

University of North Texas at Dallas
Fall 2017
SYLLABUS

COMM 4350.001: Gender and Communication 3 HRS

Department of	Languages and Communication	School of	Liberal Arts and Sciences
Instructor Name:	Sara J. Holmes		
Office Location:	DAL 1 301B		
Office Phone:	972.338.1820		
Email Address:	Sara.Holmes@untdallas.edu		
Office Hours:	MTWTh 9:00 – 10:00 am; M 1:00 – 4:00 pm; W 2:00 – 4:00 pm; TTh 1:00 – 2:30 pm; and by appointment		
Course Format/Structure:	100% Face to Face only.		
Classroom Location:	DAL 1 308		
Class Meeting Days & Times:	TR 2:30 – 4:50 pm		
Course Catalog Description:	Exploration of the connections between gender, rhetoric, and public culture. Analyzing rhetorical constructions of gender in American discourses including politics, race, and sexuality, in contexts that include public protests, speeches, movies, poetry, television, and music.		
Prerequisites:	C or better in COMM 1010		
Co-requisites:	None.		
Required Text:	<ul style="list-style-type: none"> • Wood, J. T., & Fixmer-Oraiz, N. (2017). <i>Gendered lives: Communication, gender, and culture</i>, 12th ed. Boston: Cengage. (ISBN: 978-1-305-28027-4) • Kimmel, M. (2008). <i>Guyland: The perilous world where boys become men</i>. New York: Harper Collins. (ISBN: 978-0-06-083135-6) • Levy, A. (2005). <i>Female chauvinist pigs: Women and the rise of raunch culture</i>. New York: Free Press. (ISBN: 978-0-7432-4989-8) • Readings posted on Blackboard • American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (6th ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-0562-2) • Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer 		
Recommended Text and References:	<ul style="list-style-type: none"> • OWL Purdue Online Writing Lab at http://owl.english.purdue.edu/owl/resource/560/1/ • Additional handouts/materials may be supplied in class or posted to Blackboard. 		
Access to Learning Resources:	<p>UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu</p> <p>UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>		
Course Goals or Overview: The goals of this course are as follows -			
1	To become familiar with major theory and research on gender and communication.		
2	To understand themselves and their identity as gendered.		
3	To evaluate how gender influences communicative behavior.		
4	To consider how gender is affected by broader social phenomena and factors such as race, class, culture, nation, and sexual orientation.		
5	To understand the impact of gender on the way social, political, religious and other systems are organized and have been challenged.		

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Explain specific gender theories and how those theories can be seen and/or applied in their own lives as gendered people.
2	Identify specific ways that gender influences how they communicate in their relationships and in society as a whole.
3	Evaluate the social phenomena and other identity factors that have constructed them as gendered subjects and to consider ways their gendered performances privilege and/or oppress them in society.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Dates	Course Content	Assignments/Readings Due
Week 1		
Tuesday, 8/22	Course introduction Set ground rules and guidelines Why study Gender? Introductory Exercise	
Thursday, 8/24	Opening the Conversation	Introduction
Week 2		
Tuesday, 8/29	Communication, Gender, & Culture	Chapter 1
Thursday, 8/31	Communication, Gender, & Culture Syllabus Quiz	Chapter 1 DUE: Syllabus contract
Week 3		
Tuesday, 9/5	Theoretical Approaches to Gender Development Biological and Interpersonal Theories	Chapter 2
Thursday, 9/7	Theoretical Approaches to Gender Development Critical and Cultural Theories	Chapter 2
Week 4 – Exam #1 (Weeks 1-4) due 9/15, 11:59 pm		
Tuesday, 9/12	Competing Images of Women Three Waves of Feminism and the First Wave	Chapter 3
Thursday, 9/14	Competing Images of Women Second Wave and Contemporary Feminism	Chapter 3
Week 5		
Tuesday, 9/19	Competing Images of Men Profeminist Men's Movements	Chapter 4
Thursday, 9/21	Competing Images of Men Masculinist Men's Groups and Contemporary Men's Movements	Chapter 4
Week 6 – Identity Paper due in Blackboard Monday, 9/25, 11:59 pm		
Tuesday, 9/26	Gendered Verbal Communication Verbal Communication, Culture, and Styles	Chapter 5
Thursday, 9/28	Gendered Nonverbal Communication Nonverbal Functions and Forms "Gender-Specific Nonverbal Communication: Impact for Speaker Effectiveness"	Chapter 6 Spangler article
Week 7		
Tuesday, 10/3	<i>Raising Cain</i> , Chapters 1, 5-7	Kindlon & Thompson book chapters
Thursday, 10/5	<i>Reviving Ophelia</i> , Chapters 3-6	Pipher book chapters

