An interdisciplinary study of the aesthetic, cultural, economic, geographical, historic, political, psychological, and social aspects of clothing and their influences on decisions concerning clothing and human behavior.

Instructor: Dr. Elka M. Stevens  
Assistant Professor, Dept. of Art  
Office Hours: Monday, 11:30 AM - 1:00 PM; Tuesday, 11:00 AM -12:00 PM; Thursday, 2:00 - 3:00 PM; Other times, by appointment.

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Email: estevens@howard.edu

Do you ever wonder why you make decisions about how you present yourself on a daily basis? Perhaps you are influenced by your family, friends, or even people you do not know, but see on television. Have you ever thought about the rules and norms that impact how you present yourself? Do these rules change as you mature? Will you share or enforce similar rules on your or other's children? Is clothing a language of our culture? Is your appearance sending a political message? What does your appearance say about you as an individual or even as a Howard University student? What nonverbal messages are your appearances sending to peers and strangers when you leave your apartment, house, or dorm room? Are the appearance choices you make putting you at risk? Is freedom of dress an unproclaimed right? What are some of the gender differences in clothing and why do they exist? Why do schools have dress codes? What is really appropriate? Are you dressed for success? Have you judged someone solely based on how she or he looked? Have your parents ever told you that your should not wear a particular outfit?

These are just some of the questions that we will use to stimulate a robust discussion about appearance, clothing, and the human body. This course focuses on the study of clothing as a social and psychological force and the relationship between humans and their clothing, both individually and in groups. We will situate our study of clothing and its use(s) within consumer behavior and social psychological models to help use contextualize everyday activities. By the end of the course, students should have broad, interdisciplinary perspectives about the relationships between clothing and human behaviors.

PREQUISITES: FASH 004 and one course in psychology or sociology or instructor approval

NOTE: This is an upper level course. It is designed to expose students to interdisciplinary research in the field. It will also be quite rigorous and it will help to prepare you for graduate study. Students who enroll should expect to spend a profuse amount of time reading, analyzing, and writing, but it will be quite insightful and fun! However, if you are not willing to commit to this endeavor, please drop the course.
COURSE TEXTBOOKS:


*Listed on Course Calendar as MoD*


*Listed on Course Calendar as RM*

COURSE GOALS & COMPETENCIES

**Goal 1.** To explore the manner in which one presents him- or herself in light of the micro- and macro-sociological, cultural, technological, political, economic, environmental, historical, and psychological forces that impact one’s daily life, actions and resulting identities. Students will:

- Identify cultural, cognitive, and symbolic effects of clothing.
- Discuss the sociological, cultural, technological, political, economic, environmental, and psychological factors that influence the design, selection, utilization, and discarding of items related to one’s appearance.
- Select clothing for individuals and families based on age levels and lifestyles in relation to sociological, technological, political, economic, environmental, and psychological necessities and desires.
- Understand the global influences on one’s appearance.

**Goal 2:** To engage students in interdisciplinary ways of thinking critically about research. Students will:

- Generate research questions by analyzing a problem from more than one disciplinary perspective.
- Infer what researchers from two or more disciplines would need to know to solve a problem.
- Integrate into their projects research approaches from two or more disciplines, etc.
- Evaluate and analyze interdisciplinary research and consumer literature regarding the acquisition, purchase, use, maintenance, storage, and disposal of items related to one’s appearance.

**Goal 3:** To empower students, through information literacy, to become self-directed life-long learners. Students will:

- Participate in an interactive, instructional library orientation.
- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporate information into their knowledge base and value system.
- Use information effectively to accomplish a specific purpose.
- Understand many of the issues (e.g., economic, legal, and social) surrounding the use of information and access and use information ethically and legally.

**Goal 4:** To educate students to conduct, write about, and present research. Students will:

- Formulate appropriate research questions or hypotheses.
- Synthesize and evaluate the related literature.
- Design a viable research study.
- Apply appropriate research methodologies.
- Interpret primary sources, data, or artifacts from the perspectives of the discipline(s).
- Compose a research project that fulfills the purposes and conventions of scholarly activity.
• Prepare a presentation that demonstrates satisfactory oral, written, quantitative, and visual communication skills.
• Submit and present a paper or project to the COAS Undergraduate Research Symposium.

