UNDERGRADUATE COUNCIL

Request for New Course

Originating unit requesting course: _____

New course title: _____

New course number: _____

**Appropriate computer abbreviation if
title is more than 30 spaces:** _____

Prerequisites for new course:

Sophomore in standing, or WGST 20003 Introduction to Women and
Gender Studies, or permission of the instructor.

Effective date for course (semester and year): _____

**Instructional methodology (Click in box to the left of the name to select a course
type.) (See departmental chairperson or deans for definition of type.):**

☐ activity ☐ clinical ☐ directed study ☐ internship

☐ laboratory ☐ lecture ☐ lecture w/integrated lab

☐ performance ☐ research ☐ seminar ☐ study abroad

Description of new course (as it will appear in catalog copy):

This course will examine the reasons behind the gender-related differences in STEM
today and review the societal and cultural reasons behind the historical exclusion and
erasure of the contributions of women to the STEM fields. We will explore and evaluate
the contributions of women to the advancement of science throughout history.

1. **Submit a representative course syllabus that includes the following:**

   a. A concise course description including the course purpose (e.g. fulfill part of university, college, or department mission, discipline requirement, program enrichment, etc.) and course instructional methodology (e.g. lecture, laboratory, lecture and laboratory, clinical, internship, etc.)
   b. the goals of the course;
   c. a clear statement of course expectations - essentially, what students shall be expected to do in order to satisfactorily complete the course at different performance levels (generally speaking, what does it take to get an A, B, C, etc.?);
   d. a statement of the faculty member's policies on attendance, make-up work, missed exams, etc;
   e. information concerning major projects or papers and when these assignments must be completed by the students;
   f. information about the number and dates of the exams;
   g. statements reflecting TCU policy regarding accommodations under Americans with Disabilities Act (ADA) (this disabilities statement MUST be included *verbatim*) and university policy regarding academic misconduct (this statement, while not required, may be used); and
   h. a statement indicating how the instructor can be reached and how office hour requirements will be met.

      A syllabus template, which includes these required elements and others, is available from the Koehler Center.

2. **Faculty Resources: How will the unit provide faculty support for this course? Describe how this course will impact other current departmental listings.**

3. **Educational Resources: Will this course require additional resources not currently available (e.g., space, equipment, library)?**   ☐ **Yes**   ☐ **No**

4. **If this course affects other units of the University, include a statement signed by chairperson of the affected unit(s).**

5. **If cross-listed, provide evidence of approval of all curriculum committees appropriate to both the originating and cross-listed units.**

6. **If this course is to be delivered online, include a letter from the Koehler Center stating that program administrators and identified faculty are working with the Koehler Center to fulfill TCU Distance Learning requirement.**
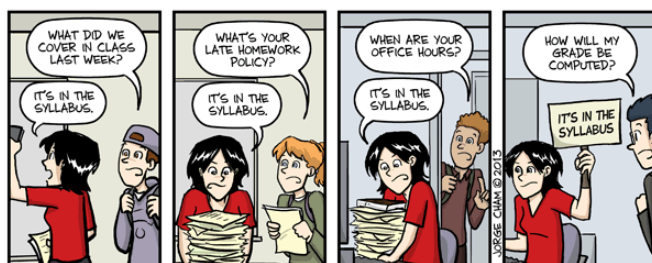
_____
Approval signature of chairperson of originating unit

Revised 11/2013

Syllabi are your guidebook to any course you are taking. They are a must read.

IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

However, syllabi are also very long, somewhat dry (ok very dry) documents and it can be hard to know where to find the information you need if you are not familiar with them. In addition, each Professor often approaches their syllabi slightly differently. For this reason, this page contains a guide to each section of the following syllabus, to help you navigate it better.

Please do not hesitate to contact me with any questions about the contents of the syllabus.

Who? What? Where? When?

Instructor:	Dr. Rhiannon Mayne, she/her/hers.
	r.g.mayne@tcu.edu
Class Times:	Tuesday and Thursday 15:30 – 16:50 pm
Office Hours:	Thursday 11.30 - 1.30 and by appointment.

If you have any questions about class material, assignments, or just want to chat, then office hours are your chance to do that with me. These hours can be in person or via Zoom Meeting ID: 954 2398 3817

How to contact me: For simple questions, please email me and include the topic in the subject line of your email. For more information please see the *Communication Expectations* section under Course Policies and Expectations.

Final Evaluative Exercise

The final evaluative exercise in this course is a Museum Exhibit Proposal based on project work you will complete throughout the semester. It is due the day of our scheduled final, which is on XXXXX.