Week 8 – Exam #2 (Weeks 5-8) due 10/13, 11:59 pm

Tuesday, 10/10	Becoming Gendered Gendering in the Family Growing up Masculine/Feminine	Chapter 7
Thursday, 10/12	Becoming Gendered “Warning: Welcome To Your World Baby, Gender Message Enclosed. An Analysis of Gender Messages in Birth Congratulation Cards.” “Mothers, Daughters, and Female Identity Therapy in ‘How to Make an American Quilt.’”	Wilier article Golombisky article

Week 9

Tuesday, 10/17	<i>Guyland</i> , Chapters 1-6	Kimmel book chapters
Thursday, 10/19	<i>Guyland</i> , Chapters 7-12	Kimmel book chapters

Week 10

Tuesday, 10/24	<i>Female Chauvinist Pigs</i> , Introduction, Chapters 1-3	Levy book chapters
Thursday, 10/26	<i>Female Chauvinist Pigs</i> , Chapters 4-6, Conclusion	Levy book chapters

Week 11

Tuesday, 10/31	Gendered Education Gendered Expectations for Students and Faculty	Chapter 8
Thursday, 11/2	Gendered Education <i>Outliers</i> , Chapters 3-4	Gladwell book chapters

Week 12 – Exam #3 (Weeks 9-12) due 11/10, 11:59 pm

Tuesday, 11/7	Gendered Close Relationships Gendered Friendships & Romantic Relationships	Chapter 9
Thursday, 11/9	Gendered Close Relationships “Queer Theory and Fluid Identities” “Looking for Gender: Gender Roles and Behaviors Among Online Gamers”	Gauntlett book chapter Williams, Consalvo, Caplan, & Yee article

Week 13

Tuesday, 11/14	Gendered Organizational Communication Workplace Stereotypes & Masculine Norms Organizational Practices & Redress Efforts	Chapter 10
Thursday, 11/16	Gendered Organizational Communication “Reproducing Master Narrative of Decline”	Trethewey article

Week 14

Tuesday, 11/21	Gendered Media Media Influences and Implications of Media Use	Chapter 11
Thursday, 11/23	<i>No Class – Thanksgiving</i>	

Week 15

Tuesday, 11/28	“Reading Hillary and Sarah: Contradictions of Feminism and Representation in 2008 Campaign Political Cartoons”	Edwards & McDonald article
Thursday, 11/30	“The Frankenstein Project: Examining Media’s Role in Constructing Romantic Relationship Ideals”	Ribarsky article

Week 16 – Exam #4 (Weeks 13-16) due 12/8, 11:59 pm

Tuesday, 12/5	Gendered Power and Violence Forms of Gendered Violence & Social Foundations of Gendered Violence	Chapter 12
Thursday, 12/7	Gendered Power and Violence “Resistance and Oppression as a Self-Contained Opposite: An Organizational Communication Analysis of One Man’s Story of Sexual Harassment” “Rejecting the Phallic: Handcuffs as a Female Symbol for Power in Janet Evanovich’s Stephanie Plum Series”	Clair article Efron article

Finals Week – Interpersonal Theory Research Paper due in Blackboard Wednesday, 12/13, 11:59 pm

Thursday, 12/14	Gender in Popular Culture Presentations	2:00 – 4:00 pm
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Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Participation and In-Class Exercises (175 points):** Small assignments consisting of in-class exercises, small group exercises, and discussion groups make up your participation grade in this class. We will have a variety of these, as part of an active class. Missing more than a few class meetings is dangerous to your grade. Participation credit is awarded daily and CANNOT be made up, even with an excused absence. You must be in class on the day we complete exercises. Failure to appear in class will result in a participation grade of 0 for the day.
- Syllabus Quiz (25 points):** There will be a syllabus quiz the second week of class.
- Exams (150 points):** Four exams are scheduled throughout the semester. The top three grades will be taken in the final grade calculation. Unless otherwise noted, exams cover material from the book, lectures, in-class discussion, and readings posted on Blackboard. Exams are not cumulative. It is your responsibility to know the material from the chapters and readings for each exam.
- Chapter Facilitation (150 points):** You are required to conduct one in-class facilitation during the course for the week. For the facilitation you will be working with a partner in order to prepare and present a specific concept to the class. You will be required to present the concept as well as design and execute an exercise that will enhance the class’s understanding of the concept. The entire facilitation should be a minimum of 45 minutes in length. (You may have the full class time.) Sign-ups for this activity will be done in the first two weeks of class.