COURSE CONTENT:

THE FOLLOWING CONTENT HAS BEEN APPROVED FOR MATURE AUDIENCES ONLY BY THE INSTRUCTOR OF THIS COURSE.

Due to the nature of the content included in this course, the course is rated for Mature Audiences. This course will contain material of a sensitive, controversial, and sometimes personal nature, possibly including sexual content, brief or partial nudity, some strong language and innuendo, humor, mature themes, and/or political themes. It is not presented for the purpose of judgment, but for analysis. Please govern yourselves accordingly. Inappropriate or disrespectful behavior will not be tolerated. Failure to adhere to this notification will result in removal from the course and/or disciplinary action. If you have previously viewed content, please allow your classmates to watch and analyze without distraction.

The activities and beliefs expressed in the content for the course are those of the persons featured and/or authors, and do not necessarily represent the views or the opinions of the University, College, Division, Department, Program or instructor. Nothing in this presentation should be construed as the University, writ large, supporting or opposing any specific piece of legislation, behavior, practice or opinion.

Howard University is an equal opportunity institution and does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, religion, handicap, age, sexual preference, political affiliation or any other basis prohibited by Federal or District of Columbia law. This policy covers administration of University educational policies, admissions policies, scholarship and loan programs, University-administered programs, and employment.

TENTATIVE CALENDAR:

A tentative detailed calendar of scheduled activities for the course follows. I will make every attempt to adhere to the schedule. However, I reserve the right to modify the Course Calendar as necessary. In such an event, you will be notified in class, via BlackBoard in the ANNOUNCEMENTS section and/or by email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date, Day</th>
<th>Topic</th>
<th>MoD</th>
<th>RM</th>
<th>BB</th>
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<tbody>
<tr>
<td>1</td>
<td>January 12, Tuesday</td>
<td>Course Overview  &lt;br&gt;The Study of Clothing and Human Behavior (MoD) Research Theory (RM)</td>
<td>Ch. 1</td>
<td>Introduction &amp; Ch. 1</td>
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<td>2</td>
<td>January 19, Tuesday</td>
<td>Research Analysis</td>
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<td>January 21, Thursday</td>
<td>Defining the Research</td>
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<td>3</td>
<td>January 26, Tuesday</td>
<td>Review of Literature</td>
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<td>Ch. 5</td>
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<td>Date</td>
<td>Event</td>
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<td>January 28, Thursday</td>
<td>The Body</td>
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<tr>
<td>February 2, Tuesday</td>
<td>The Body (Continued)</td>
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<td>February 4, Thursday</td>
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<td>February 9, Tuesday</td>
<td>Dress (Continued)</td>
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<td>February 11, Thursday</td>
<td>Gender</td>
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<td>February 16, Tuesday</td>
<td>Gender (Continued)</td>
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<td>February 18, Thursday</td>
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<td>February 23, Tuesday</td>
<td>Life Stages</td>
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<td>February 25, Thursday</td>
<td>Race and Ethnicity</td>
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<tr>
<td>March 2, Tuesday</td>
<td>Social Interaction</td>
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<td>March 3, Wednesday</td>
<td>Deadline for instructors to submit Mid-Term Status Reports via the Bison Web</td>
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<td>March 4, Thursday</td>
<td>Religion</td>
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<td>March 9, Tuesday</td>
<td>Future of Dress</td>
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<td>March 11, Thursday</td>
<td>Methods &amp; Procedures</td>
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<td>March 12, Friday</td>
<td>CHARTER DAY CONVOCATION Cramton Auditorium, 11 AM</td>
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<td>March 13, Saturday to March 21, Sunday</td>
<td>SPRING RECESS</td>
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<td>March 22, Monday to April 6, Monday</td>
<td>GENERAL REGISTRATION (GR) for Fall 2010</td>
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<tr>
<td>March 23, Tuesday</td>
<td>Annotated Bibliographies DUE</td>
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<td>March 25, Thursday</td>
<td>Methods &amp; Procedures (Continued)</td>
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<td>March, 30, Tuesday</td>
<td>Qualitative Methodologies</td>
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<td>April 1, Thursday</td>
<td>Quantitative Methodologies</td>
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<td>April 5, Monday to April 18, Sunday</td>
<td>GENERAL REGISTRATION (GR) for Summer 2010</td>
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<td>April 6, Tuesday</td>
<td>Analysis</td>
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<td>April 8, Thursday</td>
<td>Results</td>
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<td>April 9, Friday</td>
<td>LAST DAY TO WITHDRAW FROM A COURSE &amp; COMPLETE A TOTAL WITHDRAWAL FORM</td>
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<td>April 13, Tuesday</td>
<td>Conclusions</td>
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<tr>
<td>April 15, Thursday</td>
<td>Writing Research Reports</td>
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<td>April 20, Tuesday</td>
<td>FINAL PRESENTATIONS DUE FOR PERSPECTIVE GRADUATES</td>
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<td>April 20, Tuesday</td>
<td>Class Activity</td>
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<td>April 22, Thursday</td>
<td>Class Activity</td>
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<td>April 22, Thursday</td>
<td>FORMAL CLASSES END</td>
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<tr>
<td>April 22, Thursday</td>
<td>Deadline for students to clear Fall 2009 incomplete grades with Instructors</td>
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<td>April 22, Thursday</td>
<td>DEADLINE FOR INSTRUCTORS TO SUBMIT GRADES FOR PROSPECTIVE GRADUATES – 3:00PM</td>
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<tr>
<td>May 4, Tuesday</td>
<td>FINAL PRESENTATIONS DUE  2:00 - 4:00 PM</td>
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INCLEMENT WEATHER & CLOSINGS:

