WRTG 3020:096-097 ~ Spring 2009
Academic Writing on Gender and Sexuality
(last revised 1/13/09 - most recent version online)

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CLASSROOMS AND MEETING TIMES: Section 096 meets in HUMN 160 from 5:00-6:15 and section 097 meets in HUMN 145 from 6:30-7:45. Both sections meet on Tuesdays and Thursdays.

UNIVERSITY DROP/ADD POLICY: You must attend regularly during the first two weeks of the semester to guarantee your place in the course. If you miss more than two of the first four classes, you may be administratively dropped at the discretion of the department offering the course. You may also be dropped at the discretion of the department if you do not have the proper course prerequisites. It is your responsibility to know whether or not you are still registered in each of your classes at the end of the drop/add period.

WRTG 3020 CATALOG DESCRIPTION: Through sustained inquiry into a selected topic or issue, students will practice advanced forms of academic writing. The course emphasizes analysis, criticism, argument, and rhetorical awareness. Taught as a writing workshop, the course places a premium on substantive, thoughtful revision. May be repeated up to 6 total credit hours. Prerequisite: junior standing. Restricted to arts and sciences juniors and seniors. Approved for arts and sciences core curriculum: written communication. Enrollment strictly limited to 18 students per section. This course is offered through the Program for Writing and Rhetoric. Students are expected to take WRTG 1150 (First-Year Writing and Rhetoric) or its equivalent before taking this course.

SECTION TOPIC DESCRIPTION: While all sections of WRTG 3020 share common goals, instructors have the freedom and flexibility to design their specific sections in a way that suits their interests and teaching strengths. To help you meet the broad objectives of upper-division academic writing, my section will focus specifically on different academic perspectives on the history of sexuality and the origins of gender identity and expression. You will explore topics such as constructions of sexual behavior in ancient and modern Western culture, the invention of concepts such as "homosexuality" and "heterosexuality," theories about the origins of sexual orientation, debates over the definition of man and woman, and the relationship between gender identities and sexual desire. Through careful analysis of academic texts from different disciplines, you will deepen your understanding of the purpose, scope, and limitations of scholarly inquiry into these topics. Through a series of reading and writing activities, you will develop the critical thinking and writing skills that allow you to participate in ongoing academic conversations on the topics that interest you.

REQUIRED MATERIALS: The following texts and software are required for this course. I placed orders for these books only with the University Bookstore on campus, so if you look for them elsewhere make sure you get the correct editions. You will need the texts by Behrens, Kennedy, Mottier, and Rosario within the first few weeks of class, so I recommend that you do not order them online.

Note: Please bring to class the text you used for the homework assignment for that day, so that you can refer back to the readings.

• Introduces you to the process of thinking and writing as a member of the academic community. The reading and writing activities and paper assignments in the text will help you develop the core skills of the course.

• Introduces you to theories on the origins of gender identity from a variety of different perspectives within the larger field of psychology.

• Provides substantial guidance with the writing and revising process.

• Introduces you to cultural attitudes towards sexuality from ancient Greece to the present.


Online Readings: Additional readings and resources are available on CULearn in PDF format. Some of these readings will be required, so you must have access to a PDF reader.

Microsoft Word version 2003 or newer.
• You will be required to use Word's reviewing tools to complete many graded tasks, and these tools are not available in any other word processing program. If you don't have Microsoft Word on your home computer, you will have to use it on a computer lab on campus or elsewhere. Word alternatives like Open Office do not have the necessary tools.

Backup Disk
• I highly recommend that you make use of at least one method for backing up the material on your computer’s hard drive, so that you don’t lose work in the event of theft, accident, or software or hardware malfunction. Consider using an external hard drive and an automated backup program, a USB thumb drive, and/or emailing drafts in progress to an email account with high storage capacity, such as Gmail.

