

## **SYLLABUS FOR MUSC 2100: History of Rock and Roll**

Dr. John Costa (*he, him, his*), Associate Professor/Lecturer, Room 192, David Gardner Hall  
John.Costa@utah.edu

[John.Costa@utah.edu](mailto:John.Costa@utah.edu)

**PLEASE NOTE:** This is the only e-mail address that I use to correspond with students registered for the course. If you want to contact me via e-mail, please use the [John.Costa@utah.edu](mailto:John.Costa@utah.edu) address. Also, please be advised that **I do not respond to text messaging**. Thank you.

**Credits Hours:** 3

**Prerequisite:** None

**General Education:** This course offered by the University of Utah School of Music to help fulfill the General Education Requirement – in the field of Intellectual Education (IE) - toward completion of a Bachelor Degree.

### **Course Material:**

Costa, John. *A History of Rock & Roll: Twelfth Edition*. Boston: Pearson Learning Solutions, 2017 (Online version only)

**Disclosure:** I do not receive any financial profit for my self-authored online text.

**Inclusive Access:** this course utilizes Inclusive Access title. The online course material will be available the first day of class through Canvas in the form of digital access. It's that easy – you don't have to do anything but go to class.

You were charged for the course material along with your tuition at a 20% savings. For this course, the regular price of the online text is \$109.25, but you were only charged \$86.25. This text is downloadable as well so you can have lifetime access.

If you choose to **Opt-Out** and obtain your own course materials, you can do so anytime **up through the first two weeks of class**. You can Opt-Out by either going to the Registrar's Office or through the Campus Bookstore – either by help from a bookstore employee or you can Opt-Out online (don't forget two-week deadline!).

### **Class Schedule:**

- **Section 001:** TH from 9:10 – 10:30 am. Room 103: James Fletcher Building (JFB)
- **Section 003:** TH from 12:25 – 1:45 pm. Social & Behavioral Science Auditorium (S BEH)
- **Live Online [Only] Class Schedule:**
  - Section 090:** MWF from 9:40 – 10:30 am
    - This section will be a live, online class only on Zoom.
  - Section 091:** MWF from 10:45 – 11:35 am
    - This section will be a live, online class only on Zoom.
- **Zoom:** the application, available to all on Canvas (located on the bottom of the left-hand menu), will be our online portal for class time.
- **Video Recordings:** Please note that video recordings of these lectures will be available on Canvas in the "Media Gallery" page (of the Canvas menu).
  - So, if you miss the live class session, you can watch the video lecture recordings which should be available later the same day as the live online class.

**IMPORTANT - DO NOT USE THE CANVAS APP ON YOUR SMARTPHONE FOR TEST TAKING! THE CANVAS APP IS UNRELIABLE AND MAY INADVERTANTLY NOT SUBMIT YOUR COMPLETED EXAM!**

**PLEASE: TAKE ALL EXAMS ON YOUR LAPTOP OR ANY AVAILABLE DESKTOP COMPUTER!**

- **PLEASE NOTE:** Difficulties regarding all Canvas App issues are not acceptable excuses if a submitted test appears missing.

Course Content:

The objective of the course content, is to chart the musical development of the following 15 distinct periods in rock n' roll.

- Roll n' Roll's first golden age from 1955-1958
- 1958 to February 7<sup>th</sup>, 1964
- The Beatles and Bob Dylan
- The Soul Era
- British Blues Revisionism
- The Psychedelic Era
- The Proto Punks and GLAM
- The Punk Movement
- British Post Punk
- American Post Punk & The Alternative Sound
- The Funk Era
- Hip Hop
- Electronic Dance Music
- Industrial
- Heavy Metal

In regard to focusing on these various movements, the following issues regarding the musical development of each period will be addressed:

- How did each movement originate?
- How the music of each period develop and perpetuate over time?
- How did outside influences (i.e. eclecticism) become a factor not only in a particular genre's development, but also in terms of accelerated mainstream acceptance?
- What cultural ramifications resulted as a byproduct in the development of a particular genre? In addition, what were the resulting sub-cultures that would anticipate mainstream acceptance?
- How in most cases, did a particular period of musical development reach its logical artistic limit?
- The mainstream component: at what point do these genres achieve mass, mainstream appeal and why?
- What became the musical legacy – and in some cases the cultural legacy -- of these 15 distinct periods?

