**Gender and Society**

**SOCI 4250 Online**

**Spring 2023**

(January 17th – May 12th, 2022)

## **Instructor Contact**

Name: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Office Phone Number: 940-565-2296

Office Hours: Online with Zoom by appointment.

Instructor Email: Karen.Gregg@UNT.edu

Communication: Students should communicate with Dr. Gregg using the Inbox in Canvas. Canvas automatically sorts students into the courses they are taking. If you email Dr. Gregg using the UNT email address, she will kindly request that you communicate in Canvas and will respond to you there. Please allow 24-hours for a response. Note that Dr. Gregg does not respond to emails on weekends.

## **TA Contact**

Name: Tasmia Amreen

TA Email: Tasmia.Amreen@UNT.edu

## **Welcome to UNT!**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## **Important Due Dates and Times**

MLK Day Monday 1/16 (No Classes)

Courses Start Tuesday 1/17

Weekly Modules Open on Mondays at 12:00 a.m.

Weekly Quizzes Due Sundays before midnight (11:59 p.m.)

Discussions Due Sundays before midnight (11:59 p.m.)

Writing Workshops Part 1 of Paper due before midnight on Sunday 2/5.

 Part 2 of Paper due before midnight on Sunday 2/26.

Spring Break Week 9, 3/12-3/18

Writing Workshops Part 3 of Paper due before midnight on Sunday 4/2.

 Part 4 of Paper due before midnight on Sunday 4/23.

Last Day of Classes Wednesday, 5/4

Final Paper Due Monday 5/8 before midnight (11:59 p.m.)

Semester Ends Friday, May 12th at midnight (11:59 p.m.)

## **Course Description**

4250. Gender and Society. 3 hours.  Analyzes gender as a major social institution which intersects with all other institutions, especially the family, work, religion, politics, and education.  Stresses programs to change the unequal treatment of women and men in these areas.  Surveys contemporary changes and cultural variability in gender role definitions.

## **Course Structure**

This course is 100% online. Students are expected to log into Canvas frequently each week and complete the course modules in order. Modules will open on Mondays at 12:00 a.m. and assignments are due on the following Sunday nights before midnight. This course consists of weekly quizzes over the material covered in the modules, periodic discussions, and a paper written and graded in parts over the semester. The different parts of the paper will culminate into one final 5-8 page term paper.

## **Course Prerequisites or Other Restrictions**

There are no prerequisites for the course, but you are expected to be familiar with Canvas using tools such as quizzes and discussions. Additionally, to be successful in this course you will need to:

* Cite sources in your writing, giving credit to where you obtain information.
* Network with others and utilize tact when offered differing perspectives in the course discussions.
* Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## **Course Objectives**

By the end of this course, students will be able to:

1. Remember sociological terms, concepts, and theories pertaining to gender and society.
	1. To achieve this, students are asked to recall and identify concepts, terms, theories, and research related to the sociological study of gender and society. (Quizzes achieve this objective.)
2. Analyze a particular issue related to gender inequality using the theory of gender structure analysis.
	1. To achieve this, students will research an issue of their choosing related to gender inequality in society. (The term paper achieves this objective.)
3. Evaluate their own writing process as the term paper progresses.
	1. To achieve this, students are asked to reflect on the writing process and share how their writing process is developing with their peers. (Discussions achieve this objective.)

## **Course Goals**

The major goal for this course is to provide you with analytic tools that will help you become more aware of gender inequality and take action to address it. This major goal has two main components that constitute the themes running throughout the course:

1. Understanding gender as a social construct
2. Identifying the social processes that create and reproduce gender inequality

To achieve these goals, the importance of *seeing the everyday world as problematic*will be emphasized throughout the course. This means that you will examine aspects of society, perhaps things that you’ve previously taken for granted about gender relations, in order to identify how certain practices contribute to gender inequality.

## **Required Materials**

No books have been ordered for this course. All materials are provided in either PDF format or through links to the UNT Library System. Students are expected to read through the lectures in the weekly modules and access the assigned readings as they are presented. Written lectures and assigned readings will be useful in writing your term paper.