CULEARN
You can access CULEarn through CUConnect or directly from http://culearn.colorado.edu

If you experience technical problems, first make sure you are using a web browser that is compatible with CULEarn. To check, go to the CULEarn login page [URL above] and follow the link to “Check Browser.” If your browser is not compatible, please download one of the recommended free browsers and use that instead. If you continue to have problems, contact ITS at: 303-735-4357 or help@colorado.edu

ASSIGNMENT OVERVIEW AND GRADE DISTRIBUTION
Below is a brief overview, estimated duration, and grade distribution for each major unit of the course. More details are available on our class CULEarn site, including the assignment calendar for each unit.

UNIT 1: History of Sexuality: Critical Reading (20%) - Weeks 1-5

Assignments: Summary, Textual Analysis, Synthesis, and Reflection

Purpose:
• To deepen your understanding of the nature and purpose of scholarly texts so that you approach texts with appropriate expectations, engage more fully with new ideas, and use those ideas more effectively in your own writing
• To develop your proficiency at reading academic texts critically, summarizing them fully and accurately, and synthesizing specific information from several texts

Learning Objectives:
• To identify the background elements that influence the meaning of a text, such as the author’s expertise in the topic, the genre of the article and publication, the target audience, and the situation the author is responding to.
• To identify key elements within the text that influence its meaning, such as the author’s purpose for writing, methods for developing and supporting ideas, attempts to meet the expectations of the target audience, and the contribution to the ongoing conversation on the issue.
• To evaluate key features of the text, including the logic of the author’s reasoning, the quality and relevance of the author’s evidence, and the author’s use of rhetorical strategies for developing and supporting points, within the scope of the author’s purpose and audience
• To reflect on the usefulness of individual and multiple texts to contribute to your own knowledge of the topic, to develop your perspective on specific issues, to prompt further inquiry, and to support points in your own writing.

Readings:
• *A Sequence for Academic Writing* [SAW], Chapter 1: Summary, Paraphrase, and Quotation
• *Writing and Revising* [WR], Chapter 2: Reading Processes
• *From Inquiry to Academic Writing*, Chapter 7: Synthesis
• *Sexuality: A Very Short Introduction*
• Selections from *Science and Homosexualities*
  o Enn G. Carlston. “A Finer Differentiation’: Female Homosexuality and the American Medical Community, 1926-1940.”
UNIT 2: Theoretical Perspectives on Sexuality: Synthesis (25%) - Weeks 6-8

Assignments: Explanatory Synthesis

Purpose:
- To develop your awareness of how different academic disciplines construct knowledge and contribute to ongoing conversations about the history of sexuality
- To develop your proficiency at a method of developing ideas commonly used in academic writing as part of the larger process of advancing new perspectives

Learning Objectives:
- To make connections across texts from different academic disciplines, to compare and contrast key ideas, and to evaluate different approaches to the topic
- To explain a specific aspect of the history and construction of sexuality by synthesizing academic sources from different disciplines
- To synthesize relevant material as a means of better understanding theoretical perspectives and communicating your understanding to a general audience

Tentative Readings:
- SAW, Chapter 3: Explanatory Synthesis
- WR, Chapters 5-9
- Selections from Evolution's Rainbow
- Selections from Science and Homosexualities
- Online Articles [partial selection]:
  - Anne Fausto-Sterling. "Frameworks of Desire."
  - Carla Golden. "Do Women Choose Their Sexual Identity?"
  - Jeffrey Weeks. "The Construction of Homosexuality."

UNIT 3: Gender Categories and Identity Politics: Analysis (25%) - Weeks 9-12

Assignment: Short Synthesis and Analysis

Purpose:
- To better understand the origins, nature, and purpose of categories of gender and sexual identity
- To develop proficiency at applying analytic principles to texts in order to enhance your own understanding of subtleties within the texts and to convey your insights to readers

Learning Objectives:
- To synthesize different perspectives on the origins of gender identity and expression
- To analyze personal narratives in Genderqueer in light of their insights into problems with gender categories and identity politics