Course Description

Prerequisites: Sophomore in standing, or WGST 20003 Introduction to Women and Gender Studies, or permission of the instructor. Three hours of lecture a week

This course will:

1. Examine the reasons behind the gender-related differences in STEM today.

2. Review the societal and cultural reasons behind the historical exclusion and erasure of the contributions of women to the STEM fields.

3. Explore and evaluate the contributions of women to the advancement of science throughout history.

Teaching Philosophy

As an educator, my overall focus is to promote learning by engaging students in learning experiences that take advantage of the multi-disciplinary aspect of my work and the diversity of interests, opinions, and backgrounds of my students. I do not believe in only teaching for a test, instead I aim to foster skills such as critical thinking, problem solving, and teamwork. I strongly believe that science is not an individual endeavor; the most progress requires the strength and support of a community. I try to reflect that environment in my classroom, so all members (including myself) are able to learn and contribute.

We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located.

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Learning Outcomes

The Learning Outcomes for this course are:

Course-level:

(1) Students will demonstrate an awareness of how the intersectional effects of gender, sex, sexuality, race, ethnicity, and ability have influenced the STEM fields throughout history and into the present day.

Student Action steps: (1) Students will examine and analyze research into the sociocultural factors that led to: (a) the exclusion and erasure of the contributions of women to the STEM fields throughout history, (b) gender-related differences in STEM fields today. (2) Students will produce written summaries that require them to evaluate sources from a variety of perspectives.

(2) Students will be able to explain the contributions of women to the advancement of science throughout history.

Student Action steps: (1) Students will explore the contributions that women scientists have made to STEM from ancient times through to the modern day. (2) Students will present a final project on the contribution of a female scientist of their choosing.

Natural Science:

(3) Students will demonstrate a basic understanding of some of the great ideas in the natural sciences.

Student Action steps: (1) Students will examine some of the major ideas appropriate to the area of study, including how such ideas resulted from a scientifically reasoned investigation. For each concept, principle, or theory, students will: describe it, review its history, determine its importance (including influences on other areas of study), review the evidence supporting it, and compare and contrast it with alternative concepts, principles, or theories.

(4) Students will demonstrate a basic understanding of some of the relationships among the natural sciences, technology, and society.

Student Action steps: (1) Students will explore the relationships between science, technology, and society appropriate to the natural science discipline. Students will: describe the roles that each plays in the others' development, and identify the benefits and problems associated with each relationship.

Historical Traditions:

(5) Students will demonstrate an ability to critically evaluate historical discourse, and to develop evidence-based conclusions about the past.

Student Action steps: (1) Students will examine and analyze a variety of historical sources and interpretations. (2) Students will present their evidence-based interpretations about the past.

Instructional Method

This course will involve lectures, class discussions, and hands-on exercises in lab. I make all my lectures available on TCUOnline. However, please do not mistake having these available as a reason to skip class as my slides are very visual, and are not a substitute for taking notes.

I ensure that all graphs, especially those that show trends over time, are up-to-date and relevant and I try to cover no more than two major take-home points or big themes in each class. I will begin most lectures with an open-ended, critical thinking question and address the relevance of that question, either from a practical or theoretical standpoint. I find this focusing question gives the students an immediate foundation for the material and inspires their intrinsic curiosity. You should be asking yourself right at the outset of each class "Why should I care about this topic?"

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: https://security.tcu.edu/polproc/usage-policy/.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at https://tcu.codes/code/index/)**, and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Required Text:

There is no required text for this class.

Assessment

Participation

Participation is is 10% of your grade in this class. It will be graded using the rubric below.

8-10	Arrives on time or early for class; participates actively; contributes meaningfully to class discussion; tries to "dig deeper" and analyze texts; asks strong, thoughtful questions; encourages classmates to participate; does NOT text during class or become otherwise distracted.
6-8	Arrives on time for class; volunteers participation; contributes to discussion but comments are more superficial in nature (i.e. opinion-based or reflection); asks thoughtful questions; supports classmates who participate; does NOT text during class or become otherwise distracted.
5-6	Arrives late for class (less than 5 minutes); participates when called on to do so (but does not volunteer); might ask questions but mostly about assignments or logistics instead of course content; texts during class or becomes otherwise distracted.
1-5	Arrives very late to class (more than 5 minutes); little to no participation; unprepared for class discussion; texts in class or becomes otherwise distracted (sleeping, technology, daydreaming, etc.).

