

Oakland University
College of Arts and Science
Women and Gender Studies
Intro. LGBT Studies/WGS 3010 4 Credits
Fall 2018

Instructor: Ms. Story
story@oakland.edu
College of Arts and Science Annex: Office ABC
MWF 1:20-2:27p.m.
Office Hours: Mondays 10 a.m.-12 p.m.

Catalog Description:

Interdisciplinary and comparative overview of fundamental lesbian, gay, bisexual, transgender, and queer (LGBTQ) concepts as they relate to history, culture, literature, and theory. Particular focus on race, ethnicity, social class, and gender.

Course Description:

This course is an interdisciplinary introduction to lesbian, gay, bisexual, and transgender (LGBT) studies by reading across various academic disciplines. Throughout this course we will consider the relationship between erotic desire and sexual politics, as well as the interplay between sexuality and differences of ethnicity, culture, race, class and gender. Theoretical, historical and cross-cultural perspectives will be explored as the class covers topics including visibility and silence, identity politics, heteronormativity, constructing modern homosexuality, homophobia, inclusion and equality, intersexuality, transgender, transsexuality, bisexuality, queer transgression, and censorship.

This class satisfies the General Education requirements in the General Education categories of

General Education Outcomes:

- 1.) knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies
- 2.) application of concepts and theories to problems involving individuals, institutions, or nations

Cross-Cutting Capacities:

- 1.) Critical Thinking
- 2.) Social Awareness

Course Objectives:

- To understand the importance of LGBT issues in life and society.
- To introduce the field of LGBT Studies via critical thinking, reading, and writing.
- To discuss LGBT topics/issues using critically thinking skills.
- To help students explore and gain a theoretical understanding pertaining to non-normative sexualities and gender categories.
- To understand the history and importance of the LGBT movement.
- To acquaint students with queer theory.
- To deconstruct images of the LGBTQ community that is presented in popular culture.
- To distinguish between individual attitudes and institutionalized forms of discrimination.

Required Materials:

-Mardell, Ashley (2016). *The ABCs of LGBT+*. Coral Gables, FL: Mango Media.

-Stryker, Susan (2008). *Transgender History*. Berkeley, CA: Seal Press.

-Bornstein, Kate (1994). *Gender Outlaw: On Men, Women, and the Rest of Us*. New York, NY: Vintage Books.

-Feinberg, Leslie (1993). *Stone Butch Blues*. www.lesliefeinberg.net

-Selected journal articles & book chapters available on Moodle

Course Procedures:

- Lectures
- Study Circles
- Class Discussions
- Research Papers
- Field Trip

Course Requirements:

1. Class Participation (this includes attendance & class participation) (10%)

2. Reflective Journal Assignments (10% combined total)
3. Study Group Circles; 6 total (20% combined total)
4. Midterm (20% total)
5. Final Project (40%)

Course Expectations:

Being Here—in Body and in Mind

Attendance. Because the success of our course depends upon you being here, I expect you to be here. I do take attendance. You will receive an attendance grade based on being in class and being involved in discussion. I understand that emergencies and illnesses arise, and that you may need to miss a class. However, I will accept assignments only if you are in class UNLESS you have a documented emergency.

Tardiness. Be on time. Being tardy is disrespect for me, your peers, and yourself. For this class, that includes both arriving late and leaving early. If you are going to be late or you need to leave early you need to discuss this with me in advance.

Being Present. **I DO NOT allow the use of electronic devices (cell phones, laptops, tablets, etc.) during regular class sessions.** While some students may use these devices appropriately, many students are not fully present in lectures and discussions when these devices are allowed and either create a void and annoyance for others or cause a disruption in class. Occasionally I will let you bring in your computers and tablets for group assignments and final projects but that will be discussed as we progress through the semester. If there is an emergency in which you need access to your phone you need to talk with me before class to make those arrangements.

Classroom Conduct:

Free discussion, inquiry and expression are essential to this course, thus we must maintain a classroom environment that supports these elements. Listen carefully, speak precisely, and agree/disagree on the basis of evidence and experience, **NOT** personal feelings. You may feel challenged by course material, and class conversations might make you uncomfortable. While I do not ask that you accept any ideas we discuss, I ask that you tolerate divergent views, respect each other, and maintain an open attitude for conversation. This class is not about forcing our personal feelings about these issues on others; it is about looking at the evidence, data, etc. and then having an intellectual conversation/debate about the issues at hand. Tolerance is the absolute minimum requirement; acknowledging and respecting difference is the norm I hope you embrace. If you think you might have a problem with any of these requests, you should reconsider your enrollment in this course.