For your in-class facilitation, you should come to class prepared to present concepts from the chapter you selected. Preparations for your facilitation should include seeking outside sources to assist in explaining the concept to the class.

As part of the facilitation assignment, you are required to supply a 1-page handout (front-only or front-and-back) to the class to assist in teaching the concepts and discussion. Handouts should include 2-3 discussion questions pertaining to the topic. Finally, be creative with your facilitation. Include a visual element such as a video clip, song, sound bite, written text, etc. and link it to your discussion questions or exercise for the class.

- Reflection Exercise (100 points):** You will write an essay in which you answer the following questions:
 - What were the qualities of a real man in the subculture in which you grew up?
 - What were the qualities of a real woman in the subculture in which you grew up?
 - If you live in a different subculture now from the one in which you grew up, what are the qualities that make up a real man in your current subculture? If you live in the same subculture in which you grew up, identify the qualities of a real man in some other subculture you’ve observed or experienced.
 - If you live in a different subculture now from the one in which you grew up, what are the qualities that make up a real woman in your current subculture? If you live in the same subculture in which you grew up, identify the qualities of a real woman in some other subculture you’ve observed or experienced.
 - Would members of your current subculture consider you a real woman or a real man?
 - Drawing on your own belief system, your own experiences, and your own preferences and desires, what do you now believe are the qualities of a real man?

- g. Drawing upon your own belief system, your own experiences, and your own preferences and desires, what do you now believe are the qualities of a real woman?
- h. What gendered qualities do you regularly display or perform?
- i. Are there any gendered qualities from some other culture that you would like to perform or own?
- j. If you had to give your gender a label, what would it be? Why?

In this 4-5-page paper, you must demonstrate an understanding of concepts covered in the introductory class discussions. You should include a minimum of one paragraph devoted to answering each question.

- 6. **Journal Submission (150 points):** Throughout the course of the week and the readings you will be required to keep a 1-2 page journal for each chapter. Journal topics for each day will be announced at the beginning of class. The questions are designed to make you think critically about the readings and your own understanding of gender. You will turn in your journal submission at the end of each week.
- 7. **Gender in Popular Culture Research Paper and Presentation (250 points):** You will select a print advertisements, songs, music videos, television shows, television commercials, or film for gender communication messages that may affect our communication and perceptions of self. You will write a 12-15-page paper analyzing the media text and applying theoretical concepts discussed in class. You must cite a minimum of **10 academic sources** of support, to add depth and insight to your analysis. Your sources must consist of academic journal articles that review actual research on gender and/or communication, much like the Wood's research overview in the textbook. **Internet sources such as web pages**, unless used to access academic libraries, journals and research, **are not acceptable sources**. Although you are welcome to use the readings for this class for your paper, they do not count as outside sources. You will present your findings to the class in a presentation.

Extra Credit Opportunities

Extra credit is given at the discretion of the instructor and may include, but is not limited to:

- There will be four exams during the course, but only three will count in the final grade. If you take all 4 exams, points from the fourth will be counted for extra credit.

PLEASE NOTE: Receiving extra credit means you do **EXTRA** work. If you fail to complete any assignment in the course, **YOU WILL LOSE ALL EXTRA CREDIT**. Evaluation is based upon the quality of work submitted. Simply submitting a completed assignment does not guarantee you will receive extra credit. You should apply the same effort on written extra credit work as you would on regular graded assignments.

Grading Matrix:

Each of the following assignments will be detailed thoroughly on Blackboard. Be sure to access Blackboard frequently for assignment guidelines and other important class documents.

Participation and In-Class Exercises	175 points
Syllabus Quiz	25 points
Exams	150 points
Chapter Facilitations	150 points
Reflection Exercise	100 points
Journal Submission	150 points
Gender in Popular Culture Research Paper and Presentation	<u>250 points</u>
Total	1000 points

Your final grade is based on a total out of 1000 points.