I will assess your participation, but you will play an equal part in this assessment by completing this rubric yourself for every class session. You will provide a rationale for the points you've awarded your contributions to our class community. These sheets will also be used to mark attendance. While I will honor your self-assessments, please know that I will read through them after every class; I will contact you if I see a large discrepancy between our evaluations so that we can discuss what might be contributing to our different perceptions.

Assignments

There are three main categories of assignments in this course:

1. *Reading Summaries[1]*: You will be asked to write six summaries over the assigned readings throughout the semester.

2. *Reflections:* You will be asked to submit four brief written reflections on the women we discuss in Module 5. Your reflections will be submitted to TCUOnline and should include: (a) what the contribution of each woman/group of women was to their discipline; (b) your own personal reflection on the material. They should be 1-2 paragraphs in length and written in the first person. While reflective writing uses a more informal and personal tone, your reflections should still be written in complete sentences, and grammatically correct. While I do not give any set structure for these assignments, you are welcome to follow the DIEP model or Gibb's reflective cycle as a guide.

1. *Class Project[2]*: Your class project is 50% of your total grade and it is broken up into five separate graded items.

Grading

Final grade elements/grade breakdown:

Learning Outcome*	Assignments	Percentage
1, 2, 3, 4, 5	Class Participation	10
1, 3, 4, 5	Module reading summaries (six in total)[1]	30
2, 3, 4	Reflections (four in total)	10
1, 2, 3, 4, 5	Project[2]: Topic Summary	2
1, 3, 4, 5	Project[2]: Peer Review of Research Paper	3
1, 2, 3, 4, 5	Project[2]: Research Paper	20
1, 2, 3, 4, 5	Project[2]: Museum Exhibit Design	15
1, 2, 3, 4, 5	Project[2]: Virtual Exhibit Presentation	10

*Learning outcomes are defined and numbered on p3 of this syllabus.

[1]Please see the separate handout for a full description of the assignment and the rubric that will be used for grading purposes.

[2]This is a multi-part assignment. Please see the separate handout for a full description of each assignment, its constituent parts, and for the relevant rubrics.

Course grades will be based on the following scale:

%	<60	≥60 - <70	≥70- <80	≥80 - <90	≥90 - 100
Grade	F	D	C	B	A

Important note: While the table above suggests no flexibility when it comes to the grade distribution, here is how I finalize grades in this class. First, I total all assignments and tasks, and then rank the final numeric scores of each student from highest to lowest. I then look for statistically significant breaks between "grade clusters." For example, if the first few grades are: 94, 92.3, 90.1, 89.7, 89.5, 89.1, 88.0, 87.9, and so on, the A/B cut-off would be 89.1 and above, because the next grade down, the 88.0, is a full 1.1 percentage points below 89.1. Ultimately, this helps you and, in my opinion, makes the process fairer.

Grade discussions:

I am very aware how important grades are to you and I am always happy to discuss your grade and your performance in this class. Please understand that such conversations are much better held earlier in the semester, so that they can have the most impact. It is important that you understand that I give the same opportunities to every student in this class and, for this reason, I will never assign extra credit to an individual student so that they may improve their grade. Such requests will not be entertained. There will be no curve given in this class.

Grade Appeal: If you feel that you have received an incorrect or unfair grade on an assignment, please email me. Your email should contain which assignment/grade you wish to contest and why you do not believe the grade to be correct. Your email should be sent within one week of grade receipt.

Late work policy: Life happens and it doesn't care about a deadline, so please let me know if something is going on in your life that is affecting your ability to meet a deadline. However, if you do not contact me or have a justifiable reason for missing a deadline, a full letter grade penalty (10%) will be given the first day (<24 hours late). A two letter grade penalty (20%) will be given for late work >24 hours late. I will not accept any assignments more than 48 hours after the assignment deadline.

Course Policies and Expectations

Civility Policy

In accordance with the philosophy of an institution of higher learning, the classroom should be a place where diverse ideas can be explored with respect in order to promote growth.

We each come from a variety of backgrounds and bring with us different experiences to the classroom. Regardless of whether or not we share similar opinions and beliefs, I expect us to remain respectful of each other as we explore ideas. I encourage you to express yourself with reason, clarity, courtesy, and compassion. This ensures that we may be comfortable learning and growing without fear of judgment, ridicule, or intimidation. I welcome each of you as worthy contributors in the classroom. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

In line with expectations set in the Code of Conduct found in the TCU Student Handbook (https://tcu.codes/), the following contradict the ethos of this course and will not be permitted in any form in this course.