On occasion, the university may deem it necessary to close for the entire day, to open late, or to close early, due to inclement weather or other emergency circumstances. If a decision is made to modify the operational schedule, the announcement will usually be made on the website (www.howard.edu and http://www.howard.edu/policy/facilitynotices.htm), on Howard University’s WHUR Radio (96.3 FM), on Howard’s WHUT-TV (Channel 32), or on other local news stations. You are also advised to check BlackBoard and your email account for additional information regarding whether class will meet.

COURSE REQUIREMENTS:

General:
Discussion, participation in other class activities, timely completion of assigned readings and projects, and contribution to group work are essential to successful completion of the course. You will be expected to utilize a variety of resources to complete your assignments including, but not limited to your text, other books, videos, scholarly journals, newspapers, newsletters, the internet, interviews, magazines, etc. During your discussions and in your assignments, you are expected to utilize the terminology as evidence of your understanding.

Technology:
This is a hybrid course that consists of a combination of traditional face-to-face meetings and online interactions and activities. Please observe the following requirements so that technology becomes a facilitator rather than a hindrance:

**Hardware:** You may use a PC or Mac, as long as the computer meets the following requirements:

- Processor speed of 1.6 GHZ or faster
- 256 MB RAM or more
- Minimum 800 x 600 resolution
- 16-bit color
- Video card
- Audio card and speakers

If you bought your computer within the last three years, it probably does. If you need access to a better computer, you can find one in any of the campus labs.

**Connectivity:** Since you will spend much of this course online, you will need to access the Internet via a high-speed network (e.g., cable, DSL, or the campus network) so that you will not waste time waiting for files and web pages to download.

**Software:** At a minimum, you need a modern operating system, web-browser, anti-virus software, and a standard word-processing program.

- Operating System: PC Users: Windows XP or higher; Mac Users: OS X or higher
- Web Browser: Internet Explorer 6.0 or higher with an up-to-date version of Java. (When you access Blackboard, if you see a message that Java is not enabled, try adjusting the settings in your browser.)
- Anti-Virus Program: Norton, McAfee, or other anti-virus software

Moreover, the resources for this class consist of diverse media: print, images, animations, simulations, and video. Many of the files I post for you will be formatted in Microsoft® Word,
Microsoft Excel, jpeg, or .pdf documents, as well as .mp3, .mp4, .mov, .svf, .rlp. Therefore, in addition to Internet Explorer, you will need the following programs installed on your computer to play or view these media: Acrobat Reader®, Power Point®, Quick Time®, Windows Media Player®, Flash®, Shockwave®, and Real Player®. Although they were probably pre-installed on your computer, you may need to download a more recent version. I recommend that you go to http://www.cetla.howard.edu/teaching_resources/software.html#Download now and download any programs you do not have. Downloading now will spare you the inconvenience of having to wait for a download when you are trying to complete an assignment.

