

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>10/9/2023</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department WGSS College A&L	
Current Course Prefix and Number WST 2608	Current Course Title Intro to Sexuality and Gender Studies	
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>	Change description to: Introduces scholarly theories and methods to consider gender and sexuality as frames of analysis for understanding society and culture. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Fall 2024	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Jane Caputi, jcaputi@fau.edu, 561-297-4801		
Approved by Department Chair _____ College Curriculum Chair <u>Eric Hanns</u> College Dean _____ UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date _____ <u>9/11/23</u> _____ <u>9/18/23</u> _____ <u>9/25/2023</u> _____ <u>10/9/2023</u> _____ <u>10/9/2023</u> _____ _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Signature: 
jane caputi (Sep 21, 2023 18:11 EDT)

Email: jcaputi@fau.edu



FLORIDA ATLANTIC UNIVERSITY

WST 2608-003 XXXX

Intro to Sexuality & Gender St
Wednesday 11:00 AM - 1:50 PM
3 Credit(s)
Fall 2024 - 1 Full Term

Instructor Information

Jane Caputi
Email: jcaputi@fau.edu

Office: CU 229
Office Hours:
Phone: 561 297 3865

It is best to email me for information or to make an appointment. jcaputi@fau.edu.

TA Name: Peyton Sibert
Office: CU 334
Office Hours: Wednesday, 9:30-10:30 and by appt.
Telephone: please use email
Email: psibert2021@fau.edu

Course Description

Introduction to Sexuality and Gender Studies
Introduces scholarly theories and methods to consider gender and sexuality as frames of analysis for understanding society and culture.

A Note on Women, Gender, and Sexuality Studies

The academic discipline of Women, Gender, and Sexuality Studies (WGSS) examines issues and topics that include sex and sexuality from a feminist viewpoint among others, although students

are not expected or required to share these viewpoints. In this class, course material will include discussions of reproduction as well as LGBTQ+ people (lesbian, gay, bisexual, transgender, and queer).

Students are expected to engage with all course material and become comfortable discussing course material respectfully across differences and disagreements. Class contributions should always engage with the course material.

Students always are free to consider class ideas and respond to them as they determine, while drawing their own conclusions. All students must, though, must demonstrate that they understand the concepts elaborated in the readings, and viewings.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way.

This course meets the requirement for taking an introductory course, while obtaining a certificate in Women, Gender and Sexuality Studies with a grade of C or better

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Intro to Women's & Gender Studies

ISBN: 9780190064235

Publisher: Oxford University Press

Edition: 2nd

If you do not wish to purchase this book, a paper copy is on reserve at the FAU library. You can read it there or check out for 24 hours. Please be aware, though, that you might not be able to get it at the last minute so give yourself plenty of time to read before it is due in class.

Gender Queer: A Memoir. 2022.

Authors: Kobaba, Maia

Publication Date: 2022

You can purchase this book or read as an e book at the FAU library. Be aware though that use is limited to a few readers at a time. So make sure to give yourself plenty of time to do so and well ahead of the class period to make sure you can access it.

Stop Telling Women to Smile: Stories of Street Harassment and How We're Taking Back Our Power

Authors: Tatyana Fazlalizadeh

Publisher: Seal Press

Publication Date: 2019

You can purchase this book or read as an e book at the FAU library. Be aware though that use is limited to a few readers at a time so make sure to give yourself plenty of time to do so and well ahead of the class period to make sure you can access it.

Additional weekly readings on class schedule

There also are required web-based readings listed under individual weeks. Some other added readings are book chapters from e-books owned by the FAU Library. You can read these through the library. For a few, I will email to you but be aware that these materials are protected by copyright law. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law. You may make a single copy of the materials available through this course for personal, noncommercial use. You must preserve any copyright or other notices contained in or associated with them. You may not distribute such copies to others, whether or not in electronic form, whether or not for a charge or other consideration, without prior written consent of the copyright holder of the materials.

Course Objectives/Student Learning Outcomes

- Students will gain introductory-level knowledge about scholarship as well as mainstream discourse around issues and debates in the field of sexuality and gender studies.
- Students will be able to critically read, evaluate, and synthesize a variety of texts (including elements of popular culture).
- Students learn to analyze how factors including race, age, class, and ethnicity affect the way gender and sexuality can be experienced.
- Students work to understand, interpret, and come to their own conclusions about the ways that the media, family, work, education, religion, and the state can contribute to cultural and social ideas about sexuality and gender

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.

- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Academic Service Learning (AS-L) Designated Course

This course is designated as an “academic service-learning” course. The assistance you provide to the

agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning

This course contains multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at www.fau.edu/ouri.

Projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

- SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.
- SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.
- SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.
- SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.

- SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.
- SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes

Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU's Academic Service-Learning program.

Minimum project hours: 10

Assumption of Risk Statement for Student*

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

If you are selected to participate in the university-wide Academic Service-Learning program, you will be required to document a minimum of 10 hours of student service to the community agency.