1. Ad hominem attacks or attacks on an individual's or group of individuals' character on the basis of gender, race, class, ethnicity, national origin, religion, sexual orientation, gender identity, disability, or other personal characteristics.

2. Epithets or other language intended to intimidate, demean, or incite violence.

3. Editorial content that is harmful, threatening, abusive, demeaning, or libelous.

Attendance

I expect you to attend each class prepared, having covered all assigned material, and ready to engage in our discussions. While I do not take attendance, absences may impact your grade as participation is part of your grade and class time is one of your main opportunities to ask any questions you may have.

Netiquette

The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the basic information about netiquette (http://www.albion.com/netiquette/).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides guidance on personal media accounts and sites (http://www.uh.edu/marcom/guidelines-policies/social-media/index).

Communication Expectations

Email: Email is best used for short questions that do not require an immediate response. I will check our emails during regular working hours 8.30am – 5pm and endeavor to respond to you the same day, except on weekends. It is possible that you will receive a prompt response to a 10pm email on a Saturday, but please don't expect it.

Only the official TCU student email address will be used for all course notification. I expect that you will check your TCU email on a regular basis.

Office Hours: Office hours are a great time to come ask any questions you might have about the course, or your university experience as a whole. I welcome comments and feedback about the course and am always happy to discuss ways to improve my courses, or why certain assignments, readings, or policies have been chosen. I encourage you to take advantage of this time.

While I set certain times aside for office hours, I am always happy to make appointments outside of the hours noted on the syllabus.

Technology Policies

Cell-phones may be not used. Please silence your phones during class times so they aren't a distraction. I will do the same.

Recording devices are not permitted.

TCU Online

Getting Started with TCU Online: Access via my.tcu.edu > Student Quick Links > TCU Online
OR Login (http://d2l.tcu.edu) and enter your TCU network credentials (the same you use for MyTCU). For information about logging into TCU Online, view these instructions (http:// tcuonline.tcu.edu/kb/how-do-i-log-in/).

If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions in the course.

Make sure you check the list of technical requirements for using the system
(https:// community.brightspace.com/s/article/Brightspace-Platform-Requirements)

Getting Help with TCU Online: If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778
Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you have a course-related issue with TCUOnline (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online: As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

Recommended App for Use with TCU Online: Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload and includes the ability to view and access course materials offline. Students can download Pulse from the Google Play or Apple Store. Students can learn more and download Pulse here: https://www.d2l.com/ products/pulse/.

ReadSpeaker: includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Dean of Students' Office and are listed in detail in the Undergraduate Catalog (https:// www.tcu.edu/catalog.php). Specific examples include, but are not limited to:

Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. Turnitin will be used in this course, via a TCU Online dropbox to check all written assignments for plagiarism.

Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Abuse of Resource Materials: Mutilating, destroying, concealing, or stealing such material

Computer Misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

*Fabrication and Falsification***:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

Multiple Submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

Complicity in Academic Misconduct: Helping another to commit an act of academic misconduct.

Bearing False Witness: Knowingly and falsely accusing another student of academic misconduct

Policy on Children in Class

As a working parent, I am happy to problem-solve any issues you may have so that you feel supported as you strive for school-parenting balance. Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff, and faculty parents:

I understand that unforeseen disruptions in childcare and schooling often put parents in the position of having to stay home with a child. This is particularly true this year during the pandemic. You are welcome to dial into class with a child present to class in order to cover gaps in care;

I ask that all students work with me to create a welcoming environment that is respectful in terms of diversity, including diversity in parenting status.

TCU Policy for Religious Observations & Holidays

"Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more information, please visit the TCU Policy for Religious Observations & Holidays webpage.

The Impact of COVID

Have you been Vaccinated Against COVID-19?

Fill out the vaccine survey by scanning the QR code to the right.

Campus Life

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course

Are you feeling unwell? Let TCU know.

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Dean of Students immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). The Dean of Students' Office will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: https://www.cdc.gov/coronavirus.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

Face Coverings and Physical Distancing:

Face masks are currently required in TCU classrooms, per the TCU Campus Readiness Task Force: Face Mask Policy. Students not complying with classroom face mask requirements may be referred to Dean of Students Mike Russel.

If TCU lifts the face mask requirement before the end of Fall 2021, the instructor may continue to require face masks in their classrooms. At that point, the instructor will notify the students of their decision and update their syllabus accordingly.
Note: I will require face masks in the classroom for the entirety of the Fall 2021 semester.