- **Word Processor:** You will need Microsoft Word® or a word-processing program that can save and open files in Word® format. If you do not have Microsoft Office®, you can download free viewers so that you can read (but not create) Word®, PowerPoint®, and Excel® files.

**Computer Skills:** It is critical that you know how to create, copy, and paste documents by means of a word processor. To facilitate the exchange of documents, we will use files in Microsoft Word® format. Also, you should know how to disable your pop-up blockers when needed. *(Note: If you send someone an MSWord® 2007 attachment, please save the file as an earlier version.)*

**Internet Basics:** To succeed in this course, you need to know how to use email, search library databases and the World Wide Web, use the Blackboard course management system, and protect your computer from viruses. If you do not, please see the following resources:

- **HU Email:** illustrated instructions from ISAS
- **Web and Database Searches:** HU Library guide
- **Blackboard:** CETLA’s Blackboard Resource Center

**You must have and access your Blackboard account. No exceptions.**

To access the Blackboard VIRTUAL CLASSROOM or chatroom, you may also need to disable your pop-up blockers and download a Java plug-in. Click the VIRTUAL CHAT button on Blackboard and follow the instructions for downloading, if prompted. **Please verify that you can access the chatroom now.**

Many, if not all, of your assignments and tests will be posted/administered online using BlackBoard. Other activities and information will be posted at the discretion of the instructor. Blackboard skills are critical because you must submit assignments when requested via Blackboard’s DISCUSSION BOARD, DIGITAL DROPBOX/SUBMISSION, ASSIGNMENTS links, or test/survey software. Remember even if you are sending attachments via Blackboard, you must scan documents with up-to-date anti-virus software.

It is recommended that you check Blackboard at least once daily, although we do not have class every day. I will frequently post information on the site. Checking frequently will allow you to get an early start on your assignments.

**Email:** You will also need a current email account that you check regularly. All correspondence will be sent to the address listed in BlackBoard. Whether you use your @howard.edu account or not, you should update your email address in Blackboard immediately. Many students use an email account that can be checked from their mobile devices to get up-to-date information. Checking your email account daily will also keep you informed of course information.
**Attendance:**
Interaction between you, your classmates, classroom guests, and me is a central part of this course. As a result, class attendance and participation are very important. You are expected to attend each class session, whether online or face-to-face. Please plan to arrive in a timely manner and to be present for the entire class session. Supplemental materials may be incorporated into daily class activities. You are responsible for the materials covered in class even if you are not present.

Roll will be taken at the beginning of class. Should you arrive in person after the beginning of class, please quietly locate a seat and wait for an appropriate time to ask questions. Do not disrupt the class or announce your arrival. Should we meet online in the VIRTUAL CLASSROOM after the beginning of class, do not announce your arrival. Wait for an appropriate time to ask questions or join the discussion. Do not ask to be marked present if you arrive after roll has been taken. You are still responsible for any work you miss prior to your arrival.

When we are meeting online, if you run into computer-related difficulties, here are some tips:
- If you experience computer problems at home, go to a lab, library, workplace, or friend’s house where you can complete your work.
- If you encounter a problem in a lab, ask the lab assistant to email me so that you will not lose credit.
- If the Blackboard server goes down, IMMEDIATELY email ugiri@howard.edu or khurt@howard.edu. **Also, “cc” me so that you will not lose credit.**
- If the HU network goes down, note the time so that I can confirm it later.

**Class Activity/Participation:**
Not only are you expected to attend class, you are expected to actively participate. Class activity/participation includes unannounced quizzes, online exercises, in-class exercises, group presentations, discussions, postings, critiques, and other assigned tasks. Certain assignments will be executed in class. Failure to attend on those days without proper documentation will result in a grade of “0.” Some activities cannot be made up.