Thus, I will insist that every discussion be centered on the readings, movies and assignments at hand, not on individuals in the class. Please do not make comments that are direct reflections

about any student's life or personal beliefs. Instead, we will focus on and discuss ideas as they are manifested in our culture. Understand that if you do make personal comments—if you insist on questioning or attacking other students in the class on a personal level—then not only will your grade be affected adversely, but I retain the right to remove you from our classroom. **Our classroom will be a safe space.**

Academic Dishonesty

Plagiarism is the use of the words or ideas of another person without attribution—passing someone else's work off as your own; stealing someone else's intellectual property! **I will not tolerate any form of cheating, plagiarism, or any form of academic dishonesty!** Turning in plagiarized work of any kind may result in a failing grade for the course or for the whole of the grade allotted to that assignment or a trip to the office of the Dean of Students for a hearing with the Academic Conduct Committee.

Student Standards:

Students are expected to abide by the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.
2. To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.
3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
4. If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee (either directly or through the Dean of Student Office).

Plagiarism Tutorial:

You will be required to complete the tutorial on the library's website regarding plagiarism and turn in a copy of the certificate of completion to me no later than **January 22, 2018**. **You must receive at least a score of 10 points for me to accept this. After January 22nd I will not accept any assignments until this is turned in to me.**

The link for this tutorial is below:

<http://library.oakland.edu/tutorials/plagiarism/index.htm>

Accommodations for Students with Disabilities

Any student who feels he/she may need any type of classroom accommodation based on the impact of a disability may discuss this issue with me privately or may directly contact Disability Support Services. Students are advised to provide faculty with their notification letters early in the semester and to discuss arrangements.

Changes in the Syllabus

This syllabus and schedule are subject to change in the event of extenuating circumstances. **If you are absent from class, it is your responsibility to get notes from a peer and check on announcements made while you were absent. I do not hand out my class notes.**

Grading for Course Requirements & Scale:

6. Reflective Journal Assignments (10% combined total)
7. Study Group Circles; 6 total (20% combined total)
8. Midterm (20% combined total)
9. Final Paper (40%)
10. Class Participation (this includes attendance & class participation) (10%)

4.0 = 99-100

3.9 = 97-98

3.8 = 94-96

3.7 = 92-93

3.6 = 90-91

3.5 = 88-89

3.4 = 86-87

3.3 = 84-85

3.2 = 82-83

3.1 = 81

3.0 = 80

2.9 - 79

2.8 = 78

etc.

1.0 = 60

0.0 = 59 or lower

Explanation of Assignments:

Class Participation & Attendance (10% of grade):

Participation: Your participation in class discussions is important! This is how we, together as a collective group, tease out some of these difficult concepts to come to a clearer understanding.

Your success in this class is dependent, in part, on how much and how well you speak your ideas out loud. I understand that some people enjoy speaking in class while others find it intimidating. If you are a frequent contributor, please challenge yourself to wait for someone else in class to speak first. If speaking publicly is difficult for you, please challenge yourself to speak at least once a class.

The assigned readings should be read before coming to class. I expect you to be both open minded and critically oriented when reading the various assignments. You will express and defend your informed viewpoints during class discussions. See the rubric below for participation points and guidelines. You will be given feedback at the midpoint of the semester regarding your participation. If you wish more frequent feedback, please feel free to speak to me at any time.

Points	Criteria
1.0	<ul style="list-style-type: none"> • Absent, disruptive, distracted. • Frequently engaged in side conversations. • Spends significant amount of time texting on mobile phone or surfing the Internet. • Arrives late, leaves early, leaves class for extended periods.
2.5	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on, but does not offer much. • Demonstrates very infrequent involvement in discussion. • Engages in side conversations and spends time texting and/or surfing the Internet.
3.0	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic material or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the readings), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement (e.g., distracted by side conversations/texting)
3.5	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

	<ul style="list-style-type: none"> • Demonstrates consistent ongoing involvement. • Courteous and attentive listener.
4.0	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing, very active involvement. • Cooperative, attentive, and courteous (e.g., active listening).

