Course Name: Women: Self and Society
Course Number: WGSS 223 Section 400
Term Offered: Fall 2016
Credits: 3
Instructor name: Cathleen Osborne-Gowey
Instructor email: osbornca@onid.oregonstate.edu or catherineosbornegowey@gmail.com

Course Description
Welcome to WGSS 223! This course focuses on the lives and unequal status of women in contemporary U.S. society. We will examine what it means to be female today, and explore the images and messages we receive from our culture – specifically around the issues of gender, race, class and other differences. Attention will be on understanding our everyday lives in such a way that we can critically understand ourselves in relation to others and social institutions. It is hoped that you will learn new information about women in society that will help raise your consciousness of the realities, choices, and strategies for change. In addition, I hope you will gain skill and confidence in writing.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

- **Communicating with the Instructor:** Before emailing with questions, please read the syllabus and the posted information on CANVAS. If you still find the need to email me, please follow these directions. Email me from your OSU email account or directly from Canvas using the ‘Send Email’ feature under the ‘Tools’ button. All emails should include your course number (WGSS 223), a greeting, brief summary of the issue, and a sign-off. One-line emails without a greeting and sign-off will receive no response.
  
  Example: **Hello Professor Osborne-Gowey, I am in your WGSS 223 class. I am working on the homework assignment and I wanted to know if I can reference a website. Would that meet the requirements of this assignment? Thanks, Jamie Smith.**

- **Email Response Time:** during the regular online week, you can expect a response to emails within 24-48 hours. If you did not understand my response to you or have additional questions, please follow up with me. However, please do not email multiple times before I have had a chance to respond. Allow yourself plenty of time to complete your work, use the online resources for technical assistance, and rest assured that I will get back to you as soon as I can.

Course Credits
At university level, it is expected that students will do approximately 3 hours of reading, studying, writing, and preparing for every credit hour. For this class, you should expect to spend about 9 hours each week. Readings and assignments are designed around this standard model of higher education.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via
chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources

Required Text and Readings
- Ms, in the Classroom. Go to Ms. in the Classroom.
- Online sources. We will also be referring you to various blogs, online news sources, and media content.

Recommended Text
- *APA Publication Manual*. Available at the bookstore, in the writing center, and in the library.

For assistance with writing, OSU’s Writing Lab can give you feedback on your rough draft. Follow this link for the directions: OSU Writing Center

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
As a Women Studies introductory-level course students will be able to:
- Recognize and utilize the vocabulary, terms, and theories essential to Women Studies.
- Evaluate women’s differing and unequal statuses in history and contemporary society.
- Articulate issues associated with the social construction of gender and the intersection of systems of oppression on women’s lives in the U.S. in verbal, visual, and written work.
- Articulate how social and institutional factors affect both the individual and the collective in terms of the development and progression of social justice.
- Locate oneself in relation to systems of privilege and oppression and recognize how social location has affected you as an individual within said systems.
- Analyze the ways in which systems of privilege and oppression are perpetuated through the media and our everyday interactions with others.
- Develop plausible solutions to real-world issues of social justice.
- Develop elements of critical thinking, i.e. identify main arguments and assumptions of texts, research methods used, and analyze texts from a feminist perspective.
- Demonstrate application of critical thinking in your college-level writing skills.
- Apply concepts about justice through an artistic medium.

Bacc Core
As a Baccalaureate Core Course that fulfills the DPD (Difference, Power, and Discrimination) requirement OR Social Processes and Institutions requirement, WGSS 223 meets the following criteria, as established by OSU Office of Academic Programs:
Difference, Power, and Discrimination (DPD)

- Explain how difference is socially constructed
- Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
- Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Social Processes and Institutions

- Use theoretical frameworks to interpret the role of the individual within social processes and institutions
- Analyze current social issues and place them in historical context(s)
- Critique the nature, value, and limitations of the basic methods of the social sciences

The Perspectives requirement of the baccalaureate core in its focus on the social organization of contemporary US society.

Evaluation of Student Performance

1. Participation-Discussion Board: (15%) Students will participate in 1-2 discussions through the discussion board each week. Initial posts are due Fridays by 11:59 pm and responses by Sunday at 11:59. Generally, discussion board conversations are worth 10 points per prompt. Each week will specify how many points each conversation is worth.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>Initial Post Content</td>
<td>Question/prompt skipped. Post is vague or incomplete. Post does not reference specific points in the readings and class concepts. Sexist, racist, homophobic, or other discriminatory language used toward classmates, authors, or even toward general groups of people in our society.</td>
<td>Post shows engagement with the material and makes specific reference to points in the readings. Thoughtful reflection on the connections to contemporary events and examples. Length meets minimum required by the prompt.</td>
</tr>
<tr>
<td>Responses to Classmates Content</td>
<td>No responses or not enough responses. Merely saying, “I agree.” Sexist, racist, homophobic, or other discriminatory language used toward classmates, authors, or even toward general groups of people in our society.</td>
<td>Responses show engagement with classmates’ posts/responses and make specific reference to points raised in the discussion board and in the readings. Thoughtful reflection on the connections to contemporary events and examples. Length meets</td>
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2. **Weekly Homework Assignments: (40%)** Weekly homework assignments on Canvas (CANVAS). They are due on Sunday of each week by 11:59 pm. Homework assignments are not long but are designed to allow students to examine course concepts and connect them to events and situations in the world around us. They also provide a place for each student to exercise her or his voice and to establish a dialogue with the instructor and/or GTA. They give us a chance to correct citations, be in dialogue with individual students, and challenge students to think more critically. It is crucial that you follow directions as listed on Canvas or points will be deducted.

<table>
<thead>
<tr>
<th>Rubric for Homework Responses</th>
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<tbody>
<tr>
<td><strong>Unacceptable</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td><strong>Style</strong></td>
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<tr>
<td><strong>Sources</strong></td>
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</table>
3. **Research Paper: (a total of 20% of your final grade)** This paper serves as an opportunity for students to practice (or learn how to conduct) academic research as well as to demonstrate your critical analysis of a topic from class using women's studies concepts and theories in clear, competent writing ability. You may NOT use newspaper, news magazine, non-peer-reviewed articles, or Wikipedia as one of your 5 sources except for the reference to Ms Magazine. **The Annotated Bibliography due by the end of week 7** provides an opportunity for the student to conduct the library research early enough to find the best sources and for instructor to provide feedback on sources and the working thesis statement before the final paper is written. This link will help students use the correct format for the reference and examples for the annotation: [Purdue OWL annotations](http://www.purdueowl.edu). Please be sure to follow the rubric below. **The paper is due by the end of week 9.**

### Rubric for Annotated Bibliography (5%)

<table>
<thead>
<tr>
<th>Sources</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
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<tbody>
<tr>
<td>5 sources (2class readings written by 2 separate authors, 2 academic journal articles, and 1 Ms Magazine article). Should follow APA referencing requirements. You may use any reading from the textbook even if it wasn’t assigned.</td>
<td>Minimum number of sources not met. Documentation is incomplete or in incorrect form. Sources too old. Sources from non-academic magazines or websites. Sources from books.</td>
<td>Minimum source requirements are met. Documentation is, for the most part, complete and in correct form. The academic journal article sources are from peer reviewed academic journals published within 10 years.</td>
<td>Number of sources exceeds minimum. And/or sources complement each other exceptionally well.</td>
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<thead>
<tr>
<th>Annotations</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
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<tr>
<td>(Merely copying the published abstract for any article will result in an automatic F for this assignment.)</td>
<td>Missing or incomplete. Text is unwieldy or imprecise, vague, or difficult to understand. Unclear attribution of scholars’ ideas and images.</td>
<td>Annotation for each source is a complete, full paragraph. Summarizes the central theme and scope of the article including an evaluation of the authority or background of the author, a comment on the intended audience.</td>
<td>All of the requirements in “Acceptable” as well as the following: a) comparison or contrast of this work with others you have cited, b) explanation of how this work illuminates your paper topic and thesis, and c) how this source does or does not recognize gender, race, class, sexual identity, age, nation, size, immigrant status and their intersections.</td>
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### Clear Thesis Statement
(A working thesis statement. It is understood that your thesis will evolve as you work on the paper but it should still be specific even at this point.)

- **Lack of thesis for the paper.** Thesis too general and/or does indicate the specifics to be addressed in poster. Does not include an argument or stance on the issue/topic.
- **Thesis adequately describes the purpose of the paper** that includes the main points the paper will address and a clear argument or stance on the topic.
- **Thesis provides complex context for the paper** that will allow for analysis of how multiple intersections of identity impact the topic for women.

### Paper Rubric (15%)

<table>
<thead>
<tr>
<th>Source use and documentation (25 points total; divided as follows)</th>
<th>Unacceptable 0-69</th>
<th>Acceptable 70-89</th>
<th>Outstanding 90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum source requirements are not met. Documentation is incomplete or in incorrect form. Missing source documentation. Missing or incorrectly formatted Works Cited.</td>
<td>Minimum source requirements are met. Documentation is complete and in correct form in text and in Works Cited. All sources used are present. References discussed fully in your analysis, not merely dropped into the essay.</td>
<td>Number of sources exceeds minimum. And/or Sources are used expertly to support arguments.</td>
<td></td>
</tr>
</tbody>
</table>

| Style 4-5 pages (.5 points will be deducted for every half page below 4 full pages.) | Text is unwieldy or imprecise or difficult to understand. Unclear attribution of scholars’ ideas and images. | Text is clearly articulated. Sentences flow smoothly and are varied in length and structure. Words used effectively; sentences varied for effective understanding. | Text demonstrates a writing style that is clearly the student’s own. Sentences varied for maximum effectiveness for illuminating the concepts. |

| Analysis of the Issue/topic (50 points total. 10 | Context is not clearly defined. Lack of focus. Evaluation is minimal or | Context is clearly and concisely stated. Demonstrates grasp of | Provides a complex, feminist analysis in the field and recognizes |
points each for mastery of the following:
- clear context for the issue
  - intersectionality
  - systems and institutions
- connects to a course objective
- analysis not merely describing

| Clear Thesis Statement (Introduction 10 points; Thesis statement 10 pts; Conclusion 5 points) | Lack of thesis for the paper. Thesis too general and/or does indicate the specifics addressed in poster. Does not include an argument or stance on the issue/topic. | Thesis adequately describes the purpose of the poster that includes the main points the poster addresses and a clear argument or stance on the topic. | Thesis provides complex context for the paper that will allow for analysis of how multiple intersections of identity impact the topic for women. |

No papers or assignments will be accepted by email.

4. Exams (25% total. 10 for Midterm and 15 for Final) Midterm covers all material from Chapter introductions, numbered readings from the text, side bars, boxes, assigned Ms. articles, class activities and discussions, films, guest speakers videos, etc. from weeks 1-6. The Final Exam is during Exam Week and covers all material from lectures, chapter introductions, side-bars, boxes, assigned Ms. articles, class activities and discussions, films, guest speakers, etc from weeks 7-10. Exams are not comprehensive but students are expected to carry concepts forward and apply them to new material. Your answers to the discussion questions at the end of each chapter will serve to inform your participation in classroom discussion as well as to help you prepare for the exams. Exam format may include: matching, multiple choice, true/false, fill-in-the-blank, and short essay answer.

Grade Calculation
Participation-Discussion Board – 15%
Weekly Homework Assignments – 40%
Research Paper – 20%
Exams: Midterm 10% + Final 15% = 25%
Total 100%

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93+</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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### Course Content

This is a general outline. The class may be adjusted based upon the needs of the students and the time it takes to cover the material. Any adjustments to the schedule will be announced on Canvas’s announcements with a copy sent through e-mail.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings Assignments</th>
<th>Ms. in the Classroom</th>
<th>Extra Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Women’s and Gender Studies: Perspectives and Practices</td>
<td>Chapter 1 Introduction; Reading 1 Rich; Reading 2 Guy-Sheftall and Dill Reading 5 hooks Reading 104 Hogeland</td>
<td>Ms. “Our Revolution Has Just Begun,” by G. Steinem, p. 27-31 Winter/Spring 2014</td>
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<td>2</td>
<td>Systems of Privilege and Inequality in Women’s Lives</td>
<td>Chapter 2 Introduction; Reading 12 Hill Collins Reading 13 McIntosh; Reading 15 Yeskel; Reading 17 Wendell;</td>
<td>Ms. “In Search of Our Mother’s Gardens,” by A. Walker, p. 23-26 Best of Ms. 2002; Ms. “We Are the Ones We’ve Been Waiting For,” by Bailey and Gumbs, p. 41-42 Winter 2010</td>
<td></td>
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<tr>
<td>3</td>
<td>Learning Gender</td>
<td>Chapter 3 Introduction; Reading 14 Taylor; Reading 21 Lorber; Reading 23 Blackwood; Reading 26 Settles et al</td>
<td>Ms. Any issue’s No Comment section (you can find this just inside the back cover of every issue)</td>
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<tr>
<td>4</td>
<td>Inscribing Gender on the Body</td>
<td>Chapter 4 Introduction; Reading 28 Brumberg; Reading 29 Steinem; Reading 32 Greenwood and Dal Cin Reading 35 Fikkan and Rothblum</td>
<td>Ms. “The Perfect Pantomime,” by Liu, p. 74-77 Spring 2009 Ms. &quot;If the Clothes Fit,&quot; by Pham, p. 39-42 Fall 2011</td>
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<tr>
<td>5</td>
<td>Media and Culture</td>
<td>Chapter 5 Introduction; Reading 38 Woolf; Reading 41 Lorde; Reading 43 de Leon; Reading 44 Happel and Esposito</td>
<td>Ms. “When Feminist Art Went Public,” by Kort, 40-43 Summer 2011; Ms. &quot;Sex, Lies, And Advertising,&quot; by Steinem, p. 60-63, Best of Ms 2002;</td>
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OSU does not offer the A+ grade.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading List</th>
<th>Midterm Exam</th>
<th>Final Paper</th>
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<tbody>
<tr>
<td>6</td>
<td>Sex, Power and Intimacy</td>
<td>Chapter 6 Introduction; Reading 49 Valenti; Reading 51 Rupp; Reading 54 Smith; Reading 55 Springer</td>
<td>Ms. “Getting To Know Me,” by Dodson, p. 27, Best of Ms. Spring 2002; Ms. “The F Word on The L Word,” by Renshaw, p. 59-60 Winter 2009</td>
<td>Midterm Exam: Covers all content through Week 6. Can be taken any time week 6 or 7 but must be completed by Sunday at 11:59 of week 7.</td>
</tr>
<tr>
<td>9</td>
<td>Resisting</td>
<td>Chapter 10 Introduction;</td>
<td>Ms. “High-Tech Stalking,” by</td>
<td>Final Paper</td>
</tr>
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**Course Policies**