### Learning Objectives:

History of Rock n' Roll is a subject possessing an immense scope of information. The biggest challenge is to determine which of the artists will be covered. In other words, to pair-down this daunting scope into one of focus and clarity by highlighting major accomplishments that both resonated and influenced the development of each musical period. There will many very successful, famous pop artists who will not be covered. But that is not the issue. The real issues are the trailblazers, the perpetuators, and the ones who will leave a lasting legacy. It is their creative impact that matters rather than popularity. The music that we have come to know as rock n' roll had to originate from somewhere and usually, that "somewhere" lies far beneath the mainstream radar screen. Therefore, the main focus will be channeled on the artists who have made the greatest creative impact in their respective periods.

What will be the criteria in judging their importance? Questions regarding these artists will be addressed is as follows:

- Who originated a particular musical period?
- How did these artists utilize their influences in order to achieve an original sound?
- How did some of these artists further elevate the musical development of a particular period – especially to a new level?
- How did some these artists influence the originality of others?
- How did some of these artists influence mainstream culture either during their height of popularity or later on in the future?
- What became their musical and cultural legacies?

The teaching approach is a combination of the following: my lecture notes -- provided in both hard copy and online versions (the latter via <http://www.pearsonmylabandmastering.com> provided by Pearson Learning Solutions, publishers of the course text), the use of many audio music examples, and the use of review sheets located at the end of each chapter. You can follow the lectures by either using the hard-copy version; downloading the material (from online) using the copies in class; or, by following via your laptop computer. I also provide a review sheet for each chapter that you can download and bring to class (or view on your laptop) as well. You can follow the class lectures with the notes and annotate answers to review sheet questions when the subject matter of a particular question is covered.

To add further perspective, I also play many musical examples in class (30 second clips of these musical examples are provided in the online lecture notes on Course Compass). It is one thing to read about the mixture of influences to create an original sound, but it is another thing to actually hear those influences and the original sound that results. By hearing in addition to reading, you will hopefully gain a perspective that will better enable you to understand the subject matter, which in turn, will better prepare you for the tests. In addition, a massive rock 'n' roll database comprised of complete songs (MP3 format) is also available. Instructions to access the database and database discography are available on Canvas.

### **ONLINE CANVAS EXAM SCHEDULE**

Please Note: All exams will be administered online via Canvas, which can be accessed through the Campus Information System (CIS). The duration to complete each exam is 24 hours. The exam schedule is as follows:

**ONLINE CANVAS EXAM SCHEDULE**

**EXAM #1** Chapters 1, 2, 3: Wednesday, Feb. 12, 12:01am –Thursday, Feb 13, 11:59pm

**EXAM #2** Chapters 4, 5, 6: Wednesday, March 19, 12:01am –Thursday, March 20, 11:59pm

**EXAM #3** Chapters 7, 8, 9: Wednesday, April 2, 12:01am –Thursday, April 3, 11:59pm

**EXAM #4** Chapters 10, 11, 12: Wednesday, April 16, 12:01am –Thursday, April 17, 11:59pm

**EXAM #5** Chapters 13, 14, 15: MONDAY, April 28, 12:01am –TUESDAY, April 29, 11:59pm

\*\*\*\*\*

**SYLLABUS SCHEDULE**

**Tuesday (1/7)**

Introduction

**Thursday, Tuesday (1/9 – 1/14)**

Chapter I: *The Initial Wave of Insurgency – Rock and Roll’s first Golden Age*

**Thursday, Tuesday (1/16 – 1/21)**

Chapter II: *February 7<sup>th</sup>, 1964 – A Day That Will Live In Rock and Roll Infamy*

**Thursday, Tuesday (1/23 – 1/28)**

Chapter III: *Big Spread – The Beatles and Bob Dylan*

**Thursday, Tuesday (1/30 – 2/4)**

Chapter IV: *A Tale of Two and A Half Cities*

**Thursday, Tuesday (2/6 – 2/11)**

Chapter V: *Blues Revisionism: The Second British Invasion*

**Thursday, Tuesday (2/13 – 2/18)**

Chapter VI: *Psychedelia: The Other Blues Revisionism*

**Thursday, Tuesday (2/20– 2/25)**

Chapter VIIa: *Antagonizations – The Rise of the Underside of American Culture Part I: The Proto Punks*

