

**WST 101.03: Gender and Power: Introduction to Women's Studies**  
**Washington State University, Pullman, Washington**  
**SECTION: 3, UCORE: DIVR, 3 CREDIT HOURS**  
M/W/F 1:10 -2:00 pm      CUE 416

Instructor: Veronica Sandoval

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Mailbox: Wilson 111

Email: [veronica.sandoval2@wsu.edu](mailto:veronica.sandoval2@wsu.edu) (Sandoval)

Office Hours: Wednesday 10am – 12pm or by appointment.



**Required Texts and Materials:**

- (TB) This Bridge Called my Back: Writings by Radical Women of Color, 4<sup>th</sup> ed. (2015)  
ISBN: 978-1438454382. (Available for Purchase at The Bookie)
- (BH) The Will to Change: Men, Masculinity and Love, bell hooks (2004)  
ISBN: 978-0743456081 (Available for Purchase at the Bookie)
- (R)Class Reader (Available for purchase at Cougar Copies)
- Reading Folder/Journal: 3 Prong Folder (with or without pockets)
- (BB) Access to Blackboard for any additional readings and links to internet content
- (CP) Copies may be provided by instructor of additional materials in class.

**Course Overview:** This class introduces students to the interdisciplinary field of Women's Studies. Drawing on historical perspectives and socio-cultural analysis, this course will consider some of the major issues that have concerned Women's Studies including the social construction of gender and the intersections of gender with race, ethnicity, class, nationality, sexuality, and so on. We will be concerned with the ways in which these constructions and intersections shape women's lives. Using Third World Feminist Consciousness/Global Feminism, our class will discern "the multilayered and intersecting sites of identity and struggle among women of color across the globe."

You should be aware that this course will provide an alternative way to view the world and our place within it. It is required that students come to this class with an open mind and a willingness to engage with some difficult material that challenges various assumptions seen as "common sense" or natural. Listen to what other students have to say and if you disagree with something, discuss it with the person respectfully and in an open manner – do not attack. Because some of the topics may make people uncomfortable or even angry, it is essential that we treat each other with respect so that we can work

through any issues and be able to examine why something makes us uncomfortable, or why something makes us angry.

**Course Objectives:** Upon successful completion of this course, students will be able to do the following:

- Understand the importance of “Women of Color Feminism” and “Theory in the Flesh,” and how it creates solidarity in “communion with people whose lives and experiences are marked by marginalization.”
- Critically recognize positionality and the complications of intersectionality.
- Critically examine social understandings of class, race and gender and the role played by these constructions within institutionalized systems of power in the overlapping arenas of work, health, globalization and more.
- Identify and explain how socially constructed categories of gender, race, class, and sexual identity function together to formulate the positionality that shape women’s lives and experiences.
- Recognize ways in which women adapt community and kinship networks to ensure their survival, and the continued resistance of oppressive systems.
- Define and utilize basic terms and concepts central to women’s studies, including sex, gender, agency, sexuality, feminism, patriarchy, intersectionality and oppression.
- Apply concepts and theories important to the field of women’s studies to their individual life experiences and to the broader society.
- Learn and practice activism, advocacy, and critical thinking skills to challenge patriarchy, gender binaries, and to push oppressive boundaries for the purpose of imagining and creating a more socially just and equitable world.

**Women’s Studies major and minor:** This course can be used majoring and minoring in Women’s Studies. For more information, visit <https://ccgrs.wsu.edu/undergraduate-studies/major-in-womens-studies/> or see me for more details.

**Students with Disabilities:** Reasonable accommodations are available for students with a documented disability/disabilities. If you have a disability and need accommodations to fully participate in this class, please visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations must be approved through the Access Center. For more information, visit <http://accesscenter.wsu.edu> , or e-mail at: Access.Center@wsu.edu

## COURSE REQUIREMENTS

**Evaluation:** Students must satisfactorily complete the following requirements in order to pass this course. If you are having difficulties, please make an appointment to discuss and resolve your concerns.

