

**General Education Foundations of Society and Culture (SC) Course Information Sheet**  
*Please submit this sheet for each proposed course*

Department, Course Number, and Title \_\_\_\_\_

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of Society and Culture**

- Historical Analysis
- Social Analysis

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course?      Yes                  No

If yes, please indicate the number of TAs \_\_\_\_\_

4. Indicate when do you anticipate teaching this course over the next three years:

2019-20	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	
2020-21	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE?      Yes                  No

If yes, provide a brief explanation of what has changed:

Unit Guidelines: GE courses within the Society and Culture Foundation Area are all at least 5 units.  
 Number of Units:

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

Problem-solving

- ❑ Library & Information Literacy

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- 1. Lecture: \_\_\_\_\_ (hours)
- 2. Discussion Section: \_\_\_\_\_ (hours)
- 3. Labs: \_\_\_\_\_ (hours)
- 4. Experiential (service learning, internships, other): \_\_\_\_\_ (hours)
- 5. Field Trips: \_\_\_\_\_ (hours)

**(A) TOTAL Student Contact Per Week** \_\_\_\_\_ **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- 1. General Review & Preparation: \_\_\_\_\_ (hours)
- 2. Reading \_\_\_\_\_ (hours)
- 3. Group Projects: \_\_\_\_\_ (hours)
- 4. Preparation for Quizzes & Exams: \_\_\_\_\_ (hours)
- 5. Information Literacy Exercises: \_\_\_\_\_ (hours)
- 6. Written Assignments: \_\_\_\_\_ (hours)
- 7. Research Activity: \_\_\_\_\_ (hours)

**(B) TOTAL Out-of-class time per week** \_\_\_\_\_ **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** \_\_\_\_\_ **(HOURS)**

# *What's in a Pronoun?*

## *Doing & Undoing the Gender Binary in Social Interaction*

UCLA • Spring 2021

<i>Instructor Info</i>	<i>Course Info</i>
<p><b>Amelia M. J. Hill</b>            PhD Candidate, UCLA Dept. of Sociology  <a href="mailto:amjhill@ucla.edu">amjhill@ucla.edu</a>            Office Hours:            Tues/Thurs 2:00-3:00pm*            Haines 261A            *or by appointment</p>	<p><b>Sociology 98TW</b>            Wednesdays 1:00pm – 3:50pm            CCLE Site: [LINK]            Units: 5 (15 hours/week)            Credits: GE Society &amp; Culture, Writing II</p>

“My gender is not mine. It is ours.”<sup>1</sup>

- Sara J. Crawley

### *He, she, they, ze... what's in a pronoun?*

As transgender and nonbinary people have gained visibility, the **gender binary**—the idea that people fall neatly into two categories, men and women—has been increasingly challenged. And as our understanding of gender has changed, so has our understanding of pronouns. Once a subject for little more than grade school grammar lessons, pronouns have become a hot topic. Across the U.S. (and beyond), people are putting pronouns in their email signatures, introducing their pronouns at meetings, and wearing buttons that say, “Ask me about my pronouns!”. Today, when we talk about pronouns we’re often not talking about grammar, but about **gender**: what it is, what it should be, and how we use it.

Our ideas about gender are intertwined with how we talk and interact with one another. Whatever gender is—and whatever it will become—depends on how we construct it together. In this seminar, we will explore the relationship between gender, talk, and social interaction. Our inquiry will be focused by these guiding questions:

- ▶ What is gender? How is gender produced through social interaction?
- ▶ How is the gender binary encoded in how we talk and interact? How is this changing?
- ▶ How can sociological theory & research help us understand gender?

We’ll also take time to consider current events and connect our course material to how we experience gender in our own lives. Along the way, we’ll cultivate a variety of skills for reading, writing, social scientific observation and critical analysis. By the end of this course, you will be able to provide a thoughtful sociological response to the question, “*what’s in a pronoun?*”

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<sup>1</sup> Crawley, Sara L. (2020, January). *Are we still doing gender? Gendered and sexual embodiment as negotiation and resistance*. Paper presented at the Winter Meeting of the Sociologists for Women and Society, San Diego, CA.

