**Intermediate Composition:**

**Writing Argument**

**English 20803**

Summer 2020

Dr. Jason Helms (he/him)

317c Reed Hall

817-257-7082

jason.helms@tcu.edu

Office Hours: 11:30a -12p and by appt

Class Time: 9a-11:30p

# Overview and Outcomes

### ****Description****

Course satisfies Written Communication 2 (WCO) requirement in the TCU Core Curriculum. Prerequisite: English 10803 or equivalent and sophomore standing (24 hours). Prerequisite to all upper-division English courses and advanced writing courses at TCU. Writing workshop that builds on ENGL 10803 by focusing on the analysis and production of arguments in a variety of media (i.e., print, visual, oral, digital). Students will work individually and collaboratively to read, research, and compose effective arguments on issues of local and national importance.

In this writing workshop, we will build upon the writing and research strategies you developed in ENGL 10803 by applying them to the analysis and production of arguments in a variety of forms (i.e., print, visual, oral, digital). The coursework for this class asks you to understand writing as a tool for critical thinking, public communication, and individual expression for multiple audiences. During this course, there will be five course strands that guide your learning:

*Rhetoric and Argumentation* – We will explore the uses of rhetoric as a tool of persuasion in written, visual, and multimodal texts. We’ll learn how rhetoric works through attention to persona, audience, and persuasive appeals (such as pathos, logos, ethos, kairos). Rhetoric teaches us how we might persuade others, and whether to be persuaded ourselves. In addition, we will examine strategies of argument and critical thinking about the world we live in. To these ends, we will pay particular attention to cultural and individual assumptions, to evidence and other types of support, to arguments and fallacies, and to rhetoric and language. This strand also encompasses the entire writing process (abstracts, outlines, multiple drafts, edited final products), as well as formal attention to arrangement, style, grammar, punctuation, and document design conventions.

*Information Design and Technology* – We will explore recently developed technologies for research, composing, and communication. We will also learn to design multimodal compositions (involving combinations of text, graphics, and in some cases, sound) that form dynamic visual arguments.

*Research* – We will use a wide variety of conventional and online search strategies to gather information about a topic and learn to integrate these sources into writing while producing an original text. Most important to this strand is the promotion of academic integrity and establishing our *ethos* as writers. Our credibility as writers is the foundation of learning how to research effectively and appropriately, and how to integrate our sources into our writing *honestly*. To that end, we’ll explore effective strategies for note-taking, integrating quotations, and learning to hold a scholarly conversation with our sources.

*Collaboration* – We will gain experience working with others to achieve a common goal and learn the social aspects of writing processes. We will learn the value of multicultural differences and the value of persuasive discourse in cultural contexts. Collaboration also means helping hold each other accountable for academic integrity. We’ll learn about our texts, our topics, and our own methods as writers by engaging in many collaborative activities during class.

*TCU Online* – We will exercise and apply the course concepts and skills through focused learning, interactive tasks, documenting learning, and many other practical and technical means of supporting our learning of rhetoric and the composing of argumentative essays.

### LEARNING RECORD

Student work will be collected in an electronic portfolio called the “Learning Record” (LR) throughout the semester in TCU Online. Use of online technology will enhance the level of feedback you receive, as well as give you experience in the kinds of collaborative work that many organizations use routinely. Online interaction and argumentative writing will comprise a large part of the evaluation in the course. Other assignments will include interviews, observations, and notes, and research entries, all of which will be entered into your LR.

**The LR portfolio is your most important argument in the course** as it shows the sum evidence of your learning, including your own observations and analysis of your learning and **will determine your final grade**. Because learning to read critically and write responsively entails mastery of a process, your work will undergo extensive revisions in response to peer readings and collaboration as well as conferencing with your instructor.