## **Teaching Philosophy**

My personal approach to teaching this course involves creating an open and engaging atmosphere where students can broaden their perspective on the study of gender inequality.

To be successful in this course, students are encouraged to embrace the material in Canvas and do the assigned readings so that they grasp different aspects of gender and society. Quizzes allow students to demonstrate their mastery of the information learned from the Canvas modules. The Writing Workshops will guide you through the writing process and allow you to receive feedback on your writing as the semester progresses. Discussions will allow you to discuss the writing process with your peers.

## **Course Technology & Skills**

### **Technical Requirements and Skills**

Here is a list of the minimum technology requirements for students for this course:

* Working computer and reliable internet access
	+ If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.
	+ If it is not possible to go to campus, please find another working computer with reliable Internet access to complete your work.
* Microsoft Office Suite
* Uploads to Canvas have been set to only accept .pdf .doc .docx files.
	+ If the professor or TA cannot open your document, you will be awarded a zero and you should contact them as soon as possible to discuss. If after one week, you have not contacted the professor or TA, the zero will stand.
* Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

### **Rules of Engagement**

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA in class sessions and online:

* Do not use your cell phone in class. If it appears that you are distracted by your phone, Dr. Gregg or the TA may ask you to leave class.
* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
* Avoid using “text-talk”. This is not permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

## **Assignments and Technical Issues**

All assignments should be submitted by the indicated dates and times embedded in the syllabus. There will be no extensions, except in cases of documented emergencies.

* In the event of a legitimate emergency, students should contact Dr. Gregg via the Inbox in Canvas to discuss their situation **PRIOR TO** missing an assignment. When students do this, Dr. Gregg routinely grants extensions.
* Each student is allowed **only one documented emergency** per semester.
* As stated above, in the event your emergency is very serious, Dr. Gregg will prompt you to contact the Dean of Students so that you receive a blanket excuse from the University for your work in all classes.
	+ Caitlin Edgar, M.S., Student Services Coordinator, Dean of Students Office, Caitlin.edgar@unt.edu, 940-565-2648.

Students are responsible for knowing the Canvas environment. This means that students are responsible for their own training in Canvas. Technical problems with Canvas software are to be directed to the **Help Desk**.

[UNT Help Desk](https://www.unt.edu/helpdesk/) - 940-565-2324 / Sage Hall 330 / helpdesk@unt.edu
Monday - Thursday 8:00 am - midnight
Friday 8:00 am - 8:00 pm
Saturday 9:00 am - 5:00 pm
Sunday noon – midnight

Technical problems with computers or CanvasARE NOT satisfactory excuses for missing assignment deadlines. Dr. Gregg suggests that you DO NOT wait until the last minute to submit assignments. If you experience trouble with your computer or your home Internet access, you are expected to use the computer clusters on campus to complete your work on time. If the campus is closed for some reason (e.g., due to COVID), you are expected to find some other means to complete your work.

## **Course Requirements**

Below are listed the required assignments and point values for the course.

## **Assignments and Course Values**

|  |  |
| --- | --- |
| **Description of Assignment** | **Points / Percentage** |
| **14 Weekly Quizzes:*** After working through the lecture pages embedded in the weekly modules, students will take a short quiz each week.
* Each quiz is worth 3 points.
* Lowest 4 quiz scores will be dropped at the end of the semester.

\*Automatically scored. | 30 Pts / 30% |
| **Participation and Check-Ins:*** For participation points, students will check-in with their peers using 5 discussions.
* Students will post and respond to others.
* Each discussion plus response is worth 2 points.
* Students should participate in all 5 discussions.

\*TA will grade. | 10 Pts / 10% |
|  |
| **4 Writing Workshops:*** Students will work on a term paper over the course of the semester by completing writing workshops and submitting cumulative portions of their paper.
	+ 1st Workshop – paper topic and introduction due.
	+ 2nd Workshop – Adding individual level analysis is due.
	+ 3rd Workshop – Adding interactional level analysis is due.
	+ 4th Workshop – Adding macro level analysis is due.
* Each of these parts of the paper is worth 10 points.