Chapter VIIb: *Antagonizations – The Rise of the Underside of American Culture Part II: The Glam Movement*

**Thursday, Tuesday (2/27 – 3/4)**

Chapter VIII: *Punk Proper*

**Thursday, Tuesday (3/6 – 3/18)**

Chapter IX: *British Post Punk*

**Tuesday, Thursday (3/11 – 3/13)**

SPRING BREAK – No Class

**Thursday, Tuesday (3/20 – 3/25)**

Chapter X: *American Post Punk & The Alternative Sound*

**Thursday, Tuesday (3/27 – 4/1)**

Chapter XI: *Post Soul and the Development of Funk*

Chapter XII: *Hip Hop*

**Thursday, Tuesday (4/3 – 4/8)**

Chapter XII: *Hip Hop*

**Thursday (4/10)**

Chapter XIII: *The Rise and Development of Electronic Dance Music*

**Tuesday, Thursday (4/15 – 4/17)**

Chapter XIV: *Industrial – The Other Electronic Dance Music*

**Thursday, Tuesday (4/17 – 4/22)**

Chapter XV: *The Heavy Metal Juggernaut*

**PLEASE TAKE NOTE OF THE FOLLOWING POLICIES.**

Please be aware that some of the material presented in this course may be offensive or objectionable to some of you.

University of Utah policy states that guests of registered students (i.e. family members, friends, etc.) are not allowed to sit in on this class without securing prior approval – at least two days in advance – from the instructor (yours truly). Please be aware that it is within my legal right to deny this approval. Failure to comply with such a denial – bringing a guest against my wishes – can result in immediate expulsion from class.

Grading Policy: There are five required exams to be administered throughout this course. The average of all test scores [put together] – the sum of all test grades divided by 5 -- will be your final grade for the semester.

**If you fail to take a test, you will be given an automatic 50% grade [for that missed test] and it will be averaged into your final grade.**

Grading Scale

A	(4.0)	100 - 93%
A-	(3.7)	92 - 90%
B+	(3.3)	89 - 88%
B	(3.0)	87 - 83%
B-	(2.7)	82 - 80%
C+	(2.3)	79 - 78%
C	(2.0)	77 - 73%
C-	(1.7)	72 - 70%
D+	(1.3)	69 - 68%
D	(1.0)	67 - 63%
D-	(0.7)	62 - 60%
E	(0)	59 - 00%

Exam Policy: All exams will be administered through Canvas. The exam link will be under “quizzes” in the menu (left hand side) of your Canvas homepage. However, you will not be able to open them until the exact exam date prescribed. The time frame of 24 hours will be in place for all exams. Once the 24-hour time frame expires, the exam taking period is over. It is your responsibility to make certain that you take and complete the exam before the required test-ending date. Failure to complete the exam will result in a failing grade. It is important that you finish the exams on time.

**IMPORTANT - DO NOT USE THE CANVAS APP ON YOUR SMARTPHONE FOR TEST TAKING! THE CANVAS APP IS UNRELIABLE AND MAY INADVERTANTLY NOT SUBMIT YOUR COMPLETED EXAM!**

**PLEASE: TAKE ALL EXAMS ON YOUR LAPTOP OR ANY AVAILABLE DESKTOP COMPUTER!**

- **PLEASE NOTE:** Difficulties regarding all Canvas App issues are not acceptable excuses if a submitted test appears missing.

PLEASE NOTE: the exam questions will be presented in RANDOMIZED ORDERING, **which will not match the ordering sequence of the text.** Therefore, it is very important for you to study the review sheets (at the end of each chapter) BEFORE taking the online exam. That way, you will be better prepared to complete the online test in a more, timely and expeditious manner.

FOLLOW-UP EMAIL DEADLINE: please note that if you send me an email – due to the fact that I receive many emails at once - there’s a chance that I may inadvertently overlook it.