Tentative Readings:
- SAW, Chapter 5: Analysis
- WR, Chapter 2, Chapters 4-9
- Queer Theory, Gender Theory
- Selections from Genderqueer, Psychology of Gender, and Evolution's Rainbow
- Online Articles [partial selection]:
  - Judith Butler. "Subjects of Sex/Gender/Desire." (Chapter 1 from Gender Trouble)
  - Diana Fuss. "Lesbian and Gay Theory: The Question of Identity Politics."
  - Martha Vicinus. "They Wonder to Which Sex I Belong: The Historical Roots of the Modern Lesbian Identity."
  - Judith Halberstam. "Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum." (Chapter 5 from Female Masculinity)
  - Christopher Robinson. "Developing an Identity Model for Transgender and Intersex Inclusion in Lesbian Communities."
  - Case, Sue-Ellen. "Toward a Butch-Femme Aesthetic."
UNIT 4: Academic Inquiry Project (30%) - Weeks 13-15

Assignments: Annotated Bibliography and Argument Synthesis

Purpose:
- To use the methods of academic inquiry to satisfy your intellectual curiosity about a specific topic arising from course readings

Learning Objectives:
- To demonstrate proficiency at skills developed earlier in the course [summary, paraphrase, critical reading, synthesis, and analysis] and to draw on these skills in response to a specific inquiry question
- To synthesize multiple academic perspectives on your inquiry question and use them to support your own viewpoint

Tentative Readings:
- SAW, Chapter 2: Critique and Chapter 4: Argument Synthesis
- WR, Chapters 10 and 11
- From Inquiry to Academic Writing, Chapter 8: From Ethos to Logos: Appealing to your Readers
- Online articles relevant to inquiry question

COURSE OBJECTIVES: The activities and paper assignments for this course are designed to help you meet the objectives set for upper division writing courses by both the Program for Writing and Rhetoric (PWR) at CU Boulder and by the Colorado Commission for Higher Education (CCHE). You can find more information about both sets of goals by downloading the relevant documents from the “Course Information” folder on CULearn. Below is my adaptation of the PWR and CCHE objectives as applicable to our course.

Rhetorical Awareness:
- Identify academic, non-academic, and advocacy discourse communities engaged in conversations about the issues that interest you
- Analyze the values, academic background, theoretical perspectives, trusted research methods, and other relevant aspects of the communities whose conversations you participate in through your reading and writing
- Build credibility (or ethos) with your readers by demonstrating that you have studied the issue from a variety of perspectives, by being fair in your treatment of opposing views, and by connecting your ideas to the values and concerns of your readers
- Appeal to logos by using reasoning that is logically sound and evidence that is accurate, reliable, and trustworthy to your readers
- Gain support for your perspective by making appeals to pathos, such as concrete examples and details, vivid language, real or hypothetical stories, metaphors, analogies, your own personal experience, the personal experience of those impacted by the issue, and so on, as a way of putting the issue into its human context

Critical Thinking
- Identify the questions, problems, arguments, and key players that arise within relevant discourse communities
- Develop intellectual curiosity about the issues that interest you and take the initiative to inquire into these issues on your own in order to understand them more fully
- Challenge your assumptions, test your own beliefs against those of others, and develop your own standards for credibility
- Critically evaluate analytical and argumentative texts, paying special attention to underlying assumptions, credibility of the source, the nature and quality of evidence, and rhetorical strategies the writer uses to persuade his or her audience
- Distinguish between flawed and sound reasoning and recognize logical fallacies and unethical use of persuasive strategies
- Apply persuasive strategies in your own writing in an effective but ethical manner
- Approach differing perspectives with an open mind and represent them in writing in a manner that those who hold these perspectives would consider fair, accurate, and reasonably comprehensive
- Defend your own perspective against likely objections with valid reasons and evidence
- Apply critical evaluation skills to your own writing and to your analysis of your classmates’ writing