Attendance: Because the success of our course depends upon you being here, I expect you to be here. I understand that emergencies and illness arise and that you may need to miss a class. You start out with 100 points being allowed for attendance. I will allow one unexcused absence and each additional unexcused absence will result in losing attendance points-20 points per absence. Excused absences must be accompanied by a doctor's notes, or paper verification of the emergency. If you are absent on a day that an assignment is due, you must turn in the assignment to my mailbox or via email before the start of class. Attendance grades will figure into your class/group participation grade.

University excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. For the excused absence policy, see <http://www.oakland.edu/?id=6850&sid=175>.

Reflective Journal Entries & Current Event Entries: (10% Combined Total)

Throughout the semester I will provide you with reflection prompts pertaining to the readings and/or films as well as current events. You will be expected to then write a reflective response based on the prompt and topic at hand that is a minimum of two pages in length. The key here is to show me that you are understanding and thinking critically about what we are learning in terms of the materials we are reading and/or viewing as well as how what we are learning pertains to what is happening in the world around us.

Study Circles: (20% Combined Total) Study Circles are class exercises that are a way for students to work together to understand complex text and develop critical thinking skills. Throughout the semester students will be broken into groups and each student in the group will

assume a study group “role” (will be given choices) and then will be expected to present their “role” to the rest of their group in order to examine a text from different angles. These sessions require taking notes in advance (1 page max, typed & double-spaced) for readings with the asterisk. You will need to come to class with a copy for each of your group members and for the professor. This will help your group compile portfolios. The purpose of creating portfolios is to help develop different ways of critical thinking and also help you prepare for exams and projects throughout the class. Your grade will be based on your writing and in-class participation. The description for the Study Circle Roles is posted below.

STUDY CIRCLE ROLES:

CLARIFIER: What terms or concepts does your group need to understand? Find definitions and facts that will help the group grasp the article.

SYNTHESIZER: What are the writer's key points? What is the central argument, and how is it supported? Are there parts of the article that are difficult to place within the overall argument or seem to contradict it? How could you connect those points with the author's central position?

SILENT READER: What is *not there* in the reading, but either implied or ignored by the author? What questions do these silences raise? What kinds of information or analysis are needed to address these questions?

ANALYST: What roles do fact, theory, and political advocacy play in the reading, and how do you account for these roles?

INVESTIGATOR: Dig up some background information—anything that will help the group to understand the reading better. Find something that really interests you, something that struck you as curious or puzzling as you read. For example, you could look up a reference to another theorist, research an event discussed in the reading and explore why it is important, or find out more information about a theoretical debate.

PERFORMER: Sing, dance, or perform the central argument of the reading. What details are essential to include? What emotions are you trying to elicit? What can be brought to light through different ways of communicating? In your written analysis, discuss your performance and how it relates to the text.

BORDER-CROSSER: Are there aspects of the reading that relate to a historical or social context different than your own? What are these and how do you respond to them? In addition, are there aspects that speak to something in your experience?

ILLUSTRATOR: Find or create visuals (artwork, photos, graphs, icons) that illustrate the reading and write up a brief description of how the visuals relate to the readings. Your job will be to draw the other group members into the process of interpreting the visuals in relationship to the topic you're studying.

LINK-MAKER: What does this reading bring to mind-in other readings or in the world as you know it-by way of comparison or contrast? What do these different materials suggest about one another?

PASSAGE MAVEN: Choose a few special sections of the reading to which the group should return; help people in your group pay attention to the most interesting, baffling, or important sections of the text. Include a short written analysis regarding why you chose these passages. In discussion, read the passage and guide the analysis of it.

Midterm: (20% of your grade) The midterm exam will be an argumentative essay that you will be able to take home to complete. You will be given one week to complete this exam; therefore, it should be a strong writing sample free of grammatical and punctuation errors with a strong thesis and argument. You will be graded on all of these aspects as well as your ability to articulate what you have learned thus far. Please remind yourself of the “evaluation criteria for written assignments,” which is listed below. **The exam will be due February 12, 2018.**

Final Research Paper: (40% of grade):

The final research paper offers students the opportunity to demonstrate to their instructor and their classmates what they have learned throughout the semester. Students will produce an 8-10 page formal research paper, with a minimum of five scholarly sources, in which they further explore one of the weekly topics in the course while listing, explaining, and applying at least four concepts discussed in the course. Students will start with what they learned in the course and then move beyond that to provide their own critical review of the research that has been conducted in the area. Students also will identify potential areas of future research. In other words, after conducting research in this area, where do you think future studies should head? What topics need to be explored or examined further?