## Learning Objectives

*"[S]ignificant learning is learning that makes a difference in how people live—and the kind of life they are capable of living. We want that which students learn to become part of how they think, what they can and want to do, what they believe is true about life, and what they value—and we want to increase their capability for living life fully and meaningfully."*

– L. Dee Fink, *Creating Significant Learning Experiences* (p. 7)<sup>2</sup>

This seminar is designed not just to give you information, but to help you grow as both a student and a person. Below are the major goals I hope you will accomplish by the end of the course.

(S) Sociology (G) Gender (I) Social Interaction (W) Writing

### *Foundational Knowledge*

Students will:

- (G) Understand and contrast a variety of competing conceptualizations of sex & gender
- (SG) Understand and articulate a sociological perspective of gender as a social practice
- (SG) Explain the relationship between gender and social interaction
- (SGI) Explain the significance of pronoun practices with regard to gender

### *Application*

Students will:

- (SG) Analyze gendered social phenomena from a sociological perspective
- (S) Collect qualitative data for sociological research
- (W) Draft, self-review, revise, and respond to others' feedback

### *Integration*

Students will:

- (SG) Apply ideas from this class to situations and events they encounter in the news and in their own lives
- (W) Use writing to develop and refine their ideas

### *Human Dimension*

Students will:

- (SG) Develop an informed stance about gendered social arrangements and alternative possibilities
- (G) Reflect on their own experience of gender and develop empathy for others whose experience of gender is very different from their own
- (IW) Communicate effectively, even when encountering potential disagreement or conflict

### *Caring*

Students will:

- (G) Take an interest in sociopolitical issues related to gender
- (SI) Appreciate the power they have as social agents
- (I) Value open dialogue with others they may disagree with

### *Metacognition*

Students will:

- (W) Treat writing as a process, not a product
- (W) Develop a consistent reading/thinking/writing practice
- (SG) Become self-directed learner

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<sup>2</sup> Fink, L Dee. 2013. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: John Wiley & Sons.

## *Major Components*

### Weekly Activities

#### ***Seminar Participation***

Our weekly meetings will be the cornerstone of this seminar-style course. Each week we will meet for three hours to discuss our readings, ask questions, develop ideas, practice skills, and workshop assignments.

#### ***Readings & Reading Logs***

Each week you'll have readings to complete before we meet. Most of these readings will be assigned, but sometimes I will provide a prompt for you to find your own reading. For each reading, you will complete a reading log to help you identify and retain the readings' main arguments, key terms, and main points. Please bring your reading logs with you to seminar each week.

#### ***Poll Everywhere***

Each time we meet, I'll pose polls and discussion questions using Poll Everywhere. This app lets you share anonymous answers and ideas and lets us see other's responses simultaneously. We'll use it to learn about each other, check understanding of course material, and generate discussion.

#### ***Gender Journal***

Throughout the course, you'll keep a "Gender Journal." This journal is a place for you to jot down thoughts and observations relevant to our class. I'll often give you prompts to consider, but you're free to write about anything that's interesting and useful for you. These jottings will help you reflect on and develop your ideas for your writing assignments. Aim to write in your journal 2-3 times per week or more.

### Quarter Research Project

#### ***Data Collection (Weeks 3-7)***

To gain first-hand experience with sociological research, during the quarter you and your classmates will work in teams to gather and analyze qualitative data. Teams will be organized around research questions set during Week 2. Your teams will share data to maximize your collection.

#### ***Individual Research Proposal (Week 4)***

Using the readings and other course material we've read so far, you will propose your plan for your individual research project in Week 4.

#### ***Analysis Memo (Week 6)***

Having collected sufficient data to begin an analysis, you will write a memo outlining your preliminary findings. We will workshop your analyses in class and I will provide feedback to help guide your project.

#### ***Research Paper or Unessay (Week 10)***

Your research project will culminate in your choice of either a paper or an "unessay." Unessays may take a creative form (e.g. podcast, poster, comic) but must involve a substantial writing process and/or component. A draft will be due Week 8.

