



Professor: Sarah Harper, Ph.D., Assistant

Professor

Preferred Titles: Dr. Harper; Professor Harper; Dr. Sarah; Ms. Sarah

Office: CAB 347B

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Office Hours: Tuesday & Thursday 10A-12P, or online by appointment

Preferred Pronouns: She/Her/Hers

Required Course Materials:

Access to 2-3 of the following streaming services*:

- Netflix
- Peacock
- YouTube
- Tubi
- Freevee
- Hulu
- Amazon Prime Video
- HBOMax
- PlutoTV

**Note that many of these services are free, have free trials, or student discounts to make these cost less than \$40 over the course of the semester. Your course readings will be available in Blackboard as PDFs or linked articles.*

Course Description

This course is designed to pull back the curtain on how the criminal legal system and experiences are conveyed in media/pop culture and how they differ from the real world. We will critically examine popular media, identify realities of the issue being portrayed, consume research regarding the portrayals of these issues and realities of the issues, and consider the effects of these kinds of portrayals on the consumer and society. The purpose of this course will be to analyze images of crime and the criminal justice system that are presented through the major mass media within America, including a detailed analysis of media institutions, America pop culture, and the construction of crime and justice. Students will observe popular media forms depicting crime and justice, including TV shows, documentaries, and films. In critically consuming these media, students will identify issues in the portrayals of crime, offenders, victims, criminal justice professionals, and the legal process. In identifying these flaws, students will discuss the effects these kinds of portrayals have on the American public and criminal justice system.

Student Learning Objectives & Outcomes

At the conclusion of this course, students should be able to:

1. demonstrate a general understanding of media forms, popular culture, and criminal justice policy;
2. demonstrate an understanding of the social construction of crime in our society, as it is influenced by the media through critical oral and written analyses of various media forms;
3. make comparisons with actual crime statistics in order to discover whether certain types of offenders or crimes are misrepresented by various media;
4. identify the myths, flaws, and tropes common to popular media portrayals of crime, law, and the criminal justice process
5. critically evaluate portrayals of crime, justice, and actors in the criminal justice process in popular media;

6. discuss how portrayals impact the actors in the criminal justice process, including victims, offenders, families, the general public (including their beliefs about crime and justice, jury involvement, and voting), and criminal justice professionals;
7. dissect peer-reviewed research on issues in portrayals of crime and justice in popular media;
8. develop recommendations for ethical portrayals of crime and justice in popular media.

CONTENT TRIGGER WARNING:

As Criminology majors, you may encounter content that portrays or discusses difficult topics, including graphic violence, profanity, sexual assault and violence, domestic/intimate partner/child abuse, drug use, terrorism, and others. As a proponent of victim advocacy, I am acutely aware of how this may have an unpleasant effect that triggers anxiety, flashbacks, or other unpleasant trauma response. If you do have concerns about the content for a given module, please let me know and we will devise an alternative assignment for the module. You are under no obligation whatsoever to disclose anything beyond simply asking for the alternative content, and I will not ask any follow-up questions. I am willing to provide you with resources relating to managing triggers, as well, if you would like.

Course Structure & Grading

Learning through lectures, discussion, and readings will be a big part of this course. I will be presenting a lecture during each module that will be necessary to understand the topics addressed in the course. However, this course will also utilize other methods for learning the material, including an opportunity to present your own summary and insights on a particular topic. You may also have guest speakers and panelists in each module who have spent their careers in the area relevant to the module. These are professionals who are graciously offering their time and expertise to help you understanding the field in practice and how the media and pop culture relate to what they do.

Each unit/module will last for two weeks and consist largely of the same items: popular media associated with the topic, think pieces or other long-form articles on the topic in popular media, a lecture introducing the topic, peer-reviewed articles associated with the topic, and a discussion during class about the research, topic, and your perspectives. Throughout the course, you will have additional larger assignments due, so you will need to be mindful of distributing your time so you are not stuck with multiple assignments to finish on the same day.

Article Summaries, 20 points each

On the six (6) discussion assignments, you will follow the prompts in the Wiki on Blackboard to summarize your assigned article. Your classmates will be relying on your contributions to generate their discussion and papers, so please be thoughtful in your responses. Your initial summary must be done by **11:59PM Sunday** that starts the second week of each module summarizing your reading from the week. Here's the thing—your classmates depend on your participation, and you depend on theirs. This should incentivize you to want to engage regularly and earlier than the deadline.

