

**CIRP/URPA 6301 Theoretical Foundations and Ph.D. Workshop**

University of Texas at Arlington • School of Urban &amp; Public Affairs

Fall 2014 • Thursday 6:00 p.m. - 8:50 p.m.

Science Hall 129

**Instructor**.....Dr. Enid Arvidson**Office** .....University Hall 503**Email (best form of contact)**..... enid@uta.edu**Telephone**..... 817-272-3349**Fall 2014 Office Hours (scheduling an appointment is best)**..... Tuesday 3:00-5:00 p.m.**Teaching Assistant**..... Ann Foss**Email (best form of contact)** .... ann.foss@mavs.uta.edu**Fall 2014 Office Hours** ..... by appointment**Description of Course Content:**

This course explores the development and function of theoretical models and frameworks, and examines major theories of knowledge from the social sciences designed for framing issues in urban planning, administration, and public policy. It is designed to assist doctoral students in framing and developing their research focus including preparing their research for dissertation, and includes opportunities to present work in progress, share ideas, and interact with faculty. As such, the course has three main goals: i) practical orientation to our academic disciplines (such as conferences, academic associations, journals, research ethics, funding); ii) guidance with writing, formatting and organizing your research topic into a dissertation proposal; iii) introduction to epistemological and theoretical frameworks that underlie scholarly research. The course is intended as a complement to, not substitute for, the role of the dissertation or advisory committee.

**Student Learning Outcomes:**

- Identify and express research topic in written and verbal form
- Recognize different theoretical frameworks in the social sciences and apply these to research topic
- Recognize and apply the typical organization and contents of a dissertation proposal
- Produce professional-quality draft of dissertation proposal
- Be familiar with some practical aspects of the research process such as publishing, conference presentations, funding, IRB procedure, correct formatting of text, etc.

**Requirements:**

To achieve the three main goals of the course—orientation to our academic disciplines, guidance with your research topic and dissertation proposal, and introduction to epistemological and theoretical frameworks—weekly readings and assignments are required. See “Descriptions of Major Assignments with Due Dates” section of this syllabus for detailed information about specific weekly readings and assignments.

A dissertation proposal typically includes the following sections, and specific weekly assignments are aimed at producing a proposal draft that includes, more or less, these sections:

SECTION OF PROPOSAL	DESCRIPTION OF WHAT IS INCLUDED
<b>Front Matter, including:</b> Title Page Abstract Table of Contents List of Figures and Tables	The title should convey the topic and type of study of your Dissertation. For now, the title is a working title; a better title may well occur to you as you proceed with your work. The abstract should be no more than roughly 400 words (for point of comparison, ACSP conference abstracts are a maximum of 600 words). The abstract should summarize: <ul style="list-style-type: none"> <li>• your central theme, background, and research question.</li> <li>• your approach, procedures, and methodology.</li> <li>• the relevance of your work and contribution to the relevant literature.</li> </ul>
<b>Section 1: Introduction</b> including background, clear problem statement, purpose, aims, rationale, expected contributions, etc.	The Introduction sets the stage, and should include: <ul style="list-style-type: none"> <li>• background information—describe the foundations, contexts, and/or background of your study; explain to the reader where your study is coming from.</li> <li>• clear statement of the problem or research question—the research question, or problem statement, should be clearly stated in its own paragraph.</li> <li>• relevance or rationale of your study—explain the “so what?” of your research question. How is your specific research question linked to the foundations, contexts, and setting in which the research is situated, including references to relevant literature and empirical situations (although remember the literature review section is the place for detailed explanation of the literature).</li> <li>• expected contributions—your study should make an original contribution—explain how your study is different from previous studies on this topic, what you hope to add to existing knowledge or practices. BE MODEST! You are not going to solve the world’s problems with your dissertation. Use language that is appropriate to the contributions you <i>hope</i> or <i>aspire</i> to make.</li> <li>• limitations of your study—identify important parts of your topic that your study does not address.</li> <li>• include an overview of the sections of your Proposal.</li> </ul>
<b>Section 2: Review of Literature</b> including identification of an issue, debate, or lacuna in the literature and how your topic intends to address, intervene in, or contribute to this issue, debate, or lacuna. Situating your topic in the existing literature becomes the framework that guides your empirical work	The Literature Review considers previously-published research that is relevant to and should both inform, and set the framework for, your research. The Literature Review should: <ul style="list-style-type: none"> <li>• categorize the literature into recognizable approaches, positions, theoretical frameworks, or schools of thought, on your topic. It should devote a separate subsection to each different school of thought.</li> <li>• look for silences or absences in the literature (lacunae), or controversies or debates to which you can contribute on one side or the other, or studies or arguments with limited assumptions. These instances provide openings for you to make an original contribution to the existing literature.</li> <li>• explain where your work expects to contribute to the existing literature and how your work is different from what has already been done.</li> <li>• avoid focusing on individuals (e.g., “Dr. Bigname says X, while Dr. Important says Y”). Instead, discuss individual authors as part of their respective schools of thought.</li> <li>• avoid including everything you’ve ever read, or everything ever published, on your topic. Instead, filter which literature to review based on what is directly relevant to your narrowed topic.</li> <li>• avoid stating your opinion. Instead, review the different schools of thought from within their own perspective. If you want to offer criticism of a position, describe how that position has been criticized from alternative positions within the existing literature (if criticism from alternative positions is scarce, perhaps you’ve found a lacuna to which you can make an original contribution).</li> </ul>
<b>Section 3: Methodology</b> including how you propose to conduct or achieve your original contribution, what you expect to find, and the expected significance and/or implication of your findings	The Methodology section describes the techniques and procedures by which you propose to achieve or accomplish your original contribution. The original contribution of most dissertations is empirical, and the methodology thus involves some kind of “data” acquisition, analysis, and interpretation (how “data” is identified and defined varies study to study). An effective methodology section should: <ul style="list-style-type: none"> <li>• describe your overall methodological approach(es), including qualitative and/or quantitative, and any specific approaches you are using, such as action research, regression analysis, textual analysis, etc.</li> <li>• provide background and rationale for any methodology, especially if it is unusual or not normally used in your area of research, and cite supporting literature.</li> <li>• indicate how your methods are related to your research question and suited to your stated objective.</li> <li>• describe the specific methods of data collection you intend to use, such as surveys, interviews, participant observation, archival research, etc. Explain how you intend to select the data, such as how you plan to select people to interview or archival texts to analyze, etc.</li> <li>• explain how you intend to analyze and interpret your results, including which theories from your literature review you expect to draw on to inform your findings.</li> <li>• address potential limitations (for example, explain how you intend to control for potential confounding variables and errors, or how you propose to triangulate your findings through multiple methods), and explain why pursuing this methodology outweighs any limitations it may present.</li> </ul>
<b>Section 4: Conclusion</b> including an overview of dissertation chapters and work timeline	The Conclusion wraps things up and includes: <ul style="list-style-type: none"> <li>• a summary of the previous sections.</li> <li>• description of expected outcomes, implications, and/or limitations of your study.</li> <li>• a proposed chapter outline of your Dissertation and brief description of what is included in each chapter.</li> <li>• a work timeline—this should include a list of specific tasks and intermediate deadlines necessary to complete your Dissertation (work backwards from your defense deadline in the semester you intend to graduate to develop your timeline). Become aware of important deadlines that the UTA Graduate School may have, as well as timing constraints of your committee chair.</li> </ul>
<b>Bibliography</b>	This, along with the rest of the proposal, should be formatted according to Turabian.