#### ***Project Gallery***

On our last day together, we'll turn our classroom into a gallery where we will get a chance to share findings, discuss major themes, and enjoy the fruits of our collective efforts. You will display your paper/unessay and give a brief, informal oral presentation of your findings. As a class, we will reflect on the progress we made over the quarter and discuss how we will use what we learned.

## Practical Stuff

### *Emailing Me*

Email is the best way to contact me outside of class and office hours. Please allow 24 hours for a response and note that I generally don't check my email on weekends.

### *Seminar Participation*

Because this is a discussion-based seminar, your attendance and participation is vital both for your own learning and for the whole class. If you have to miss class, work with a classmate or two to catch up on what you missed. I'll appreciate it if you let me know about absences in advance, but it's not required.

### *Laptops & Phones*

Because this is a discussion-based seminar, I prefer that we all keep phones and laptops put away during class time. This helps everyone stay present and fully engaged in the conversation. When you need to use a device (e.g. for Poll Everywhere), please be mindful about your use.

### *Late Work*

The deadlines set in this class are intended to help you work consistently throughout the quarter (as opposed to binge-working last minute) and provide structured opportunities for guidance and feedback. If you find yourself falling behind, please reach out to me as soon as possible so we can make adjustments as needed.

### *Academic Honesty*

All assignments submitted for UCLA classes must be your own original work produced for that specific class (unless otherwise specified). When you use external sources, be sure to cite them appropriately. Accidental plagiarism is common, so when in doubt, always seek advice from me, the library, or the writing center.

## Required Resources

- ▶ **Readings** are available on the course site ([link goes here!](#)). There is no textbook for this course.
- ▶ You will need a **Poll Everywhere account**. I will provide instructions for how to create and properly register your account in the first week of class. In order to participate in polls, you will need to bring either a **cell phone or laptop** to class.
- ▶ You will need a **blue book** (free at UCLA stores) or other small notebook for your gender journal (see pg. 3).
- ▶ I also recommend a **notebook** for your class notes and a **binder** for organizing your reading logs/course materials, but that's up to you. ☺

If it is difficult for you to access any of these resources, please let me know as soon as possible and we will find a solution.

## Evaluation

### **Weekly Learning Activities: 40%**

<i>Participation</i>	15%
<i>Reading Logs</i>	20%
<i>Gender Journal</i>	5%

### **Research Project: 60%**

<i>Data Contributions</i>	15%
<i>Analysis Memo</i>	10%
<i>Rough Draft</i>	5%
<i>Peer Feedback</i>	5%
<i>Paper/Unessay</i>	25%

## Fostering a Learning Community

A major guiding principle for this class (as in life) is: **be good to each other**. This class is a community and our actions shape the kind of community it becomes. We're all coming to this class with different knowledge and experience, and it's our collective responsibility to make room for those differences so that we can learn together. That means:

### For all class discussions...

- Make time to read and prepare before class to ensure you'll be able to participate in full
- Share your questions and ideas, and listen attentively when others do the same
- Assume positive intent and seek understanding when you encounter potential conflict
- Take an active interest in your classmates' progress and wellbeing

### In general...

- Help classmates when they're struggling, especially when it's something you're more confident with
- Seek and use resources when you encounter a problem (your classmates, the writing center, the internet, the library, me, etc.)
- Practice academic integrity: present your work honestly and give others credit where credit is due (i.e. cite your sources)

## Classmate Contacts:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

## *Seminar Outline*

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*Week 1*  
April 3

### **What's in a Pronoun? Talk & the Gender Binary**

 **Read:**

- This Syllabus!
- Baron, What's Your Pronoun?, Ch. 1: "Introduction" & Ch. 4: "Queering the Pronoun"

 **Listen To:**

- Call Your Girlfriend, "Pronoun Power" [Podcast]

 **In Class:**

- Get to know each other, preview course trajectory, and discuss course learning goals
- Set class goals and establish community guidelines
- Discuss our experiences with pronouns (voluntary basis): What are you familiar/unfamiliar with? What is your relationship to the topic? What are you most interested in learning about?
- Read/skim & discuss Julia Serano's "There Is No Perfect Word: A Transgender Glossary of Sorts"