Emergency Response Information

Please review TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (https://publicsafety.tcu.edu/less-is-more/)

TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location. (https://publicsafety.tcu.edu/)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the *Frogshield* Campus Safety App on your phone. (https://police.tcu.edu/frogshield/)

Resources and Support

During your time as a student at TCU, there are many things that you may experience or encounter that may impact both your learning and personal life. These may include inadequate resources, stress, anxiety, alcohol and drug related issues, depression, and many more. If I can help connect you to a resource, please me know.

Please let me know if there is a resource you believe I should add to this list or if any of the information is incorrect.

The TCU Counseling and Mental Health Center (https://counseling.tcu.edu/) offers free, confidential mental health services. They can be reached at 817-257-7863. Their 24/7 phone counseling helpline is 817-257-SAFE (7233). They are located on the 2nd floor of Jarvis Hall.

The Dean of Students' Office office (https://deanofstudents.tcu.edu/) is available to assist with any student concerns, including resolving personal emergencies (817-257-7926 or deanofstudents@tcu.edu, First floor of The Harrison, Suite 1600).

Other resources on campus include:

Academic Advising (817-257-7486, https://www.tcu.edu/academics/advising/index.php, Jarvis Hall, 147)

Brown-Lupton Health Center (817-257-7940, https://healthcenter.tcu.edu/, 2825 Stadium Drive)

The Campus Community Response Team (https://titleix.tcu.edu/campus-community-response-team/) manage and review the response of bias incidents involving TCU students. A bias incident is an act or behavior motivated by the offender's bias against another's identity which may include, but is not limited to, race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, immigration status, age, disability, genetic information or covered veteran status. Bias occurs whether the act is intentional or unintentional, may be directed toward an individual or group and may by initiated by an individual or group. Bias may contribute to creating an unsafe or unwelcoming environment. You can report a bias incident on their website (https://titleix.tcu.edu/campus-community-response-team/report-a-bias-incident-here/).

Career Services (817-257-7686, careers@tcu.edu, https://careers.tcu.edu/)

Center for Digital Expression (CDeX) (817-257-7350, http://cdex.tcu.edu/, Scharbauer 2003)

Gender Resource Office (817-257-8228, https://inclusion.tcu.edu/event/gender-resource-office/, Intercultural Center, BLUU, Suite 1002)

International Services (817-257-7292, https://internationalservices.tcu.edu/, Intercultural Center, BLUU)

Leadership and Student Involvement (817-257-7855, https://lsi.tcu.edu/, BLUU 2003)

Mary Couts Burnett Library (817-257-7117, https://library.tcu.edu/)

Math Clinic (817-257-7335, https://mathematics.tcu.edu/current-undergraduate-students/tcu-math-clinic/, 240 TUC)

Office of Financial Aid (817-257-7462, https://financialaid.tcu.edu/, Sadler 2nd floor)

Office of Student Identity and Engagement (817-257-5557, https://diversity.tcu.edu/, Intercultural Center, BLUU, Suite 1002)

Religious and Spiritual Life (817-257-7830, https://faith.tcu.edu/, First floor, Jarvis Hall)

Student Access & Accommodations (817-257-6567, https://www.tcu.edu/access-accommodation/index.php, Sadler 1010 and 1022)

Student Success (817-257-8345, https://studentsuccess.tcu.edu/, Samuelson Hall, Suite 001)

Substance Use and Recovery (817 257 7100, https://surs.tcu.edu/, Second floor of Jarvis Hall)

TCU Center for Writing (817-257-7221, https://wrt.tcu.edu/, Reed Hall 419)

TCU Police (817-257-7777 emergency OR 817 257 8400 non emergency, https://police.tcu.edu/, 3025 Lubbock)

Office of Institutional Equity (817-257-8228, https://www.tcu.edu/institutional-equity/index.php, The Harrison, Suite 1800) For more information please see the *Anti-Discrimination and Title IX Information* section of the syllabus below.

Transfer Student Center (817-257-7855, https://sds.tcu.edu/students/transfer-center/, Grand Marc)

TRIO (817-257-7946, https://trio.tcu.edu/, Rickel 163). TRIO Programs (TRIO) are federal outreach and student service programs designed to identify and provide college opportunities that motivate and support participants from disadvantaged backgrounds.

Veterans Services (817-257-5557, https://veteransservices.tcu.edu/, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: Make a Report.