Discussion Lead, 20 points

You will summarize the piece of media your class watched and highlight specific ways the lecture and readings in the group relate to the piece of media, as well as a critical analysis of the effects of that media's portrayals of crime, law, and justice. You can use a PowerPoint to assist you, which you can run live or with audio recording if you would like to submit in advance. Every member of the class will lead once during the semester. After all of the presentations, students will be able to discuss their takeaways for the week.

Reflection Papers, 50 points each

There will be two reflection papers designed to assess critical thinking alongside written communication as you consider the topics covered throughout the semester. There is a specific rubric that will be used to assess these

skills, which you can find in the Blackboard files. These should be approximately 4-6 pages, not including a title and reference page in the page count.

Community Event Project, 50 points

This assignment gives you the opportunity to design a community event for residents and practitioners to talk about a piece of media, break down the myths, and assess the impacts of the event on participants. This will allow you to practice important skills for your comps or thesis, as well as work on writing for various audiences and get a little creative. Details for the assignment will be provided at midterm.

Final Project, 100 points

Throughout the course, you will be developing a project that stems from a fictional TV show or film that portrays crime and justice. This assignment is broken into several parts: “fact checking”, impact of the portrayal on actors in the criminal justice process, and incorporating peer-reviewed research (three or more articles) on the issue portrayed in a piece of fictional media. These elements will be submitted as a TikTok-style 3 minute video, PowerPoint presentation, or an infographic using Canva. I will share more information as this semester progresses, but **you should consider the topic and show/film you plan to use and clear it with me by midterm.**

<i>Grading Scale (%)</i>		<i>Assessments</i>	
93-100%	A	Participation	60 points
90 – 92.9%	A-	Article Summaries (6)	120 points
87 – 89.9%	B+	Reflection Papers	100 points
84 – 86.9%	B	Discussion Lead	20 points
80 – 83.9%	B-	Projects	150 points
77 – 79.9%	C+	Total:	450 points
74 – 76.9%	C		
70 – 73.9%	C-		
67 – 69.9%	D+		
64 – 66.9%	D		
60 – 63.9%	D-		
0 – 59.9%	F		

Course Specific Policies

Attendance, Absences, and Missed Assessments:

Attendance will not be taken after the first week (which is required by university policy). However, students will be NOT earn credit for participation that was missed without contacting the professor.

If an unexpected emergency arises resulting in absence, the professor will defer to the university’s policy on excused absences and follow the guidelines as stated. Be communicative and open to working with me to getting the work and learning done, and we can be successful in achieving the course outcomes. I am flexible when you have me in the loop. Constantly missing class sessions is a fast way to lose out on learning and information you need to complete the coursework, but also robs you of the opportunity to build your skillset and earn your degree.

Professionalism and Respect

I expect you to treat me, this course, and your classmates with respect.

1. You are expected to log in to Blackboard and attend class for this course in order to participate. There will be weekly readings, assignments, and lectures for which I am putting in the time and effort to

create, grade, and provide feedback. In return, I ask that you take the assignments and readings seriously to understand the course material.

2. The thing about crime and justice is that it involves real people encountering the worst moments of their lives, whether as the target/victim/survivor or the accused/perpetrator/defendant. It's important to keep that at the core of your conversations here. We do not know who in this room has encountered some aspect of crime and justice in this room. I would advise grace in how we talk about the topics. It is not on anyone to disclose their experiences with these issues, so please be cognizant of how you discuss the topics. Tread cautiously and acknowledge where you lack lived experience. Though these presentations in media about very serious issues may be downright silly and comical, our discussions about it do not need to be irreverent. Tact is the art of making a point without making an enemy.
3. I realize this course requires a certain awareness of the online learning system Blackboard; however, you are an adult learner and thus capable of locating the guides and resources available via TAMUSA to help you use email, Blackboard, Word, and other software. If you have difficulty accessing the internet at some point, I encourage you to locate your nearest public/campus library to access the course. If you have connectivity issues, please reach out so we can make arrangements as needed.
4. Some students will find this class easy, others may struggle. If you put forth the effort and ask for help, I will bend over backwards to assist. It is ultimately up to you.