You should check the ANNOUNCEMENTS, ASSIGNMENTS, and DISCUSSION BOARD regularly; DAILY, for courses that never meet face to face. As Palloff and Pratt say in The Virtual Student, “taking an online course is not a ‘read only’ experience” (69). Do not assume that you can just log on to see what is new. To build an online learning community, every student must post, read other students’ responses, reflect, and provide feedback.

If or when you are requested to respond to a topic online asynchronously using the DISCUSSION BOARD, your response will be evaluated according to “Rubric for Online Discussion” in the Grading Rubrics Folder in the COURSE INFORMATION area. Although I generally treat postings like face-to-face class discussions, I will downgrade postings that contain numerous errors that distract, stigmatize, or confuse readers. To reduce the number of typos, I recommend that you type long postings in MS Word®, spell-check, and then copy and paste the postings on the DISCUSSION BOARD.

When participating on BlackBoard, you must not only post your observations, but give your classmates substantive feedback. **To ensure that everyone receives feedback, respond to the classmates who have received the lowest number of replies.** Your replies as well as your initial postings will be graded according to the “Online Discussion Rubric,” which reflects quality as well as quantity (see the Grading Rubrics Folder in the COURSE INFORMATION area). Simply saying “Good job” or “I agree” will not earn credit; postings
should be a minimum of 100 words. See Palloff’s and Pratt’s “Guidelines for Online Participation” in the Communication Tools Folder in the COURSE INFORMATION area.

Like missing feedback, rudeness, or “flaming,” will destroy a sense of community. Follow this rule of thumb: Post one positive comment and one tactful suggestion in response to a classmate’s posting. For advice about netiquette and a key to emoticons and abbreviations commonly used online, see the Communication Tools Folder in the COURSE INFORMATION area.

Although certain types of participation are required, I encourage you to participate on your own. If you click COMMUNICATION, you can post questions or observations (anonymously, if you wish) in the Student Lounge and Teaching & Learning Forums on the DISCUSSION BOARD. In addition, you can click VIRTUAL CHAT, to see whether any classmates are browsing the web together or simply “shooting the breeze.”

Grading Policies:
Blackboard allows you to check your grades “anywhere, anytime,” so take advantage of this opportunity to monitor your progress. Just click the TOOLS button and then MY GRADES. You will see your grade for each assignment as well as the class average. To determine the weights, see the “Evaluation” section below. If you have questions about a grade, email estevens@howard.edu immediately. I will not change grades after submitting them to the Registrar unless there is a computational error.

Evaluation: The following will constitute your final mark:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Scale</th>
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<tbody>
<tr>
<td>Assignments (10)</td>
<td>50%</td>
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<tr>
<td>Interdisciplinary Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Class Activity/Participation</td>
<td>10%</td>
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<tr>
<td>Midterm Project</td>
<td>10%</td>
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<tr>
<td>Final Project (Research Paper Proposal)</td>
<td>20%</td>
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</table>

**TOTAL 100%**

Course Activities:
There will be ten (10) assignments during the semester that will comprise the largest portion of your point total. The format will vary, but will be given to you at the beginning of the week. I will provide you with additional information about the interdisciplinary assignment and the research paper proposal during the first week of class. You midterm and final assignments will be take home and due on designated days on the calendar. Your midterm grade will minimally consist of four (4) assignments, and one (1) midterm. Your points at midterm will be added to your remaining percentage totals for your final grade.

There are some activities that you will be required to attend that include Learning Community activities, COAS Undergraduate Research Symposium, Moorland Spingarn Research Center Conference, the Porter Colloquium, among others. You may have an assignment or assignments based these activities. Additional information, as well as times and dates will be provided as soon as possible. Your attendance is a part of the course.

**Learning Communities for Spring 2010 Interdisciplinary Research Courses:** The concept of “learning communities,” which has become increasingly popular in higher education over the past decade, has proven successful as a way to bond students into a group of learners with a focus on a particular topic or cluster of related topics. Students who select a given topic attend classes together in a block, often with supplemental activities including service learning experiences. In some cases, the students also are clustered in residence halls.
The version of learning communities that we in the College of Arts and Sciences of Howard University envision for the Spring 2010 semester follows a model of loose rather than tight affiliation. The topical learning communities will serve as resource centers to which clusters of courses (with participating professors and their students) will be linked. The thematic focus of the communities is the critical scientific, public-health, social, and political issues that face President Barack Obama and his administration as well as citizens of the twenty-first century world. For this course, we will participate in the race, ethnicity and national identity learning community.

