SYO 4374: Gender, Work, & Family

[ONLINE: FALL 2020, August 24 – December 11]

Prof. Paromita Sanyal

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Syllabus Table of Contents

Instructor & Teaching Assistants
Welcome to the Course
Textbook & Required Materials
Course Objectives
Student Responsibilities
  Assignments & Grading Rubrics
  Weekly Assignment Distribution
University Grading Scheme
Weekly Learning Outcomes
  INTRODUCTION
  IDEAS
  PERFORMANCES
  INEQUALITY: MEN & MASCULINITIES
  INEQUALITY: WOMEN & FEMININITIES
  INSTITUTIONS
  CHANGE
  SEXUALITIES
  FAMILIES
  THE LABOR OF LOVE
  WORK I
  WORK II
  WORK & MARRIAGE
  POLITICS
  CONCLUSION
  FINAL EXAM
PLAGIARISM
POLICIES
Instructor & Teaching Assistants

Instructor: Prof. Paromita Sanyal psanyal@fsu.edu
- All emails to me must have ‘SYO 4374: ONLINE’ in the subject line.
- Emails will be answered within 24-48 hours in most cases.

Teaching Assistants:
- Rwiti Roy rrwiti@fsu.edu
- Jessica Noblitt jnoblitt@fsu.edu
- Destiny Reices dmr15@my.fsu.edu

Communication Guidelines:
Each student will be assigned to a TA. This information will be available on the course Canvas site after Drop/Add period ends on Aug. 27. Please follow these communication guidelines.
- Email the specific TA you are assigned to, since they will know you and your work the best.
- Email your assigned TA first before contacting the professor. The TAs handle most of the organizational matters, and they are able to help you directly. If they cannot resolve an issue, they will consult with me.
- Send emails from your FSU email address and NEVER from the course Canvas site.
- In the subject line of your emails write, ‘SYO4374: Issue you need help with’.

Welcome to the Course

I am excited to have this opportunity to share my passion for studying and understanding gender with you. Gender is an integral part of our identities and has a profound influence on who we are as people, how we lead our lives, and how we get treated by others in society and by social and judicial systems. In this course, we will learn about gender as a system of classification and hierarchy and gender as an institution. We will examine how gender affects our sexuality, family lives, and workplace experiences and opportunities. Throughout the course, we will focus on understanding how gender is responsible for inequalities that affect women far more adversely than men.

Textbook and Required Materials

Textbook Title & Edition: Gender: Ideas, Interactions, Institutions (Second edition)
Authors: Lisa Wade & Myra Max Ferree ISBN: 978-0-393-66796-7

Students may buy the hard copy OR the eBook version. The price varies by format. For the eBook, the price also varies by the number of days students want access to the book (180 days, 360 days, forever). Please click on the link below to access purchase options for the eBook. Students are strongly recommended to buy the eBook from this Norton website. EBooks purchased from third party websites WILL NOT give you access to the linked videos.
https://digital.wwnorton.com/gender2

- All other articles and reading materials have been posted on Canvas under weekly modules.
Course Objectives

- Analyze how gender affects sex, marriage, family, and work.
- Develop a sociological understanding of gender systems, gendered expectations, gender performances, and gender as an institution.
- Examine gender hierarchy and gender inequality and how it affects women and men.
- Analyze how gender affects the distribution of housework, emotion work, and intimacy among spouses and partners in families, and know how this distribution differs across different-sex, same-sex, and transgender households.
- Identify workplaces processes and inequalities from the lens of gender and examine the “motherhood penalty”.
- Analyze how employment, earnings, and gender affect marital instability and infidelity.
- Examine the role of political processes and social movements behind social change and gender equity.

Student Responsibilities:

Assignments & Grading Rubrics

The tables below describe the assignments students are responsible for completing and the grading rubrics. The assignments include multiple choices testing and writing, with more weightage given to writing. Assignments are evenly spread out through the fifteen weeks of classes. Therefore, the course needs consistent effort throughout the semester. Students who put in effort right from the start have a better chance of doing well. Usually, all assignments are due on Sunday at midnight (11:59PM) Eastern Time at the end of the week they are assigned.

Extra Credit Opportunity

Extra credit opportunity will be provided in this course. Students will have the scope of participating in Zoom discussions that will be held by TAs every week, starting the second week. The TAs will announce the details of the days and times of these discussions and how to join them closer to the date. Points will be awarded based on the quality of participation. Attending but remaining silent will not earn students any points. Students will be expected to bring questions they would like to discuss, talk about concepts and facts learnt in class, and make meaningful contributions to discussions. These will be group sessions where any student interested to join will be able to log in and have a thought provoking and respectful exchange of ideas with the TA and their course mates.

Absences, Late Submission, & Penalty

It is vital for students to communicate with us in a timely manner to notify us of their absences. As soon as students are able to, they should email their TA letting them know the reason for the absence and the assignments missed. We will provide guidance on whether the absence will be excused and how late assignments will be treated. If we assess the absence to be excusable, we may allow students to
complete late assignments without or with a penalty. If we assess the absence to be inexcusable, we may decide to not let students complete the assignment. The key thing to remember is early communication. As soon as students know they might miss assignments for some reason, they should communicate that to us and seek our guidance. If students fall ill or experience an unanticipated emergency, they should email us a brief message.

- **Documented and Excused Lateness:** If you are able to provide documentation explaining your lateness, then we are better able to judge if it is excusable. Even if you provide documentation, it must be done in a timely manner. Being overly late in notifying us and completing late assignments will incur a penalty.
- **Undocumented and Unexcused Lateness:** For unexcused lateness & missed submissions, we will follow the policies stated below:
  a) The QUIZZES will be due on the EXISTING DUE DATES (usually Sundays 11:59 pm) and will get locked right after. If you have missed them, you will need to communicate with your TA and request them to open the quiz for you. Once the quiz has been opened for a time-limited period, you will be able to take it. Every day of lateness will cost you 1 POINT PER DAY.
  b) ESSAYS will REMAIN OPEN FOR 7 DAYS after the existing due dates to allow late submission with a penalty. Every day of lateness will cost you 1 POINT PER DAY. After the additional 7 days, late submissions will close.
- **Excessive absences/ Lateness:** Excessive absences or missed assignments, whether due to illness or other reasons, will undermine a student’s ability to successfully complete a class. Students who are still unable to complete a class due to any illness should promptly communicate their situation to the instructor, their program’s advising staff, or program administrators. Depending on the circumstances, students may be advised to continue in the class, offer to withdraw from the class, or in rare instances, be given the opportunity to receive an “incomplete.”
# Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Specifications</th>
<th>Each Worth</th>
<th>Points Possible</th>
<th>Count Toward</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Essays</td>
<td>1 page, double-spaced, Times NR, 12 font</td>
<td>10 X 10</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>2 Application Papers</td>
<td>5-6 pgs., double-spaced, Times NR, 12 font</td>
<td>2 X 50</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>1 Capstone Exercise</td>
<td>5 short answer questions</td>
<td>5 X 20</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>12 Quizzes</td>
<td>200 multiple choice quos. (11 quizzes will have 17 quos. each; 1 quiz will have 13 quos.)</td>
<td>200 X 0.5</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam Quiz</td>
<td>100 multiple choice quos. from the prior quizzes</td>
<td>100 X 1</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>Complete end of semester course evaluation</td>
<td>100</td>
<td>100</td>
<td>1%</td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Extra Credit Discussion</td>
<td>Weekly Zoom Discussions Details TBA</td>
<td>0.5-1</td>
<td>4</td>
<td>Points added to final grade</td>
</tr>
<tr>
<td>Participation</td>
<td>(Points awarded will be based on the quality of participation as judged by the Prof. or TA conducting the session. Attending but not making meaningful contributions to discussion will not earn points.)</td>
<td></td>
<td></td>
<td></td>
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</table>
### Weekly Assignment Distribution

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Quiz</th>
<th>Essay 1 page</th>
<th>Application Papers 5-6 pages</th>
<th>Capstone &amp; Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>-</td>
<td>Essay Trial</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 2</td>
<td>Quiz 1</td>
<td>Essay 1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 3</td>
<td>Quiz 2</td>
<td>Essay 2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 4</td>
<td>Quiz 3</td>
<td>Essay 3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 5</td>
<td>Quiz 4</td>
<td>Essay 4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 6</td>
<td>Quiz 5</td>
<td>Essay 5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 7</td>
<td>Quiz 6</td>
<td>-</td>
<td>Paper 1</td>
<td></td>
</tr>
<tr>
<td>Module 8</td>
<td>Quiz 7</td>
<td>Essay 6</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Module 9</td>
<td>Quiz 8</td>
<td>Essay 7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 10</td>
<td>Quiz 9</td>
<td>Essay 8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 11</td>
<td>Quiz 10</td>
<td>Essay 9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 12</td>
<td>Quiz 11</td>
<td>Essay 10</td>
<td>-</td>
<td>Capstone Open</td>
</tr>
<tr>
<td>Module 13</td>
<td>Quiz 12</td>
<td>-</td>
<td>Paper 2</td>
<td></td>
</tr>
<tr>
<td>Module 14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module 15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Capstone Close</td>
</tr>
<tr>
<td>Finals Week</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

### University Grading Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Period</th>
<th>Minimum % Grade</th>
<th>Maximum % Grade</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100 % to 93.0%</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>&lt; 93.0 % to 90.0%</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>&lt; 90.0 % to 87.0%</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>&lt; 87.0 % to 83.0%</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>&lt; 83.0 % to 80.0%</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>&lt; 80.0 % to 77.0%</td>
<td>2.25</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>&lt; 77.0 % to 73.0%</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>&lt; 73.0 % to 70.0%</td>
<td>1.75</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>&lt; 70.0 % to 67.0%</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>&lt; 67.0 % to 63.0%</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>&lt; 63.0 % to 60.0%</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>&lt; 60.0 % to 0.0%</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Grades are not curved in this course.
Weekly Learning Outcomes

Week 1: INTRODUCTION
Learning Objectives
• Thinking critically about gender.
• Developing a sociological understanding of gender distinction (the social need behind creating and maintaining gender distinction and the ways in which it is done) and gender symbolism (what signifies ones’ fit with a particular gender identity).

Readings: Textbook Ch. 1
Introduction

Audiovisuals
PPT presentation
Film Clips

Assessments
Essay Trial: Read the Introduction and all the news articles regarding protests, legislations, and debates on workplace heels around the world. Write about the main lessons we can learn regarding gender (particularly the binary distinction between women and men) from the history and contemporary struggle surrounding heels. Draw out as many lessons as you can. State each point and then elaborate your argument drawing a connection with the material you read and your argument based on it.

Week 2: IDEAS
Learning Objectives
• If we don’t learn the idea of the gender binary by observing the people around us, where does the idea come from?

Readings: Textbook Ch. 2
The Binary and Our Bodies
Gender Ideologies
The Binary and Everything Else

Audiovisuals
PPT presentation
Film Clips

Assessments
Quiz 1: Answer multiple choice questions on Canvas.
Essay 1: Choose 1 out of the 2 prompts posted.

Week 3: PERFORMANCES
Learning Objectives
• If men and women aren’t naturally opposite, then why do they act so differently so much of the time?
• Understanding gendered expectations and the logic and process behind gender performances and breaches from expected performances.
Readings: Textbook Ch. 4
   How to Do Gender
   Learning the Rules
   Why We Follow the Rules
   How to Break the Rules
   The No. 1 Gender Rule

Audiovisuals
   PPT presentation
   Film Clips

Assessments
   Quiz 2: Answer multiple choice questions on Canvas.
   Essay 2: Choose 1 out of the 2 prompts posted.

Week 4: INEQUALITY: MEN & MASCULINITIES

Learning Objectives
   • If both men and women are constrained by a binary gender system, why is it that more women than men find this system unfair?
   • Understanding gender hierarchy, patriarchy, and power.

Readings: Textbook Ch. 6
   The Gender of Cheerleading
   Gendered Power
   Gender for Men
   Can Masculinity Be Good?

Audiovisuals
   PPT presentation
   Film Clips

Assessments
   Quiz 3: Answer multiple choice questions on Canvas.
   Essay 3: Choose 1 out of the 2 prompts posted.

Week 5: INEQUALITY: WOMEN & FEMININITIES

Learning Objectives
   • If both men and women are constrained by a binary gender system, why is it that more women than men find this system unfair?
   • Understanding the bargain of women’s lives within patriarchy and modified patriarchy.

Readings: Textbook Ch. 7
   Cheerleading Today
   Gender for Women
   The Big Picture

Audiovisuals
   PPT presentation
   Film Clips
Assessments
- Quiz 4: Answer multiple choice questions on Canvas.
- Essay 4: Choose 1 out of the 2 prompts posted.

Week 6: INSTITUTIONS

Learning Objectives
- When it comes down to it, regardless of social construction and social pressure, don’t we live in a society in which it’s possible to just be an individual? Learn why the answer is “no”.
- The power of institutions over individuals.

Readings: Textbook Ch. 8
- The Organization of Daily Life
- Gendered Institutions
- The Institutionalization of Gender Difference
- The Institutionalization of Gender Inequality
- Institutional Inertia and Change

Audiovisuals
- PPT presentation
- Film Clips

Assessments
- Quiz 5: Answer multiple choice questions on Canvas.
- Essay 5: Choose 1 out of the 2 prompts posted.

Week 7: CHANGE

Learning Objectives
- Understanding how norms regarding sex, marriage, family formation have changed over time with special attention to women’s lives.

Readings: Textbook Ch. 9
- The Evolution of Sex
- The Evolution of Marriage
- The Funny ’50s
- Going to Work
- Work and Family Today
- Conclusion

Audiovisuals
- PPT presentation

Assessments
- Quiz 6: Answer multiple choice questions on Canvas.
- Application paper 1: Prompt will be posted closer to date.

Week 8: SEXUALITIES

Learning Objectives
- Gendered ideas, interactions, and institutions may affect every part of my life, but some things are personal and my sexuality is mine and mine alone. Isn’t it? Not quite so. Learn why.
Readings: Textbook Ch. 10
   Sex: The Near History of Now
   Sex and “Liberation” Today
   Gendered Sexualities
   College hookup Culture

Audiovisuals
   PPT presentation
   Film Clips

Assessments
   Quiz 7: Answer multiple choice questions on Canvas.
   Essay 6: Choose 1 out of the 2 prompts posted.

Week 9: FAMILIES

Learning Objectives
   • If marriage is better for women than ever, why do women married to men report lower levels of happiness than men married to women, women married to women, and single women?
   • Learn about the second shift, gendered division of housework, and feminization of housework and childcare.

Readings: Textbook Ch. 11
   Gendered Housework and Parenting
   Barriers to Equal Sharing
   Going It Alone
   New, Emerging, and Erstwhile Family Forms

Audiovisuals
   PPT presentation
   Film Clips (one longer clip is marked as optional viewing)

Assessments
   Quiz 8: Answer multiple choice questions on Canvas.
   Essay 7: Choose 1 out of the 2 prompts posted.

Week 10: THE LABOR OF LOVE

Learning Objectives
   • Home as a site of labor, and the different kinds of unpaid work done by families at home.
   • How does gender affect the distribution of housework, emotion work, and intimacy among spouses and partners in a household?

Readings:
   Report: Comparing Same-sex and Different-sex households
   NYT report: Chores among Same-sex couples
   Article: Housework and emotion work in Transgender households
   Article: Intimacy and emotion work across relationship types
Audiovisuals

Assessments

Quiz 9: Answer multiple choice questions on Canvas.
Essay 8: Choose 1 out of the 2 prompts posted.

Week 11: WORK I

Learning Objectives

• If women now have equal rights in the workplace, why aren’t they as successful as men at work?

Readings: Textbook Ch. 12
The Changing Workplace
Job Segregation
Discrimination and Preferential Treatment
Parenthood: The Facts and the Fiction
The Changing Workplace, Revisited

Audiovisuals

PPT presentation

Assessments

Quiz 10: Answer multiple choice questions on Canvas.
Essays 9: Choose 1 out of the 2 prompts posted.

Week 12: WORK II

Learning Objectives

• If women now have equal rights in the workplace, why aren’t they as successful as men at work?

Readings:
Article: Is there a motherhood penalty?
Article: The All-or-Nothing Workplace
Article: Differences in Disadvantage
NYT report: As Women Take over a Male-Dominated Field, the Pay Drops

Audiovisuals

Film Clip

Assessments

Quiz 11: Answer 15 multiple choice questions on Canvas.
Essay 10: Choose 1 out of the 2 prompts posted.
Capstone Exercise Opens: 5 short answer questions.

Week 13: WORK AND MARRIAGE

Learning Objectives

• What are the factors that sometimes put marriages on the rocky road to divorce and infidelity?
• Learn how employment, earnings, and gender affect the quality of marriages.

Readings:
Money, Work, and Marital Stability
Money, Masculinity, and Marital Infidelity
Audiovisuals
Assessments
Quiz 12: Answer 15 multiple choice questions on Canvas.
Application Paper 2: Prompt will be posted closer to date.

Week 14: POLITICS
Learning Objectives
• How do we change societies?
• The political and legislative process behind social change and gender (in)equity.
• The power of social movements.
Readings: Textbook Ch. 13
The State
Social Movements
Audiovisuals
PPT presentation
Film Clips
Assessments
None

Week 15: CONCLUSION
Learning Objectives
• Lessons learned about the gender system – why it persists and how much has changed.
Readings: Textbook Ch. 14
Audiovisuals
PPT presentation
Assessments
Capstone Exercise Closes: Please submit on December 6.

Week 16: FINALS WEEK (Date and time will be announced)
Final Exam: 100 multiple choice questions to be taken on Canvas

Plagiarism
Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Your essay will be considered plagiarized in part or entirely if you do any of the following:
• Submit an essay or reflection written by someone else.

• Submit an essay in which you “cut and paste” the exact words of a source and you do not put those words within quotation marks, use footnotes or in-text citations, and list that source in your bibliography/work cited.

• Submit a paper in which you use the ideas, metaphors, or reasoning style of another, but do not cite that source and include that source in your list of references. Remember: If you merely paraphrase what another has written, even though you’ve converted the ideas “into your own words”—it is still plagiarism if you do not cite the source of your ideas.

• Submit an essay that contains all or part of a paper you wrote for a different or previous class/assignment.

**Policies**

**University Attendance Policy:**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

All students are expected to abide by the class attendance policy set forth by the instructor in each class. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

The Director of the University Health and Wellness Center does not issue excuses to students. A card indicating date and time of admission, discharge or treatment will be given to the student for presentation to the faculty member in a timely manner. Ultimately, the authority for deciding whether the student is excused for medical reasons rests with the instructor.

Students who are members of an intercollegiate team are required to attend all scheduled class meeting times or scheduled online activities associated with the course delivery. Absences due to illness, personal/family emergencies, or injury must be documented. Failure to adhere to the attendance policy may result in sanctions up to and including suspension from the athlete's sport for the remainder of the season. This policy includes required attendance and completion of all final examinations or evaluations for each class in which the athlete is registered. Student-athletes must remain in good academic standing in order to maintain eligibility during post-season games, the upcoming semester, and future competitive seasons. Arranging to make up work missed because of legitimate class absence is the responsibility of the student.

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:
Register with and provide documentation to the Student Disability Resource Center; and
Bring a letter to the instructor indicating the need for accommodation and what type.
Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.
This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:
Student Disability Resource Center
874 Traditions Way, 108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice); (850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Free Tutoring from FSU:
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy:
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.