

ENGL 2303.008/WOMS 2301.002
Topics in Literature/Topics in Women's & Gender Studies: Difficult Women

Instructor: Lauren Phelps (she/her) **Email:** lauren.phelps@uta.edu

Semester: Spring 2019

Class Time/Room: M/W 2:30-3:50PM; PH 110

Office/Hours: CH 524; W 11-2PM and by appointment

Course Description: What does it mean to be difficult? How does the meaning change when applied to women? This course will explore the answers to these questions within the context of the early twentieth century. The early 1900s saw more women openly challenging social and legal restrictions on their independence, oftentimes earning the label of "difficult." Students will examine the work and lives of many of the period's notoriously difficult women while developing an understanding of how (or whether) standards have changed for women today.

Course Objectives under the Core Curriculum

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture.

- Students will develop their critical thinking by learning to read literary texts closely, pay attention to relevant details, and organize their observation into cogent arguments.
- Students will develop their communication skills by discussing literature orally in class and by articulating their findings in written arguments.
- Students will develop their sense and practice of personal responsibility by learning to engage with and incorporate secondary sources into their writing.
- Students will develop their understanding of social responsibility by tracing the way that literature shapes and addresses urgent social questions, both historical and contemporary; students will do this in class discussion and most pointedly 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>.

Course Goals

- To encourage students to see that literary studies matter and to foster enjoyment of literature
- To help students recognize that literature is in dialogue with complex cultural and historical contexts
- To develop students' ability to read critically
- To develop students' skills of writing and expression, particularly with respect to analysis of literary texts.

Required Texts

- Radclyffe Hall *The Well of Loneliness* ISBN: 1784870324
- Sylvia Townsend Warner *Lolly Willowes: Or the Loving Huntsman* ISBN: 0940322165
- Nella Larsen *Quicksand* ISBN: 1891396991

- “The Danish Girl” (2015) directed by Tom Hooper available on Prime, VUDU, Google Play, etc.
- Additional readings will be made available via PDF on Blackboard as assigned

Required Materials

- 1 package ruled 3x5 index cards
- 2 Blue Books for midterm and final exams
- Access to laptop or tablet during class time, or ability to print PDF materials before class

Descriptions of Major Assignments and Examinations

- **Discussion Cards:** For each class day, each student must bring a 3X5 index card. The card must have the student’s name and the class date. This will be the mark of attendance. The lined side must contain a short, very short, synopsis of the reading for the day. The non-lined side should have at least one question that has come up during the reading. These questions may be used during the class period as potential directions for the class. Cards will be accepted no later than five minutes after the start of class time. After five minutes, even if you have attended class, you will be marked absent for the day.
- **Reader Reflection Journals (RRJ):** There will be six (6) RRJs due over the course of the semester. The primary goals of these journals are to develop strong close reading skills and promote individual engagement with the course content. Each RRJ may include: one quotation from the reading with a discussion of its significance to the student, observations about the key themes addressed in the reading, questions or predictions, or connections to current events and issues. RRJs should not summarize the readings, but should provide detailed, thoughtful responses unique to each reader’s experience of the text. *RRJs should be 500-750 words and must be submitted on Blackboard before class on the date they are due per the course schedule.*
- **Character Analysis Paper (CAP): (Due Wednesday, March 6th by 11:59PM on Blackboard)** Students will choose one character from the readings and write a 3-5 page character analysis (MLA formatted: double-spaced, 1-inch margins; 12 pt. Times New Roman font). The paper should conduct a close reading of the text in an effort to seriously interrogate/analyze/explore how the author or text addresses the main themes of the course through the selected character. Each paper should discuss and raise questions (posed by you or a classmate) about how/why the character may be considered difficult. Students are encouraged to explore in more depth topics and questions raised in previous RRJ entries. See the assignment sheet for more details.
- **Exams:** Each exam will cover the previous untested material. Each exam will contain a long-essay portion in addition to short answer questions. Students will be given a list of possible essay topics prior to the exam, but only one essay exam prompt from this list will be chosen. *Grading criteria* for the essay portion will be an assessment of the paper’s ability to (1) focus arguments on the exam questions, (2) construct logical arguments, and (3) support claims with relevant examples from the text(s). Although your “mechanical/editorial” writing skills will be taken into account, they will be examined

more closely on the character analysis paper and the signature assignment than on the in-class essays.