Course Evaluation Method

Attendance counts for 5 points (for showing up and participating in ways that reflect your knowledge of class materials). There are two take-home essay exams with a choice of questions (35 points for the midterm and 40 for the final). The first is due on Oct. 11. The final exam is posted on Nov. 15 and due December 10. There also is one Creative Assignment: 20 points (total 100 points). Students will present their work in class Nov. 22 or Nov. 29. A write-up of at least one full page must discuss the direct relevance of your project to class themes and in doing so draw upon at least 2 relevant class readings. This write up along with the creative work itself is due from everyone on Dec. 1.

Creative assignment description: Please choose a creative mode that suits you: a youtube-like video, a collage; original art work; a poem, short, story, autobiographical excerpt, or essay that tells a story designed to raise awareness or alter perspectives on a given topic. Written work is required for all types of creative assignment. Whatever you do, you also need to write a commentary of at least one full page on your own work, connecting your creative work to class readings and themes. You will cite appropriate class readings.

Please remember: If you do not do one of the required assignments you lose a substantial number of points and will find it very difficult to pass the class. It is essential that you complete all assignments. If you need an extension, please ask me for one. If exams are late with no extension granted, I reserve the right to take it down by half a grade.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

I reserve the right to deduct one point per unexcused absence. Attendance means being there for the full class. If you miss part of a class, you don't get full credit for attendance. If you are having trouble getting to class, please speak to me, don't just let it go.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

If you need an extension for one of the take-home exams please ask for one and if granted you will have a new deadline that you must meet.

The creative assignment must be presented in person in class on one of the two days allowed for this.

A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). The grade of "I" is neither passing nor failing, and it is not used in computing a student's grade point average. The "I" grade is not to be used to allow students to do extra work to raise the grade earned during the regular term. It indicates a grade deferral and must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

Special Course Requirements

none

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)

- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

Please note that details of the weekly outline may be changed. In that event, I will inform you in advance by

email/Canvas and you will be responsible for following the updated syllabus.

Aug. 23: Syllabus review and Introductions. View in class various videos with different points of view about gender, including *Straightlaced: How Gender's Got Us All Tied Up as well as How to Embrace Your Femininity and How to Embrace your Masculinity (Praeger U)*. We will discuss our first impressions of these videos and then, next session, we will continue to analyze the videos using the concepts in our class reading.

Aug. 30: Sex, Gender, and Social Construction of Meanings of Sex and Gender

Read: Gillis & Jacobs, pp. 1-26

We will watch in class,

or *Every Body*, Directed by Julie Cohen 90 minutes, 2023

Sept. 6: Language and Communication/ Gender Inequality

Read: Gillis and Jacobs, 27-84

1. Catherine Pearson, "How to Have a 'Sexual State of the Union'"

<https://www.nytimes.com/2023/06/12/well/family/smart-sex-emily-morse.html> (this will be available under "Files" on Canvas)

3. Christine Emba, "Consent is Not Enough," Washington Post, March 17, 2022, (this will be available under "Files" on Canvas)

Class visit from Oliver Oster, representing FAU Women's Resource and Community Care. Please check out this website, <https://www.fau.edu/owlscare/women/>

Sept. 13: LGBTQQIA and Two Spirit Identities and Challenges

Read: Gillis and Jacobs, 85-151.

Read online: Daniel Villareal, "Is Queer a Slur?" July 23, 2023, <https://www.lgbtqnation.com/2023/07/is-queer-a-slur-exploring-the-meaning-and-use-of-the-term/>

View: "Thanksgiving" episode. Master of None, Netflix

View: short film on two-spirit

https://www.nfb.ca/film/second_stories_our_place_in_the_circle/

or

<https://outonscreen.com/film-catalogue/niish-manidoowag/>

For more resources on two spirit see <https://libguides.okanagan.bc.ca/IndigenousStudies/two-spirit-and-indigiqueer>

Sept. 13: Transgender Issues

Read: Simmons and Fresh "Our Many Selves," in *Transgender Community*, ed. Laura Erickson-Schroth, Oxford U Press, 2014, 3-23. (this will be available under "Files" on Canvas)

Julia Serrano, "Transgender People, Bathrooms, and Sexual Predators: What the Data Say." *Medium*, June 7, 2021,

<https://juliaserrano.medium.com/transgender-people-bathrooms-and-sexual-predators-what-the-data-say-2f31ae2a7c06>

Megan Rapinoe: Bills to ban transgender kids from sports try to solve a problem that doesn't exist." Washington Post, 2021, <https://www.washingtonpost.com/opinions/2021/03/28/megan-rapinoe-transgender-kids-sports-ban/>

Diana Nyad, "Celebrate trans athletes. But give cisgender women a fair shot at victory." Washington Post, February 9, 2022, <https://www.washingtonpost.com/opinions/2022/02/09/celebrate-trans-athletes-give-cisgender-women-fair-shot-victory/>

Abigail Shrier, "Gender Ideology Run Amok," *Imprimis*, JUNE/JULY 2021 | VOLUME 50, ISSUE 6/7. <https://imprimis.hillsdale.edu/gender-ideology-run-amok/>

"The Euphoria of Elliot Page" <https://www.esquire.com/entertainment/tv/a40011366/elliott-page-umbrella-academy-euphoria/> (this will be available under "Files" on Canvas)

View in class: excerpt from *The Umbrella Academy*

View in class: *The Trans List*. Dir. Timothy Greenfield Sanders, 2016 (58 minutes)

Sept. 20: Beyond the Mythical Norm

Read: Gillis and Jacobs, *Intro to Women and Gender Studies*, 153-188

View in class: *Out in the Night*, directed by Blair Dorosh-Walther, 2014 (82 minutes), http://flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991000607167306568&context=L&vid=01FALSC_FAU:FAU&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,out%20in%20the%20night%20&mode=Basic

Sept. 27: Gender Violence in the Military

Read Gillis and Jacobs, *Gender-Based Violence*, 257-291.