**\***TA will grade. | 40 Pts / 40% |
| **Final Paper:*** By the end of the semester and after completing all the Writing Workshops, students will revise and edit earlier portions of their papers, add conclusion, craft a reference page, and then submit during Final Exams week.

\*Dr. Gregg will grade. | 20 Pts / 20% |
| **TOTAL** | **100 Pts / 100%** |

## **Dr. Gregg’s Grading Scale**

A = 90 – 100% of 100 points C = 70-79% of 100 points F= 59% or less of 100 points

B = 80 – 89% of 100 points D = 60-69% of 100 points

## **Tentative Schedule**

NOTES:

* Weekly Modules open Mondays at 12:00 a.m.
* Quizzes and Discussions assigned are due the following Sunday before midnight.
* Writing Workshops are planned for Weeks 3, 6, 11, 14.
* Watch Barbara Risman films on Weeks 3, 4, 7, 12.
* Discussions due in Weeks 4, 7, 10, 12, 15.
* Final Paper due Final Exams Week.

Week One 1/15-1/21

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| Introduction Module – Getting Started -- Course Explained |
|  | **Description** | **More Details** |
| 1/15 | Module is open and ready for you to get started.  | Canvas |
|  | Read through the pages in the module that explain the course to you. Email the professor using the Inbox in Canvas if you have any questions about the course.  | Canvas |
|  | Take Week 1 Quiz | Due Sunday 1/22 |

Week Two 1/22-1/28

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| MODULE 1: Gender as a Social Structure, Part 1 |
|  | **Description** | **More Details** |
| 1/23 | Module opens. | Canvas |
|  | No assigned reading(s) this week. | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 2 Quiz | Due Sunday 1/29 |

Week Three 1/29-2/4

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| MODULE 1: Gender as a Social Structure, Part 2 |
|  | **Description** | **More Details** |
| 1/30 | Module opens.  | Canvas |
|  | Complete Assigned Reading(s):* Scarborough & Risman, “Changes in Gender Structure: Inequality at the Individual, Interactional, and Macro Dimensions”
 | Canvas |
|  | WATCH: * Risman Video (SAGE) “Gender as a System of Stratification” (from beginning to 2:09)
* Risman Video (SAGE) “Gender Structure Theory” (from 2:09 to 5:07)
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 3 Quiz | Due Sunday 2/5 |
|  | WRITING WORKSHOP WEEK:* Read through all of the workshop pages related to picking a topic and writing an introduction.
* Submit introduction to paper.
 | Due Sunday 2/5 |

Week Four 2/5-2/11

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| MODULE 2: Gendered Processes at the Individual Level, Part 1 |
|  | **Description** | **More Details** |
| 2/6 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Lise Eliot’s “Introduction” to *Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps – And What We Can Do About it*
* Davis and Blake’s “Does Biology Limit Equity?”
 | Canvas |
|  | WATCH: * Risman Video (SAGE) about the Individual Level (from 5:46 to 9:09)
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 4 Quiz | Due Sunday 2/12 |
| 1 | Participate in Discussion 1 regarding last week’s Writing Workshop. | Due Sunday 2/12 |

Week Five 2/12-2/18

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| MODULE 2: Gendered Processes at the Individual Level, Part 2 |
|  | **Description** | **More Details** |
| 2/13  | Module opens.  | Canvas |
|  | Complete Assigned Reading(s):* Martin’s “Becoming a Gendered Body: Practices of Preschools”
* Davis and Murphy’s “Intersex Bodies as State of Exception: An Empirical Explanation…”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 5 Quiz | Due Sunday 2/19 |