- **Signature Assignment: (Due Wednesday, May 1st by 11:59PM on Blackboard)** The Signature Assignment addresses all four of the course objectives. 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. 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 addresses the **social responsibility** outcome.

Specific Requirements: Write a well-organized, effectively developed, 4-6 page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims. (See Signature Assignment Prompt at the bottom of syllabus for full details and requirements.)

Major Assignments/Grade Distribution

Discussion Participation	15%
Reader Reflection Journals	10%
Character Analysis Paper	15%
Midterm Exam	15%
Final Exam	20%
Signature Assignment Paper	25%

Grades: Grades are A, B, C, D, and F. All projects must be submitted to Blackboard, unless otherwise stated, before the project's stated deadline. **Keep all papers** 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. Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.99%, C=69.5-79.99%, F=69.4% and below.

Please note that the Signature Assignment must be completed to pass the course and it is advised that the *all major assignments and exams be completed* in order to successfully pass this 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.***

Course Schedule: See daily 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.*

Week	Date	Topic & Required Reading (reading to be completed before class on assigned date)	Assignments (due by start of class unless noted otherwise)
1	1/14	Introductions & Syllabus Overview	In-Class Diagnostic Essay
	1/16	Reading Difficult Women Sara Ahmed <i>Willful Subjects</i> excerpts (PDF)	Signed Syllabus Contract
2	1/21	Martin Luther King Jr. Day Holiday – NO CLASS	
	1/23	Writing Difficult Women Woolf <i>A Room of One's Own</i> excerpts (PDF) Joanna Russ “How to Suppress Women’s Writing” https://www.instapaper.com/read/1051741799 Sarah Fawn Montgomery “Teaching the Literature of Mad Women” https://www.instapaper.com/read/1108420584	Due: RRJ #1, submit on Blackboard <u>before class</u> Recommended: begin reading <i>Lolly Willowes</i>
3	1/28	Female Agency: <i>Lolly Willowes</i> Sylvia Townsend Warner <i>Lolly Willowes</i> , Part 1, pp. 5-67	Recommended: read Introduction, pp. vii-xiii
	1/30	Sylvia Townsend Warner <i>Lolly Willowes</i> , Part 2, pp. 71-125 (Stop at “... pillow.”)	Census Date: 1/30
4	2/4	Sylvia Townsend Warner <i>Lolly Willowes</i> , Part 2 & 3, pp. 125-179	
	2/6	Sylvia Townsend Warner <i>Lolly Willowes</i> , Part 3, pp. 180-222	Due: RRJ #2, submit on Blackboard <u>before class</u>
5	2/11	Gender & Justice: <i>Machinal</i> Sophie Treadwell <i>Machinal</i> , Introduction-Episode 5 (through pp. 44) (PDF)	
	2/13	Cont. <i>Machinal</i> & Assign and Discuss CAP Sophie Treadwell <i>Machinal</i> , Episodes 6-9 (pp. 45-83)	

