WRTG 3020:098-099 ~ Fall 2009
Academic Writing on Gender and Sexuality

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Class: TR 5:00-6:46 (098) & 6:30-7:45 (099) in HUMN 160

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.

INTRODUCTION TO WRTG 3020
WRTG 3020 (Topics in Writing) focuses on genres of writing students will use in academia, in the workplace, and in the civic domain, across a full spectrum of persuasive and analytical strategies. This course reinforces skills taught in first-year writing classes and builds upon them, with a greater emphasis on the rhetorical situation (audience, purpose, genre) that prompts a written response.

Topics in Writing courses focus on specific subjects, but these courses are not intended to supplement one’s knowledge in a major or specialty. Rather, the topic serves as a means to an end: to create a knowledgeable audience and a context for discussion and writing. In a workshop setting, students engage in a dialogue with their audience, work out meaningful theses, grapple with complex ideas, test rhetorical strategies, and revise to meet the needs of their readers.

Instructors of 3020 courses demand a high level of student participation and emphasize each student’s role as both writer and as audience: observant, inquisitive readers of the writings of others. Students should leave a 3020 class as more sophisticated writers who understand that the rhetorical situation, rather than a rule book, will invite unique responses based upon their particular goals.

LEARNING GOALS
Below are the learning goals for all upper division writing courses at CU Boulder, as defined by both the Program for Writing and Rhetoric (PWR) at CU Boulder and by the Colorado Commission for Higher Education (CCHE). These goals apply broadly to the work we’ll do throughout the semester, but each informal and formal writing assignment will include specific learning objectives that will help you focus on particular skills.

Write with fluency; to further develop a practical and reflective understanding of the writing process.
- Generate ideas by making use of a variety of exploratory writing strategies such as freewriting, brainstorming, exploratory writing, cluster mapping, sketch outlining, and so on
- Revise early drafts in response to your emerging understanding of the issue
- Revise and restructure later drafts using strategies appropriate to your purpose and audience
- Evaluate 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
- Substantially revise your work in response to feedback from your classmates and from the instructor

Heighten rhetorical sensitivity, making informed choices as you adapt your writing to the needs of your readers, to a specific context and situation, and for a particular purpose.
- Identify the appropriate genre for your rhetorical situation (audience, purpose, occasion)
- Adapt thesis, methods of support, structure, and style to respond to different rhetorical situations in
disciplinary or specialized discourse
• Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse

Understand and apply standard conventions for academic writing, including documentation and editing.
• Select and adapt genre conventions and vocabulary for disciplinary or specialized discourse
• Use and cite sources in a manner appropriate to discipline and genre
• Develop competence in editing for clarity, sentence structure, and word choice as well as correct grammar and punctuation

Become a more proficient reader, engaging with texts on both intellectual and personal levels.
• Approach differing perspectives and experiences with empathy and an open mind
• Evaluate texts against the expectations of their genres, audiences, and purposes
• Read closely and carefully, creating a conversation with the text
• Recognize the broader social and political implications of the issues raised by personal stories and academic texts
• Apply critical reading skills to your own writing and to your analysis of your classmates’ writing

Use technology effectively to aid in the learning and writing process.
• 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

SECTION DESCRIPTION: WRITING ON GENDER AND SEXUALITY
At CU Boulder, instructors of WRTG 3020 are given the opportunity to construct their courses around topics that reflect their academic interests. For nearly twenty years, my primary academic interest has been in the field of gender and sexuality studies, so naturally I was excited to be able to integrate this interest into a section of a course that focuses on advanced writing and rhetorical awareness.

Students who choose this topic generally have some experience with gender and sexuality topics, although no prior knowledge is required. As you might imagine, the range of topics that fall into this category is vast, and different disciplines approach knowledge about gender and sexuality in a variety of ways. Because this is a writing course rather than a gender studies course, we will focus only on a small sliver of the array of available topics so that we can study them carefully and write about them thoughtfully.

To a large extent the topics we will explore reflect my own academic and personal interests, which enables me to select readings and construct writing assignments that encourage a deep level of engagement with the material and allow me to act as a guide for further inquiry. Therefore we may not cover some topics that would be of interest to you, in which case I encourage you to consider taking a course that focuses on a broader range of gender and sexuality issues, such as SOCY 1006: Social Construction of Sexuality or any course cross-listed with WMST (Women’s Studies) or LGBT Studies.

