FRE 2991/GER 2991
Understanding the Fairy Tale: Fall 2015
2 September – 22 December 2015 - Online

Instructor Info:
Julie Koehler
Email: jljkoehler@wayne.edu I will respond to all emails within 24–48 hours.
Office Hours: Tu 5:00-6:00 pm/We 1:00-2:00 pm and by appointment. Office hours will be held on Skype. My Skype name is julie.lj.koehler.

Registration Deadlines:
Last day to ADD course is: 16 September 2015
Last day to DROP course with tuition cancellation is: 16 September 2015
Last day to DROP course with no refund is: 30 September 2015
Last day to WITHDRAW from course is: 15 November 2015

Course Description:
This course introduces students to the interdisciplinary context of major French and German fairy tales. The literary fairy tale developed as a specific genre in the eighteenth and nineteenth century in France and Germany. This course explores the evolution of fairy tales, emphasizing the transformation this literary genre into various media. Positioning specific fairy tales in their linguistic, national, and sociocultural context will allow students to map both the evolution and cultural impact of these narratives. Fairy tales will be paired with major fairy tale theories, introducing students to different veins of critical thought about these texts.

Course Goals:
- This course will introduce students to the interdisciplinary context of French and German fairy tales.
- This course will allow students to contextualize specific fairy tales in their sociocultural moment and map the evolution of these tales in a variety of media.
- This course will introduce students to major fairy tale theories, including Tale Type Analysis, Structuralism, Socio-historical Analysis, Feminism and Gender Theory, Reception Theory, and Translation Theory.
- This course will help students hone their reading, writing, and critical thinking skills.

Required Texts:
All required texts are available at Barnes & Nobles Bookstore on campus.
Additional readings on course Blackboard site - (BB)
Films available on media server and Blackboard site - (F)

Supplies:
This is an online course. You will need:
- Access to a computer or advanced tablet.
- Access to a reliable internet connection.
Your Wayne State email. I will only email you via your Wayne State email.

**Websites/Programs:** The following are the websites and programs which you will use regularly. All of them are free:

- **Blackboard:** [www.blackboard.wayne.edu](http://www.blackboard.wayne.edu)
  Blackboard will be used for all aspects of the course. Your grades will also be available for view in Blackboard as well. As a Wayne State student you automatically have a Blackboard account, your login information is the same as in Academica.

- **Media Server:** [www.media.langlab.wayne.edu](http://www.media.langlab.wayne.edu)
  This is where you will find the majority of the films for the course (a few of the short films will be available on youtube instead). The ID for this site is: adugga and the password is: DuGAnN

- **Skype:** [www.skype.com](http://www.skype.com)
  This is a video and text chat system. We will use this program for office hours. I encourage you to use this program in your group work as well.

**Readings and Lectures:** Readings, lectures, and films are loaded on Blackboard in the order they should be viewed/read. This list is provided here in case you are interested in reading ahead.

**Lectures:** In addition to the readings and films, you will need to watch the lectures, overviews and guest interviews for each unit. These are all available on Blackboard.

**Readings:** Below you will find all the readings for the course. These are all required readings. The codes below let you know where to find the readings (MT=Marvelous Transformations, AoS=Fairy Tales and the Art of Subversion, BB=Blackboard, F=Film). It may appear as if there are a lot of readings, but keep in mind that many fairy tales are only 2 or 3 pages long.