*A.1*—completed at the beginning of the semester; the student interviews a close relation about his/her (the student’s) learning development

A.2—completed at the beginning of the semester; student’s personal reflection on his/her own development as it relates to the course strands

B.1—completed at midterm; student’s evaluation of his/her development this semester as it relates to the course strands

B.2—completed at the end of the semester; student’s final evaluation of his/her development

C.1—completed at midterm; student argues for his/her grade at midterm, supplying specific evidence

C.2—completed at the end of the semester; student’s argument for his/her final course grade, supplying specific evidence from the entire semester’s work

*Observations*—completed throughout the semester one or more times a week; students’ brief observations of their learning as it relates to course strands; may be incorporated as part of class activity

*Work Samples*—all formal assignments (and their drafts); provide evidence of student work and writing

### Outcomes

* Students will demonstrate facility with the language and analysis of argument.
* Students will demonstrate the ability to write an argument for a specific rhetorical situation.
* Students will demonstrate competency in using sources, (primary, secondary, electronic) in argument construction.
* Students will demonstrate the ability to critically engage with digital environments.

### Keys to Success in this Course

* Read assigned readings and bring them to class
* Participate meaningfully in class discussions
* Ask questions in or out of class
* Complete process work
* Attend class regularly and punctually
* Turn in work on time
* Plan and work proactively (don’t start assignments at the last minute)
* Take ownership of your intellectual growth

### Required Texts and Materials

* ~~Everything’s an Argument (Lunsford and Ruszkiewicz), Bedford/St. Martin’s, Boston, 2013, 6~~~~th~~ ~~Ed.~~
* Open English @ SLCC (<https://openenglishatslcc.pressbooks.com/front-matter/welcome/>) free online composition textbook
* Regular access to Pearson LearningStudio for .pdf readings on Pearson LearningStudio Doc Sharing and links on webliography
* TCU email account (important class announcements will go here—you’ll need to check it daily)
* $$ for copying drafts

Note: Except for in-class writings, everything you turn in should be typed. If you are submitting an electronic copy, you’ll name your files like this: LastNameFirstName\_AssignmentName.docx

# Major Project: Addressing a Public Issue

The goal of this assignment is to provide you with a challenging opportunity to (a) analyze the depth and breadth of a public problem or issue, (b) identify a plausible solution, and (c) persuade others to agree with and take action to enact the solution, drawing on significant primary and secondary sources. You will learn to use advanced strategies for developing ideas and analyzing arguments, with evidence of critical thinking in both the conception and the development of the thesis. You will write in ways that define and develop an argument with a clear rationale and compelling supporting material, and you will participate in teamwork in ways that demonstrate interdependence and accountability.

**In groups of 4-5 students, you will select a public controversy to study and participate in throughout the semester.** Each group will choose their own public controversy that is currently in the news at the local and national levels. Your group will find original documents produced by those involved in the controversy and secondary sources written about the controversy. You may also produce your own data through interviews with those involved or by observing some facet of the controversy in action. Since you will be expected to offer original insights, you will not be allowed to select a subject that has been thoroughly researched, such as abortion, the death penalty, gun-control, or immigration.

### Project I: Analysis (one per group member)

Every team will generate a list of major stakeholders within the controversy that your group is studying. Within your team, each group member will select one stakeholder that they will become an expert on, irrespective of your own position on the issue.

Using careful research and critical thinking, each team member will write a 1200-word rhetorical analysis of one stakeholder’s position, argument, and rhetorical strategies. Each group member’s rhetorical analysis should focus on 1-3 artifacts produced by the stakeholder. These analyses should strive to provide a fair analysis of your stakeholder’s position by quoting from and closely engage with sources produced by those stakeholders. The team members should agree on the focus of these essays so they can be used as background research to develop elements of the symposium later on.

The best responses to this assignment will clearly identify a stakeholder, offer effective analysis of the controversy, quote from sources to support key points, and present the paper using effective prose (active voice, varied sentence length, good ethos – balanced and fair, strong logic, and perhaps occasional / appropriate humor).

You will turn in two drafts of this assignment. Each should be a finished draft in the sense of not needing any obvious copyediting. In the second draft, **you will make clear where you have made revisions through the use track changes in Word.**

### Project II: Op-ed (one per group member)

Each group member will write a 1000-word op-ed aimed at a specific audience and focusing on a different feature of the issue. Each group member will tackle a different audience and feature. The audience will most likely *not* be one of the stakeholders from project one. Your op-ed will present the problem as you see it using strong evidence and reasoning to support your position and proposing a well-developed solution (including broad-scale, local, and personal action steps). The paper should provide insights into the way in which the controversy has unfolded thus far, drawing on (but not merely repeating) the individual group members’ essays.