<b>Participation/In-class assignments</b>	<b>120</b> points
<b>Reading Folder/Journal</b>	<b>100</b> points
<b>Quizzes (11)</b>	<b>220</b> points
<b>Exams (3)</b>	<b>450</b> points
<b>Final Project/Presentation</b>	<b>110</b> points
<b>Total possible points</b> .....	<b>1000</b> points

Grading scale (percentages): [A] 93-100 [A-] 90-92 [B+] 87-89 [B] 83-86 [B-] 80-82  
[C+] 77-79 [C] 74-76 [C-] 70-73 [D+] 67-69 [D] 60-66 [F] 59-0

**Class Participation/ In-class Assignments:** This class functions as a forum in which participants can engage the texts and exchange ideas, interpretations, and insights with each other. The success of this format depends on everyone's preparation and participation. Therefore, I expect you to participate in class activities and discussion. Successful participation earns you 2.5 points a class, and requires that you prepare for class by completing the reading(s) prior to class, doing your assignments, and actively engaging the course material. Any in-class work will count toward your participation grade. I expect you to attend class and to be an active participant in class discussion. If you are absent for class, you will not receive the 2.5 points for the day. 48 class meetings at **2.5 points** a day. PLEASE NOTE: For the weeks that we watch a film, you must complete a film worksheet. Please make sure to turn this sheet in at the end of the film for class participation. If you do not turn in your film worksheet, you will lose participation points for the entire week, or 7.5 points.

**[120 Points]**

**Reading Folder/Journal: (RF/J)** Reading is central to this class, and so is reflection. For your reading folder/journal you will be required to respond to texts, analyze data, define terms, and more. I will often ask that you write notes for class readings, or write a question to be asked during lecture. I may also ask that you reflect on clips and films we watched, or respond to a writing prompt. You can use 3-hole notebook paper to write your entries by hand, or you can type your entries and print them (use 12-point font and 1-inch margins). Please make sure to use a 3-hole punch on your typed and printed entries so that you can place them in your folder. All reading folder/journal entries must be kept in your folder after you complete them. Entries are graded on a credit/no credit basis. Your Reading Folder will be due towards the end of the semester. For each entry missed ten points is deducted from the assignment. See the last page of this syllabus for full description. Note that some of the RF/J entries are listed on the timeline below, however I will be adding additional entries as the semester progresses.

**[100 Points]**

**Reading Quizzes:** There will be 11 quizzes that cover the readings for the upcoming week. Quizzes are located on blackboard, and their due dates are listed below. Each quiz is worth **20 points** and cannot be made up without a legitimately documented excuse and per my discretion (see late work policy). The quiz questions may include: multiple choice, fill in the blank, matching, short answer, essay, illustration, etc. Quizzes are quirky, please note that I do go in to ensure that all problems are marked correctly.

**[220 Points]**

**Exams:** There will be three (3) exam worth **150 points** each. The exams will be comprised of identification of key terms & concepts, short answer and one essay. They will cover information and examples from the assigned readings, Black Board quizzes, films and material presented in class.

**[450 Points]**

**Final Project:** Your final project consists of a presentation on a contributor of This Bridge Called my Back. Requirements include:

- Presentation should be a minimum of 5 minutes and a maximum of 8 mins.
- Should include a Cover Sheet + Final Project Subject Form.
- Detailed Rubric will be provided.

**[110 Points]**



**Regarding Extra Credit: You may earn up to 30 extra credit points (max) in this class.**

1. Come to my office with a specific question about course readings, lectures, topics (5 pts. each visit).
2. During the semester, there may be campus events that pertain to our course. To earn extra credit, you must attend the event, stay for the whole time, and write a minimum two (2) page response. (Cover Sheet + 2 Pages). The assignment is due within one (1) week of the event on the next class session; no late work will be accepted. (10 points per event)

***Simply summarizing an event will not be sufficient for credit. The response must include: an explanation of the event, connections to class materials/readings, and a personal reaction.***

3. Participate in a poetry reading, present a workshop or public talk that seeks to “queer the world in a lot of different ways.” Turn in an explanation of the event, connections to class materials/readings, and a personal reaction. For full 15 points, please include flyer of the event and/or pictures of the event. A link to social media material will also be accepted. (15 points per event)
4. If you are unsure if the event you want to attend will count as extra credit, please bring advertisement of the event to class prior to your attendance, or send me an email with a link to the advertisement for the event. Please ensure that you do this with plenty of time to receive my email response.

**Format for Written Assignments:** All written assignments must be typed in a standard 12-point font, double-spaced, with one-inch margins on all sides. You may use APA, MLA or Chicago format for incorporating and citing sources. Each written assignment that does not specifically request a cover sheet, must include: your name, course name and section, my name, assignment title, and date; **this should appear in the upper right-hand corner--single spaced.**

**Example:**

Your Name  
WST 101  
Sandoval  
Name of the assignment  
Due date

Assignment pages should be numbered and stapled together prior to turning it in. All assignments should be submitted in paper copy at the beginning of class on the due date; *assignments turned in after this will be considered late* and will receive a late penalty.