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<td>Sep. 7-13</td>
<td>Grimms, “Little Red Cap” (BB)</td>
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<td>“The Story of Grandmother” (BB)</td>
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<td>Egbert of Liège, “About a Girl Saved from Wolf Cubs” (BB)</td>
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<td>Dahl, “Little Red Riding Hood and the Wolf” (BB)</td>
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<td>Sep. 21-27</td>
<td>“Tale Type” from Greenwood Encyclopedia (BB)</td>
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<td>Propp, “Morphology of the Folktales” (BB)</td>
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<td>Basile, “Cinderella Cat” (MT)</td>
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<td>Perrault, “Cinderella, or the Little Glass Slipper” (MT)</td>
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<td>d’Aulnoy, “Finette Cendron” (MT)</td>
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<td>Grimms, “Cinderella” (BB)</td>
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| **Cinderella**  
(Tale Type/ Structuralism) | **Afanas’ev, “Vasilisa the Beautiful” (BB)**  
**de France, “Le Fresne” (MT)** | **Wk. 5**  
**Sep. 28- Oct. 4** | **Greimas, “Greimas, A. J. Structural Semantics” 200-209 (BB)**  
**Working Girl, “A New Cinderella” (BB)**  
**Sexton, “Cinderella” (BB)**  
**Lee, “When the Clock Strikes” (BB)**  
**Melies, Cinderella (F)**  
**Reiniger, Cinderella (F)**  
**Disney, Cinderella (F)**  
**Yolen, “American Cinderella” (BB)**  
**Pace, “Beyond Morphology: Lévi-Strauss and the Analysis of Folktales” (BB)** |
| **Visual Media**  
(Midterm to take place this week) | **Greimas, A. J. Structural Semantics” 200-209 (BB)**  
**Working Girl, “A New Cinderella” (BB)**  
**Sexton, “Cinderella” (BB)**  
**Lee, “When the Clock Strikes” (BB)**  
**Melies, Cinderella (F)**  
**Reiniger, Cinderella (F)**  
**Disney, Cinderella (F)**  
**Yolen, “American Cinderella” (BB)**  
**Pace, “Beyond Morphology: Lévi-Strauss and the Analysis of Folktales” (BB)** | **Wk. 6**  
**Oct. 5-11** | **Readings on Wiki**  
**Zipes, Art of Subversion Chap. 9 (Aos)**  
**Wood, “Domesticating Dreams in Walt Disney's Cinderella” (BB)** |
| **Ladykillers**  
(Socio-Historical) | **Duggan, “Ideology and the Importance of Socio-Political and Gender Contexts” (MT)**  
**Zipes, Art of Subversion Chap. 1 (AoS)**  
**Perrault, “Bluebeard” (MT)**  
**Grimm, “Robber Bridegroom” (BB)**  
**Grimm, “Fitcher’s Bird” (BB)**  
**Jacobs, “Mr. Fox” (BB)**  
**Ritchie, “Bluebeard’s Keys” (MT)**  
**Hopkinson, “Glass Bottle Trick” (MT)**  
**Melies, Bluebeard (F)**  
**Sanders-Brahms, Germany, Pale Mother, Robber Bridegroom Scene (F)** | **Wk. 7**  
**Oct. 12-18** | **Zipes, Art of Subversion Chap. 9 (Aos)**  
**Wood, “Domesticating Dreams in Walt Disney's Cinderella” (BB)** |
| **Ladykillers**  