6	2/18	<p>Marriage & Abuse</p> <p>Susan Glaspell “A Jury of Her Peers” (PDF)</p> <p>Zora Neale Hurston “Spunk” & “Sweat” (PDF)</p>	Due: RRJ #3, submit on Blackboard <u>before class</u>
	2/20	<p>Gender & Mental Health</p> <p>Charlotte Perkins Gilman “The Yellow Wallpaper” (PDF)</p> <p>Edna St. Vincent Millay “Renasceance” and selected Poems (PDF)</p>	
7	2/25	<p>Intersectionality: <i>Quicksand</i></p> <p>Nella Larsen <i>Quicksand</i>, Ch. 1-12, pp. 1-61</p>	
	2/27	Nella Larsen <i>Quicksand</i> , Ch. 13-25, pp. 61-125	Due: RRJ #4, submit on Blackboard <u>before class</u>
8	3/4	<p>Sex/Gender Identity</p> <p>Watch <i>The Danish Girl</i> (2015)</p> <p>Dowerah & Nath “Exploring Selfhood through Performance in <i>The Danish Girl</i>” (PDF)</p>	Recommended: Begin reading <i>The Well of Loneliness</i>
	3/6	Midterm Exam	Due: Character Analysis Paper via Blackboard by 11:59PM
9	3/11	Spring Break	Recommended: begin reading <i>The Well of Loneliness</i>
	3/13	Spring Break	Recommended: begin reading <i>The Well of Loneliness</i>
10	3/18	<p>Gender & Sexuality: <i>The Well of Loneliness</i></p> <p>Radclyffe Hall <i>The Well of Loneliness</i>, Books One, Ch. 1-10, pp. 3-115</p>	
	3/20	Radclyffe Hall <i>The Well of Loneliness</i> , Book One, Ch. 11-14, pp. 116-150	
11	3/25	Radclyffe Hall <i>The Well of Loneliness</i> , Book Two, Ch. 15-22, pp. 153-223	
	3/27	Radclyffe Hall <i>The Well of Loneliness</i> , Book Two, Ch. 23-27, pp. 224-268	Last Day to Drop: 3/29 by 4PM

12	4/1	Radclyffe Hall <i>The Well of Loneliness</i> , Book Three, Ch. 28-34, pp. 271-359	
	4/3	Radclyffe Hall <i>The Well of Loneliness</i> , Book Four, Ch. 35-39, pp. 363-417	Due: RRJ #5, submit on Blackboard <u>before class</u>
13	4/8	Radclyffe Hall <i>The Well of Loneliness</i> , Book Five, Ch. 40-45, pp. 421-482	
	4/10	Radclyffe Hall <i>The Well of Loneliness</i> , Book Five, Ch. 46-50, pp. 483-534	
14	4/15	Radclyffe Hall <i>The Well of Loneliness</i> , Book Five, Ch. 51-56, pp. 535-582 Haley Mlotek “Searching for the Self-Loathing Woman Writer” https://www.instapaper.com/read/1011413727	
	4/17	Difficulty & Influence Dorothy Parker selected reviews (PDF) Gwendolyn Bennett selected writings (PDF) Rebecca West selected writings (PDF)	Due: RRJ #6, submit on Blackboard <u>before class</u>
15	4/22	Signature Assignment Workshop & Peer Review	Due: Draft of Signature Assignment, <u>bring 2 hardcopies to class</u>
	4/24	Dating and the Difficult Woman Dorothy Parker, “Men I’m not Married To; Women I’m not Married To” and selected poems (PDF)	
16	4/29	Course Wrap-Up Sara Ahmed <i>Living a Feminist Life</i> excerpt (PDF)	
	5/1	Final Exam Review	Due: Signature Assignment via Blackboard by 11:59PM
Final Exam: In-Class Exam Wednesday, May 8th 2-4:30PM			

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.

Late Assignments: All assignments are due at the beginning of class on the due date specified, except the two major writing assignments in this course (the CAP and the Signature Assignment), which are due at 11:59PM on Blackboard on the specified due date. The only assignments accepted late will be the final drafts of the two major writing assignments. Discussion Cards and RRJs will not be accepted late. The two major assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission in advance of the due date. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date. Exams will begin promptly at beginning of class; do not arrive late or you may not be permitted to sit for the exam. In-class work, including discussion cards and small discussion groups, will constitute your daily participation grade. Students cannot make this work up so regular attendance is strongly advised.

An Important Note About Turning in Assignments to Blackboard: Your RRJs, CAP, and Signature Assignment for this course will be submitted to Blackboard. **I will not accept any assignments via e-mail.** 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. 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.