This semester we will start by questioning the ways we are rewarded and punished based on whether we behave according to our “appropriate” gender role, and then we will investigate how the idea of only two genders creates problems for individuals who fall outside of the binary. We will then turn to the question of lesbian identity, which is my particular area of expertise. We will ask questions such as why masculinity in women is associated with lesbianism, whether lesbianism is a fixed identity or a flexible behavior, and how gender expression correlates with sexual desire.

For each of the first three units, you will write essays that respond to specific inquiry questions by drawing on assigned readings. In the fourth unit, you will have the opportunity to respond to one of the three questions using other source material, including your own personal experience and/or visual media such as images or movies. The final project for the course asks you to reflect in a serious and substantial manner on the extent to
which your writing demonstrates that you’ve achieved the goals of the course.

OVERVIEW
Below is an overview of the material we’ll cover in each unit along with estimated duration and grade distribution. Weekly reading and informal writing assignments as well as full paper assignments are available on the Course Calendar through CULearn.

UNIT 1: TEXTUAL ANALYSIS (Weeks 1-3) - 20%

Inquiry Question: How do we learn gender roles?

Reading and Writing: We will read several personal stories about childhood gender socialization and apply Foucault’s theory of a disciplinary society to an analysis of the system of rewards and punishments illustrated in one of the stories.

Rhetorical Situation: Because the target audience for this paper is the academic community and the purpose is to examine a text in a detailed and systematic way, you will use the genre of textual analysis.

Writing Process: You will practice strategies for generating and organizing ideas that are appropriate to a formal academic paper, and you will learn strategies for drafting strong introductions, body paragraphs, and conclusions.

Thesis and Support: Everyone will work within the larger thesis that Foucault’s theory of society as a disciplinary institution helps us understand how children are conditioned to behave according to the “appropriate” gender roles, but you will choose which details from the text you think will best illustrate the parts of the process you would like to emphasize.

Activities: As part of the unit you will complete regular informal writing assignments, class activities, peer reviews, self evaluations, and reflective writing.

Grade Distribution: Informal activities will count towards 5% of your final grade and a 6-8 page double-spaced paper will count towards 15%.

UNIT 2: PERSUASION: APPEAL TO PATHOS (Weeks 4-6) - 20%

Inquiry question: How does the gender binary impact the lives of those who fall outside it?

Readings: We will read personal stories by intersexed, transsexual, and transgendered individuals whose self-images are complicated by society’s need to believe that there are only two sexes, in terms of male or female bodies, and only two corresponding gender roles: masculine or feminine.

Rhetorical Situation: You will write to a non-academic audience who is unfamiliar with gender issues and may be a bit skeptical about the idea that a gender binary is problematic or confining in any way. Because your purpose is to encourage a non-academic audience to reconsider their views about gender, you will write in the genre of informal persuasion.

Writing Process: You will practice invention strategies such as exploratory writing, mapping, and sketch outlining to help you develop an appropriate plan for the genre.

Thesis and Support: You will develop a thesis in response to the inquiry question that addresses the specific needs of your audience, and you will use the personal experiences described in one of the stories to illustrate your points. This strategy of supporting a thesis with personal experience is based on the rhetorical concept of pathos, which is an appeal to imagination and empathy.
Activities: Informal writing assignments, peer reviews, self evaluations, and reflective writing.

Grade Distribution: Informal activities will count towards 5% of your final grade and a 4-6 page double-spaced paper will count towards 15%.

UNIT 3: COMPARATIVE ANALYSIS (Weeks 7-11) - 20%

Inquiry Question: What is a lesbian?

Readings: We will read several stories by self-identified lesbians who are struggling with different aspects of lesbian identity and desire as well as several essays and academic articles that explore these issues from a broader context.

Rhetorical Situation: You will write to an audience of your peers, many of whom may have preconceived ideas about what it means to be a lesbian, and your purpose will be to encourage them to broaden their views by comparing and contrasting different experiences and viewpoints.

Writing Process: You will practice invention strategies that include brainstorming, sketch drafting, and using a comparison chart to help you plan and organize your analysis.

Thesis and Support: You will develop a thesis that poses a tentative answer to the inquiry question, and you will draw on sources from several different genres for support.

Activities: Informal writing assignments, class activities, peer reviews, self evaluations, and reflective writing.

Grade Distribution: Informal activities will count towards 5% of your final grade and a 7-9 page double-spaced paper will count towards 30%.

UNIT 4: INQUIRY (Weeks 11-14) - 20%

Inquiry Question: You will choose one of the three inquiry questions from previous units.

Readings: You will select your own readings from the articles available on CULearn and our texts. You may also use other means of gathering source material, such as by using personal experience, interviewing others, conducting semi-formal observations, analyzing multimedia texts and images, and so on.

Rhetorical Situation: You will choose a genre that best suits the audience and purpose you determine.

Thesis and Support: You will develop a thesis that responds to the inquiry question in a manner appropriate to your means of support.

Activities: Informal writing assignments, peer reviews, self evaluations, and reflective writing.

Grade Distribution: Informal activities will count towards 5% of your final grade and a 5-7 page double-spaced paper will count towards 15%.

UNIT 5: SELF-ANALYSIS REFLECTIVE ESSAY & REVISION PORTFOLIO (Week 15) - 20%

Inquiry Questions: What have you learned about yourself as a writer and how has your thinking about gender and sexuality issues changed through the process of reading, writing, and discussing these issues with classmates? To what extent have you met the course learning goals?
Rhetorical Situation: You will use the genre of self-reflection to analyze your progress towards achieving the course objectives. Your audience includes both your classmates and the instructor.

Revision Portfolio: You will make substantial revisions in two of the four papers and include them along with your reflective essay in an end-of-term portfolio.

Grade Distribution: A 4-6 reflective essay will count towards 10% of your final grade and the revisions will count towards another 10%.

GRADING CRITERIA
Below are descriptions of how your work in each major component of the course will be graded.

Informal Assignments
Work submitted to the Assignments dropboxes on CUlearn, such as drafts, peer reviews, and learning activities, will receive numerical scores that reflect the extent to which the work was completed in full and on time. Work that receives full credit will be given a 3, and an average score of 3 works out to an A for the informal assignments portion of the unit grade, but in some cases your work may receive a 4 if it’s particularly well done. The scores are as follows:

4 = notably strong 3 = on time and in full 2 = late or partial
1 = late and partial 0 = missing or too late for credit

Informal and Reflective Writing
Posts to the Discussion forums on CUlearn will be graded based on whether you complete the assignment in full and on time using the same number system as above. Scores for these activities will appear on the My Grades page.

Papers
Final versions of papers will be graded based on the level of proficiency they demonstrate in the relevant criteria outlined on the paper assignment.

A or A- for work that demonstrates high proficiency
B+ or B for work that meets expectations of proficiency
B-, C+, C, or C- for work that demonstrates some or low proficiency
D+, D, or D- for work that is significantly deficient or fails to follow the assignment
F for work that was never turned in or turned in too far beyond the due date

Please see the Late Papers portion of the Class Policies section for information on the grade penalties for late papers. Also see the Minimum Requirements for Passing the Class for the policy on missing papers.

TEXTBOOKS
The following texts are required for this course unless otherwise indicated.


ELECTRONIC MATERIALS

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 Word on your home computer, you will have to use it on a computer lab on campus or elsewhere.

PDF Reader: Some readings are available on CULearn in PDF format, so you must have access to a PDF reader such as Adobe Reader or Preview (on Macs).

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.

CLASSROOM TECHNOLOGY

The state of Colorado and the university strongly believe that undergraduate students should develop competence in a variety of technologies both to improve the quality of their learning and to prepare them for the jobs of the future. The university has invested heavily in providing online tools for students, such as CUConnect and CULearn, and also offers computer labs across campus with a variety of software and hardware features you may end up using in many of your classes. Most students come to college with a pretty good working knowledge of computers and the internet, but you will still need to learn how to use new tools in the university environment as well as how to make more advanced use of existing tools like Microsoft Word.