(Socio-Historical) | **Duggan, “Ideology and the Importance of Socio-Political and Gender Contexts” (MT)**  
**Zipes, Art of Subversion Chap. 1 (AoS)**  
**Perrault, “Bluebeard” (MT)**  
**Grimm, “Robber Bridegroom” (BB)**  
**Grimm, “Fitcher’s Bird” (BB)**  
**Jacobs, “Mr. Fox” (BB)**  
**Ritchie, “Bluebeard’s Keys” (MT)**  
**Hopkinson, “Glass Bottle Trick” (MT)**  
**Melies, Bluebeard (F)**  
**Sanders-Brahms, Germany, Pale Mother, Robber Bridegroom Scene (F)** | **Wk. 8**  
**Oct. 19-25** | **Zipes, Art of Subversion Chap. 9 (Aos)**  
**Wood, “Domesticating Dreams in Walt Disney's Cinderella” (BB)** |
| **Enchantments & Curses**  
(Feminism/ Gender) | **Bacchilega, “Fairy Tales and the Ideology of Gender” (MT)**  
**Haase, Feminism and Fairy Tales (BB)**  
**Summary of Apuleius’s “Cupid and Psyche” (BB)**  
**Beaumont, “Beauty and the Beast” (MT)**  
**d’Aulnoy, “The Ram” (BB)**  
**Jorgenson, “Queering Kinship in ‘Maiden Saves her Brothers’” (BB)** | **Wk. 9**  
**Oct. 26- Nov. 1** | **Midterm This Week**  
**Bacchilega, “Fairy Tales and the Ideology of Gender” (MT)**  
**Haase, Feminism and Fairy Tales (BB)**  
**Summary of Apuleius’s “Cupid and Psyche” (BB)**  
**Beaumont, “Beauty and the Beast” (MT)**  
**d’Aulnoy, “The Ram” (BB)** |
| **Enchantments & Curses**  
(Feminism/ Gender) | **Grimms, “Frog King” (BB)**  
**Grimms, “Six Swans” (MT)**  
**Brentano-Jordis, “The Lion and the Frog” (BB)**  
**Asbjørnsen and Moe, “East o’ the Sun and West o’ the Moon” (MT)**  
**Afanas’ev, “Frog Princess” (MT)**  
**Trousdale and Wise, Beauty and the Beast (F)**  
**Link “Swans” (MT)**  
**Carter, “Tiger Bride” (BB)** | **Wk. 10**  
**Nov. 2-8** | **Grimms, “Six Swans” (MT)**  
**Brentano-Jordis, “The Lion and the Frog” (BB)**  
**Asbjørnsen and Moe, “East o’ the Sun and West o’ the Moon” (MT)**  
**Afanas’ev, “Frog Princess” (MT)**  
**Trousdale and Wise, Beauty and the Beast (F)**  
**Link “Swans” (MT)**  
**Carter, “Tiger Bride” (BB)** |
| **Enchantments & Curses**  
(Feminism/ Gender) | **Clements and Musker, The Princess and the Frog (F)**  
**Coecke, Beauty and the Beast (F)**  
**Jorgenson, “Queering Kinship in ‘Maiden Saves her Brothers’” (BB)** | **Wk. 11**  
**Nov. 9-15** | **Clements and Musker, The Princess and the Frog (F)**  
**Coecke, Beauty and the Beast (F)**  
**Jorgenson, “Queering Kinship in ‘Maiden Saves her Brothers’” (BB)** |
<table>
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<tr>
<th>Gender</th>
<th>Bacchilega, “In the Eye of the Beholder: Where is the Beast?” (BB) Hayward, “Gender politics - Cocteau's Belle is not that Be'te: Jean Cocteau's La Belle et la Bete (1946)” (BB)</th>
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<tr>
<td>Finals</td>
<td>Wk. 16 Dec. 16-18 Final Exam - Friday, December 18th, 2015</td>
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</table>