 **Homework:**

- Set your own quarter goals & intentions (bullet point list and 1-2 paragraphs)

*Week 2*  
April 10

### **Life Beyond the Binary**

 **Read:**

- Barbee & Schrock, "Un/Gendering Social Selves"
- Lucal, "What It Means to be Gendered Me" (15 pgs)
- Rawson & Williams, "Transgender\*: The Rhetorical Landscape of a Term" (6 pgs)
- Engleberth, "Beyond the Narrow Expectations of Gender" [Photo Essay]

 **In Class:**

- What is the gender binary? How do we use it to structure our social world?
- What is it like to (try to) live beyond the constraints of the gender binary? Discuss the sociological concepts of structure & agency
- Explore the "Gender Census," discuss: what are possible alternatives to a binary understanding of gender?
- How can research methods shape results that reproduce existing assumptions about gender? Can sociologists avoid this? How?
- Set preliminary research questions; organize teams

 **Homework:**

- Develop your research question

 **Submit:**

- Reading logs
- Quarter goals & intentions

Week 3  
April 17

## Gender as a Social Accomplishment

### Read:

- West & Zimmerman, "Doing Gender"
- Schilt & Westbrook, "Doing Gender, Determining Gender"
- Serano, "Gender is More than a Performance" (3 pgs)

### Watch:

- GLAAD Interview with Chase Joynt & Kristen Schilt [YouTube Video, 13 mins]

### In Class:

- What does it mean to understand gender as a social accomplishment? How is gender accomplished?
- How are pronouns part of how we accomplish gender?
- Watch "Framing Agnes" [Short Film, 19 mins]
- How have sociologists used transgender experience to study gender? What ethical concerns does this raise?
- What ethical issues do we need to consider for our research project?
- Observation exercise: Go out and spend 30 mins observing social interaction on campus and taking field notes; return to class to share and discuss highlights

### Homework:

- Observe for at least 1 hour, taking detailed field notes

### Submit:

- Reading logs
- Team research question

Week 4  
April 24

## The Concept of Gender Pt. 1

### Read:

- Fausto-Sterling, Sexing the Body, Ch. 1: "Dueling Dualisms"
- Schilt & Westbrook, "Doing Gender, Doing Heteronormativity"
- Serano, "Homogenizing Versus Holistic Views of Gender and Sexuality"

### In Class:

- What do we take for granted about sex/gender/sexuality in our daily lives? How can we question our assumptions?
- Compare and contrast various **lay** models of understanding sex/gender/sexuality: what is similar, what is different? How would these models shape social life? How are these models reflected in & produced by how we talk and interact?
- How does the sociological approach help us make sense of both the variability and consistency of gender?
- Why have pronouns become a contentious issue? How would different lay models implicate particular pronoun practices? What is at stake?

### Homework:

- Mid-Quarter Evaluation

### Submit:

- Reading logs
- Individual Research Proposal

*Week 5*  
May 1

**The Concept of Gender Pt. 2**

 **Read:**

- Connell, *Gender & Power*, Ch. 3: "Current Frameworks"
- Risman & Davis, "From Sex Roles to Gender Structure"
- Valentine, "The Categories Themselves"

 **In Class:**

- Compare and contrast various **academic** models of understanding sex/gender/sexuality: what is similar, what is different? How do these models account for the variability and consistency of gender? How do they treat social interaction?
- Workshop preliminary data analysis

 **Homework:**

- Analysis Memo

 **Submit:**

- Reading logs
- Mid-Quarter Evaluation

*Week 6*

**The Sociological Study of Interaction**

 **Read:**

- Wilson, "Conceptions of Interaction and Forms of Sociological Explanation"
- Clayman & Gill, "Conversation Analysis"
- Speer, "The Interactional Organization of the Gender Attribution Process"
- Jefferson, "Glossary of Transcription Symbols"  
[Reference, 1pg]