## **COURSE POLICIES**

**Class Attendance:** Class attendance is mandatory for this class. You are allowed a maximum of 2 personal absences and 1 absence for which you have university sanctioned documentation (given to me BEFORE you miss the class). For your 2 personal absences, I do not distinguish between excused and unexcused absences, so please use these absences for genuine emergencies. For every additional absence beyond this, your grade will drop. In other words, if your final class grade is B+ and you have 4 personal absences, your final grade will drop to B. You are responsible for any work you might have missed during your absences.

**Tardies:** If you are more than 5 minutes late to class, you will receive a tardy. Tardies will be calculated in accordance to the class watch, not yours. Three tardies will constitute an absence. In other words, if you miss more than 15 minutes of class, you will be marked absent for the day. I take attendance at the very beginning of class. If you come to class late and miss attendance, it is your responsibility to come up to me after class and inform me that you were present. I will change the absence into a tardy, two tardies will be counted as 1 absence.

In general, you are requested to be very mindful of time—entering class late is a distraction to the instructor as well as to your peers. The same rules apply to leaving early. If for any reason you need to leave early, let me know at the beginning of class, but keep in mind that “tardy” rules still apply. In other words, leaving 10 minutes early will give you a tardy. If you need to leave 15 minutes early, you will not be marked as present on that day. If you do miss class, it is your responsibility to find out the assignments you missed and be prepared for the next class. You should get the assignments from the reading list, email, blackboard, and/or contact a classmate. I will not provide a recap of the class if you are absent. Per university policy, seven or more absences will result in an F for this course.

**If you will be absent, there is no need to inform me of your absence.** If you have an extenuating circumstance that requires prolonged absences come by during my office hours to discuss the issue (including student athletes). If you would like to know about your absences, see me during office hours. I will not answer questions about absences via e-mail. Excessive tardiness (meaning being late over two (2) times) will affect your grade. Every two late occurrences count as one (1) absence.

**Technology and Textbook:** The use of electronic devices is not allowed in class, unless prior arrangements have been made. This includes, but is not limited to: cell phones, music players, computers, e-readers, tablets, etc. If you are found to be using a prohibited device while in class you will be asked to put it away and will be marked absent for that day; if a second occurrence happens, you will be asked to leave the classroom. If you have a digital copy of your textbook, be sure to print out the materials prior to coming to class.

**You are required to bring your textbook/materials to class every meeting;** failure to do so will result in a reduction in participation points. You will often have to look up material and reference specific information from the text. It is part of your participation grade to bring your book to class.

**Recording and/or Photographing Lectures:** Students are not permitted to video record, audio record, or photograph any lecture and/or any other class content without written permission from the professor.

**Late Assignments:** All make up work is at my discretion—you should request an extension for any assignments you might miss prior to the absence.

**Make up Quizzes:** You cannot make up quizzes; however, I will allow you to receive full quiz credit at the completion of a 2 page reading summary for that week. The reading is due within a week of the missed quiz date.

**Make up Exams:** If you cannot be present for an exam, and have a legitimate excuse, and make arrangements with me, I can possibly proctor a make-up exam. However, this is up to my discretion and is based on my availability, taking into consideration potential deadlines for grade submissions. Please speak to me ASAP when you know of an impending scheduling conflict.

**Email and Office Hours:** I will use email and Blackboard to communicate with students outside of class. These communications will range from class announcements to supplemental readings. Students are responsible for ALL information sent via electronic communication to their WSU student email accounts and Blackboard. It is highly recommended that students check their WSU email prior to class.

In addition, there are two ways to contact me outside of class. Please feel free to come by my office during office hours or to email questions and concerns to me. I have listed my office hours and email addresses at the top of this syllabus. Understand, however, that I need at least 24 hours to respond to email. If you need to meet outside of office hours, I will gladly schedule an appointment at a time convenient for both of us.

**Commitment to Campus Safety:** Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors on the Pullman campus. As part of this commitment, the university has prepared this Campus Safety Plan, containing a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. See: <http://safetyplan.wsu.edu/> and <http://oem.wsu.edu/>.