**Grade Breakdown:**

Your grades are calculated via a weighted point system. Blackboard automatically calculates your grades for you, but if you want to add up your own grades, you will need to normalize each category by percentage. Feel free to drop me an email or come by office hours if you are interested in calculating your own grade.

- Paper 1: 8%
- Blogs: 10%
Reading Quizzes: 10%
Midterm: 10%
Group Project: 12%
Paper 2: 12%
Final: 13%
Participation (Journals & Discussion): 25%

Extra Credit: You may do up to three extra credit assignments, each worth 1% of your grade. Each extra credit will be a two page reaction paper to an additional reading, film, or event of my choosing.

Late Work:
Except in very unique situations, I do not accept late work – in order to receive any credit, your work must be posted in the appropriate space on the wiki or Blackboard by the deadline.

Style: All papers and posts are to adhere to MLA guidelines (available online here: https://owl.english.purdue.edu/owl/resource/747/01/).

Weekly Assignments:
On a weekly basis, in addition to your readings and lecture, you will be required to complete one journal entry, and three discussion board posts (3-5 sentences each). Twice in the semester you will be asked to write a blog post (about one page typed).

- **Journal:** You will complete one journal assignment per week. These will be completed on Blackboard and will only be seen by me. Journal questions will be more reflective and about your personal experiences and ideas. In addition we will use the journal as a place to begin brainstorming for your papers and to do some related activities. These will generally be about one half to one page long, but you will be graded on the completeness of your answer, not the length. In order to get a full 10/10 for your journal entries you must do the following:
  - post a complete journal post no later than Sunday.
  - complete any related activity or research.
  - provide complete answers to the questions provided (i.e. answer the whole question).
  - provide answers in the form of well-constructed paragraphs, each with a hypothesis or topic sentence and a clear concluding sentence.

- **Blogs:** The blog posts will be responses to short answer questions about the readings and lecture. Each of you will be assigned two weeks out of the semester to do a blog. These will generally take 1-2 typed pages, but could be shorter or longer, as long as the answers are completely and clearly answered you will get full points. In order to get a full 20/20 for your blog post you must do the following:
  - post the complete blog post no later than Monday.
  - provide complete answers to the questions provided (i.e. answer the whole question).
  - provide answers in the form of well-constructed paragraphs, each with a hypothesis or topic sentence and a clear concluding sentence.
  - reference the readings/film/lecture as evidence in your answers. Use quotes or paraphrase and provide page numbers for each reference.
  - make fewer than four spelling or grammatical errors.

- **Discussion Posts:** You will have to complete discussion posts every week. You may take up to three weeks off from posting (not counting the first five days of the semester, midterm week, or finals week). Use these weeks wisely—remember you will be overloaded in the week before your blog post is due. To get full credit for discussion, you will have to complete a minimum of three
discussion posts. You are encouraged to make more than three posts, but you can get full points with only three posts, as long as they are very high quality posts. Discussion posts should be productive and further along the conversation. Discussion board posts that are offensive or personally attack another student or the instructor will result in 0 points for the entire week. You will receive one discussion board grade per week. In order to get a full a 10/10 for the week you must do the following over the course of the week:

- participate 3 or more times during the week.
- post at least once on or before Wednesday and at least once after Wednesday.
- post 3-5 sentence-long posts.
- make fewer than two spelling or grammatical errors.
- mention at least one specific point from the readings, film and/or lectures over the course of the week. You must cite this quote or point with a page number.
- relate current readings/films/lecture to previous readings/films/lecture in the course to date and/or to personal experience or knowledge at least once in the week.
- take part in discussion at a critical level, not just recitation of information from readings.

Exams:
- **Reading Quizzes:** Once per unit you will have a reading quiz. These quizzes are open book, but must be completed within 10 minutes once started. They are due the Sunday of the week during which they are assigned.
- **Midterm Exam:** The midterm exam will be a short answer written exam with questions similar to those in discussion and in the blogs. It will be a timed exam on Blackboard. You will have 2 hours to complete the exam once you begin it. The exam will be completely open book.
- **Final Exam:** The final exam will be a short answer written final with questions similar to those that you blogged. It will be a timed exam on Blackboard. You will have 4 hours to complete the exam once you begin it. The exam will be completely open book.

Group Project:
You will complete a group project over the course of the class. The project is outlined and will take place on the wiki. There are multiple stages to the project.

- Groups assigned: 30 September 2015
- Meet with entire group via Skype or similar program by 11 October 2015.
- Choose a fairy tale adaptation to analyze (link to wiki): 11 October 2015.
- Post main variants, periods, and authors to wiki: 18 October 2015
- Post 4 Thinglinks (one per person) related to your visual analysis (link to wiki): 25 October 2015
- Post outline of visual analysis to wiki: 8 November 2015.
- Create online presentation using Jing or Presi or Powerpoint. Record presentation and upload to group wiki page: **22 November 2015.** Your presentation should be 16-20 minutes long--four minutes per person in the group.

