaced, typed, and in Times New Roman, 12 point font.

Media Project and Presentation. In this project, students will work in groups and select a general topic for research related to a reproductive health issue. Some ideas include: access to birth control, the cost of in-vitro fertilization, risks and benefits of c-sections, cultural attitudes toward intersex babies, the culture of sexual education, or how we speak about miscarriage. Students will collect a minimum of three sources (NOT on the syllabus) from different mediums or genres such as a TedTalk, a news article, a film, a print advertisement or commercial, or music (including lyrics). These three sources should represent the conversation surrounding the contemporary social or cultural issue that your group choose to research. Using these three sources, each group must write a co-authored literature review that synthesizes the sources together and explains how we might understand the issue through one or more threshold concepts from your textbook (e.g. social construction, intersectionality, privilege and oppression, or feminist praxis). This literature review should be a minimum of three full pages, double-spaced, typed, and in Times New Roman, 12 point font. Students will present their findings in a 5-8 minute presentation during class. Each group will sign up for their presentation date and time in advance. All sources and literature reviews must be submitted to Blackboard by the first day of presentations.

Critical Analysis Paper. Using one or more of the texts generated for your Media Project and Presentation, students should conduct more detailed research about the text and/or issue and write individual papers that offer a perspective on the social or political issue. In other words, based on your reading, how do you define the issue related to "X" reproductive health subject? What is your own perspective on this issue? How would you seek to solve the issue or conflict? How would you respond to an opposing perspective on this issue? Consider this a researched position paper much like the one you wrote at the end of your UTA First-Year Writing ENGL 1301 course (synthesis essay) or ENGL 1302 course (researched position paper). Be sure to stake out a clear claim with reasons in your introduction and prove your claim with evidence from the sources and an address to a naysayer. This critical analysis paper should be a minimum of five full pages, double-spaced, type, and in Times New Roman, 12 point font.

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 including draft submissions, short response paragraphs, 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%, 0 = 0%

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 13 assignments. Should she miss subsequent assignments, points will be docked according to the key. All participation grades must be submitted in-class on the due date; no participation grade will be accepted electronically (e.g. via Blackboard or email). 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 without prior arrangement due and with appropriate documentation (if warranted).

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.

Grades. Final grades for this course are A, B, C, and F. Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below.

Your final grade for this course will consist of the following:

Short Response Papers (4)	60%
Media Project Lit Review	10%
Media Project Presentation	5%
Critical Analysis Paper	20%
Participation (15)	5%

Turning in Assignments to Blackboard. All four major writing projects (IP, AB, MI, RPP) 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, .docx, or .pdf file to ensure that I am able to open them on my computer. 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 used for course materials only. If they become distracting, you will be asked to leave the classroom. 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://www.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 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.

Counseling and Psychological Services, (CAPS) 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.*

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Diversity Statement: The University of Texas at Arlington's Committee on Diversity and Inclusion affirms our strong commitment to maintaining the principles of inclusion and diversity at the core of our university. At a time of uncertainty, we firmly stand behind all our students, faculty, and staff, regardless of national origin, race, ethnicity, religion, disability, sexual orientation, gender identity, and other differences that make us one of the most diverse college campuses in the country.

Anyone who believes her/his safety has been compromised is encouraged to contact the [Committee on Diversity and Inclusion](#).

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 stairwell on our floor (the second floor). Exit the classroom, turn right, walk down the hallway, and exit the double doors leading to the “mall” area between the Science Hall and 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. Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php.

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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd 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 or call (817) 272-6593.

The English Writing Center (411LIBR). The English Writing Center offers free tutoring in 15-, 30-, 45-, 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, 15-minute 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 for more information about services and guidelines.

The Library's 2nd 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: Undergraduate Research Skills Instruction, Gretchen Trkay gtrkay@uta.edu or your subject librarian. You may also conduct research in the databases or stacks by visiting **library.uta.edu**

WOMS 2310 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.....