Week Six 2/19-2/25

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| MODULE 2: Gendered Processes at the Individual Level, Part 3 |
|  | **Description** | **More Details** |
| 2/20 | Module opens.  | Canvas |
|  | Complete Assigned Reading(s):* Kane’s “Chapter 1: Wanting a Girl, Wanting a Boy: Conceptual Building Blocks”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 6 Quiz | Due Sunday 2/26 |
|  | WRITING WORKSHOP WEEK:* Read through all of the workshop pages related to the Individual level.
* Submit introduction and paragraph(s) pertaining to the individual level.
 | Due Sunday 2/26 |

Week Seven 2/26-3/4

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| MODULE 3: Gendered Processes at the Interactional Level, Part 1 |
|  | **Description** | **More Details** |
| 2/27 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* West and Zimmerman’s “Doing Gender

Recommended Reading(s):* Pascoe’s “Compulsory Heterosexuality: Masculinity and Dominance”
 | Canvas |
|  | WATCH: * Risman Video (SAGE) about the Interactional Level (from 9:09 to 13:53)
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 7 Quiz | Due Sunday 3/5 |
| 2 | Participate in Discussion 2 regarding last week’s Writing Workshop. | Due Sunday 3/5 |

Week Eight 3/5-3/11

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| MODULE 3: Gendered Processes at the Interactional Level, Part 2 |
|  | **Description** | **More Details** |
| 3/6 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Hamilton, et al.’s “Hegemonic Femininities and Intersectional Domination”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 8 Quiz | Due Sunday 3/12 |

Week Nine 3/12-3/18 SPRING BREAK

Week Ten 3/19-3/25

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| MODULE 3: Gendered Processes at the Interactional Level, Part 3 |
|  | **Description** | **More Details** |
| 3/20 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Heilman’s “Description and Prescription: How Gender Stereotypes Prevent Women’s Ascent Up the Organizational Ladder”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 10 Quiz | Due Sunday 3/26 |
| 3 | Participate in Discussion 3 “How are We Feeling?” | Due Sunday 3/26 |

Week Eleven 3/26-4/1

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| MODULE 3: Gendered Processes at the Interactional Level, Part 4 |
|  | **Description** | **More Details** |
| 3/27  | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Chavez et al.’s “Racializing Gendered Interactions”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 11 Quiz | Due Sunday 4/2 |
|  | WRITING WORKSHOP WEEK:* Read through all of the workshop pages related to the Interactional level.
* Submit introduction and paragraph(s) pertaining to both the individual level and now the interactional level
 | Due Sunday 4/2 |

Week Twelve 4/2-4/8

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| MODULE 4: Gendered Processes at the Macro Level, Part 1 |
|  | **Description** | **More Details** |
| 4/3 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Garcia’s “Now Why Do You Want to Know About That?”
* Dobbin and Kalev’s “Why Diversity Programs Fail”
 | Canvas |
|  | WATCH: * Risman Video (SAGE) about the Macro Level (from 13:53 to 15:20)
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 12 Quiz | Due Sunday 4/9 |
| 4 | Participate in Discussion 4 regarding last week’s Writing Workshop. | Due Sunday 4/9 |

Week Thirteen 4/9-4/15

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| MODULE 4: Gendered Processes at the Macro Level, Part 2 |
|  | **Description** | **More Details** |
| 4/10 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Collins’s Chapter 1 “SOS” in *Making Motherhood Work: How Women Manage*…
* Richie’s “Chapter 4: Black Women, Male Violence, and the Buildup of a Prison Nation”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 13 Quiz | Due Sunday 4/16 |

Week Fourteen 4/16-4/22

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| MODULE 4: Gendered Processes at the Macro Level, Part 3 |
|  | **Description** | **More Details** |
| 4/17 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Chantillon et al.’s “Gender Ideologies”
* Cooky et al.’s “Women Play Sport, But Not on TV…”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 14 Quiz | Due Sunday 4/23 |
|  | WRITING WORKSHOP WEEK:* Read through all of the workshop pages related to the macro level.
* Submit introduction and paragraph(s) pertaining to the individual level, the interactional level, and now the macro level
 | Due Sunday 4/23 |