Essays:
- You will complete two essays over the course of the semester. The essays will each be a comparative analysis of AT LEAST three written tales and one film from a particular unit. You must also incorporate at least one secondary reference we discuss in class. Of course, you are welcome to carry out research on your own for further references, but course materials should be sufficient. You will carry out a comparative analysis of the different versions of the tale, and elucidate the cultural, political, sexual, or ideological context. We will complete mini-assignments in the lead up to each paper in your journals and discussion board posts. See the below rubric for the essays.
The first paper will be due **October 25** and should cover one of the following units: EITHER “Little Red Riding Hood” tales OR “Cinderella” tales. It should be 2-3 pages.

The second paper will be due **December 13** and can cover any unit not covered in the first paper. It should be 3-5 pages.

The following lead-up assignments will be completed in your journal prior to each essay:

- 1. List of your stories and film choices. (September 20th and November 8th)
- 2. Thinglink using an image of your story to provide background information. This is a journal grade, but must be shared on the discussion board that week. (September 27th and November 15th)
- 3. Summary of secondary source(s) (October 4th and November 22nd)
- 4. Short outline and thesis (October 11th and November 29th)

**Conferences:**
- Three times in the semester you will be required to conference with me via Skype (of course you can conference with me any time during office hours). We will use this time to talk about your papers and try to resolve any issues prior to submission. Conferences will be no longer than 20 minutes.
  - First Round of Conferences: Weeks 3
  - Second Round of Conferences: Weeks 6, 7
  - Third Round of Conferences: Weeks 13, 14

**Essay Grading Rubric**

The "A" Paper or Post

The "A" paper has an excellent sense of the rhetorical situation. Its aim is clear and consistent throughout the paper. It attends to the needs of its audience and the topic itself is effectively narrowed and clearly defined.

The content is appropriately developed for the assignment and rhetorical situation. The supporting details or evidence are convincingly presented. The reasoning is valid and shows an awareness of the complexities of the subject. If secondary sources are used, they are appropriately selected and cited.

The organization demonstrates a clear and effective strategy. The introduction establishes the writer's credibility and the conclusion effectively completes the essay: paragraphs are coherent, developed, and show effective structural principles.

The expression is very clear, accessible, concrete. It displays ease with idiom and a broad range of diction. It shows facility with a great variety of sentence options and the punctuation and subordinate structures that these require. It has few errors, none of which seriously undermines the effectiveness of the paper for educated readers.

The "B" Paper or Post

The "B" paper has a good sense of the rhetorical situation. It shows awareness of purpose and focuses on a clearly defined topic.

The content is well developed and the reasoning usually valid and convincing. Evidence and supporting details are adequate.

The organization is clear and easy to follow: the introduction and conclusion are effective, and transitions within and between paragraphs are finessed reasonably well.

The paper has few errors, especially serious sentence errors. Sentences show some variety in length, structure, and complexity. Punctuation, grammar, and spelling conform to the conventions of edited Standard American English.

The "C" Paper or Post
The "C" paper has an adequate sense of the rhetorical situation. Its purpose is clear and it is focused on an appropriate central idea. The topic may be unoriginal, but the assignment has been followed, if not fulfilled.
The content is adequately developed. The major points are supported, and paragraphs are appropriately divided, with enough specific details to make the ideas clear. The reasoning is valid.
The organization is clear and fairly easy to follow. The introduction and conclusion are adequate; transitions are mechanical but appropriate.
The expression is generally correct, although it shows little competence with sentence variety (in length and structure) and emphasis. The paper is generally free of major sentence and grammar errors and indicates mastery of most conventions of edited Standard American English.

The "D" Paper or Post
The "D" paper has a limited sense of the rhetorical situation. Its purpose may not be clear, its topic may not be interesting to or appropriate for its audience.
The content is inadequately developed. The evidence is insufficient, and supporting details or examples are absent or irrelevant.
Organization is deficient. Introductions or conclusions are not clearly marked or functional. Paragraphs are not coherently developed or linked to each other. The arrangement of material within paragraphs may be confusing.
Expression demonstrates an awareness of a very limited range of stylistic options. It is marred by numerous errors in grammar, spelling, and punctuation that detract from a reader’s comprehension of the text.