**Classroom Safety Statement:** Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the WSU safety portal.

### **Academic Integrity**

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive an F grade for the assignment, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [conduct.wsu.edu](http://conduct.wsu.edu).

Films: In class I will be showing 4 documentaries throughout the semester. Please note that you will always have a worksheet to turn in at the end of the film. Please make sure to complete the worksheet and submit to me for grading. If you fail to turn in your film worksheet, you will lose your participation points for the week.

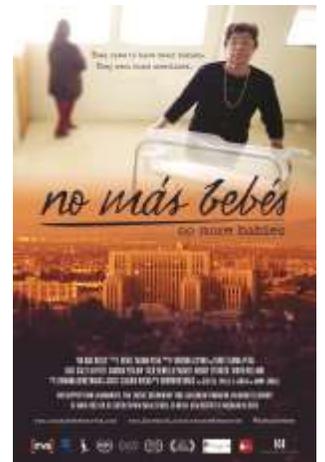


### Flow for the Love of Water: 2008

Directed by Irena Salina (produced by Steven Starr, Gill Holland and Yvette Tomlinson). Run time 93 minutes. Addresses both the global water crisis as well as communities organizing to address privatization and community needs. The film critiques the practices of private companies both in the U.S. and abroad. Pay close attention to the uses of water by private corporations such as Suez and Nestle as well as the role that institutions such as the World Bank play in the privatization of water.

### No Mas Bebés : 2015

Directed by: Renee Tajima-Peña (produced by Renee Tajima-Peña, Virginia Espino) Run time 79 minutes. No Más Bebés tells the story of a little-known but landmark event in reproductive justice, when a small group of Mexican immigrant women sued county doctors, the state, and the U.S. government after they were sterilized while giving birth at Los Angeles County-USC Medical Center during the late 1960s and early 1970s. Marginalized and fearful, many of these mothers spoke no English, and charged that they had been coerced into tubal ligation — having their tubes tied — by doctors during the late stages of labor.

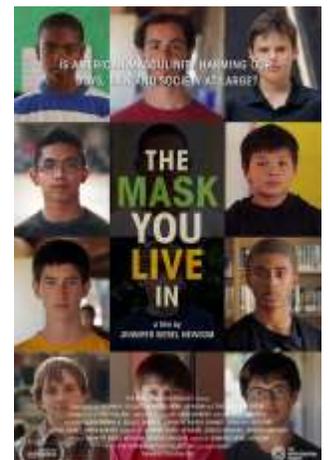


### Dark Girls, 2011

Directed by actor/director Bill Duke and D. Channsin Berry. Run time: 71 minutes. As seen on Oprah Winfrey's Network, (OWN), Dark Girls is a fascinating and controversial documentary that explores the prejudices dark-skinned women face throughout the world. The NAACP Award-nominated documentary explores the roots of classism, racism, and the lack of self-esteem around the globe.

### The Mask You Live In, 2015

Directed by Jennifer Siebel Newsom. Run time 97 minutes. *The Mask You Live In* follows boys and young men as they struggle to stay true to themselves while negotiating America's narrow definition of masculinity. Pressured by the media, their peer group, and even the adults in their lives, our protagonists confront messages encouraging them to disconnect from their emotions, devalue authentic friendships, objectify and degrade women, and resolve conflicts through violence. These gender stereotypes interconnect with race, class, and circumstance, creating a maze of identity issues boys and young men must navigate to become “real” men.



**Class Modifications:** This syllabus and the course schedule are subject to change as designated by the professor; you will receive notice should any modifications be made to the course and/or reading schedule. Your continued enrollment in the course signifies your acceptance of the terms of this syllabus.

### Course Schedule

#### WEEK 1: Gender as Social Construction

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- Jan 8: Introductions, Syllabus
- Quiz #1 Due Jan. 12<sup>th</sup> before class
- Jan 10: Lecture on Judith Lorber: The Social Construction of Gender (Pg. 64-68)
- Jan 12: (R) Theories and Theorizing: Integrative Frameworks for Understanding (Pg. 51-62)
- **Quiz #1 Due** on Jan. 12<sup>th</sup> by 1:00pm

#### WEEK 2: Roots of White Feminism and Multiracial Feminism

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- Jan 15: (NO CLASS) Martin Luther King Jr. Day
- Jan 17: (R) Paula Gunn Allen: Who is your Mother? Red Roots of White Feminism (Pg. 18-26)
- RF/J Due – Reading Notes (1 Full Page Min)
- Jan 19 (R) Becky Thompson: Multiracial Feminism (Pg. 33-42)
- **Quiz #2 Due** on Jan. 19th by 1:00pm