Week Fifteen 4/23-4/29

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| MODULE 5: Applications of Gender Theory |
|  | **Description** | **More Details** |
| 4/24 | Module opens. | Canvas |
|  | Complete Assigned Reading(s):* Armstrong’s “Sexual Assault on Campus…”
 | Canvas |
|  | Read through the lectures embedded in the Module.  | Canvas |
|  | Take Week 15 Quiz | Due Sunday 4/30 |
| 5 | Participate in Discussion 5 regarding last week’s Writing Workshop. | Due Sunday 4/30 |

Week Sixteen 4/30-5/6

* Pre-Finals Days 5/3-5/4
* Last day of in-person classes 5/4
* Reading Day – No Class 5/5

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| Wrapping Up the Course! |
|  | **Description** | **More Details** |
| 5/1 | Module opens. | Canvas |
|  | Read through the pages embedded in the Module. These pages will help to prepare you for turning in your final paper.  | Canvas |

Week Seventeen – FINAL EXAMS

Exams at UNT start on Monday 5/8 and go until Friday 5/12

Last day of Spring session is 5/12

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| FINAL EXAMS WEEK – Submission of Final Paper |
|  | **Description** | **More Details** |
| 5/8 | Final Paper is due. Upload before midnight.  | Canvas |

# **More Details about Course Assignments**

## **14 Quizzes (30 Points)**

In Canvas, students will work through weekly modules by reading lecture pages and by watching films that are embedded in the course. As part of this, students are expected to complete weekly assigned readings. Links to these readings and PDFs can be found in the weekly module. (This is why there is no textbook required for this course.)

At the end of working through the weekly module pages, by the end of the week, students are expected to take a short quiz worth 3 points. If students have worked through the module pages, watched the embedded videos, and read the assigned readings for the course, they should do very well on the quizzes.

Fourteen quizzes are assigned in the course, but students are only required to take 10 of them. This means only 10 quizzes will count toward your final grade. Four of your lowest quiz grades will be dropped at the end of the semester.

## **Participation and Check-Ins (10 Points)**

In Canvas there are five discussions planned for the course. Four of these discussions pertain to the paper students will write in this course. One of these discussions is a general check-in to see how students are faring in the course. To participate in discussions, student should post following all the prompts in Canvas and then respond to at least one other person in the course (more is better). Each discussion is worth 2 points. Students should not miss any discussions.

## **MAJOR TERM PAPER (60% of final grade)**

In this course, students will complete a 5-8 page major term paper. Each student will choose a “gender problem” – a specific area of gender inequality – and conduct an analysis considering the problem at the individual-, interactional-, and macro- levels. These are aspects of society that we will cover throughout the semester. Your paper should use and cite at least 4 pieces of literature from the course.

The paper is designed to be written in five phases throughout the course of the semester, each with a separate deadline and corresponding points. Four of these phases consist of **Writing Workshops** (described below). The last phase consists of writing the conclusion and putting the finishing touches on the paper the weeks leading up to final exams. The final product should be considered the final exam in the course and will be turned in during final exams week. Consult page 1 of this Syllabus for when the paper is due.

The reason we write in increments over the course of the semester is so that by the time the full paper is due during finals week, students will have already completed nearly all sections for the paper and will focus on editing, revising, and writing a conclusion.

The following deadlines will be used for each phase of the paper. Note that there are points corresponding to each deadline:

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| --- |
| **Course Paper Deadlines and Workshop Dates** |
| **Workshop** | Week 3 | Week 6  | Week 11 | Week 14 | No Workshop |
| **Points** | 10 | 10 | 10 | 10 | 20 |
| **Phase** | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Final Submission |
| **Sections of Paper Due** | Introduction | Introduction | Introduction | Introduction | Introduction |
|  | Individual-Level Social Processes | Individual-Level Social Processes | Individual-Level Social Processes | Individual-Level Social Processes |
|  |   | Interactional-Level Social Processes | Interactional-Level Social Processes | Interactional-Level Social Processes |
|  |   |   | Macro-Level Social Processes | Macro-Level Social Processes |
|  |   |   |   | Conclusion |