900-1000 = A 800-899 = B 700-799 = C 600-699 = D 599 ↓ = F

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNT D Policy 7.004)

Course Eval Policy: Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussion and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup assignments, if you miss class the day you are expected to deliver a presentation, you may not be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

Exam Policy: Quizzes and exams should be taken as scheduled. No makeup quizzes/examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untdallas.edu/sites/default/files/page_level2/hds:0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

Attendance and Participation Policy: Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. Coming late to class or leaving early may be considered a whole or partial absence. If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called). Otherwise, you will be counted absent.

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untdallas.edu/hr/upol>

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untdallas.edu/police/resources/notifications>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNT D Policy 7.001)

Class Policies and Expectations

Active Learning

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance.

Missing Class

To help you get information about any class that you miss, you can use the ‘buddy system.’ Choose two classmates as your buddies. Exchange contact information so that if you are absent, you can contact one or both of your buddies for notes, assignments, and announcements.

Buddy Name: _____

Buddy Name: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Plagiarism

Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

Grade Disputes

Grades will be discussed only during the instructor’s office hours. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which **YOU** must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

Presentation Policies

No children, animals, weapons, fire, dangerous objects, profanity, or content of a graphic nature. Props **MUST** be pre-approved by me. Unapproved props will result in an automatic grade reduction for the presentation. All presentation topics must also be approved. Please be mindful when choosing presentation topics, both for yourself and your peers. It is important that this be a **SAFE** environment for everyone. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers’ presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

Citizenship

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class as a whole.

Social Media Policy

Although I do maintain a broad social media presence, including multiple blogs, Facebook, Twitter, LinkedIn, Tumblr, Pinterest, Snapchat, Instagram, etc., if you use one of these platforms to contact me, I may not notice, and I most likely will not respond. Please note: I do not send or accept friend requests of current students through social media. If there is something you would like to share with me, either share it through the class discussion boards on Blackboard or in class during our next meeting.

Inclusive Language and Intercultural Diversity

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use “he or she” instead of “he” when referring to a hypothetical person. Similarly, use “everybody” instead of “you guys,” “people” instead of “man” or “mankind.” Use, “Asian” instead of “Oriental,” etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Mobile Technology Policy

Although we are a class committed to evaluating social media, please make sure your use of mobile technology is relevant to class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or “playing” on social media, please **TURN IT OFF AND PUT IT AWAY**. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you will be asked to leave the class and will lose participation points for the day.

College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1” Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Blackboard **before** 11:59 pm the day they are due.
- Be sure to proof read your written work before submitting in order to correct any grammatical errors or spelling mistakes. **Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

******If these requirements are not met, points will be deducted from your paper grade.******

Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality. Below is a list of additional support services for students:

Disability Services Founders Hall, 204 972.338.1777	Financial Aid & Scholarships Administration Bldg. 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founder's Hall, 117 972.338.1616	Academic Advising Administration Bldg., 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Administration Bldg. 972.780.3662	Learning Commons DAL 1, 3 rd Floor http://www.untdallas.edu/aas/tutoring	Campus Police Founder's Hall, 131 972.780.3009

Key Dates

Please take note of the following key dates for the fall 16-week session:

08/20/17 Last Day for 100% Tuition Refund
08/21/17 First Day of Class
08/24/17 Last Day to Add Classes
08/25/17 Last Day for 80% Tuition Refund
09/01/17 Last Day for 70% Tuition Refund
09/04/17 Labor Day – No Classes

09/06/17 Census Day
09/06/17 Last day to drop a class without a “W”
09/11/17 Last Day for 50% Tuition Refund
09/18/17 Last Day for 25% Tuition Refund
11/03/17 Last day to drop a class with a “W”
11/23-11/26/17 Thanksgiving Break – No Classes
12/11-12/16/17 Final Exams

Reminders

- Grades cannot be based on effort. Teachers cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
- Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
- Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student's work.
- Generally, teachers are more experienced at assessing student work than the students themselves.
- Teachers, on average, are objective and are not out to "nail" their students. Most teachers want to give their students the highest grade possible and the benefit of the doubt.
- Students are entitled to emotional reactions to assessment of their work; however these expressions should occur in private, NOT public.
- Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.

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I have read and understand the course expectations, division, and college policies and procedures, and the assignments and grades required for successful completion of this course outlined in this syllabus.

NAME

DATE