#### WEEK 3: This Bridge Called my Back and Intersectionality

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- Jan 22: (TB) Combahee River Collective: A Black Feminist Statement (Pg. 210-218)
- RF/J Due – Reading Notes (1 Full Page Min)
- Jan 24: (TB) Cherri Moraga: La Jornada: Preface, 1981 (Pg. xxxv-xli)  
(TB) Cherri Moraga & Gloria Anzaldua: Introduction, 1981 (Pg. xliii-xxvii)
- RF/J Due: Quotes, Observations or Questions. (1 for each reading)
  - Discuss Final Project
- Jan 26: (TB) And When You Leave, Take Your Pictures with You (Pg. 56- 59)  
(TB) Judit Moschkovich: But I Know you, American Woman (Pg. 73-77)
- RF/J Due: Quotes, Observations or Questions (2 for each reading)

#### WEEK 4: Theory in the Flesh

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- Jan 29: (TB) Entering the Lives of Others: Theory in the Flesh (Pg. 18-19)  
(TB) Gloria Anzaldua: Speaking in Tongues: A Letter to Third World Women Writers (Pg. 163-172)
- **Quiz #3 Due** on Jan. 29 by 1:00pm
- Jan 31: (TB) Cherríe Moraga: La Güera (Pg. 22-29)
- RF/J Due: Quotes, Observations or Questions (2 Due)

- Feb 2 (TB) Mitsuye Yamada: Invisibility Is an Unnatural Disaster: (Pg. 30-35)  
 (TB) Barbara Cameron: Gee, You Don't Seem Like an Indian  
 From the Reservation (Pg. 41-47)
- RF/J Due: Quotes, Observations or Questions (1 for each reading)

### End Readings for Exam 1

#### WEEK 5: Water Wars

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- Feb 5: (R) Vandana Shiva: The World Bank and the Corporate Control of Water
- **Quiz 4 Due** on Feb. 5<sup>th</sup> by 1:00pm
  - Lecture on Vandana Shiva & Water Wars
  - Lecture on NAFTA & EPZs
- Feb 7: FILM: Flow for the Love of Water
- Flow: For the Love of Water Worksheet
- Feb 9: FILM: Flow: For the Love of Water
- Flow: For the Love of Water Worksheet

#### WEEK 6: NAFTA & Zapatistas

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- Feb 12: **Exam 1**
- Feb 14: (R) Compañeras: Zapatista Women's Stories: "women who give births to new worlds"
- **Quiz 5 Due** on Feb. 14<sup>th</sup> by 1:00pm
- Feb 16: Lecture on Zapatistas Cont.

#### WEEK 7: Colonization on Standards of Beauty and Self Identity

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- Feb 19: (NO CLASS) President's Day
- Feb 21: (TB) Children Passing in the Streets: The Roots of our Radicalism (Pg. 3-9)  
 (TB) Gloria Anzaldúa: La Prieta (Pg. 198-209)
- **Quiz 6 Due** on Feb. 21<sup>st</sup> by 1:00pm
  - Final Project Discussion
- Feb 23: FILM: Dark Girl \*
- Dark Girl Worksheet

#### WEEK 8: Identities and Social Locations

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- Feb 26: FILM: Dark Girl \*
- Turn in Film Worksheet
- Feb 28: (R) Identities and Social Locations: Who Am I? Who Are My People (Pg. 101-109)
- **Quiz 7 Due** on Feb. 28<sup>th</sup> by 1:00pm
- Mar 3: Lecture on Identities and Social Location Cont.

**WEEK 9: Reproductive Rights**

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- Mar 5: (R) Asian Communities for Reproductive Justice: Reproductive Justice: Vision, Analysis and Action for a Stronger Movement
- **Quiz 8 Due** on Mar. 5<sup>th</sup> by 1:00pm
  - Lecture on Reproductive Justice
  - FILM: No Más Bebés Film
- Mar 7: FILM: No Más Bebés
- No Más Bebés Worksheet
- Mar 9: No Más Bebés
- Lecture Wrap Up on No Más Bebés
  - Exam 2 Essay
  - Exam 2 Review Sheet

**End Readings for Exam 2****WEEK 10: Spring Break**

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- Mar 12: (NO CLASS) SPRING BREAK
- Mar 14: (NO CLASS) SPRING BREAK
- Mar 16: (NO CLASS) SPRING BREAK

