

5. OnQ

11. GRADING SYSTEM

- x All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the Queen's Official Grade Conversion Scale. (Text from Queen's University)

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52

- We strongly recommend you submit materials early, to avoid dealing with equipment failures.
- We are happy to take early assignments if you will be away on a due date
- x You are welcome and encouraged to hand in a draft ahead of grading, once Dr. van Anders or the TA will read it and give feedback approximately one week after receipt so plan ahead
- x Grade Disputes
 - Wait 48 hours after receiving your grade.
 - Submit a detailed explanation in writing, electronically of why you think your grade is in error, with the original materials with the original comments of the TA/professor
 - We will give you a response in writing within one week on a business day
 - If you still have questions, we will meet to discuss.
 - For a simple grading error (e.g. addition) bring it to our attention ASAP.
 - The deadline for introducing a grade dispute is 2 weeks after materials are handed back or 2 days after the last day of class whichever is sooner. After these deadlines, there will be no changes.

13. GRADING & ASSIGNMENTS

- x 25% Quizzes
- x 40% Essay
 - Essay outline, 25% of essay grade due February 10th
 - Two draft pages of essay, 10% of essay grade due March 15th
 - Final essay 65% of essay grade due April 5th
- x 20% Information Fact-Sheet due February 1st
 - Fact-Sheet 75% of factsheet grade, due February 1st
 - Engaging with factsheet, 25% of factsheet grade, due by February 4th
- x 15% In-Class Assignments Due various, in class.

SCHEDULE & READINGS

#	Date	Topic & Readings
1	01/11	Introduction to Class What will this course be like?
2	01/13	Perspectives & T

Material:

- x Skim through van Anders, S. M., Galupo, M. P., Irwin, J., Twist, M L. C., Reynolds, C. J., Easterbrook, R. B., & Hoskin R. A. (2019). Talking about Transgender Experiences, Identities, and Existences at Conferences.
<https://docs.google.com/document/d/1iHodSA1B0itT>

		<ul style="list-style-type: none"> x Bailey M, 2016. Misogynoiri medical media: On Caster Semenya and R. Kelly. <i>Catalyst: Feminism, Theory, & Transcience</i> 2(2), 1-31 (especially pages 1-12). x Annet's Story: Women in Sport Face Abusive Sex Testing. https://www.hrw.org/news/2020/12/04/end-abusive-sex-testing-women-athletes Accessed 01.13.21.
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21 03/29 Social Behaviours: How are behaviours like parenting, aggression, partnering, and more interrelated with hormones?

Material:

- x TallBear K, 2018. Making love and relations beyond settler sex and family. Eds.

15.

16. INFORMATION FACT-SHEET (20%) Due: Various.

Assignment:

Prepare a one-page fact-sheet that presents a topic of your choice related to this course with text and images in a feminist way and based on science and research. It must be a different topic from your essay and from any essays/assignments you've done for other classes. Engage with others. Fact sheet (see forthcoming instructions) The information fact sheet meets learning objectives a, c, d, f, g, h, and potentially b, e, and i.

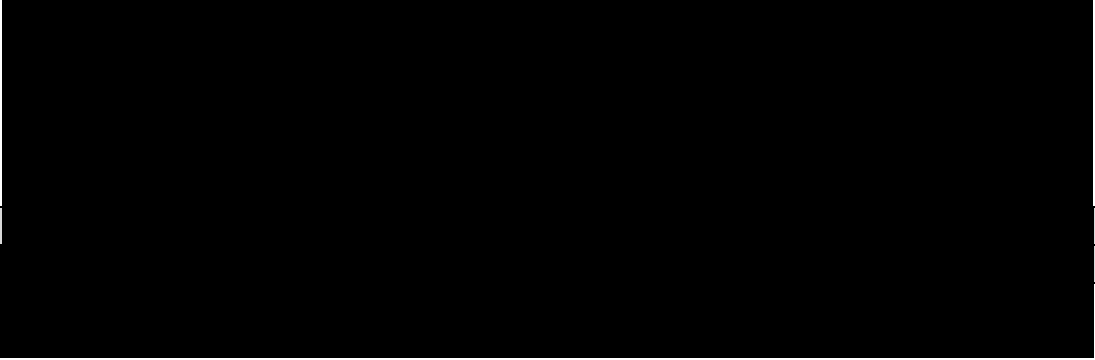
Goals:

- x Develop skills at communicating broad concepts in easily digestible ways;
- x Learn how to present information in visually appealing ways;
- x Develop ability to summarize topics extremely concisely;
- x Learn more about a particular topic of interest to you and of public importance.

Instructions for Fact Sheet (75% of Fact Sheet Grade Due: 12:45pm February 1st via OnQ

- x Look up examples of fact sheets - there are many throughout the internet
- x Brainstorm topics and ideas that are related to this class and of interest to you.
- x Think about how many of them might be presented visually. You can come up with your own images, but you do not necessarily need to do so: you can use others, but cite/source any you use. Whatever you choose to do with images (create them yourself, find them elsewhere and cite them), you will need to set up your fact sheet to be visually appealing.
- x Research your topic looking at primary sources (original research)
- x Pick one topic of your many ideas to develop into a fact-sheet. You will need to present it in ways that are clearly evidence-based and feminist, that have images and brief amounts of text. It needs to all fit on one page, but references can be on the reverse side. It can be in color or greyscale.
- x Grading will be as follows:

GRADING OF INFORMATION FACT SHEET		
Item	Description	Pts
Content	E	



GRADI		
Item		Pts
Posted 5 to Othre		10

Responded to All Responded to all comments/questions on own fact-sheet

17. IN-CLASS ASSIGNMENTS (15%)

Due: Various, in class.

Description:

This class will present you with considerable new material from various disciplines, levels of analysis, and epistemological approaches. In these in-class assignments, you will be able to demonstrate your grasp of the material you are learning within and across classes. You will sometimes do the work on your own and sometimes in groups, but even with group work, you will always hand in your own response unless otherwise directed. These might involve handing in evidence of brainstorming, bullet point lists, criticisms of research, ideas for new projects, policy considerations, etc. They will typically be much less than one page. In-class assignments meet all learning objectives.

Goals:

- x Provide students with opportunities to demonstrate mastery over material and critical engagements with it;
- x Enhance class experience for all students by encouraging everyone to do the readings and pay attention throughout the course.