The paper should have a clear introduction, body, and conclusion. It should contain a clear and well-supported thesis statement or argument by using in-text citations, well-organized (unified) paragraphs, and clear examples from class, scholarly research, and the topic that you are researching. Be sure the paper clarifies the "point" of your thesis. Support claims with evidence. Provide a Works Cited page (which is not included in the paper page length).

For your edification, here is an overview of what the paper should include:

1. **An introduction.** Provide an introduction that introduces your reader to the topic you have chosen, provides brief background information and context (with an understanding that full background information will be provided in the paper), underscores the importance of your topic, provides a thesis statement, and provides a preview. A thesis statement is the critical sentence that defines your essay and gives your readers an overview of what the paper will do. Underline your thesis statement. See strategies for writing an introduction here:

<http://writingcenter.unc.edu/handouts/introductions/> and here:

<http://www2.hmc.edu/~alves/intros.html>

2. **A main body.** The main body of your paper will serve to support your thesis statement. Remember that five scholarly sources are required and four course concepts must be explained and applied. Use transitions between points and subject headers as appropriate.

3.) **A conclusion.** The conclusion emphasizes (but does not repeat verbatim) the importance of your thesis statement, gives the essay a sense of completeness and leaves a final impression on your reader. In other words, you will show your readers why your paper was important, meaningful and useful. See strategies for writing a conclusion:

<http://leo.stcloudstate.edu/acadwrite/conclude.html>

<http://grammar.ccc.commnet.edu/grammar/composition/endings.htm>

<http://www1.aucegypt.edu/academic/writers/conclusion.htm>

You will share your work with the class. Feel free to talk with me early and often about your final project. Please remind yourself of the “evaluation criteria for written work,” which is listed below.

EVALUATION CRITERIA FOR WRITTEN WORK

Written work should be prepared in a professional manner. Papers should be reflective of your best thinking. They should be grammatically correct, proofread, stapled, and formatted according to MLA style. All papers must be in Times New Roman, size 12 font, double spaced throughout with no extra spacing, and with 1 inch margins. Sources must be cited according to MLA style. Any variation from this format will result in a loss of points.

A=Excellent. Outstanding work in all respects. Demonstrates comprehensive and solid understanding of course material, and presents thoughtful interpretations, well-focused and original insights, and well-reasoned commentary and analysis. Includes skillful use of source materials, illuminating examples and illustrations, fluent expression, and contains no grammatical or typographical errors. The introduction and thesis statement are strong. The main body of the paper strongly supports the thesis statement and uses appropriately described evidence. Strong transitions are used between main points. A strong conclusion is provided. Sources are appropriately cited. MLA Style is used appropriately. The paper is in size 12, Times New Roman font, with 1 inch margins. The paper is double spaced only (no extra spacing or fudging).

B=Good. This work demonstrates a complete and accurate understanding of course material, presents a reasonable degree of insight and broad levels of analysis. Work reflects competence, but stays at a general or predictable level of understanding. Source materials, examples, illustrations, are used appropriately and articulation/writing is clear. Paper has been carefully proofread but there are some grammar or typographical errors. The introduction and thesis statement are relatively strong. The main body of the paper generally supports the thesis statement and uses appropriately described evidence; adequate transitions are used between main points. A predictable conclusion is provided. Sources are appropriately cited. MLA style is used appropriately. The paper is in size 12, Times New Roman font, with 1 inch margins. The paper is double spaced only (no extra spacing or fudging).

C=Adequate/fair. This work demonstrates understanding that hits in the ballpark but which remains superficial, incomplete, or expresses some significant errors or weaknesses. Source materials may be used inadequately or inappropriately, and arguments lack concrete, specific examples and illustrations. Writing or articulation may appear vague, hard to follow, or possess typos and other technical errors. Weak transitions are used between main points. A predictable conclusion is provided. MLA style used inconsistently.