## **Four Writing Workshops (40 Points)**

To write the major term paper, throughout the semester students will be learning about a particular way to think about gender in society using Barbara J. Risman and William (Buddy) Scarborough’s multidimensional method of thinking about gender as a social structure at the individual-, interactional-, and macro- levels of society. Therefore, the work due in Canvas is divided into five modules plus Final Exams week:

* Module 1: Introduction to Gender as a Social Structure, Weeks 2-3
* Module 2: Gendered Processes at the Individual Level, Weeks 4-6
* Module 3: Gendered Processes at the Interactional Level, Weeks 7-11
	+ (Spring 2023 Week 9 is SPRING BREAK)
* Module 4: Gendered Processes at the Macro Level, Weeks 12-14
* Module 5: Applications of Gender Theory and Conclusion, Weeks 15-16
* Final Exams, Week 17

Workshops are intended to help you write the term paper in this course. Four writing workshops are assigned in this course. After completing all the writing steps in the workshop, students will turn in a portion of their paper. Each time a workshop is completed, your paper will have an additional section added to the paper. So, with each workshop, your paper will get longer. Writing workshops are completed individually and online in Canvas.

* Grades for Phases 1-4 of the workshops are based on your participation in the writing workshops.
* Students who do not participate a writing workshop will not receive points for the corresponding section of the paper due that week and will still be expected to eventually write and turn in that portion of the paper by the time of the next workshop, but will no longer be eligible for the points missed.
* Each writing workshop is worth 10 points.
* Participation in the writing workshops and completing the term paper account for a total of 60% of the overall grade.

## **Final Paper (20 Points)**

When we reach the end of the semester, students should have most of their final paper written from completing the four workshops discussed above. The final paper should make edits and revisions based on the grading comments provided throughout the course. All that students will need to do is add a concluding paragraph and a reference or works cited page at the end. Students should properly use a scholarly format for their paper like APA, MLA, or ASA. Students will be graded on the quality and content of their final papers. In summary:

* + Writing Workshops (40%, 10% for each workshop)
	+ Final submitted term paper (additional 20%)

# **Grade-related policies**

## **Late Assignments (Extensions) and Make Ups**

Dr. Gregg does not accept late assignments. If you would like an extension on an assignment, reach out to her before missing the deadline for it. She routinely grants extensions if asked for in advance. If you miss an assignment, you have missed the opportunity for those points. Make-ups will only be allowed if students contact the Dean of Students to have their personal situation vetted. If the Dean of Students contacts Dr. Gregg, she will work with you to make up the missed work. With that said, to incorporate some flexibility in the schedule, Dr. Gregg will drop your four lowest quiz grades from the course. This means you can miss no more than four quizzes in this course with no penalty.

## **Incomplete Grades**

Incomplete grades may only be assigned when the student is making satisfactory progress until the request for an incomplete is made. A grade of "I" will only be offered with medical documentation or other documentation that a highly unusual circumstance beyond the student’s control has made finishing the semester impossible. All requests for the grade of "I" must be made prior to the final examination.

## **Re-grading**

If you disagree with the evaluation of an assignment, you will first need to make an appointment with your TA to discuss your grade (this must be done within a week after you receive a grade for an assignment, but also no sooner than 24 hours after you’ve received your grade). If you miss this window, you’ve missed your opportunity to discuss the grading of this assignment. Students are expected to be diligent about their grade and performance in the course. Only after the TA has met with you will the instructor speak to you about it.

## **Extra Credit**

There are no extra credit opportunities in this course. Research has shown that extra credit opportunities tend to primarily benefit students already in privileged positions who have the extra time and energy to take advantage of them, while doing little for students who actually may need the extra points. Consequently, extra credit assignments often worsen existing educational inequalities. Therefore, there will be no extra credit in this class.

# **UNT Policies**

### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA 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 with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### **Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cspot%40unt.edu).

### **Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## **Academic Support & Student Services**

### **Student Support Services**

#### **Mental Health**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

#### **Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### **Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

#### **Additional Student Support Services**

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

#### **Academic Support Services**

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)