Guest speaker: Samantha Orozco, M.A, Women, Gender and Sexuality Studies, FAU. Ms. Orozco is the Sexual Assault Sexual Harassment Prevention and Response Specialist for the Department of the United States Airforce - 11th Wing Joint Base Anicostia Bolling/Pentagon.

Read: Protecting Our Service Members: Sexual Assault Response Reform in the US Military By Ben White <https://doi.org/10.4079/pp.v28i0.13> (this will be available under "Files" on Canvas)

After the presentation and discussion with Ms. Orozco is concluded, we will discuss *Out In the Night*.

Oct. 4: Read: *Stop Telling Women to Smile*.

Watch in class: Short film: "Stop Telling Women to Smile," website for the project --
<http://www.tlynnfaz.com/Stop-Telling-Women-to-Smile>

6 minute film, <http://stoptellingwomentosmile.com/>

Midterm exam posted

Oct. 11 Embodiment, Beauty and the Viewer

Midterm exam due.

Read: Gillis & Jacobs, 189-224

View in class : The Pornography of Everyday Life (35 minutes)

Read also one of these (under Files on Canvas) :

Cooper, Brittney, "Big Girls Need Love Too," Gender, Sex, and Politics. Ed. Shira Tarrant. New York: Routledge, 2016.

O'Brien, Mark, "On Seeing a Sex Surrogate," Sun Magazine, 1990,
http://thesunmagazine.org/issues/174/on_seeing_a_sex_surrogate

Brian Broome, excerpt punch me up to the gods, <https://www.thecut.com/2021/05/excerpt-brian-broome-punch-me-up-to-the-gods.html>

Nico Lang, "Fat Shaming, Toxic Masculinity, and the Gay Male Beauty Myth" 2016.
<https://www.thedailybeast.com/fat-shaming-toxic-masculinity-and-the-gay-male-beauty-myth>

Oct. 18 Concerns of and for Men and Masculinities

Read: Richard Reeves, excerpts from Of Boys and Men: Why the Modern Male is Struggling, Why It Matters, and What to Do About It, 2022. (this will be available under "Files" on Canvas)

Christine Emba, "Men Are Lost," Washington Post, July 10, 2023 <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/> (this will be available under "Files" on Canvas)

Recommended podcast in class: <https://www.washingtonpost.com/podcasts/capehart/christine-emba-and-richard-reeves-explore-masculinity-and-modern-men/>

Class visit from Mellissa Carcamo, MA student in WGSS. We will view Ms. Carcamo's TedX talk on masculinity.

Recommended viewing:

https://www.ted.com/talks/richard_reeves_how_to_solve_the_education_crisis_for_boys_and_men?language=en

Oct 25: Women's and LGBTQ Movements Globally and in the United States

Read: Gillis and Jacobs, 293-366

View excerpts from : *She's Beautiful When She's Angry*, directed by Mary Dore, 2014 92 minutes).

Nov. 1 Reproductive Choice Issues and Gender and Sexuality Studies (continue with readings from last week)

View: *Jane: An Abortion Service*, A film by Kate Kirtz and Nell Lundy (58 minutes)

Nov. 8: Read: Maia Kobabe, *Gender Queer*, 2022.

Read online: American Library Association, "Frequently Challenged Books." <https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10>

Read online: Governor Henry McMaster (South Carolina), Letter to Board of Education, <https://governor.sc.gov/sites/governor/files/Documents/Letters/Gov.%20McMaster%20to%20Spearman%20Inappropriate%20Materials%20in%20Schools.pdf>

Recommended: "How a graphic memoir became the most banned book in America," <https://www.nytimes.com/2022/05/01/books/maia-kobabe-gender-queer-book-ban.html>

Nov. 15: The Barbie Phenomenon and debates around gender it encompasses. Watch *Barbie* (2023) outside of class.

View: Ben Shapiro, 40 minute video review of *Barbie*, <https://www.them.us/story/barbie-movie-ben-shapiro>

Read: Emily St James, "Barbie and Ken and Nothing in between," *New York Times*, Aug 15, 2023

Further readings and videos commenting on *Barbie* TBA. I would like you to suggest commentary for everyone in class to read or watch.

STUDENTS BEGIN PRESENTATION OF CREATIVE PROJECTS

Final exam posted

Nov. 22 CLASS THANKSGIVING BREAK

Nov. 29: Student presentations of Creative projects

Final exam and creative project write up due no later than Dec. 10. You can turn in early.