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/

<u>Title IX</u>

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email <u>oie@tcu.edu</u> or <u>a.vircks@tcu.edu</u>, or make a report <u>here</u>. Additional Title IX resources and information are available at <u>https://www.tcu.edu/institutional-equity/title-ix/index.php</u>.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible.

However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator.

Students can receive confidential support and academic advocacy by contacting:

TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the <u>Counseling & Mental Health Center</u> at https://counseling.tcu.edu/ or by calling (817) 257-7863.

Other confidential resources on campus include:

<u>Religious and Spiritual Life</u> (817-257-7830, <u>https://faith.tcu.edu/</u>, Jarvis Hall)

The TCU <u>Counseling and Mental Health Center</u> (<u>https://counseling.tcu.edu/</u>) They can be reached at 817-257-7863. Their 24/7 phone counseling helpline is 817-257-SAFE (7233). They are located on the 2nd floor of Jarvis Hall.

Obligations to Report Conduct Raising Title IX or VAWA Issues

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Accessibility

I am committed to your success in my class and at TCU. We all learn in different ways, and if the organization or presentation of any aspect of this course is causing a barrier to your learning, please let me know. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with me as soon as possible.

<u>Statement of Disability Services at TCU</u>

Student Access and Accommodation: Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to

discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at   https://www.tcu.edu/access-accommodation/   or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification: Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Course Schedule

This represents my current plans and objectives for this course. As we go through the semester, those plans may change to enhance learning opportunities or to fit the needs of the class on that day. Such changes, communicated clearly, are not unusual and should be expected.

Date	Topic	Reading Due	What's Due
Module 1: Introduction			
Jan 11	Introduction and housekeeping		
Jan 13	Why focus on women in science?		
Jan 18	Librarian Visit		
Module 2: Brief History of Women in Science			
Jan 20	Brief history of women in science 1: Ancient	Module 2 Part 1	Before Class: Reading Summary 1
Jan 25	Brief history of women in science 2: Early modern		
Jan 27	Brief history of women in science 3: 18th century	Module 2 Part 2	Before Class: Reading Summary 2
Feb 1	Brief history of women in science 4: 19th and 20th century		
Module 3:			
Feb 3	The Gender Gap	Module 3 Part 1	Before Class: Reading Summary 3
Feb 8	Women in STEM in academia and the workforce		
Feb 10	Roles at home	Module 3 Part 2	Before Class: Reading Summary 4
Feb 15	The impact of COVID		
Feb 17	The Nobel Prize		End of Day: Project Topic Summary
Feb 22	Representation in the media		
Module 4: Underrepresented Minority Women in Science			
Feb 24	Women of color in science	Module 4 Part 1	Before Class: Reading Summary 5
Mar 1	Indigenous women in science		
Mar 3	Queer women in science	Module 4 Part 2	Before Class: Reading Summary 6
Mar 8	Spring Break		
Mar 10	Spring Break		

Date	Topic	Reading Due	What's Due
Module 5: Women in Science			
Mar 15	The Manhatten Project/the Calutron Girls		End of Day: Research Paper Draft for Peer Review
Mar 17	ENAIC Programmers, Women in Bletchley Park		
Mar 22	Women of NASA		Before Class: Reflection 1 Before Class: Peer Review Complete
Mar 24	The Trimates		
Mar 29	Biology/Chemistry		Before Class: Reflection 2 End of Day: Research Paper Draft for Instructor
Mar 31	Medicine/Psychology		
Apr 5	Geology/Environmental Science		Before Class: Reflection 3
Apr 7	Physics/Astronomy		
Apr 12	Maths/Engineering/Computer Science		
Apr 14	Project Discussions		Before Class: Reflection 4
Apr 19	Project Discussions		
Apr 21	Poster presentations		Before Class: Final Presentation Slides
Apr 26	Poster presentations		End of Day: Research Paper
TBD			End of Day: Museum Exhibit Proposal

Class Project

Throughout the semester, you will work on a project focused on a woman (or women) in science of your choosing, which is worth 50% of your total grade in the class. This is divided up into two main parts and five graded items.

Project Guide: You should chose a woman in science (or a group of women in science) who you believe has not received the level of recognition they deserve for the significant contribution they have made to their field. While they do not have to be well-known, there should be enough information readily available so that you are able to complete all the tasks in the project.

Project Description

Research Paper Description

You will write a research paper on a woman in science (or a group of women in science) who you believe has not received the level of recognition they deserve for the significant contribution they have made to their field. Your paper should justify your selection and discuss the historical context behind their lack of recognition.