In addition to the regularly scheduled class sessions, participants in each learning community will meet in late-afternoon or evening sessions twice during the semester. These meetings will feature guest presentations or panel discussions of the topic in a forum that emphasizes the value of interdisciplinary approaches to understanding complex phenomena. As appropriate, the communities will also participate in other university-sponsored events. These will be announced in class and posted on BlackBoard when confirmed.

Research Proposal: To complete or study, you will propose a mini-research project. You may choose any topic related to clothing and human behavior. You will also be responsible for presenting your proposed idea during the scheduled time for the final examination.

In efforts to ensure availability throughout the semester, guidelines for each project will also be posted on BlackBoard in the ASSIGNMENTS section. You will be able to print additional copies of the assignment sheets and rubrics if you desire. I will review each of these in class, but you may also post questions in the DISCUSSION BOARD or contact me at any time for clarification, if necessary.

Manuscript Conventions:
As students in the Department of Art, presentation is of the utmost importance. As a result, all assignments should be presented in a professional manner, i.e., typed, well written, neat, proofread, etc. All assignments should use only 10- or 12-point non-de corative fonts such as Times New Roman, Arial, Verdana, etc. Line spacing should be no larger than double. Use 1-inch margins only. No cover page is necessary. However, your name and page numbers should be on each page in the header or footer. References must be used and properly documented using appropriate style manual for formatting. Should you fail to adhere to this requirement, the assignment will minimally receive a 25% deduction. (Please refer to your English text, style guide, or either of the following online sites for reference guidelines: http://owl.english.purdue.edu/owl/ or http://writing.wisc.edu/Handbook/Documentation.html).

Due Dates:
All due dates will be listed on each project assignment sheet, given in class, and/or posted in Blackboard. Assignments must be turned in on or before the identified time. It is imperative that you adhere to the deadlines. Certain class activities may be based on the completed assignments. Likewise, assignments may be based on class activities. Any work handed in after the due date and time will be considered late. Assignments handed in after the due date will be accepted and graded at the discretion of the instructor, but if they are accepted, they will receive a minimum deduction of twenty-five percent (25%) for each 24 hour period the assignment is late. If you are going to be absent from class on the day that an assignment is due, either turn it in early, upload it to BlackBoard by the due date and time, or find someone to bring it to class for you before it is due in order to receive credit for it. Make-ups are not given for in-class activities.

Many of the projects will be labor intensive. Given this, begin working as soon as you receive an assignment or project. DO NOT WAIT UNTIL THE LAST DAY OR TWO BEFORE A PROJECT TO START!
Save all your work.

**Missed Assignments:**
Make-ups for assignments, projects, and exams are allowed for excused absences with proper documentation. You must contact Dr. Stevens by telephone, email, or in person within twenty-four (24) hours of your excused absence in order to schedule a make-up. Otherwise, you will not be allowed to make-up your missed work and will receive a “0” for the assignment. No exceptions.

**Incompletes:**
Incompletes will only be given under special circumstances and will be considered on a case-by-case basis. You must have completed at least sixty percent of the course requirements with a passing grade in order have your request considered. You will need to provide a written request and documentation to support any requests for consideration prior to the beginning of the last week of class. You will be contacted regarding my decision prior to the submission of final grades.

**Extra Credit:**
Extra credit is not available. Do not even ask.

**Academic Integrity:**
Because all of our instruction and interaction may not occur face-to-face, distance-learning offers tempting opportunities to cheat. Make sure you know what constitutes cheating and what the consequences will be. As Howard university students, you have agreed to govern yourselves according to the Howard University Student Code of Conduct (“Code”; available at http://www.howard.edu/policy/academic/codeofconduct.htm), the Academic Code of Conduct, the University Code of Ethics and Conduct, as well as, policies and procedures contained in the most recent *H-Book*, the Bulletin and the Student Reference Manual and Directory of Classes. Any violation of the aforementioned will result in disciplinary action. Also, see the English Department’s “Statement on Plagiarism.” Please note that I reserve the right to check your work via Blackboard’s Safe Assign plagiarism detector. If you are suspected of cheating, you must submit your sources and/or make up the assignment in a proctored classroom, at the discretion of the instructor. If you are caught cheating, you will automatically receive a “0” for the assignment.