D/E=Unsatisfactory. This work demonstrates a serious lack or error in understanding, and fails to express the most rudimentary aspects of the course. Sources may be used entirely inappropriately or not at all, and writing is deficient. MLA style used inconsistently.

COURSE SCHEDULE

This schedule is subject to change. Lecture content from one week may spill over into the next week. Readings may be modified. Course participants are expected to remain current with schedule and/or reading changes.

Week 1- Introductions & Terminology

Syllabus & Class Introductions & Set up Study Circles

Terminology-Sex, Gender & Sexuality

Assignment: Reflection Paper #1

Readings: Moodle: PDF Common Definitions to Know

Moodle: PDF Heterosexual Privilege

Moodle: PDF Cisgender Privilege

Week 2-No Class-MLK DAY

Readings: The ABC's of LGBT+ -Spectrums & Gender pg. 28-129

Assignment: Forum on Readings

Forum Topic: For this forum I want you to discuss these two points:

1. What you gained from reading the first two sections of this book:
SPECTRUMS & GENDER?
2. What questions do you have?

Then for this forum you will also need to respond to at least 1 other person's post. This class is discussion based so it is important to engage in a respectful and civil way with your peers. So this gives you an opportunity to see what others are learning as well as what they still have questions about. Maybe you can help them

understand something or at least raise awareness for us all that it is a topic we will need to discuss in class.

Week 3- Building a Historical Context

Presentation by the Gender & Sexuality Center

Assignment: Study Circle #1

Readings: Moodle: The Invention of Heterosexuality

Week 4- Modern Sexuality

Film: *Paragraph 175*

Readings: The ABC's of LGBT+ : Section 3: Sexual & Romantic Identities

Moodle: PDF The Regulation of Male Sexuality

Assignment: Study Circle #2

Week 5-Transgender History

Film: *Before Stonewall*

1st Book Club for Study Circles

Assignment: Study Circle #2

Reflection Paper #2 on film

Readings: *Transgender History*: Chapter 1 & 2

Stone Butch Blues: Introduction through chapter 10

Moodle: PDF Gladys Bentley: The Bulldagger Who Sang the Blues

Reflection Paper: This week we have focused on trying to understand a small portion of history in regards to creating the identities and terminology of sexuality- primarily homosexuality and heterosexuality and the creation of sexology. And now we have watched a documentary that shares with us one of the most tragic events in LGBT history that rarely is discussed. Please discuss your reactions not only to this film, but also to the readings that correlate. Did you know about this part of history previously? If so or not talk about what you have learned and what you found interesting in the section along with this documentary. And finally, do you believe that the field of sexology hindered humanity or helped humanity by establishing such terms. Please make sure this is at least 2 full pages and you need to reference at least 2 of the readings.

Week 6-Midterm Due in Class

Film: *Screaming Queens*

Midterm Assignment: You are to complete two of three of the argumentative essays that have been assigned. Each essay answer should be 4-6 pages long and following APA format. These will be due at the beginning of class.

Week 7- Midwinter Break –NO CLASS

Week 8- Towards Liberation and Stonewall

2nd Book Club for Study Circles

Assignment: Reflection Paper #3

Readings: *Transgender History*: ch. 3-5 Transgender Liberation

Gender Outlaws: On Men, Women & the Rest of Us: Ch.7 Which Outlaws?

Stone Butch Blues: 11-16

Mini-Research Assignment: As we have discussed in class it seems that our culture is becoming more accepting of the transgender community. While we still have a long way to go, we have made serious strides in the last couple of years as a culture embracing gender as a spectrum and the transgender community. This has been evident in books, movies, television, politics and even fashion. Find a current event in any area that interests you that pertains to the transgender community and do a mini-research assignment. This assignment should be at least 3 FULL pages and you should have a minimum of 3 REAL sources. This means they have to have minimum partisan bias.