 **In Class:**

- What is conversation analysis? How can analyzing conversational data reveal important insights about the social world?
- What is gender attribution and how does it work in practice?
- How has gender attribution been done/treated in the past and how are new pronoun practices changing that?
- Workshop analyses

 **Homework:**

- Work on rough draft of paper

 **Submit:**

- Reading logs
- Analysis Memo

*Week 7*

**Pronouns in Practice**

 **Read:**

- Lerner & Kitzinger, "Introduction: Person Reference in Conversation Analytic Research"
- Hopper & LeBaron, "How Gender Creeps into Talk"
- Kitzinger, "Heteronormativity in Action"

 **In Class:**

- What is special about gender in the English language? How does gender "creep into talk"?
- Why do we use pronouns so frequently?

 **Submit:**

- Reading logs

- How do the ways we use pronouns and other gendered language produce and reflect broader assumptions about the social world?

 **Homework:**

- Finish rough draft of your paper/unessay

*Week 8*

**Putting it All Together**

 **Read:**

- Schegloff, "Reflections on Talk and Social Structure"
- Zimman, "Trans Self-Identification and the Language of Neoliberal Selfhood"
- Serano, "Recognizing Invalidations"

 **In Class:**

- Deepen the discussion: combining insights from what we've read with our own preliminary research, how do pronoun practices reflect and shape shared understandings of gender?
- Peer review: workshop drafts

 **Homework:**

- Finish peer review exercise & send to partner

 **Submit:**

- Reading logs
- Rough Draft Paper/Unessay

*Week 9*

**Where Do We Go From Here?**

 **Read:**

- Zimman, "Transgender Language Reform"
- Serano, Excluded, Ch. 17: "Expecting Heterogeneity," Ch. 18: "Challenging Gender Entitlement," Ch. 21: "Balancing Acts"

 **In Class:**

- Read and discuss series of Op-Eds: (1) Saguy & Williams, "Why We Should All Use They/Them Pronouns"; Hanna et al., "Actually, We Should Not All Use They/Them Pronouns"; Saguy et al., "We Should All Use They/Them Pronouns... Eventually"
- Workshop research projects

 **Homework:**

- Finalize your paper/unessay and prepare for project gallery
- Writer's memo

 **Submit:**

- Reading logs
- Peer Review

*Week 10*

**Project Gallery & Celebration**

 **In Class:**

- Share and discuss findings of research papers/unessays
- Culminating discussion: reflect on what we learned and how we will use what we learned

 **Submit:**

- Research Paper/Unessay
- End of quarter evaluation

## *Additional Resources & Support*

This is just a **small selection** of resources available to students at UCLA. You can find many more by searching the UCLA website. Here's a good place to start: [www.ucla.edu/students/current-students](http://www.ucla.edu/students/current-students)

### **Accessibility**

If you have or suspect you may have a disability that will prevent or limit your ability to participate in any aspect of our seminar, please let me know as soon as possible and contact the **Center for Accessible Education** (A255 Murphy Hall/ [www.cae.ucla.edu](http://www.cae.ucla.edu)) to learn about options for accommodations.

### **Writing Center**

The **Undergraduate Student Writing Center** (146 Humanities Building/ [www.wp.ucla.edu](http://www.wp.ucla.edu)) offers appointments and walk-in support for students at all stages of the writing process. I encourage you to use this service for this class and throughout your undergraduate career. You can also find the UWC's **Social Science Satellite** at **Powell 238 (Inquiry Lab 1)**!

### **The Library**

Looking for help with your papers, assignments, and research projects? You can drop by one of our libraries (Young Research Library/Powell Library/ [www.library.ucla.edu](http://www.library.ucla.edu)), schedule a free research consultation at the Inquiry Labs, get research help online 24/7, or reach out to a subject librarian.

#### **Subject Librarian for Sociology:**

Diane Mizrachi, [mizrachi@library.ucla.edu](mailto:mizrachi@library.ucla.edu)

#### **Subject Librarian for Gender Studies:**

Diana King, [diking@library.ucla.edu](mailto:diking@library.ucla.edu)

### **Basic Needs/Food Resources**

If you ever need help getting access to meals or groceries, check out **Basic Needs** ([www.basicneeds.ucla.edu/Hungry/Resource-List](http://www.basicneeds.ucla.edu/Hungry/Resource-List)) for information about a variety of on- and off-campus resources available to students.