**WEEK 11: Resistance & Community Activism: Pachucas, Cholas and Chola Pinup**

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- Mar 19: **Exam 2**
- Mar 21: (R) Rosa Linda Fregoso: Homegirls, Cholas and Pachucas in Cinema
- Lecture on Cholas and Pachucas
- Mar 23: (R) Chola Pinup: La Chismosa Publication
- **Quiz 9 Due** on Mar. 23<sup>rd</sup> by 1:00pm

**WEEK 12: bell hooks: Men, Masculinity and Love**

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- Mar 26: (BH) bell hooks: Preface: About Men (Pg. xi-xvii)  
(BH) bell hooks: Chapter 1: Wanted: Men Who Love (Pg. 1-16)
- RF/J Due: Quotes, Observations or Questions. (1 for each reading, 2 total)
- Mar 28: (BH) bell hooks: Chapter 2: Understanding Patriarchy (Pg. 17-33)  
(BH) bell hooks: Chapter 3: Being a Boy (Pg. 35-54)  
FILM: The Mask You Live In
- RF/J Due: Quotes, Observations or Questions. (1 for each reading, 2 total)
- Mar 30: FILM: The Mask You Live In

**WEEK 13: Nice Guys & Ovarian Psycos**

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- Apr 2: (R) Julia Serano: Why Nice Guys Finish Last (Pg. 189-195)
- **Quiz 10 Due** on Apr. 2<sup>nd</sup> by 1:00pm
- Apr 4: (R) Rochelle Martin & Rich Westkoast: Original's Mag "Ovarian Psycos"
- RF/J Due: Quotes, Observations or Questions. (2 total)  
To be picked up on Monday April 9th
  - FILM: Ovarian Psycos \*NACCS CONFERENCE
  - Ovarian Psycos Worksheet
- Apr 6: FILM: Ovarian Psycos \*NACCS CONFERENCE
- Turn in Ovarian Psycos Worksheet

**WEEK 14: Making a Home. Making a Living**

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- Apr 9: (R) Making a Home, Making a Living (Pg. 307-316)
- **Quiz 11 Due** on Apr. 9<sup>th</sup> by 1:00pm
- Apr 11: (R) Dean Spade & Craig Willse: Marriage will never set us free
- RF/J Due: – Reading Notes (1 Full Page Min) +
  - Quotes, Observations or Questions (2 Due)
- Apr 13: Lecture on Marriage, Home, and Making a Living Cont.

**WEEK 15: Presentation Group 1**

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- Apr 16: Presentations
- Apr 18: Presentations
- Apr 20: Presentations

**WEEK 16: Presentation Group 2**

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- Apr 23: Presentations
- Exam 3 Review Sheet
  - Exam 3 Essay
- Apr 25: Presentations
- Apr 27: Presentations
- Turn in Reading Folder/Journal

**WEEK 17: Final Exam: Please Note Exam Date is Different than Regular Class Time**

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(No Regularly Scheduled Class or Office Hours)

***Final Exam is Friday, May 4th @ 3:10AM – 5:10PM***

## **Keep Track of your Progress**

### **Reading Quizzes**

Quiz 1 _____	Quiz 7 _____
Quiz 2 _____	Quiz 8 _____
Quiz 3 _____	Quiz 9 _____
Quiz 4 _____	Quiz 10 _____
Quiz 5 _____	Quiz 11 _____
Quiz 6 _____	

Quiz Total: \_\_\_\_\_ (220 Possible Points)

### **Exams**

Exam 1 \_\_\_\_\_ (150 Possible Points)  
 Exam 2 \_\_\_\_\_ (150 Possible Points)  
 Exam 3 \_\_\_\_\_ (150 Possible Points)

**Final Project** \_\_\_\_\_ (110 Possible Points)

**Reading Folder/Journals** \_\_\_\_\_ (100 Possible Points)

**Participation** \_\_\_\_\_ (120 Possible Points)

(1000 Total Possible Points)

Your total: \_\_\_\_\_ then divide by 2 = \_\_\_\_\_

Grading scale (percentages): [A] 93-100 [A-] 90-92 [B+] 87-89 [B] 83-86 [B-] 80-82  
 [C+] 77-79 [C] 74-76 [C-] 70-73 [D+] 67-69 [D] 60-66 [F] 59-0