Week 9- Identity Politics

Assignment: Study Circle #3

Readings: *Stone Butch Blues*: 17- through the end

Moodle: PDF Compulsory Heterosexuality and Lesbian Existence- Adrienne Rich

Week 10- Identity Politics

Assignment: Reflection on Identity Politics, Bud Sex & Compulsory Heterosexuality
Annotated Bibliography & Meeting with Reference Librarian Due

Readings: Moodle: PDF Bud Sex

Assignment: These are two very important pieces in the work of sexuality studies. Both bring up important points in regards to identity politics and sexual practices as compulsory & as institutions. For this assignment you will need to discuss all of this. I expect you answer each of the following questions. Paper should be at least 4 FULL PAGES.

How do these two pieces discuss identity politics in their own unique ways?

What are the similarities if any? What are the differences?

Why are they both so important?

And finally how do they address compulsory heterosexuality/heteronormativity & sexuality as institutions?

Week 11-Inclusion & Equality

Assignment: Final Project Proposals Due
Study Circle #4

Readings: Moodle: PDF Revolution vs. Reform-Bloomenfeld
PDF On the Outside Looking In
PDF Hermaphrodites with Attitude: Mapping the Emergence of

Intersex Political Activism

Week 12- Queer Diversities & Guest Speaker from Transcend the Binary

Final Book Club

Assignment: Study Circle #4

Readings:

Moodle: PDF Queer Ethics; Or, the Challenge of Bisexuality to Lesbian Ethics-
Elisabeth Daumer

Moodle: PDF Freaks and Queers-Eli Clare

Week 13 - Intersectionalities

Assignment: Book Club Presentations to Class & Study Circle Assignments
Study Circle #5

Readings:

Moodle: PDF Stones in My Pocket-Eli Clare

Moodle: PDF Punks, Bulldaggers and Welfare Queens- Cathy Cohen

Week 14- Queer Transgressions & Guest Speaker from Stand With Trans

*Presentation from local organization Stand with Trans

Film: *Paris is Burning*

Assignment: Reflection on Intersectionality

Many of our readings demonstrate in their writings how numerous oppressions can intersect... speaking specifically to the LGBTQIA community and queer identity.

Briefly discuss three readings that impacted you most and how each of these pieces demonstrate intersectionality. What about it was so impactful and how can you take this piece of theory/knowledge and apply it to life outside of the classroom and academic institutions?

MINIMUM 5 pages

Week 15- Final Projects/Exams Due IN CLASS

- * Students will give class presentations on final papers
- *Turn in Final Exams

Course Policies

Academic Conduct Policy: The University's regulations that relate to academic misconduct will be fully enforced. Any student suspected of cheating and/or plagiarism will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of academic misconduct in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Students found guilty of academic misconduct by the Academic Conduct Committee may face suspension or permanent dismissal. The full policy on academic misconduct can be found in the General Information section of the Undergraduate Catalog.

Plagiarism Tutorial: You will be required to complete the tutorial on the library's website regarding plagiarism and turn in a copy of the certificate of completion to me no later than **January 20, 2014. You must receive at least a score of 9 points out of 10 for me to accept this. After January 20th I will not accept any assignments until this is turned in to me.** The link for this tutorial is <http://library.oakland.edu/tutorials/plagiarism/index.htm>

Class and University Cancellations: Students should wait 15 minutes for the professor. After that period of time, consider class canceled. In the event that Oakland University cancels classes as a result of severe weather, snow, or other factors, students should assume that the assignments due on the day of the canceled class are due on the next class meeting. The OU severe weather hotline is 248-370-2000.

Posting of Grades: Per FERPA (Family Educational Rights and Privacy Act), professors are prohibited from posting grades (final or otherwise). Additionally, professors are prohibited from emailing grades because email is not a private medium. Please do not ask me to email you regarding your grade(s). If you have concerns about your grade(s), or would simply like an update as to the current status of your grade, please make an appointment to see me during office hours. Grades are posted on SAIL at the end of the semester.

Incompletes: The grade of Incomplete might be granted in cases where ninety percent of the work for the course has been completed, a documented emergency prevents completion of the course by the end of the semester, and you do not need to attend any classes in order to finish the course. Incompletes are granted based solely on the discretion of the professor.

Disability: The Disability Support Services Office is responsible for providing reasonable accommodations for students with disabilities. Students with special needs are encouraged to utilize these services. For more information, contact the DSS office at 370-3266 (voice) or 370-3268 (TDD). Please make arrangements with me on the first day of class if you think you will require disability support services.

Important Dates to Remember: http://www.oakland.edu/important_dates