Technology

Students can email me directly or through Blackboard. I ask that your emails are formatted professionally since this is a habit that should be developed before you hit the job market. Dr. or Professor Harper are both acceptable honorifics. Please: *sign your emails!*

Blackboard will be the primary platform for finding all assignments, quizzes, grades, and the most up-to-date syllabus. If you need help learning how to perform various tasks related to this course or other courses being offered in Blackboard, consult the Blackboard help guides. You may also contact TAMUSA's ITS department

Class Notes and Tape Recordings

Any student who wishes to save recorded class lectures MUST first get permission. *No student has permission to sell or distribute any recording or material made in the course. This includes Coursera or similar course material exchanges online.*

Modifications to Course Schedule

While care and effort have been taken to delineate the lectures and assignments throughout the semester, I reserve the right to modify the syllabus and course schedule as needed. Such modifications can occur at any time and as many times during the semester as deemed necessary.

Regarding Open Discussion of Intellectual Perspectives

It is fundamental to the a university's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Module	Day	Date	Topics	Readings Assigned, Assignments Due
1. Introduction	Tuesday	1/16	Syllabus, course expectations; introduction to relationship between crime, media, and policy; media structure and history	Robinson Ch. 1-3 (all students)
2. News Media, Ethics, True Crime, Perception	Tuesday	1/23	News coverage of crime; media and journalism ethics; the rise of true crime; public perception	Boling (2019); Boling & Hull (2018); Roche, et al. (2015); Romer, et al. (2006); Shi, et al. (2019); Slakoff & Fradella (2019); Stoneman & Packer (2021)
	Sunday	1/28		Article Summary I
	Tuesday	1/30	Article and media discussion	Discussion leads: Hughes & Bowens
3. Murder, Mayhem, and Facing the Music	Tuesday	2/6	Crime representations in music; public reception of violent media; data collection activity	Hancock, et al. (2021); Hester & Marcum (2022); Hunnicutt & Andrews (2009); Rich, et al. (1998); Steanmetz & Henderson (2016); Tunnell (1992); Williams, et al. (2021)
	Sunday	2/11		Article Summary II
	Tuesday	2/13	Article and media discussion	Discussion lead: Cruz & Dr. Harper
4. Policing	Tuesday	2/20	Policing in TV, movies, and news; public information and media relations; perceptions of police in an era of conflict	Robinson Ch. 5 (all students); Choi & Lee (2021); Garziano (2018); Fedorek (2015); Donovan & Klahm (2015); Rineberger-Dunn, et al. (2017); Intravia, et al. (2015); Chermak, et al. (2006)
	Sunday	2/25		Article Summary III
	Tuesday	2/27		Discussion leads: Mitchell & Stagakes
Writing Assignment 1	Tuesday	3/5	Writing Workshop Session and Project Overviews	
	Sunday	3/10		Writing Assignment 1
Spring Break	Tuesday	3/12	No class	
5. Courts	Tuesday	3/19	Courts and lawyers in TV, movies, music; where does the public learn about the law; law school goals; public beliefs about attorneys	Robinson, Ch. 6 (all students); Moore, et al. (2021); Schulz & Cannon (2013); Papke (2007); Conklin (2021); Brisman (2011); Asimow (2012); Asimow & Weisburg (2008)
	Sunday	3/24		Article Summary IV
	Tuesday	3/26	Article and media discussion	Discussion lead: Rodriguez & Reza
6. Corrections	Tuesday	4/2	Prisons, jails, and probation in media; public beliefs about corrections; capital punishment	Robinson, Ch. 7 (all students); Dardiis, et al. (2008); Cecil (2010); Rosenberger & Callanan (2011); Reid & Neibuhr (2022); Vickovic, et al. (2013); Bennett (2006); Lee, et al. (2021)
	Sunday	4/7		Article Summary V
	Tuesday	4/9		Discussion lead: Gonzalez & Rodriguez
7. Fraudsters, Pharma, & Fakers: White Collar Crime, Cyber Crime, Drug Crimes	Tuesday	4/16	WCC in media; Fraudsters, Pharma, & Fakers activity; article discussion	Sage Chapter on WCC (all students); Dhani (2007); Dodge, et al. (2013); Gottschalk (2020); Benedicksson (2010); Michel, et al. (2015);
	Sunday	4/21		Writing Assignment 2; Article Summary VI
8. Public Criminology Project	Tuesday	4/23	TBD	Public Criminology Mini-Project
Final Project Workshopping	Tuesday	4/30	Optional Workshop Session	
	Tuesday	5/7		Final Paper

University Policies

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office

of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.

4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct.

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, **you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course.** Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. **Retain all prompts provided to the AI program to illustrate how the service was used and what content was modified.**

If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Writing, Language, and Digital Composing Center

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students

enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Important Dates:

January 16	First day of class
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
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March 11-17	Spring Break
March 29	Study Day- No classes
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams