



**FACULTY OF ARTS
Department Of English**

COURSE OUTLINE

ENGL 479: Studies in Texts and Images

Winter 2023 Block Week

Tuesday, January 3rd – Saturday, January 7th | 9:00 – 5:00 PM

ST 59 / TFDL 520 C/D

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| Instructor | Rebecca Sullivan |
| Email: | rsulliva@ucalgary.ca |
| Web Page: | D2L (access via MyUofC portal) |
| Office Hours: | Zoom Student Success Sessions by appointment beginning Monday, January 9th |

LAND ACKNOWLEDGEMENT

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

ii' taa'poh'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

COURSE DESCRIPTION:

ENGL 479 is an examination of the relationship between the visual and literary. Students will develop a vocabulary for talking about visual texts and learn to articulate the shared and distinctive ways that these texts create meaning. This course provides opportunities for experiential and applied learning using collections and fonds available at the Taylor Family Digital Library. It is cross-listed with GSXS 415, Special Topics in Research Methods (Gender and Sexual Legacies). All assignments must incorporate a Gender and Sexuality research lens.

| | Student-Led Seminars | Seminar Discussion | Practicum Sessions | Exhibition Prospectus | Exhibition Peer Feedback | Archival Analytical Essay |
|--|----------------------|--------------------|--------------------|-----------------------|--------------------------|---------------------------|
| To understand key principles of archival research methods | X | X | | X | | X |
| To design research projects that use archival materials as primary data | | | X | X | X | X |
| To effectively search for and analyze archival and special collections | | | X | X | X | X |
| To understand the ethical obligations required in archival research | X | X | X | X | X | X |
| To integrate literary and visual forms of analysis | X | X | X | X | X | X |
| To develop rigorous and self-reflective critical thinking and communication skills | X | X | X | X | X | X |
| To refine personal learning | X | X | X | X | X | X |

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| outcomes and practical steps for their achievement | | | | | | |
| To create a vibrant learning community based on participation, empathy, and respect | X | X | X | X | X | |

RECOMMENDED READINGS

A comprehensive list of recommended readings is available using the Leganto / Reading List feature in D2L. The readings are not mandatory but should clearly frame the student-led seminars and provide supporting analysis for all other assignments.

LEARNING TECHNOLOGY REQUIREMENTS:

Students are encouraged to bring a laptop computer or similar device to class. Computer lab time has been secured in TFDL to complete in-class assignments. A printer is not available. Students will either have to print materials with their own printer or through a fee-for-service on campus.

ASSESSMENTS AND EVALUATION:

| Assignment | Deadline | Weight |
|---------------------------------|--|--------|
| Student-led Seminar (Group) | January 4 th – January 6 th | 15% |
| Class Discussions | January 3 rd – January 6 th | 10% |
| Practicum Sessions | January 4 th – January 6 th (4 X 5%) | 20% |
| Exhibition Presentation (Group) | January 7 th | 20% |
| Exhibition Peer Feedback | January 9 th (11:59 PM) | 5% |
| Archival Analytical Essay | February 3 rd (11:59 PM) | 30% |

Assignments not completed by the assigned deadline will receive a grade of F. If two or more assignments are not submitted, no matter their weight, you may receive a final grade of F.

See D2L > Content > Course Assessment Instructions for details on assignments.

Assessment criteria can be accessed through D2L > Content > Rubrics.

Block Week courses are subject to the same grading deadlines as regular term courses. According to university guidelines, students must receive a minimum 30% of their total course grade prior to the withdrawal date (April 12th) or formal feedback based on their performance in the course. In-class assessments carried out during the last 14 calendar days of classes (March 27th) may not total more than 15% of the final grade, except in the case of laboratory or oral testing, presentations or summative projects/papers.

There is no registrar-scheduled final exam in this course.

PARTICIPATION EXPECTATIONS

A Block Week course requires commitment from students to actively participate every day, the full day. One day is the equivalent of 2.5 weeks of regular term classes. Students are expected to arrive on time or (better yet) 10-15 minutes early, as late arrivals are very disruptive. Similarly, while you may be dismissed before 5PM on some days, you cannot plan for it. It is strongly recommended that you do not book any appointments during scheduled course time.

There are a number of in-class assignments throughout the week, which cannot be completed outside of scheduled time. If you don't attend class or don't complete the assignment in-class, you will receive a grade of F with no alternative re-weighting or make-up opportunities.

Block Week courses are also quite physically and mentally demanding so it is recommended that you not plan anything too intensive for your evenings and you do as much as possible to prepare for the class over the Winter Break.

The professor is not available for meetings during Block Week. Do not expect to meet with me before or after class.

Please note, this course is cross-listed with GSXS 415, Special Topics in Research Methods (Gender and Sexual Legacies). Students enrolled in either course will be expected to collaborate with each other respectfully and inquisitively.

IMPORTANT INFORMATION REGARDING THE TFDL READING ROOM

We have been granted unprecedented access to the Archives and Special Collections held at the Taylor Family Digital Library, including a room specially designed for archival research. After Tuesday morning, the class will meet regularly in TFDL 520 C/D.

No food or drinks are allowed in this room. You must leave all bags and outerwear in a secure setting outside the room. Pencils only, no pens, markers, or any permanent writing instrument.

You may bring laptops and other devices into the room. There is a large hallway where food and drinks are allowed (provided you keep the area clean and dispose your own waste). If the library staff advise you that any item is not allowed in the room, you must respect their direction and leave it behind.

PARTICIPATORY CLASSROOM PHILOSOPHY

This course operates according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a number of ways, whether in person or online, synchronous or asynchronous. Students need to be prepared for an intensive learning environment in which their ongoing participation is required. Everyone should follow the Braver Space Guidelines (see below). Your participation must apply the analytical frameworks that are standard to a university undergraduate experience.

SHARED HEALTH AND SAFETY CONSIDERATIONS

While there are no masking requirements at the University of Calgary at this time, the risks of COVID transmission, as well as other respiratory viruses, remains high and hospitals across the province are reporting crisis-level situations. Short- and long-term health complications from COVID, not to mention social and economic consequences of illness, are inequitably felt by individuals especially those from racialized, immigrant, low-income, and health-compromised backgrounds. Everyone has the right to abide by their own health decisions, but we also must recognize our obligations to prevent harm and maintain a safe, respectful classroom.

I will be masked during class unless I am at least 2m distant from the next person and not moving. No one may approach me any closer than 2m unless they are wearing an N95 mask.

Under no circumstances is anyone (including me) to form any opinions much less bias about any individual's decision on masking. We all have our reasons and our right to privacy. Please refer to the Braver Space Guidelines in this document for more information on respectful, collegial relationships in a participatory classroom.

WELCOME FAMILIES AND FRIENDS

Gender and Sexuality Studies courses offer a welcoming environment to family – including chosen family – and friends. The rules of the Student Engagement Agreement and the Braver Space Guidelines apply to everyone. While we expect parents and guardians to make routine child care arrangements during scheduled class times, we also understand that emergencies and sudden disruptions to schedules arise. Therefore, we welcome the occasional visit by children, and encourage that appropriate distraction-free entertainment be provided them. A reminder that age-inappropriate material may be scheduled on the day that your child may need to attend. Noise-cancelling headphones and seating away from classroom screens is recommended. If at all possible, advise the instructor in advance so they can be prepared to support you.

Friends and chosen family members are also welcome guests, provided they adhere to all rules and instructions in this syllabus and any additional requirements communicated by the professor. They are expected to participate in the classroom environment and to cause no distractions. If they fail to behave accordingly, they will be told to leave immediately and will not be welcome back.

CONTENT WARNING

Any course that incorporates a gender and sexuality research lens will include topics and content that may be uncomfortable, distressing, or a reminder of personal trauma. Students are encouraged to develop personal response mechanisms that keep you safe while staying engaged. Respectful, compassionate language is required at all times – no one needs to be “shocked” into recognition of injustice. Please review the Braver Space Guidelines in this document for more information.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

POLICY ON USE OF ELECTRONIC DEVICES

We recognize that these are extraordinary times, with additional stress upon everyone. Technology helps us stay connected but also adds different pressures and expectations – and new forms of etiquette. In an in-person classroom, with rare exception, personal technology devices should only be used for note-taking and course-relevant research. If your circumstances require that you remain in contact with someone outside the classroom, it is helpful to inform the instructor in advance and to seat yourself somewhere where distraction to others will be at a minimum. In a synchronous online environment, we encourage students to turn on their video interface. In all environments, non-essential communication or “surfing” is in violation of participatory classroom experience. Students should also familiarize themselves with university regulations governing academic and non-academic misconduct.

COURSE TECHNOLOGY REQUIREMENTS

Details on university regulations for course technology requirements are provided on D2L.

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices. They

may download the Microsoft Office installation file by signing into their email online at <https://office365.ucalgary.ca> and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L a least once a week for any updates. D2L only uses @ucalgary email addresses.

Other platforms, portals, and programs may be required to complete course work. The instructor will not require any that do not have a university license.

Failure to complete any assignments by the deadline and according to the instructions due to technological error on the student's part is not sufficient grounds for an extension or re-take, and may result in a grade of F (0).

Students must create a Zoom account using their ucalgary email address. If a session requires registration or authorization and you are not logged in with your ucalgary account, you may be denied access by the system.

Students must have the capability to stream and record audio and video. The library offers many audio-visual tools both onsite and for borrowing.

Students are encouraged to have a back-up plan if their computer devices are unreliable. University computer labs, public library workstations, community centres, or a personal friend / family member are possible options.

GRADING SYSTEM:

The university's Undergraduate Grading System is available here:

<https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>

The grading system table (below) provides the numerical conversion assigned all letter grades for the purposes of final grade calculations. Assessment grades, either numerical or letter, will not be rounded nor adjusted in any way. Final calculated grades within .5 of the next highest letter grade range will be rounded up. No grades will be rounded down.

| Percentage | Letter | Weighted As | Point | Description |
|-------------|--------|-------------|-------|-----------------------|
| 90 + % | A+ | 95 % | 4.0 | Outstanding |
| 85 – 89.9 % | A | 87 % | 4.0 | Excellent |
| 80 – 84.9 % | A– | 83 % | 3.7 | Approaching Excellent |

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|-------------|----|------|-----|---------------------------|
| 77 – 79.9 % | B+ | 78 % | 3.3 | Exceeding Good |
| 74 – 76.9 % | B | 75 % | 3.0 | Good |
| 70 – 73.9 % | B– | 72 % | 2.7 | Approaching Good |
| 67 – 69.9 % | C+ | 68 % | 2.3 | Exceeding Satisfactory |
| 64 – 66.9 % | C | 65 % | 2.0 | Satisfactory |
| 60 – 63.9 % | C– | 62 % | 1.7 | Approaching Satisfactory |
| 55 – 59.9 % | D+ | 57 % | 1.3 | Marginal Pass |
| 50 – 54.9 % | D | 52 % | 1.0 | Minimal Pass |
| 0 – 49.9 % | F | 0 | 0 | Did Not Meet Requirements |

POLICY FOR ALL ASSESSMENTS AND ABSENCES

As per the University of Calgary Calendar G.1.1., a student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. The professor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. Or, maintain the grade of zero. The professor will normally make this decision in consultation with the student but the final decision rests with me. Given the intensive and experiential design of this Block Week course, students are expected to participate fully every day all day.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

COURSE POLICIES

Students enrolled in ENGL 479 are expected to adhere to the policies of the Gender and Sexuality Studies program. These are a set of guidelines and best practices for a respectful, inclusive, and collaborative classroom experience with a gender and sexuality research lens.

Student Engagement

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The professor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

Group work is a normal component of a participatory classroom because it develops critical thinking and social skills. There will be a variety of assignments and engagement requirements that will demand your time and consideration of others outside of regularly scheduled course times.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Student-Professor Communication

Appropriate communication procedures are described in detail on D2L under Content > Course Expectations and are part of the Student Engagement Agreement.

Email is only suitable if the student requires an urgent response related to a private or confidential concern. All other queries should be submitted through the D2L Discussion Thread, "Course Queries." The professor may respond to your email query with the request that we meet during a Student Success Session.

If the student emails a question that is fully addressed elsewhere or should have been submitted differently, I will not reply. If you don't receive a response within five business days, it means you can find the answer yourself and are expected to do so or that you need to resubmit your query correctly through the D2L Discussion Thread, "Course Queries."

Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: ucalgary.ca/pubs/calendar/current/academic-schedule.html

Student Queries Regarding Grades

If you have concerns about a received grade, attend a Student Success Session. No re-assessment will be considered without a meeting. Emails requesting a meeting to review the assessment will be responded to within five business days. Requests for additional assignments or a re-take will not be granted.

Before contacting the professor, students are advised to:

- Review all rubrics, assignment instructions, and supporting documentation
- Be prepared to answer why you received the grade you did based on the materials listed above
- Review the university's policy on reassessment: <https://www.ucalgary.ca/pubs/calendar/current/i.html>

Braver Space Guidelines

Second-wave feminist and queer activists worked hard to strengthen group dynamics and create supportive, positive spaces. Initially, they used the terms safe space and safer space to indicate that commitment. Currently we use the term braver space. Adapted from Arao & Clemens (2013), "braver space" combines commitments to safety for each other and accountability for ourselves. We must all strive to be respectful, self-aware, and mindful of the classroom dynamic and our place in it. "Braver Space" reminds us that it takes courage to

participate in meaningful discussions of important social issues, and to do so in thoughtful and considerate ways.

“Braver Space” principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the course space and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person’s), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means being respectful, self-aware, and mindful of the classroom dynamic and your place in it.

Any course in Gender and Sexuality Studies will include topics and content that may be uncomfortable, distressing, or a reminder of personal trauma. Students are encouraged to develop personal response mechanisms that keep you safe while staying engaged. Respectful, compassionate language is required at all times – no one needs to be “shocked” into recognition of injustice.

Specific Actions that Contribute to Fostering “Braver Space”

Respect difference and diversity while welcoming thoughtful, critical debate and discussion. No one person’s right to their beliefs may supersede another person’s right to security and dignity.

If you need to temporarily remove yourself from a course discussion, do so with minimal disruption to your peers.

When in a course dedicated to social justice education, difficult issues will be raised and conflict is likely to happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold on to your own personal beliefs, but recognize that there will be differences of opinion and experience.

A university course holds high standards of research, evidence, and analytical proof. Students need to engage attentively, respectfully, and critically with the evidence provided in class lectures, readings, discussions, and other materials. While experience is a valid form of evidence, its weight beyond the personal is dependent upon numerous factors in keeping with academic research standards.

Developing a critical gender and sexuality lens is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this course is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person. This is a space where we call people in; we do not call people out.

Make an effort to speak from the position of “I” (not the generalized “you” or “people”) and to clarify any statements you make, using verifiable evidence. Making a sweeping judgment on a class or group of people is unacceptable.

If you feel any materials may cause you distress, you are encouraged to speak with the professor and/or to take measures to ensure your continued engagement in the course. You will not be exempt from any assigned work.

Be mindful of how you introduce and discuss issues that may be potentially traumatic for others. Avoid “shock” language, emphasize evidence, provide context, and explain why you are raising the issue.

Do not make assumptions about other people’s identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical or cognitive ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. If you need to correct language use, do so respectfully; if you are corrected, accept that correction respectfully. If you are respectfully asked about your general or self-identification, provide a succinct and respectful explanation.

Address people using the gender pronouns they have indicated for themselves. If it is workable for you, share your gender pronouns with others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

- o they/them/theirs
- o she/her/hers
- o ze/hir/hirs
- o he/him/his
- o ey/em/eirs

Until someone has shared their pronoun choice, address them without assuming their gender. If someone has not stated their gender identity or preferred pronoun, refer to them in gender-neutral ways such as “the person who said...” Don’t refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like “folks,” “all,” “everyone,” etc.

If you are unsure about any aspect of a person’s identity and how they would prefer to be addressed and it is necessary for you to directly reference their identity, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity.

Respect your own and others’ physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment to the participatory classroom.

The Student Engagement Agreement is a required component of the course. It aligns with these Braver Space Guidelines in many important ways. Take the time to review and reflect on how you will uphold your agreement.

If you feel that you need more support than can be provided by the course or the professor, you are encouraged to take advantage of some of these resources:

SU Student Wellness Services

[ucalgary.ca/wellnesscentre](https://www.ucalgary.ca/wellnesscentre) 403-210-9355 / 403-266-4357

Alberta Mental Health Help Line

albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134 1-877-303-2642

Calgary Communities Against Sexual Abuse Hotline

calgarycasa.com 403-237-5888

Trained peer supporters are also available on campus at these locations:

Women's Resource Centre

<https://www.ucalgary.ca/student-services/womens-centre/home>

4th Floor, MacEwan Student Centre, in The Loft

Q Centre for Gender and Sexual Diversity

su.ucalgary.ca/programs-services/student-services/the-q-centre

2nd Floor, MacEwan Hall, near The Den

Faith and Spirituality Centre

<https://www.ucalgary.ca/student-services/faith-spirituality>

3rd Floor, MacEwan Student Centre

Writing Symbols Lodge

<https://www.ucalgary.ca/student-services/writing-symbols/home>

3rd Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy:

ucalgary.ca/mentalhealth

Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

[English Department Website:](#)

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students:

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing support:

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

[Academic regulations and schedules](#)

Student Academic Accommodations:

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca

Website: <http://arts.ucalgary.ca/undergraduate>

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Research Ethics [delete section if not applicable]

- If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.
- If students are going to be used as research subjects or expected to conduct research (such as interviews), a statement about this expectation must be included. Please note that if you plan to have students conduct research for class, you must get ethics approval for the course.

Sexual violence policy:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>

Other important information:

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

Universal Student Ratings of Instruction (USRI):

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.