### **Mental Health**

If for any reason you find yourself feeling mentally unwell, I encourage you to use the high-quality, low- or no-cost resources available on campus at **Counseling and Psychological Services (CAPS)** (Wooden Center West/[www.counseling.ucla.edu](http://www.counseling.ucla.edu)). For urgent matters or after-hours counseling by phone, call 310-825-0768. For emergencies, call 911.

### **LGBTQIA Resources**

The **UCLA LGBT Campus Resource Center** (Student Activities Center/[www.lgbt.ucla.edu](http://www.lgbt.ucla.edu)) provides a wide range of services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment for UCLA's LGBTQIA community. UCLA also has a range of policies and services specially relevant to transgender students—find more information here: [www.lgbt.ucla.edu/Trans-At-UCLA](http://www.lgbt.ucla.edu/Trans-At-UCLA)

### **Assault, Harassment, & Discrimination**

You have the right to an education free of violence, harassment, or discrimination. For information about your rights, check out the **Title IX Office** (Murphy Hall 2255/ [www.sexualharassment.ucla.edu/](http://www.sexualharassment.ucla.edu/)). If you witness or experience sexual harassment, assault, or stalking, **Campus Assault Resources & Education (CARE)** (Murphy Hall A223/ [www.careprogram.ucla.edu](http://www.careprogram.ucla.edu)) provides confidential advocacy, healing programs, and many other kinds of support. You are also welcome to talk to me—just be aware that as an instructor I am legally required to notify the Title IX office of such incidents, including names of those involved.



## New Course Proposal

### Sociology 98TW

### What's in a Pronoun? Doing & Undoing the Gender Binary in Social Interaction

**Course Number** Sociology 98TW

**Title** What's in a Pronoun? Doing & Undoing the Gender Binary in Social Interaction

**Short Title**

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. What's in a pronoun and what does it have to do with gender? This seminar offers a social scientific investigation of gender, exploring how one of the most fundamental divisions in society is built and transformed through everyday social interaction.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows

**Syllabus** File [Syllabus\\_Hill.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Instructor (Amelia M. J. Hill) UID: 504433479  
Professor Abigail C. Saguy is the faculty mentor for this course.  
UID:202971896  
Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 13, 2020

**Grading Structure** Weekly Learning Activities:40%

Participation 15%

Reading Logs 20%

Gender Journal 5%

Research Project:60%

Data Contributions15%

Analysis Memo10%

Rough Draft5%

Peer Feedback5%

Paper/Unessay25%

**Effective Date** Spring 2021

**Discontinue Date** Summer 1 2021

**Instructor** Name

Amelia M. J. Hill

Title

Teaching Fellow

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** Sociology

**Contact** Name

E-mail

[Routing Help](#)

## ROUTING STATUS

**Role:** Department/School Coordinator - Palomo, Pia F. (ppalomo@college.ucla.edu) - 61667

**Status:** Pending Action

**Role:** L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

**Status:** Returned for Additional Info on 9/2/2020 3:44:29 PM

**Changes:** No Changes Made

**Comments:** Routing for writing credit approval.

**Role:** Department/School Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

**Status:** Returned for Additional Info on 8/31/2020 3:02:20 PM

**Changes:** Course Number

**Comments:** Added the "W" extension to the course title in this form.

**Role:** CUTF Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

**Status:** Returned for Additional Info on 8/28/2020 2:40:11 PM

**Changes:** No Changes Made

**Comments:** Syllabus list the course as 98TW. Confirming for that you are W extension if not remove W from the course number on the syllabus.

**Role:** CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

**Status:** Approved on 8/28/2020 11:58:21 AM

**Changes:** No Changes Made

**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

**Role:** Initiator/Submitter - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

**Status:** Submitted on 8/28/2020 11:36:37 AM

**Comments:** Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at [publications@registrar.ucla.edu](mailto:publications@registrar.ucla.edu) or (310) 825-6704