Museum Exhibit Proposal Description

Brief: The Monnig Meteorite Gallery has two cabinets outside the Monnig that need an updated display. As this is the only part of the Monnig that is accessible at all times the building is open, it would benefit from a series of temporary exhibits that could be changed every few months. A year-long history exhibit featuring different women in science has been selected for this space. You have been asked to design one of these exhibits on your chosen topic.

Requirements:

- Your proposal should not fabricate any aspect of the historical past. Your proposal should be built around real historical events related to your chosen topic.
- Throughout your proposal, you should draw on your research, and, if appropriate, class material to support your decisions. Citations should always be given in the Chicago Author-Date system.
- Your proposal should contain the following:
    - Introduction to the topic of the exhibit
    - Justification of the topic's importance to the Curator
    - Statement of goals for the visitors to the exhibit
    - A full mockup of how your exhibit would look
    This includes the text/images/artifacts/video you want to include. You should explain what your project will look (and sound and feel) like and explain how or why the decisions you have made support your goals.
    - Artifacts or other objects you want to include in your exhibit (this can include video, but you would need to link this in your proposal) and a justification of why each one is important.
    - Anticipating visitor response
    How do you think visitors may respond to the material? Is there a way you can address these in the exhibit or provide additional material for them to continue their learning? Could it be viewed as controversial? Why? Why is it still important to cover these topics? How have you accommodated this in your design?

- An assessment of how accessible your exhibit is for all learners and strategies that can be employed to maximize this.
- Conclusion
- Citations

Project Grade

1. Project Summary (2%)

Due: February 17th

This assignment is a two page, double spaced summary of the topic you have chosen for your class project. You must also include at least ten references in a list, cited in Chicago Author-Date style. These references do not all need to be cited in the text. They are required to demonstrate that you have already done some research into the topic and to ensure you have chosen a topic with enough information for your project. I will read each summary and give you my feedback as to whether I believe it is a suitable topic for you.

2. Research Paper (20%)

As described above, you will be working on a research paper on your chosen topic throughout the semester. There are three deadlines that are associated with this paper. It will be graded using the rubric provided.

Deadline 1: Peer Review (counted separately)

Due: March 15th

See section 3. Peer Review for a description of what is due on this date.

Deadline 2: First Draft to Instructor (8%)

Due: March 29th

Deadline 3: Final Draft to Instructor (12%)

Due: April 26th

3. Peer Review (3%)

Due: March 15th (you hand in your draft to be reviewed)

Your draft should be a complete draft of the research paper portion of your portfolio, which means that all sections should be present and typed out. If you do not hand in a complete draft, then you will not get the same level of feedback, which may affect your grade. Your draft should be provided via TCUOnline as a word document.

You will be provided with the full draft of a classmate's project to review on this date.

Due: March 22nd (you complete your peer review of someone else's draft)

You must review the research paper of one of your peers by this date. While I understand the preference to edit work by hand on a printed copy, this feedback is not as accessible to all students, so we will use track changes in word for all peer reviews. You will then upload a copy of your edits, comments, and suggestions to TCUOnline by this date.

If you do not review your peer's work, then your final research paper will not be graded by the instructor.

4. Museum Exhibit Proposal (15%)

5. Presentation of Museum Exhibit Proposed (10%)

You will give a ten minute presentation on your proposed museum exhibit. This should include:

• The topic of the exhibit

• A justification as to its importance

• Explanation of the main layout

• The main points you wish your exhibit to convey to visitors

• What objects you wish to include in your exhibit and why

• How your exhibit can be made accessible

Due: April 21st

Your presentation slides should be submitted to TCUOnline before class on April 21st. They may be in powerpoint or keynote.

Dates of presentations: April 21st and April 26th

Each student will be given a maximum of 10 minutes to present their museum exhibit idea to the class. I will invite Women and Gender Studies and Environmental Science faculty members to attend. All attendees will be provided with feedback forms and your presentation grade will be determined by their feedback.

Research Paper Rubric[1]

Category	1 (Unsatisfactory)	2 (Satisfactory)	3 (Good)	4 (Excellent)
Organization	Any of the following: Little evidence material is locally organized. Paper does not flow, is hard to read. Quotes are relied upon too heavily. No clear introduction is present. The paper does not end with a sense of closure, it appears unfinished	Paper contains an intro, main body, and conclusion, but may lack some organization locally (within sections). The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. The conclusion does little more than restate the introduction. Intro and/or conclusion may be too wordy or short. The paper does not end with a sense of closure, it appears somewhat unfinished.	Paper contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.	Paper contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper
Evidence	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/ relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.
Counter-Evidence	No acknowledgement of counter-evidence or alternative interpretations.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.

Formatting	Final paper is not in the correct format		Final paper is double spaced, not more than 3000 words, but word count is not given, 1 inch margins were used	Final paper is double spaced, not more than 3000 words, with word count given, 1 inch margins were used
Grammar	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.
Sources	Does not use sources OR only minimal uses source provided by instructor OR relies exclusively on non-scholarly outside sources	Uses only a few of the sources provided in class OR does not go beyond what has been provided by instructor	Evidence is used from many sources, but relies on a limited set OR mostly dependent on class material OR outside resources are mostly non-scholarly	Evidence is used from a wide range of sources.
Citations	Citations were not given.	Citations were not given correctly AND/OR in the format requested (Chicago, Author-date).	Citations were given in the format requested (Chicago, Author-date), with a few minor errors.	Citations were given correctly in the format requested (Chicago, Author-Date).

Papers later than 24 hours after the deadline will not be accepted

Reading Summaries

There will be required background reading assigned in Modules 2 and 3 of this course. Completion of the assigned reading will ensure that everyone is prepared for the classroom discussions over each topic. You will be asked to complete six written summaries of the readings assigned.

They will be graded using the following rubric[1].

Category	1 (Unsatisfactory)	2 (Satisfactory)	3 (Good)	4 (Excellent)
Summary	Mainly quotes from or relies too heavily on original wording and/or inaccurately represents the author's argument and/or summary focuses on personal opinion rather than neutrally presenting the text. Demonstrates little to no engagement with the text and/or inaccurate understanding.	Accurately summarizes the main argument in original language though summary may be overly general, vague or overlook key supporting claims. Demonstrates surface level engagement with material and limited, if accurate, understanding.	Accurately summarizes main argument in original language, may overlook one or two key supporting points. Demonstrates engagement with and solid understanding	Neutrally and accurately synthesizes the main ideas and argument of text, along with key supporting claims, in original language. Demonstrates deep intellectual engagement with and understanding of material.
Organization	The essay lacks an organizational strategy on both the paragraph and sentence levels.	Includes an introduction and conclusion, yet they may contain ambiguities or irrelevant information and some development may be needed. Body paragraphs include summary and critique, but sequencing of ideas is illogical or hard to follow. Ineffective transitions.	Provides an organizational structure that includes an effective introduction and conclusion. Body paragraphs include well-developed summary and critique with effective topic sentences, sequencing of ideas and transitions, though some development may be needed.	Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs. All body paragraphs include well-developed summary and critique with strong topic sentences, effective sequencing of ideas and smooth
Clarity and Style	Any of the following: Little evidence material is locally organized. Summary does not flow, is hard to read. Quotes are relied upon too heavily. No clear introduction is present. The paper does not end with a sense of closure, it appears unfinished.	Any of the following: Summary lacks some organization, especially locally. The introduction is present but not all that clear. The paper does not end with a sense of closure, it appears somewhat unfinished.	All of the following: Summary is well organized but some work is needed on transitions. A clear introduction is given to the topic. There is a sense of closure at the end of the paper.	All of the following: Summary is well organized. Text flows well with smooth transitions between paragraphs and is easy to follow. A clear introduction is given to the topic. There is a sense of closure at the end of the paper.

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[1] Acknowledgment: This rubric uses some content adapted from the work of the FYW Program, Dept. of English, University of West Georgia. https://www.westga.edu/academics/coah/writing/summary_and_response_rubric.php

Grammar	Paper is full of grammatical errors. Several words are misused. Technical terms, words from other languages or disciplines are rarely explained. Not all information is accurate. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages or disciplines are rarely explained. Not all information is accurate. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages or disciplines are usually, but not always, explained. All information is accurate. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages or disciplines are always explained. All information is accurate. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.
Formatting	Summary is not in the correct format			Summary is double spaced, 1 inch margins were used, it is between 2 and 5 pages in length not including citations.
Citations	Citations were not given.	Citations were not given correctly AND/OR in the format requested (Chicago, Author-date).	Citations were given in the format requested (Chicago, Author-date), with a few minor errors.	Citations were given correctly in the format requested (Chicago, Author-Date).

Papers later than 24 hours after the deadline will not be accepted