- **If you do not receive an immediate response [from me], you have a deadline of 72 hours [3 days] after the date of your initial message, to follow-up and contact me again.**
- **It is your responsibility to follow-up BEFORE the 72-hour deadline. Otherwise, regardless of the nature of your request, it will be too late for consideration.**

Make-up exam policy: make-up exams will only be permitted in the following cases:

**Illness or Injury:** In the case of illness, an official letter bearing the letterhead of the clinic, hospital, or physician and signed by the physician must be presented within **48 Hours** after the Exam deadline. Otherwise, I will not approve a make-up [exam]. Additional requirements:

- Only original doctor’s/clinic letter version will be accepted. I will accept PDF attachments only sent to my email address: John.Costa@utah.edu
- As mentioned above, no letters will be accepted without a physician’s signature (on the letter).
- The date of the letter must be within 48 hours of the actual date of the test (letters presented with a later date will not be accepted).
- **The letter must state that you were seen by the clinic/doctor on the exact date of the test.**
- Contact Information: the letter must contain contact information – including phone number and address - of the doctor or clinic.

- **Family Emergencies:** notification of family emergency is required **either before or on the day of the exam.** Failure to do so will result in a 50% grade for the exam. Also, be advised that I will require documentation to verify your claim.
- **Verification:** Please be advised that I may contact the physician's office or clinic to verify the validity of the letter.
- **Letters from Wasatch Pediatrics are not acceptable.** This is due from the false letters that I have received bearing its address.
- **Letters from virtual medical sites such as Teledoc.com, Doctoralex.com, Livehealthonline.com, Webdoctors.com, and other similar sites are not acceptable.**

**Mental Health Accommodations:** if you miss an exam due to a mental health issue, an established accommodation through the Center for Disability and Access [CDA] is required. In other words, in order for an excuse of a mental health issue to be accepted, you are required to register with the CDA and establish a test-taking accommodation with them.

- For your own safety and well-being, please take any symptoms of mental health seriously and seek professional help. The CDA can advise you on that capacity.

**OTHER ACCEPTABLE (OR UNACCEPTABLE) EXCUSES:**

**University athletes:** University Policy 6-100-III-O allows students who are away from academic activities for official University business, including intercollegiate athletics, the opportunity to make up examinations, quizzes, and assignments missed during their absence.

- **University Athletes:** if you miss a test due to being on the road for official intercollegiate athletics, you have 48 hours upon your return to notify me and schedule a make-up exam. If you fail to do so, I will not allow a make-up exam to be given.

**A vacation of any kind is not an acceptable excuse for missing an exam.**

- \* This policy will be enforced even if arrangements (i.e. purchased airline tickets, etc.) have been made.
- \* In addition, if you leave town for any reason, you are still responsible for taking the test on time regardless of the circumstances.

**Computer Glitches [of any kind] are not an acceptable excuse.** If you do encounter a computer problem, the Marriot Knowledge Commons – the largest computer lab on campus – has over 250 computers available. Their phone# is: (801) 581-6273. There are also coffee lounges [for example] with free Wi-Fi access [such as Starbucks, etc.] that are also available as an internet option.

**Internet Connection Issues:** Areas where internet access is weak or non-existent are *not* acceptable excuses.

- If you have problems relating to Canvas, call the **Teaching and Learning Technologies at (801) 581-6112.** They will help you with any questions or problems relating to Canvas including access issues. Again, glitches involving Canvas (like computer glitches) are not acceptable excuses. it is your responsibility to enlist their assistance.

**Canvas Online Status:** there is a real time, online record as to the working status of Canvas. It is located on the site: [status.instructure.com](http://status.instructure.com)

- It catalogs the exact dates/times of Canvas' working status. Therefore, I can access this site to verify the exact date/time of whether Canvas was working or not. Please be mindful of this if you should decide to use the excuse that "Canvas was offline".

**Forgetting Exam Dates:** please note that forgetting to take the exam in the prescribed time period & date listed in the syllabus is not a legitimate excuse.

**Employment/Job Related Issues:** Please be advised that missing a test due to any employment [job] related issues (such as, for example: working late, working throughout the entire day, etc.) are not legitimate excuses [for missing a test].