- **Weeks run from Monday morning to Sunday evening.**
- **Assignments, Papers and Exams**
  - **Use APA Style Guidelines.** [Purdue OWL Guidelines](#).
    - Only in-class writings can be hand-written. For all formal assignments, follow the formatting as described and APA guidelines.
  - **Late Work Policy:** I will accept late work up to one week after the due date. Late work grades will reflect a 10% reduction and receive no comments. Except under extenuating circumstances that have been formally approved by the instructor, no late work is accepted more than one week after the due date. No late Discussion Board posts will be graded since this is your participation portion of your grade; it relies on the conversation you have with your classmates and the instructor.
- **International Students and other students for whom English is not your first language:**
  - Please communicate with the instructor by week 2 to discuss your college experience so far and how we can help you succeed in this class that relies on much reading and writing.
Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- **Classroom Behavior:** The goal of OSU is to provide students with the knowledge, skills, and wisdom they need to contribute to society. OSU has community rules and expectations that are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. We must treat each other with dignity and respect in order for teaching, learning, and scholarship to thrive. Behaviors that create a hostile, offensive, or intimidating environment based upon gender, race, ethnicity, color, religion, age, disability, socio-economic status, marital status, or sexual orientation will be referred to the Office of Affirmative Action.

- **Classroom Philosophy:** The classroom is a place of collaborative learning. We will be working with a varied body of literature, including academic texts (e.g. autobiographical narratives and films), literary pieces, magazine, and blog writing. Students are expected to carefully and critically read the assigned articles while keeping in mind that some articles may be difficult in various senses.

  Please remember that you are under no obligation to agree with the authors of the readings or with us as your instructors. Your obligation is to engage with the material of the course critically and with university level analysis be able to demonstrate your understanding of these concepts verbally and in writing.

- Students at OSU are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. What you put into an online course reflects your level of professionalism. All communication, whether on the discussion board or by email, should be proofread for content, grammar, and mechanics and should reflect fairness, honesty, and tact.

**Additional guidelines for communication in this course:**

- Online threaded discussions are public messages; you should assume that writing in this course may be viewed by other students; posting personal contact information such as phone numbers, addresses, and personal websites is discouraged; messages meant specifically for the instructor should be sent via email.

- Participate actively in the discussions, having completed the readings and thought about the issues. Reread and proofread your comments before submitting them.

- Ask clarifying questions when appropriate; these questions are meant to probe and shed new light, not to minimize or devalue the contributions of others.

- Assume the best of others in the class and expect the best from them. This includes refraining from value judgments or personal attacks.

- Value the diversity of the class; recognize and value the experiences, abilities, and knowledge each person brings to class.

- Take care not to generalize about groups who think differently than you do—keep the focus on issues/ideas/policies, etc. rather than on moral judgments.
• Be open to be challenged or confronted on your ideas or prejudices; none of us are immune from prejudices—and the purpose of our discussion is to help everyone grow and evolve in their perspectives.
• Sexist, racist, homophobic, and victim-blaming statements will not be tolerated in the classroom space—nor will apologia for these behaviors.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

OSU diversity/discrimination statement
“OSU is dedicated to establishing a learning environment that promotes diversity of the student’s race, culture, gender, sexual orientation, and physical disability. Anyone noticing discriminatory behavior in this class, or if you feel discriminated against, please bring it to the instructor’s attention.” This class fulfills the Difference, Power, and Discrimination (DPD) requirement of the baccalaureate core and intentionally educates about power and inequality in its fulfillment of this requirement. It also fulfills the “Social Processes and Institutions” category of

Expectations for Student Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Student conduct is governed by the university's policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:
i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means,
including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.