**Etiquette:**
Professionalism is of the utmost importance in all that we do in class. Specific items include:

*Online:* Netiquette rules will be posted separately in BlackBoard.

*Appearance:* I understand that being “fashionable” is important. However, do not alter your appearance in a manner, or wear or bring any items that will be disruptive to or distractive from the learning environment. Personal grooming is also not allowed in the learning environment. You will not be allowed to remain in the classroom should you be dressed or conduct yourself inappropriately. You are still responsible for the materials covered in class if you are not present. As a courtesy, gentlemen, please remove your hats.

*Electronic equipment:* Please place cell phones, PDAs, pagers, watches, etc., on the “off” or “silent/vibrate” setting upon entering the learning environment. Listening to or viewing IPods and similar digital devices are not allowed. No texting or Twittering is allowed in class, unless permitted by the instructor. Students who will be using a laptop computer are expected to refrain from engaging in non-academic related activities including, but not limited to, surfing the internet,
chatting, or other activities. Should you need to answer a call or page, quietly exit the class and then respond. Should you feel that you would need to exit often, please sit near the door. In addition, after providing a written notice for the first electronic equipment incident, I will deduct two and a half (2.5) percent from your final grade for each subsequent incident of continued unprofessional conduct.

SUPPORT RESOURCES:

Special Accommodation (ADA Statement):
Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services (202-238-2420) for verification and determination of reasonable accommodations as soon as possible after admission to the University and/or at the beginning of each semester as needed. Should you require any special accommodations, it is your responsibility to provide me with appropriate documentation at the beginning of the semester, or as close to the first day of class as possible. See http://www.howard.edu/specialstudentservices/DisabledStudents.htm for additional information.

Pedagogical Support:
The best way to have your questions answered is to post your pedagogical questions or concerns in the “Any Questions” forum in the DISCUSSION BOARD. Please use the forum to post questions so that I will not exceed the limits of my HU email account and so that the whole class can profit from reading the answers. I invite you to bring your pedagogical questions or concerns to the VIRTUAL CLASSROOM (chatroom) or the DISCUSSION BOARD during our scheduled online or face-to-face office hours. (See SYLLABUS and/or STAFF INFORMATION for the times.) If you need to discuss a confidential matter (e.g., a documented emergency), you may call, email, select “Private Message” in the VIRTUAL CLASSROOM during our office hours or come to my office during face-to-face office hours. You are responsible for all of the information contained within this document.

Blackboard Support:
CETLA’s Blackboard FAQs Site for Students is the fastest way for students to find the answer to a question about Blackboard. The Blackboard Site for students provides illustrated step-by-step instructions for performing common tasks, Frequently Asked Questions (FAQs) about administrative issues, and detailed manuals. If all else fails, faculty can contact the System Administrators, Umesh Giri (ugiri@howard.edu, 202-806-2834) and Konya Hurt (khurt@howard.edu, 202-806-2960).

Library Support:
If you have questions about databases or search strategies, you can contact the reference staff in Founders’ Library or the librarian assigned to your department.

Tutorial Support:
A number of institutions have organized a staff of cyber-tutors so that their students can receive one-on-one assistance online. To date, Howard lacks such a staff. However, you can search the Web for tutorials that provide explanations and self-scoring quizzes. See, for instance, the Darling’s Grammar site for writing tutorials.

MISCELLANEOUS:
Do not hesitate to contact me if you have questions, comments, or concerns that are not addressed in class. I will make every effort to ensure your success.
NOTICE

To indicate that you have received, read, and understand this syllabus, please go to the COURSE INFORMATION section of BlackBoard beginning Friday and follow the posted instructions to complete the "Syllabus Survey" no later than Tuesday, January 19, 2010 at 5:00 PM.

Although the survey is not for credit, you must complete the survey to access all additional materials that will be posted in BlackBoard throughout the semester. Access to BlackBoard is a requirement to successfully complete the course.