You will turn in three copies of this assignment. The first should be a finished draft. The second will take into account recommended revisions from the first draft. The third draft will take place after the visual argument and will take into account issues raised during the Q&A, resulting in a drastically different paper. In the second and third drafts, **you will make clear where you have made revisions through the use track changes in Word.**

### Project III: Visual Argument (one per group)

Your group will create an infographic that informs its readers about your issue and persuades them of your position. It may be wise to focus on one specific aspect of your issue. You will present the infographic to the class and encourage them to share it online. After the presentation, the group will participate in a question and answer session with the class. Your visual argument should offer the some of same points as your op-eds, but there will be little if any overlap in terms of actual sentences. These assignments are for two distinct genres and need to be differentiated as such.

As part of this assignment, you will compose a visualization for your infographic. Looking more closely at the organization from projects one and two, identify a key fact about the group that is often overlooked because of its complexity, seemingly boring nature, or other feature. Create a compelling visualization of the fact. Consider how this visualization could be used by the group to persuade. While this project lends itself most easily to arguments of fact, it is not limited to them. Consider constructing a visual that communicates causality, definition, or evaluation.

**Additional requirements:** The group must focus on reinforcing the problem and proposing the most effective solutions at various (global, national, local, and/or individual) levels.

### Project IV: Digital Remix (one per group)

**Purpose:** The goal of this assignment is to provide you with an opportunity to work in a group to reach a larger public with the message that your group developed for the symposium. You will use digital tools to launch your message in the public sphere. You will prepare three different artifacts: a written proposal/plan for reaching the public, the digital project itself (e.g., YouTube video, audio essay, web site), and a Facebook group for this artifact. The digital project must be presented to the public at the end of the semester.

### Proposal/Plan

The group will prepare a 1000-word proposal that includes the following sections: 1) an audience analysis, 2) a detailed description of the digital artifact (content, mode of delivery, persuasive strategy), 3) a project plan, with assignments to group members and deadlines associated with each task.

### Digital Project

The group will develop a digital project and deliver it to the public. The artifact must include visuals (moving or still), graphics, and spoken words. For example, the group may decide to produce a YouTube video that includes a voice-over, video, and small signs videotaped for emphasis. Or the group may produce an audio essay for the radio that is loaded into a Blog with visuals and other graphics (see NPR for examples). The digital project should be produced in a genre that is familiar to the public.

The group will also share their project via social media and design appropriate artifacts for this campaign (TikTok Videos, Twitter profiles, FaceBook groups, etc.) By the due date your group must have published and distributed all social media artifacts. During the final, we will compare engagement across projects, so come ready with those numbers!

### Learning Record portfolio

This is a resource for managing and documenting the work and learning you do in this class. Various assignments will be due throughout the semester, and all observations, drafts, and essays must be included in the LR on the date due. The portfolio is reflective and helps students to understand their progress as writers while learning how to present ideas in multiple media. This assignment requires students to engage with electronic technologies and incorporate various media, including verbal writing, visual communication, and perhaps even video into their reflections on their development as writers. These portfolios may be accompanied by hard copies of some of the work if the student chooses.

Parts A.1 and A.2 are due: 5/12
Parts B.1 and C.1 are due: 5/21
Parts B.2 and C.2 are due: 5/29

### Minor Assignments (homework, peer review/critique, drafts, etc.):

Twenty percent of your grade for this class will be based on minor assignments: peer review of the major assignments, informal in-class writing, short in-class presentations, drafts of your major written assignments, as well as other in-class activities and assignments that cannot be made up.

# Grading and Scale

Only students who have completed all of the major projects on time are eligible for a passing grade in this course.

This class offers you an approach to learning that may be different from your past experiences. Because the course is concerned with your development as a critical reader and writer, the grading strategy will track and monitor that development. Your work will be collected in the Learning Record (LR). Your assignments will not receive individual grades but will receive individual attention from your classmates and me. Your mid-term and final grades will be based on your portfolio of written observations and your work samples, including collaborative work and your three major essays, as well as completion of each component of your LR.