Writing and Research
- Develop ideas by making use of a variety of exploratory writing strategies such as freewriting, brainstorming, peer dialogue, audience role-playing, sketch outlining, dialectical journal entries, and so on
- Draw on evidence using properly integrated direct quotations, paraphrases, and summaries
- Revise early drafts in response to your emerging understanding of the issue, and revise and restructure later drafts using reader-friendly strategies
• Use the conventions and genres of academic writing as a means of establishing your ethos and entering the current conversation about an issue
• Use strategies for self-analysis of your own drafts and your classmates’ drafts to identify areas in need of significant revision, starting with higher level concerns such as rhetorical strategies and critical thinking and then moving to issues like paragraph structure, language use, and citation and integration of sources.
• Substantially revise or rewrite your work in response to feedback from your classmates and from me
• Consult texts from multiple disciplines to learn about different perspectives on the issues that interest you, draw reasonable inferences from current research, identify communities who have a stake in the issue, and develop and support your claims
• Correctly use discipline-specific guidelines for citing sources in-text and at the end of the document
• Develop competence in editing for clarity, conciseness, structure, and style

Technology and Information Literacy
• Determine what type of information you are looking for and for what purpose
• Use library databases and advanced research strategies to locate relevant information (if applicable)
• Evaluate information for accuracy, currency, relevance, authority, and credibility
• Understand the factors that influence how academic information is produced and distributed, who has access to it, and what purpose it serves in the larger context of ongoing conversations
• Recognize the importance of intellectual honesty, the difference between ethical and unethical uses of information for academic purposes, and the nature and purpose of copyright laws, all of which will help you learn to avoid plagiarism
• Develop proficiency at using computer-based learning spaces (in our case, CULearn) to access course materials, post assignments, and interact with other students
• Gain experience using the reviewing tools in Microsoft Word to make comments on your own and your classmates’ drafts (you must have access to Word 2003 or newer)

GRADING CRITERIA: Your grades on the formal papers described above will be determined based on the level of proficiency your work achieves in the skills outlined under the “Objectives” section of this syllabus, above, as relevant for the activity.

I will evaluate all final papers in terms of these areas:
• rhetorical awareness
• controlling idea (thesis or main claim)
• reasons and support
• overall structure and paragraph structure
• tone and style
• use of academic conventions (such as correct grammar and punctuation and correct use and formatting of outside sources)

Some of these areas cover skills that students in upper division writing courses should already have and are therefore not strongly emphasized in our course. For example, upper division students should already be familiar with the basic principles of structure, style, and academic conventions, and I expect those students who are not familiar with these principles to seek out further assistance in these areas, perhaps by visiting the PWR Writing Center or by consulting an online or print version of a writing handbook. Weaknesses in these areas will negatively impact your grade. Consider that future employers or graduate schools will expect for your grades in upper division writing classes to correlate with your level of skill in the principles of academic writing.

Because most students in upper division writing classes have taken first-year writing, these students should also already be familiar with the basic concept of rhetorical awareness as well as with how to articulate and support a strong, arguable thesis. However, because these skills can continually be improved in all writers, our course places a heavy emphasis on helping you further develop them.

The area I put the most emphasis on is rhetorical awareness, in the sense that you as writers should learn to adapt your arguments to the specific needs and values of your target audience. As we will discuss in a unit on rhetorical awareness, arguments don’t arise in a vacuum. We make arguments in order to respond to specific current issues and to reach specific target audiences. Your homework and writing assignments are designed to help you develop stronger rhetorical awareness, and your papers will likewise be evaluated on the basis of your skill in this area.

Here is a basic breakdown of how I will use grades to give you feedback on your level of skill:

- A/A-: paper demonstrates “high proficiency” in all or most areas
- B+/B: paper demonstrates “proficiency” in all or most areas
- B-/C+: paper demonstrates “some proficiency” in all or most areas
C/C: paper demonstrates “low proficiency” in all or most areas

For the purpose of evaluating student writing, we define “proficiency” as having attained the level of skill that employers, graduate schools, educators, and others would expect of graduates of a four-year liberal arts university. Upper division writing courses are designed to help students recognize areas where they lack proficiency so that they can work to improve in these areas before they graduate. Students whose work demonstrates low proficiency might want to consider taking an additional writing class or perhaps retaking first-year writing before graduation.

For details on what counts as proficiency, go to the Course Information folder on CULearn and then to the WRTG 3020 General Information folder. Take a look at the WRTG 3020 Course Goals and the CCHE Criteria for Writing Courses.

Noticeable problems with the academic conventions expected of university students, such as use and formatting of citations, tone, style, language use, and editing, will lower your grade, no matter how strong your ideas are. If you need help in these areas, let me know and I can show you how to access help online.

COURSE POLICIES SPECIFIC TO THIS SECTION:

Attendance: Attendance for the full 75 minutes of class is mandatory. If you frequently arrive late, leave early, or otherwise miss portions of the class, you will accumulate enough missing class time to count as an absence.

- You are granted four “sick leave/vacation” days over the course of the semester, so use them wisely.

Save these days for when you have a cold, a doctor's appointment, or a flat tire. Missing more than four classes may impact your final course grade, and missing more than eight classes may result in course failure, regardless of the reasons for the absences (see “Minimum Requirements” below). You do not need to notify me if you will be absent from class, but if you have an emergency and need an extension on an assignment, please email me as soon as possible.

It's your responsibility to keep track of the number of your absences. I will try to notify you if you get close to eight absences, but to be safe you should record them yourself. You can always ask me in class or by email to let you know how many classes you've missed. If you must miss more than four but fewer than eight classes due to a documented medical or family emergency, those absences may be excused provided you show me the necessary documentation.

Keep in mind that missing a class is not the same thing as missing a reading, an informal writing assignment, a draft, or a draft workshop. Even if you are absent from class due to a non-emergency situation, you should still do the assignment for that day on time, including posting a draft if applicable. If you post a draft late, without receiving an extension on it, you may miss the opportunity to receive feedback. You will also receive only partial credit for posting peer reviews late given that your classmates need to see your comments in time for them to be useful as they revise. Please contact a classmate to find out what we covered in class and if you missed any important announcements.

Participation: Writing courses have a strict attendance policy because they function as workshops that require the full participation of every student in order to be successful. Your work functions as the central focus for the class. You will discuss your reading and writing assignments with other classmates, both in groups and as a whole class, and you will work together on planning and drafting activities. You will also conduct peer and self-evaluations in class. If you come to class unprepared for the day's activities, you will lose the benefits of class discussions and group workshops.

While in class, please show respect to your classmates and to me by using language that would be appropriate in a professional setting and by refraining from using personal attacks or a hostile tone. Be particularly considerate when commenting on other students’ writing or personal experiences. Students whose language or behavior is disruptive to the class may be asked to leave the room and may be reported to the Dean. See “Classroom Behavior” below.

Computer Classroom: This course will frequently meet in a classroom equipped with computers for student use. Please do not bring food or drinks into the computer classroom (or if they're in your bag, keep them below the desk). We will use the computers for a variety of activities, including in-class writing, drafting, evaluations, and research.

In my experience, having computers available in the classroom provides many benefits, but there is one drawback. Sometimes students are tempted to try and do personal email or instant messaging, or to browse the web, when they should be listening to class discussion or engaging in group activities. I don't want to have to "police" the room to make sure everyone stays on task, but I will walk around occasionally to see how everyone is doing and answer any questions. If I notice that students are using the computers for personal activities, I will limit use of the computers.

Laptops in Class: You may bring your own laptop to class, but unless the whole class is working on a computer-based task, you may not have them open, both to avoid distractions and to show respect to your classmates and to me by paying attention to what we say. If you need a disability accommodation so that you can use the laptop instead of taking notes by hand, please let me know.
Revisions: You will work on your drafts in stages, and you will receive comments from your classmates and from me. You will conduct a series of self-evaluations of your own drafts, each of which focuses on a different element of the assignment and leads to specific strategies for revision. You may also meet with me privately or with a Writing Center tutor to discuss ways to further revise your draft. Therefore, final versions of each paper should represent your best work.

Late Papers: Final due dates for papers will be posted at least a week in advance. If you need an extension, please request one by email as soon as possible to avoid penalties.

Papers that are turned in up to 72 hours [three days] after the due date will be accepted for grading, but the grade will be reduced in proportion to the lateness. Papers turned in between four and eight days after the due date will be accepted as evidence that the work was completed but will receive a failing grade. Papers turned in more than eight days after the due date will not be accepted, which will lead to course failure [see “Minimum Requirements” below].

Note: These policies apply only to papers due during the semester. Papers due after the last day of classes must be submitted when due with no exceptions.

Late Writing Assignments: Informal writing assignments and drafts that are turned in up to 24 hours after the due date will receive partial credit, but chronic lateness will reduce your final unit grade. You must post drafts on time to participate in draft workshops. Late drafts may not receive feedback from your classmates or me.

Minimum Requirements: The minimum requirements for passing this course are: (1) you must turn in all papers, at least once in draft form before the end of the workshop period and in final form when due, no more than eight days after the paper due date; and (2) you must not miss more than eight classes for any reason. Failure to meet these criteria will likely result in a final grade of F.

If the reasons for missing assignments are due to family or medical emergencies, you should consult an advisor in your home department to determine what your options are. Incompletes are available only if you’ve completed a substantial portion of the course work with a passing grade and are unable to continue due to family or medical emergency. You must request an incomplete from me near the end of the semester and provide necessary documentation.

Writing Center: The PWR (Program for Writing and Rhetoric) offers a Writing Center for students who would like one-on-one assistance in developing and organizing their ideas. The center is open to students of all levels of education and ability, and you can choose a tutor who specializes in the specific area you want help in. Tutors can help you read articles more carefully, analyze issues, locate and evaluate evidence, organize your paper effectively, and apply a variety of strategies to better appeal to your target audience. Please note, however, that the tutors are not there to edit your papers for you. If you need help with grammar, punctuation and other editing issues, they will point you in the right direction so that you can brush up on these skills yourself. Please see the Writing Center web site for more information: http://www.colorado.edu/PWR/writingcenter.html

Plagiarism: Plagiarism is broadly defined as an act of academic dishonesty. Such acts include borrowing another person’s ideas without crediting the person, using portions of another person’s written text in your own paper without citing the source [even if the material is in quotation marks], copying and pasting material from online sources and passing it off as your own, purchasing papers online, paying others to write parts or all of a paper for you, and receiving substantial assistance from someone other than a classmate, a Writing Center tutor, or the instructor.

Plagiarism is a serious offense because it violates the standards of academic integrity and intellectual honesty that are vital to the spirit and purpose of a university. We will cover methods for avoiding plagiarism in class and in assigned readings and activities. If I suspect plagiarism, I will discuss the case with you in person, but cases of blatant and willful plagiarism will be submitted to the Honor Council. The course-related consequences of plagiarism range from an F on the paper to an F in the course, as well as a letter from the Honor Council attached to your transcript. The Honor Council determines other consequences, such as requiring that you take a remedial course in academic honesty or suspending you from the university.

UNIVERSITY-WIDE COURSE POLICIES

Classroom Behavior [also applies to online classrooms]: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at www.colorado.edu/policies/classbehavior.html and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code
**Disability Statement:** If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or http://www.Colorado.EDU/disabilityservices

**Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In a campus-based version of this class, you are allowed to miss three classes without penalty and should plan in advance for days you may need off for religious observation. See policy details at http://www.colorado.edu/policies/fac_relig.html

**Academic Honesty:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-7252273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions [including but not limited to university probation, suspension, or expulsion]. Additional information on the Honor Code can be found at: http://www.colorado.edu/policies/honor.html OR http://www.colorado.edu/academics/honorcode/

**Sexual Harassment:** The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: http://www.colorado.edu/sexualharassment/

For information on a wide range of other University of Colorado policies, please see: http://www.colorado.edu/policies

**Academic Advising:** For questions regarding late drops and other course-related matters, visit the Academic Advising Center in Woodbury 109 or call: 303-492-7885