The "F" Paper or Post
There is no sense of the rhetorical situation or of the objectives of the assignment as described in the syllabus.
The content is insufficiently developed and does not go beyond the obvious. The reasoning is deeply flawed.
The organization is very difficult to follow. Sentences may not be appropriately grouped into paragraphs, or paragraphs may not be arranged logically. Transitions are not present or are inappropriate.
The number and seriousness of errors—in grammar, spelling, punctuation, etc.—significantly obstruct comprehension.

Academic Dishonesty:
Plagiarism is the unacknowledged use of ideas and information from sources without proper citation and documentation (e.g., copying from texts or pasting from websites without quoting, and not providing a complete list of Works Cited). We will be using Safe Assign to help identify plagiarized works.
The Classical and Modern Language Department adheres to the College of Liberal Arts and Sciences policy on plagiarism. Instructors are required to report all instances of plagiarism to the Department. According to the WSU College of Liberal Arts and Sciences policy on plagiarism, instructors may give a failing grade on the assignment or for the course.
In GER 2991/FRE2991, the first instance of plagiarism will result in a failing grade for the entire assignment. Any subsequent infringements will result in a failure of the course.
See the Policy on Academic Dishonesty for more information: http://www.doso.wayne.edu/student-conduct/index.html.

Writing Resources:
- The Writing Center: The Writing Center (2nd floor, UGL) provides tutoring consultations free of charge for students at Wayne State University. Undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing
Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clasweb.clas.wayne.edu/writing. To submit material for online tutoring, consult the Writing Center HOOT (Hypertext One-on-One Tutoring) website.

- **Style:** All papers and posts are to adhere to MLA guidelines (available online here: https://owl.english.purdue.edu/owl/resource/747/01/.

**Technology Resources:**

- **Blackboard:** If you have any issues with Blackboard or computing in general, please visit the Blackboard Student Resources page (it’s at the far right of the top menu in Blackboard) or take advantage of the following Wayne State resources:
  - Email: helpdesk@wayne.edu - Send an email with any questions, comments or suggestions to the C&IT Help Desk.
  - Phone: (313) 577-4778 - Talk directly with a member of the C&IT Help Desk.
  - Tech Solutions: techsolutions.wayne.edu - The IT Knowledgebase is a resource that provides information about various tools and applications supported by C&IT at Wayne State University.
  - Computing: computing.wayne.edu/support/help-desk.php - This is a link to the C&IT Help Desk support page. This site contains information related to the various services, products and other information offered by C&IT.

- **PB Works:** If you are having trouble with PB Works, please reference the PB Works manual: http://edumanual.pbworks.com/w/page/58006553/My%20PBworks or contact the PB Works support team via email: support@pbworks.com

- Of course you can always email me about issues with technology, but please try to answer the question yourself before contacting me. In addition, understand that there are some elements of Blackboard and PB Works over which I do not have control and sometimes we will need to contact them in order fix the problem.

**The Office of Educational Accessibility Services:**
This is a disability-friendly class. If you require an accommodation for a disability, you should register with the WSU Student Disability Services (SDS) office and contact me within **the first three weeks of class** about the accommodations that need to be made. SDS is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. Tel: 313-577-1851 or 313-577-3365 (TDD only). Website: http://studentdisability.wayne.edu/. SDS’s mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU. **Please note: accommodations will not be made if you do not have a notice from SDS. Accommodations can only be made after SDS documents have been provided.**

**Syllabus:**
Assignments, exams, and how your grade is calculated will not change, but there may be occasional changes to readings and dates throughout the semester due to unforeseen circumstances. After reading this syllabus, please email me to let me know that you agree to its terms and conditions. If you cannot agree to the terms of the syllabus, I will have to ask you to drop the course.