All students are responsible for making sure their submissions have correctly posted to Blackboard. In order to check if an essay/assignment has been submitted correctly, click on the “Grades” tab located on the left-hand side of the course home page and then look for the green exclamation point icon in the appropriate assignment column. If an exclamation point is not present after your essay/assignment has been submitted, you should resubmit and follow the steps above to make sure the essay/assignment is properly submitted. If your essay/assignment still isn’t posted after several attempts, you should email the essay/assignment (work submitted incomplete will be graded accordingly) as an attachment to your instructor BEFORE the specified deadline. I will contact you about your emailed submission within 24 hours and specify a timeframe for submitting the essay/assignment to Blackboard. Failure to submit your work within the designated timeframe will result in a zero. You must submit the same essay/assignment to Blackboard that you submitted via email. Failure to submit the same work will result in a zero for the assignment. You must also make sure that your work is not blank and/or opens if submitted as an attachment. You, as the student, can see exactly what your assignment looks like when it’s been submitted. If the screen/document is blank or the attachment won’t open, it is your responsibility to resubmit until it is working.

Again, keep in mind that it is your responsibility to submit your work on time and ensure that it is submitted to Blackboard properly. Failure to do so will result in a late penalty or zero. As the submission process in Blackboard allows students to ensure that their assignments have been

submitted correctly and an alternative means of submitting assignments is available to all students, NO assignments will be accepted for full credit after the deadline due to failed submission attempts (See the late assignment policy for more information on late work). Please be aware that technical errors in Blackboard are very rare and tech support has sophisticated tools to determine if students have actually submitted assignments or posted to discussion activities.

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.

Attendance: 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. As the instructor of this section, I will take attendance each class period by collecting attendance cards at the beginning of each class period. Please note that failure to attend may result in a lowering of the student's grade due to missed work.

Participation Policy: Improvement in writing is a complex process that requires a great deal of practice. Successful college students 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.

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, death in the family, 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. Although there is no "attendance" grade in this course, students will be given a participation grade. You will have 25 participation grades throughout the course of the semester, all of which are connected with **Discussion Cards** and other in-class activities. Note that there will be more than 25 of these assignments but that only 25 will be counted as 100%. These will be calculated as completion grades, though failure to participate will result in the loss of the grade. These daily grades **cannot** be made up, so again, attendance and participation is important. Failure to attend class may affect the overall grade as students may fail to complete and/or submit class activities and assignments.

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.

Identity of the Individual: My preferred pronouns are she/her. Please let me know what yours are and correct me if I ever get them wrong. Additionally, correct me if I am pronouncing your name incorrectly or if you prefer to be addressed by another name.

Expectations for Out-of-Class Study: A general rule of thumb is this: 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.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For undergraduate courses, see http://web.uta.edu/catalog/content/general/academic_regulations.aspx#10.1

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

Academic Integrity: All students enrolled in this course 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.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic

dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

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.*

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. Contact the Financial Aid Office for more information.

Electronic Communication Policy: All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

Student Email: The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

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.

Conferences and Questions: I have regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

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, which is to the right of the classroom. 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.

Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

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>.

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 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. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

ENGL 2303/WOMS 2301 Syllabus Contract

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

Print 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 _____

Signature Assignment Prompt

DUE: Wednesday, May 1st by 11:59PM on Blackboard

Specific Requirements: Write a well-organized, effectively developed, 4-6 page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

Possible Areas of Focus: Race; class; sexual orientation; gender identification and/or fluidity; economic oppression and/or dependence; cultural difference and/or cultural discrimination; religious discrimination; mental illness and/or disability.

Responsible Integration of Sources: 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 you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility. Instructors may wish to require their students to take the UTA Library's plagiarism tutorial available at library.uta.edu/plagiarism/index.php. This would be a separate assignment, not part of the signature assignment.

Secondary Sources: Students should use their secondary sources at their discretion: *to support their own argument about the chosen issue, as positions with which the student disagrees, to show relevance to the present day, and/or to supply historical context.*

Here is a list of credible 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*)
- 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 and online archives

(Students interested in using a source that isn't listed here should check with their instructor.)

Minimum Requirements: Your essay should be a 4-6 page Word document that is double-spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow the MLA's recommendations for formatting, citation, and style.

In order to receive a passing grade on the signature assignment, students are expected to:

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