In this class we will make use of several specific tools that are available only within Microsoft Word, so you must use Word and not another brand of word processor. We will also make extensive use of CULearn, which is an online learning environment that allows you to access course materials and post informal writing, drafts, peer reviews, and final papers. Below is an overview of the CULearn tools we will use, which will help you understand how the course works. You can access each of these tools by following the appropriate link on the Course Tools menu on the left side of the CULearn page. For help using CULearn, see my Help Files site: http://www.perpetualrevision.com/help

Mail

CULearn’s email tool is a bit primitive compared to CUlink or other email programs, but it has the benefit of keeping all course-related email messages in one spot. CULearn Mail is an internal tool, which means it can be used only by members of the class and cannot be used with outside email addresses. That means that you and I can also easily contact students in the class without needing to know email addresses simply by choosing names from a recipients list.

A disadvantage is that you may not check your CULearn Mail as often as you do your regular email account, although you can easily see if you have a new message when you log into CUConnect. If you have a new Mail message, you will see an envelope icon with a green asterisk under the CULearn listing for our course. Once you’re on our CULearn page, you can tell if you have a new message if you see a green asterisk next to the Mail menu button. If I need to contact you right away, I may send a message to your regular CU email account and you may also contact me at mine, which you can find in the CULearn main page, but I prefer to keep most course communication within CULearn.

Calendar

The Calendar link opens a blog page that contains instructions for the reading and writing activities that are due before each day of class. Like a typical blog, the newest entries appear at the top, and I typically post entries only a week or so in advance. I like for the schedule of the course to remain flexible so that I can respond to the needs of the particular group of students I have each semester. Paper due dates are also flexible, which is why they don’t appear on the syllabus.

Discussions
The Discussions tool includes both public forums in a traditional post/response style and journals that organize posts by author. You will use the public forums for reading responses, informal writing, group activities, and peer workshops. You will use a private journal for reflective writing assignments.

Assignments
The Assignments tool allows you to post text submissions as well as attached files into a private dropbox that only the instructor can see. You will use the Assignments tool to post learning activities, drafts, peer reviews, final papers, and other graded material. New assignments will appear in your Inbox at least a week before the due date and will close 24 hours later. After you submit an assignment, it will no longer appear in your Inbox unless I've returned it to you for corrections. Once I've graded the assignment, the score will appear on the Graded tab.

Grade Book
Towards the bottom of the menu on the left you will see a link to My Grades. This page will display your grades on major components of the course. When a new grade has been posted, you will see a green asterisk next to the My Grades menu button.

ACCESSING CULEARN
You can access CULearn through CUConnect or directly from http://culearn.colorado.edu Log in using your IdentiKey and password.

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 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

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 will 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. 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 and writing activity, draft, peer review, or self-evaluation. 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. 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. You will discuss your weekly 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” under the University Policies section for more details.

**Computer Classroom:** Our class 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 their use.

**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, although you may have the opportunity for additional revisions in a final portfolio.

**Late Papers:** Final papers will typically be due up to a week after I send you written comments. 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 six 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 **seven 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 Assignments:** You will post learning activities, drafts, and peer reviews using the Assignments tool on CULearn, on the dates specified in the calendar. You have a grace period of 24 hours after the due date to post assignments for partial credit, but after 24 hours the dropbox will close and the assignment will receive a score of zero, unless you’ve asked for an extension in advance of the due date. 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 participate in the draft workshops for each paper by submitting partial drafts, full drafts, revisions, and peer reviews; (2) you must turn in a final version of each paper no more than **72 hours** (three days) after the due date; and (3) 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...
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 essays 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:** Part of the purpose of academic writing is to show that you’ve read and engaged with the ideas of experts in various fields and to contribute your own insights and analysis. You build your credibility by indicating your sources for expert viewpoints and data, so failing to acknowledge these sources undermines your trustworthiness to readers. It also counts as plagiarism.

Plagiarism includes borrowing another person’s ideas or using portions of another person’s written text in your own paper without citing the source (even if the material is in quotation marks). This form of plagiarism may be accidental, so it’s your responsibility to make use of available resources to learn how to properly cite sources. Plagiarism also includes intentional acts of academic dishonesty, such as 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.

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. The Honor Council determines other consequences, such as attaching a letter regarding the incident to your transcript, requiring that you take a remedial course in academic honesty, or suspending you from the university.

**UNIVERSITY-WIDE COURSE POLICIES**

**Classroom Behavior:** 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; 303-725-2273). 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