**Time Zone Difference:** if you are residing in another state (other than Utah) or in another country, please note the possible time zone difference regarding the testing schedule. **You are still responsible for taking the online exams on time, as scheduled in the Syllabus regardless of your time zone.**

- Please be aware of your time zone difference and make the needed adjustments in your schedule to ensure that you will take the online tests on time (in accordance to the Syllabus).

**Prioritization:** prioritizing exams administered on the same day from other courses– as an excuse for not taking the scheduled test for MUSC 2100 - is not an acceptable excuse.

**The Test Date Final Say: The Dates of the Testing Schedule Listed on the Syllabus are THE Final Say:** in other words, if the date of a particular test on Canvas is different from [from the date of] that same test on listed on the Syllabus, then THE SYLLABUS DATE TAKES PRECEDENT. You are required to go with the Syllabus date instead of the date listed on Canvas if they are different.

- Choosing the Canvas test date over the test date listed on the Syllabus [if they differ] is not an acceptable excuse.

**Missed Test Notification:** If you miss a test due to a legitimate excuse (as outlined above), I need to know about it **WITHIN 48 HOURS** after the exam is given. In other words, if you wait for more than one week [after the exam is given] to notify me of missing a test, I will not authorize a make-up test.

**NOTE: Please be advised that test times and dates are subject to change. You are still responsible for completing all exams on time** (regardless of the date and time change).

**Online Class Attendance:** Please be aware that the exams consist mostly of material discussed in the lectures. Therefore, it is in your best interest to attend class on a regular basis and take good notes.

- Given the nature of this course, attendance is strongly suggested.



## **Student Mental Health Resources**

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, trainings and other support.
- Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.

## **Faculty and Student Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. "Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." (6-316)

## **Resources**

*(Include as many of these as you'd like in whatever order you'd like. Federal law requires that we include the ADA statement.)*

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**American Indian Resource Center** The mission of the American Indian Resource Center (AIRC) is to provide academic support, career counseling, mentoring, and program activities for the University of Utah's American Indian community and campus community as a whole. The AIRC provides an inclusive, supportive, and nurturing environment to assist American Indian students in their journey towards academic, professional, and personal success. In addition, the AIRC aims to provide academic and cultural programs that promote American Indian sovereignty, self-determination, history, arts, ontology, and epistemology.

<http://diversity.utah.edu/students/airc/airc-mission>

### **ASUU Tutoring Center**

The ASUU Tutoring Center provides individual tutoring (\$7 per hour) and group tutoring sessions (\$4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. <http://tutoringcenter.utah.edu>.

### **Campus Safety**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

### **Career Services**

The University provides a variety of career services that you can access throughout your time at the University. 201 S. 1460 E, Room 350. <http://careers.utah.edu>, 801-581-6186.

**Center for Ethnic Student Affairs** The living mission of the Center for Ethnic Student Affairs (CESA) is to provide support to students of color at the University of Utah. While primarily serving the needs of African American, American Indian, Asian American, Latina-Latino, and Pacific Islander students, CESA promotes an environment of acceptance that honors all forms of diversity. The center is committed to providing programming that assists students in navigating cultural, economic, social, and institutional barriers in order to achieve academic excellence. <http://diversity.utah.edu/students/cesa>.

### **Center for Wellness & University Counseling Center**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

### **LGBT Resource Center**

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone.\* Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

\*What is a Safe Zone? The LBGT Resource Center offers Safe Zone trainings for faculty, staff and instructors at the U. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning

individuals in our classrooms. In order to define your classroom as a Safe Zone, you need to participate in this training.

### **Office of Equity and Diversity**

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

**Veterans Center** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

### **Women's Resource Center**

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. <http://womenscenter.utah.edu/>

### **The Writing Center**

If writing is difficult for you, if you're new to college and don't yet feel quite able to meet college writing expectations, or if you simply would like to improve your writing, I encourage you to visit the Writing Center: [www.writingcenter.utah.edu](http://www.writingcenter.utah.edu). 587-9122.

### **ADA Statement**

*The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to the Center for Disability Services.*

### **Faculty and Student Rights and Responsibilities**

*All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.*

### **Accommodations Policy**

*Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the*

*course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience*