WRTG 3020-094/098: WRITING ABOUT GENDER AND SEXUALITY - SPRING 2010

INSTRUCTOR CONTACT INFO

Instructor: Amy Goodloe

Main web site: http://www.perpetualrevision.com

Email: You can reach me two ways: by using the internal message tool on Ning or by using this Contact Form. If you use the Contact Form, I will reply by regular email and you may continue to use that email address. I don’t publish my email address here so that it won’t get picked up by spammers.

Office: ENVD 1B80 (map)

Spring 2010 Office Hours
My regular office hours are from 2:20-3:20 on Tuesdays and Thursdays. While you’re welcome to drop by, I would appreciate it if you gave me a heads up or made an appointment so that I can plan my time accordingly.

My office is a bit tricky to find, so you might want to download the directions and map on my main web site. Give yourself plenty of time to find it so you’re not late to your appointment.

I will occasionally offer additional meeting times, which I’ll announce to the class through email. You can check dates and times and sign up for a meeting on this online Conferences Sign-up Sheet.

Please note that Boulder is about a 35 minute drive for me, so I can’t easily pop over to campus to meet with students at spur of the moment.

Spring 2010 Teaching Schedule
All classroom sections meet on Tuesdays and Thursdays in HUMN 160

WRTG 1150-096 meets from 3:30-4:45pm
WRTG 3020-094 meets from 5:00-6:15pm
WRTG 3020-098 meets from 6:30-7:45pm
WRTG 3020-568 meets online through Continuing Ed

INTRODUCTION TO WRTG 3020

General Information
WRTG 3020 is offered through the Program for Writing and Rhetoric (PWR), which is the program on campus that offers the majority of courses that fulfill writing requirements. The course fulfills CU Boulder’s upper-division writing requirement for Arts and Sciences students and also meets the criteria for transfer credit for similar requirements at other colleges and universities in the state, as set by the Colorado Commission for Higher Education (CCHE).

Below is the PWR’s description of the course in general. Further down you’ll find my description of our topic.
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.

**Topic Description**

My primary academic interests are in the field of gender and sexuality studies, so I’ve designed this section of WRTG 3020 to explore a few issues within that field that work particularly well for a course designed to improve your ability to write to different audiences for different purposes. By focusing on only a few issues, I’m able to select readings and construct writing assignments that encourage a deep level of engagement with the material and to act as a guide for further inquiry. But that means we will not cover a wide range of topics that may be of interest to you, in which case I encourage you to consider taking a course in gender and sexuality studies, such as SOCY 1006: Social Construction of Sexuality or any course cross-listed with WMST (Women’s Studies) or LGBT Studies.

The main issues we will focus on are the social and personal consequences of deviating from accepted norms of gender identity and sexual orientation. To explore these issues, I’ve organized the course around three inquiry questions: how does society enforce gender roles?, how does the gender binary impact those who fall outside it?, and what is a lesbian? These are big questions, but we will engage with each of them through specific reading and writing assignments. Readings will include personal narratives that help put issues in the context of real people’s experiences as well as analyses by academics and theorists. Writing assignments will include genres appropriate to academic and non-academic audiences. The Learning Goals and Overview sections offer more details on what the course will cover.

Please note that this section of WRTG 3020 meets in a computer lab classroom and will make extensive use of the computers in class for a variety of activities. If you are not comfortable using computers in class, you may want to consider signing up for a different section.

**COURSE OVERVIEW**

Below is a tentative overview of the material we’ll cover in each unit along with estimated duration. This overview is subject to ongoing revision. Daily reading and informal writing assignments will be posted on the Calendar.

**UNIT 1: TEXTUAL ANALYSIS (Weeks 1-3)**

**Inquiry Question:** How does society enforce 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. This strategy of supporting a thesis with a systematic analysis of a text is based on the rhetorical principle of logos, which is an appeal to logic and evidence.

**Activities:** As part of the unit you will complete reading responses, class activities, workshops, self evaluations, and reflective writing.

**UNIT 2: PERSUASION: APPEAL TO PATHOS (Weeks 4-7)**

**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: man or woman. We will also read analyses of the gender binary by academics and theorists.

**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 the gender binary is problematic or confining in any way. Because your purpose is to encourage a general audience to reconsider their views about gender, you will write an article in the genre of informal persuasion. You will design your article to be read on the web, with embedded images and links to web sites that will help readers further explore the issues you raise. The article will be published as part of a wiki that you and other students will design to help viewers better understand the gender binary.

**Writing Process:** You will practice invention strategies such as discovery drafting, cluster mapping, and sketch outlining to help you develop an appropriate plan for the genre. You will also learn strategies appropriate to writing on the web as well as how to create and edit wiki pages.

**Thesis and Support:** You will develop a thesis for your article in response to the inquiry question that addresses the specific needs of your audience, and you will use the personal experiences described in several of the stories we read 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.

**UNIT 3: EXPLANATORY ANALYSIS (Weeks 7-11)**

**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 classmates and other students who are interested in gender and sexuality issues, and your purpose will be to generate new insights into the nature of lesbian identity through your discussion of one or more relevant texts. You will design your article to be read on the web in the form of a blog that focuses on the inquiry question.

**Writing Process:** You will draw on invention strategies from previous units as well as strategies specific to helping you organize and deliver your analysis in blog format.
Thesis and Support: For this unit you will use a variation on the inquiry question as your thesis, rather than providing an answer to the question. The body of your analysis will offer possible answers to the question, but ultimately your goal will be to show that the question is too complicated to have a single answer. This strategy is based on the rhetorical principle of ethos, which is an appeal to credibility. You will establish your ethos by showing readers that you've studied the issue and that you understand and are respectful of the sensitive and complex nature of lesbian identity.

UNIT 4: INQUIRY PROJECT (Weeks 12-15)

Inquiry Question: You will choose one of the three inquiry questions from previous units and adapt it to your purpose.

Readings: You will select your own readings from among articles available on the course web site. 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 your own audience, purpose, and genre. The audience may be one of the three you’ve already targeted in your first three papers or a new one, based on your topic. The purpose should be to inform, analyze, persuade, or argue. Genres include an APA style literature review, an MLA style research paper or textual analysis, a substantial personal or creative non-fiction essay, a mini-documentary in video format, or a multimedia project. The final product will be published online. You may work on this final project on your own or in a group of two or three.

Thesis and Support: You will develop a thesis that responds to the inquiry question and a strategy of support that is appropriate to your rhetorical situation. You will make use of appeals to logos, pathos, and ethos as relevant.

Reflective Self Assessment: At the end of the semester, you will use the genre of self-reflection to analyze your progress towards achieving the course learning goals.

LEARNING GOALS
Upper-division writing courses offered through the PWR are designed to meet goals established by the Colorado Commission for Higher Education (CCHE). The CCHE sets requirements for core curriculum courses so that they carry transfer credit across all colleges in the state. WRTG 3020 falls in the category of Written Communication, which is a core curriculum requirement at most colleges. Courses in this category are divided into three levels to represent the progression from introductory to advanced skills: CO1, CO2, and CO3. At CU Boulder, WRTG 1150 covers the criteria for both CO1 and CO2, while upper division courses such as WRTG 3020 or 3040 cover the criteria for CO3.

Below are the main CCHE criteria for CO3 courses. Under each criteria I’ve listed goals that relate specifically to our section of the course.

Extend rhetorical knowledge
• Deepen understanding of key concepts in rhetoric, such as rhetorical situation (audience, purpose, genre, occasion) and rhetorical strategies (appeals to ethos, pathos, and logos)
• Apply the principles of rhetorical and critical analysis to academic, narrative, and digital texts in the field of gender and sexuality studies
• Consider the role of different genres in contributing to a body of knowledge about gender and sexuality
• Compare and evaluate the knowledge we gain through firsthand accounts and personal experience to what we learn through academic and analytical texts

Extend experience in writing processes
• Generate ideas using exploratory strategies such as freewriting, brainstorming, cluster mapping, and sketch outlining
• Shape ideas using preliminary drafting methods such as discovery or exploratory drafts
• Develop and support a clear thesis or controlling idea appropriate to the rhetorical situation
• Revise and restructure early drafts in response to your emerging understanding of the issue
• Share drafts with selected audiences for feedback and discussion
• Offer thoughtful and substantial comments on classmate writing
• Revise and restructure later drafts using strategies appropriate to your purpose, audience, and genre
• Use digital tools for researching, drafting, workshopping, revising, and collaborative writing

Extend understanding of writing conventions
• Practice writing in different genres relevant to the field of gender and sexuality studies, including academic, persuasive, narrative, and digital
• Adapt your thesis, methods of support, structure, and style to different situations and audiences
• Document your sources using MLA or APA style citations
• Use design and presentation strategies to enhance readability as appropriate to your genre

Extend skills in critical reading
• Recognize the nature and purpose of different genres of writing
• Identify the main point and key ideas in texts from a variety of genres
• Read closely and carefully, creating a conversation with the text on both intellectual and personal levels
• Approach differing perspectives and experiences with empathy and an open mind
• Critically evaluate 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
• Synthesize key ideas across multiple texts
• Seek out new readings beyond those required in order to follow your own curiosity in the subject

Use a variety of technologies for writing and research
• Make effective use of a range of digital tools for writing, peer reviewing, and collaboration, including blogs, wikis, social bookmarking, and a collaborative learning community
• Become more comfortable using new tools and navigating and participating in new digital environments
• Use online research tools and library resources to locate a wide variety of sources on your topic
• Extend information literacy skills to include researching and evaluating sources within the field of gender and sexuality
• Gain experience writing and designing web texts

GRADE DISTRIBUTION

15% Paper 1
20% Paper 2
15% Paper 3
20% Inquiry Project
5% Reflective Self-Assessment
10% Drafts
15% Class Engagement

GRADING CRITERIA

Drafts
Throughout the semester you will post partial and full drafts as well as revisions for each major paper. Because it’s essential to have drafts available for in-class workshops, you will receive scores for your drafts based on whether they or not they are complete and on time. You will post drafts in two locations: on Ning for your classmates to access and on the Assignments page in CULearn, where I will assign one of the following scores:
4 = complete and on time  
2 = partial and on time  
0 = late or missing

These scores are based on the GPA system, so an average of 4 works out to an A, an average of 3.3 works out to a B+, and so on. Please note that drafts are not graded on quality. Also note that you must post drafts, even if too late for credit, in order to pass the class. See the Minimum Requirements section on the Class Policies page for more information.

Class Engagement
Class engagement includes your participation in activities leading up to each paper, such as posts to online forums, workshops, class discussion, and so on. Your grade will be based on several factors:

- the extent to which your homework and in-class activities are completed in full and on time  
- your level of participation in class activities and discussion  
- your contributions to peer workshops

Papers
Each paper assignment outlines criteria in the following areas: rhetorical awareness, controlling idea, support, structure, style, conventions, and reading comprehension (if applicable). Final versions of papers will be graded based on the level of proficiency they demonstrate in each of these criteria as relevant to the paper assignment. For more details download the WRTG Assessment Criteria from the Handouts page.

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. Please note that you must turn in all final papers, even if too late for credit, in order to pass the class. See the Minimum Requirements section on the Class Policies page for more information.

MATERIALS

Required Texts

This collection of personal narratives will serve as our primary source of insight into the lives of those who challenge common conceptions of gender identity and sexual orientation.

Additional course readings will be provided in PDF format.

Software
Firefox web browser with Diigo toolbar installed  
PDF reader  
Microsoft Word (or Pages)

Accounts
In addition to a regular email account, you will need to establish accounts with the following services: Ning, Diigo, Wikidot, and a few others. Please wait until we discuss these services in class before you sign up.

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.

**DIGITAL TOOLS**
One of CU Boulder’s goals, as outlined in the Flagship 2030 initiative, is to help students develop the digital literacy skills they need to improve the quality of their learning and to prepare them for the jobs of the future. Digital literacy includes the ability to read and write digital texts as well as the ability to research, collaborate, and interact with others in digital environments. You may find that many of your classes develop aspects of these skills, but an obvious place to focus on them is in a writing class.

In this class, we will use several digital tools to help you engage with the material and further develop your digital literacy skills. We will use these tools both in and out of class. Note: If you have a strong aversion to using computers and working in online environments, you might want to consider a different section of the course.

**Course Web Site**
The class web site includes the syllabus and a calendar of daily reading and writing assignments as well as links to the tools below. The URL is: http://www.perpetualrevision.com/gender  Bookmark this page on your home computer and start here.

**Ning Network**
Ning is a social networking platform that works particularly well as a classroom learning community. Our Ning network is restricted only to members of the class, so you will use the site to post materials not intended for a public audience, including reading responses, reflective writing, class discussion, drafts, peer reviews, and a profile. The network includes discussion forums as well as photos and videos related to course content.

**CULearn**
We will use only two features on CULearn: the Gradebook and the Assignments dropboxes for posting drafts and final versions of papers.

**Wikidot**
Wikidot is a tool for creating and managing a collaborative wiki, which is an online space that multiple users can edit and contribute to (like Wikipedia). You will sign up for an account on the Wikidot site so that you can collaborate with your classmates on the Understanding the Gender Binary wiki. You may also use Wikidot to publish your inquiry project.

**Diigo**
Diigo is a social bookmarking tool that allows you to add links to a group page that everyone in the class can see and comment on. The tool also allows you to highlight and annotate web pages and share your annotations with other viewers, which will be particularly useful as we work on the inquiry project. You will set up an account on Diigo and install the Diigo toolbar in Firefox so that you can annotate pages and add links to the group page. Links will be tagged based on criteria we will establish in class.

**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, a flat tire, etc.. *Missing more than four classes* will impact your final 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. Other absences will not be excused.

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.

Late Assignments: Reading and writing assignments are due before class begins on the date indicated in the calendar. Because these assignments are often designed to prepare you for class, you will not receive credit for posting work late (unless you run into special circumstances that you discuss with me in private). It’s particularly important to post drafts on time so that you can participate in draft workshops. Late drafts may not receive feedback from your classmates or me but must still be submitted in order to meet the minimum requirements for passing the class, described below. If you will be absent from class, go ahead and post the assignments so that you get credit for them.

Classroom Behavior: 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 on the university’s policy, which all students are expected to abide by.

Computer Classroom: Our class meets 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).

Computer Use in Class: We will use the computers in class for a variety of activities, including in-class writing, drafting, workshops, and research. If I find that you are using the computers for activities not related to class, such as checking your Facebook page, I may ask you to leave class for the day, which will count as an absence. The same applies if you use your cell phone for text messaging while in class.

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, with feedback along the way. You will conduct self-evaluations of your own drafts and peer reviews of your classmates’ drafts using guidelines that will help you identify specific areas in need of improvement. 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. Under certain circumstances, I may allow you to revise a final paper for a new grade, but you’ll need to meet with me to discuss this option.
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 late 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.

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 emergency. You must request an incomplete from me near the end of the semester and provide necessary documentation.

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 or multimedia text in your own papers and project 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 in papers and multimedia projects.

Plagiarism also includes intentional acts of academic dishonesty, such as purchasing papers or projects online, paying others to write or develop parts or all of a paper or project 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 Code Council. The course-related consequences of plagiarism range from an F on the paper to an F in the course. The Honor Code 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.

See “Academic Honesty” under the University Policies section for more details on the university’s policy.

UNIVERSITY OF COLORADO POLICIES

As a student of the University of Colorado, you are responsible for understanding and following all university policies, including but not limited to the ones described on this page. For information on policies not listed here, please see the CU Policies main page.

Drop/Add: You must attend class during the first two weeks of the semester in order to guarantee your place in the course. If you miss two of the first four classes, you may be administratively dropped to make room for students on the waiting list, if applicable. 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.
**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. See the [Class Behavior](#) policy on the CU Policies website.

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.

**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 [online](#).

**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](#) on the CU Policies website.

**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 on the [CU Policies website](#) and on the [academics](#) page.

**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 found on the [OSH website](#).

**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