**In the final step to completing your LR, you will argue for your grade**by summarizing your learning and estimating the grade that the evidence of your learning supports. In other words, you will directly apply what you learn in this course, argumentative writing, by arguing for your own grade. However, each component of the LR is vital to a quality body of work: your attendance, participation, promptness, level of writing, effective arguments, creativity, collaboration, sound rhetorical skills, competent use of technology—all of these things and more contribute to an outstanding portfolio. You will argue for a letter grade (including + or – when appropriate).

Your goal is to demonstrate your development toward mastery of five course strands (rhetoric/ critical thinking, research, technology, collaboration, and lab) and development across five dimensions of learning (confidence and independence, skills and strategies, knowledge and understanding, use of prior and emerging experience, and reflectiveness). These goals will be discussed throughout the course.

While each writing situation may call for some adjustment in the overall criteria based on the rhetorical situation, the following descriptive rubric is consistent with the values of first-year composition at TCU and describes very general indicators that both you and your instructor may take into consideration when assessing your work and progress in the course. Your estimation of your mid-term and final grades should be more detailed and specific. But the final interpretation and assessment of your grade remains the responsibility of your teacher.

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| A: Represents *excellent* participation in all course activities (including attendance and promptness); all assigned work completed *on time*, with very high quality in *all* work produced for the course. Evidence of *significant* and *sustained* development across the five dimensions of learning and five course strands. |
|  | * Responds fully to topic and thoroughly addresses issues.
* Shows unusual or substantial depth and complexity of thought, including strong analysis.
* Demonstrates clarity, focus, organization, and unity throughout.
* Thoroughly investigates the topic; shows full development with supporting detail.
* Documents ideas, information, and questions according to convention.
* Demonstrates superior control of diction, shows appropriate variety of sentences, and incorporates smooth, well- integrated transitions.
* Evidences mastery of mechanical and technical aspects of writing.
 |
| B: Represents *good* participation in all course activities (including attendance and promptness); all assigned work completed *on time*, with consistently high quality in course work. Evidence of *marked* and *above average* development across the five dimensions of learning and five course strands. |
|  | * Clearly and directly responds to topic and to issues.
* Shows depth and complexity of thought; investigates issues and addresses basic counterarguments.
* Demonstrates effective organization and adequate development.
* Incorporates a wide range of sources; uses plenty of detail to support ideas and conclusions.
* Documents sources correctly, with occasional minor errors.
* Contains only minor mechanical errors and exhibits no pattern of errors.
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|  |
| --- |
| C: Represents *average* participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of *some* development across the five dimensions of learning and five course strands. |
|  | * Addresses question or topic and explores issues but draws no clear conclusion.
* Shows clarity of thought and organization but fails to show sufficient complexity or depth of thought.
* Uses only a few basic sources.
* Attempts to include adequate detail and development but may leave out obvious counterarguments.
* Attempts to document correctly.
* Demonstrates competence in mechanics; avoids major errors.
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| D: Represents *weak and uneven* participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five dimensions of learning and five course strands is partial or unclear. |
|  | * Consistently strays from topic; is oblique or irrelevant.
* Reflects simplistic, reductive, or stereotypical thinking; relies heavily on generalization; shows little evidence of research.
* Shows poor or confusing organization; is too short.
* Contains garbled paraphrases; words or passages are nearly plagiarized.
* Documentation is careless, incorrect, or missing in some cases.
* Exhibits consistent flaws in language, syntax, or mechanics.
* Exhibits inadequate research or reading.
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| F: Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available. |
|  | * Distorts topic or assignment; fails to address assignment; fails to establish topic.
* Provides no development.
* Contains obvious or deliberate plagiarism; lacks documentation of some or all sources.
* Displays gross technical or mechanical incompetence and repetitive errors.
* Exhibits inadequate research or reading.
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# Tentative Daily Schedule

**Important:** This schedule is tentative. Some of the due dates and topics of discussion, as well as readings outlined here will change. Your instructor will post changes to the syllabus on the course site, so you are required to check it before you begin homework and before you attend each class.

OE= Open English @ SLCC (<https://openenglishatslcc.pressbooks.com/front-matter/welcome/>)

 Date TOPIC READINGS ASSIGNMENTS

|  |  |  |  |
| --- | --- | --- | --- |
| 5/11 | Course Overview, Introduction to Writing | OE 1.1-1.5 |  |
| 5/12 | Rhetoric | OE 2.6-13 | LR1 (A.1 and A.2) due |
| 5/13 | Arguments and Groups | OE 3.14-18, “Communicating in Groups”; and “Problem Solving in Groups” | Group Topics Due |
| 5/14 | Writing Strategies | OE 4.19-26; (particularly 25) | Analysis of One SourceGroup Contract due |
| 5/15 | Writing Practices | OE 5.27-35 (particularly 28, 30, 34) | Analysis Paper Draft (peer reviews in class) |
| 5/18 | Situations, Op-Eds, Brainstorm op-eds, | OE 6.36-46 (particularly 40) <https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/> <https://www.nytimes.com/2020/04/26/opinion/coronavirus-colleges-universities.html>  | Discuss op-eds |
| 5/19 | Delivery and design |  | Analysis Papers Due  |
| 5/20 | Peer Review | [How to Create an Infographic](http://www.lifehack.org/articles/work/how-to-create-stunning-infographics-in-30-minutes.html) | Op-ed Draft 1 due |
| 5/21 | Writing in Practice, Plan infographics | OE 7.47-50 | LR2 (B.1 and C.1) dueOp Ed Infographic |
| 5/22 | Peer review plans | Last day to drop | Outline of Infographic due |
| 5/25 | No class | Memorial Day Holiday-No Class | Draft of infographic due Op-ed Paper Draft 2 |
| 5/26 | Present infographics |  | Infographic dueProposal for Digital Project & Responsibilities worksheet due |
| 5/27 | Digital Communication |  | Op-ed Paper Draft 3Digital Project Draft |
| 5/28 | Peer review |  | Digital Project Due |
| 5/29  | Final |  | LR3 (B.2 and C.2) due |

 **Final Project:** The final portfolio (LR B.2 and C.2) is due during the scheduled final exam period, where you will present your final project to the class.

**Final exam time:** Friday, May 29, 9:00a

# Course Policies

### Attendance

Attendance in this class is mandatory. Use the guidelines below to help you incorporate your attendance into the grade you argue for in your Learning Record.

You are allowed **1** “free”unexcused absence. I would suggest saving it for when you have a major conflict with class. Official university absences do not count against you.

Beyond your 1 “freebie,” every unexcused absence beyond that will result in **harm to your final grade**(again, not counting official university absences). You will be responsible for arguing about how much harm.

Here is an example I have used in previous classes, but again you will make an argument for your own system:

After 2 unexcused absences, your grade would drop from an “A” to an “B.” After 3, from a “B” to a “D.” In major emergencies please discuss your situation with me and I will make special arrangements for you (i.e., medical emergencies). Accumulating more than 3 unexcused absences during the semester will result in likely failure of the course.

### Center for Digital Expression

The Center for Digital Expression (CDEx) is available to assist students with audio, video, multimedia, and web design projects. Located in Scharbauer 2003, the Studio serves as an open lab for use by students during posted hours. The Studio has both pc and Mac computers outfitted with Adobe CS3, which includes Adobe Acrobat, Dreamweaver, Photoshop, Flash, and InDesign. A variety of equipment is available for checkout to students whose teachers have contacted the Studio in advance. For more information and a schedule of open hours, see [www.newmedia.tcu.edu](https://mobile.tcu.edu/owa/redir.aspx?C=1221ef495cce4fcc9c874a9fdb17d47b&URL=http%3a%2f%2fwww.newmedia.tcu.edu%2f)

### The Writing Center

The Center for Writing offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. Conferences usually focus on a particular project or assignment but may also include general writing instruction. The 10 PCs in the center's computer lab are available for use by any TCU student during normal office hours. Located in Reed Hall 419, the Center for Writing is open Monday through Friday from 8 a.m. to 5 p.m. Students may make appointments by accessing an online scheduling service through the center's Web site ([www.wrt.tcu.edu](http://www.tcu.edu)) or by calling 817.257.6520.

### Safe Zone

My goal is for each student to feel comfortable and able to connect with course content and classroom discussion. Please know that I welcome, affirm, and celebrate persons in the LGBTQIA communities of Texas Christian University. (LGBTQIA stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally). I will not allow homophobic comments in class, and will strive to use inclusive language. For more information please consult: <http://www.allies.tcu.edu/training.asp>.

### Academic Conduct Policy

An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which will be used when these standards are violated. In this spirit, definitions of academic misconduct are listed below. These are not meant to be exhaustive.

### Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [Student Handbook](http://www.studenthandbook.tcu.edu/student_handbook.pdf)): 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 Office of Campus Life and are listed in detail in the Undergraduate Catalog. 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. In this class I will sometimes use TurnItIn to detect plagiarism.
* **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.
* **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.

### Tardies

This class begins promptly at the scheduled time. You will be counted tardy for coming in late, and three tardies will result in an unexcused absence. The work you miss cannot be made up unless it is part of an official university absence.

### Late Work

Work is due by class time on the date noted on the schedule (unless otherwise indicated) and will be considered late thereafter. Submitting assignments electronically during classtime is not acceptable. If there is ever a reason that you know you will not be able to turn an assignment in on time, you ***should always*** talk to me about it in advance.

### Office Hours

During the office hours posted above, I will be in my office and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours don’t work for you, come make an appointment.

### Campus Offices

* Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
* Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
* Campus Life (817-257-7926, Sadler Hall 2006)
* Center for Academic Services (817-257-7486, Sadler Hall 1022)
* Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
* Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
* Mary Couts Burnett Library (817-257-7117)
* Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
* Student Development Services (817-257-7855, BLUU 2003)
* Center for Writing (817-257-7221, Reed Hall 419)
* Transfer Student Center (817-257-7855, BLUU 2003)
* Veterans Services (817-257-5557, Jarvis Hall 219)

### Anti-Discrimination and Title IX Information

**Statement on TCU’s Discrimination Policy**

TCU prohibits discrimination and harassment 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, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students’ academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

* [Review TCU’s Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint](file:///C%3A%5CUsers%5Ckatemarshall%5CDownloads%5CReview%20TCU%27s%20Policy%20on%20Prohibited%20Discrimination%2C%20Harassment%20and%20Related%20Conduct%20or%20to%20file%20a%20complaint): <https://titleix.tcu.edu/title-ix/>.
* [Learn about the Campus Community Response Team and Report a Bias Incident:](https://titleix.tcu.edu/campus-community-response-team/) <https://titleix.tcu.edu/campus-community-response-team/>

**Statement on Title IX at TCU**

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](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

**Obligations to Report Conduct Raising Title IX or VAWA Issues**

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](http://titleix.tcu.edu/wp-content/uploads/2018/07/Policy-on-Prohibited-Discrimination-Harrassmentand-Related-Conduct_7-10-18.pdf).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter’s obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

### Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](http://www.acs.tcu.edu/disability_services.asp) located in Sadler Hall, room 1010 or <http://www.acs.tcu.edu/disability_services.asp>.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

*Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator*. [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at <http://www.acs.tcu.edu/disability_documentation.asp>.

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

### Emergency Response Information

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

[TCU’s Public Safety website](https://publicsafety.tcu.edu/) 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](file:///Users/joannaschmidt/Downloads/Frogshield%20Campus%20Safety%20App)on your phone. (<https://police.tcu.edu/frogshield/>)

### TCU Online (Brightspace by D2L)

We have a course website we’ll use for various activities throughout the course and it will be a ***major*** component of this class. You should spend some time during the first week getting comfortable with it. I am always available to answer whatever questions you have concerning the e-Learning course tools, but lack of proficiency with the site is never an excuse for not turning in an assignment.

**Quick guide to D2L**

* Access via my.tcu.edu > Student Quick Links > TCU Online

OR login at the following website: d2l.tcu.edu (your username and password will be your TCU network information - the same username and password that you use when you login into my.tcu.edu).

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 Tutorial, please do so immediately. To access it, click on the "TCU Online Student Tutorial" on your home page. Follow the instructions. Good luck!
* Technical requirements for using the system: <http://tcuonline.tcu.edu/kb/platform-requirements/>
* If you experience any technical problems while using TCU Online, please do not hesitate to contact the HELP DESK (at D2L). They can be reached by email, phone, or chat 24 hours a day, 7 days a week, 365 days a year.