### ☞ Required Textbooks and Other Course Materials:

Textbooks—these textbooks are required and available for purchase from the UTA Bookstore:

1. Foucault, Michel. 1980. *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. New York: Vintage Books. ISBN: 039473954X.
2. Moser, Paul K., Dwayne H. Mulder, and J.D. Trout. 1998. *The Theory of Knowledge: A Thematic Introduction*. Oxford: Oxford University Press. ISBN: 0195094662
3. Turabian, Kate, et al. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations, 8<sup>th</sup> Ed.* Chicago: University of Chicago Press. ISBN: 0226816389.
4. Rudestam, Kjell and Rae Newton. 2015. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process, 4<sup>th</sup> Ed.* Thousand Oaks: Sage. ISBN: 1452260974
5. (optional—we will do some work from this book but it is not available from the bookstore):  
Dunlap, Louise. 2007. *Undoing the Silence: Six Tools for Social Change Writing*. Oakland, CA: New Village Press. ISBN: 097660549X.

Other Course Materials—all other assigned readings listed in the syllabus, which are not in these texts, are available for download from the course Blackboard website (link to Blackboard: <https://elearn.uta.edu/>).

### ☞ Descriptions of Major Assignments with Due Dates:

1. **In-class Participation:** Each student is expected to participate in and make quality contributions to in-class discussions and activities. This participation involves five things:
  - a) participate in the various in-class activities in a prepared way. **Due: weekly and various—see course calendar for specific due dates.**
  - b) once per semester, (co)lead the in-class discussion of the week's readings. There are two kinds of readings for the course: procedural and substantive (substantive readings are indicated by \* in the Course Calendar section of this syllabus). **Due: see due dates on sign-up sheet**
  - c) complete two annotated bibliographies (if needed, consult the web for information about annotated bibliographies, <https://owl.english.purdue.edu/owl/resource/614/01/>). **Due: September 4 and September 25**
  - d) complete two take-home peer reviews of a classmate's proposal draft—each peer review involves two things: a) write a 1-2 page supportive critique of your peer's paper, and b) proofread and edit your peer's paper directly on the draft using proofreader marks which are downloadable from Blackboard. All students are expected to complete all aspects of the peer review. **Due: October 23 and November 13.**
  - e) make two professional-quality in-class presentations of your dissertation proposal research. Presentations should be 6 minutes, and visuals (such as PowerPoint) are welcomed but not required. A 6-minute presentation is equivalent to reading out-loud 2 double-spaced pages, so please prepare accordingly (i.e., rehearse and time your presentation in advance). **Due: October 16 and November 20.**
2. **Interpretation of Substantive Readings:** complete three interpretations (not summaries) of the week's substantive readings ("substantive readings" are indicated by \* in the Course Calendar section of this syllabus). Interpretations should be 1-2 pages, double-spaced. They should be of professional quality, using the writing, stylistic, and formatting techniques discussed in the procedural readings for the course. Interpretations are graded using the "Rubric for Interpretations of Substantive Readings" found in Rubrics section of this syllabus. **Due: October 2, October 30, and November 13.**
3. **Personal journal:** Throughout the semester, each student must maintain a personal journal, making at least 2-3 entries per week (daily entries are recommended to keep constant engagement with your ideas). Entries can be either electronic or handwritten. Entries should practice the writing strategies discussed in the assigned readings, as well as Free Writing. Entries should focus on experiences that arise as you take the course, such as ideas or insights about your dissertation topic, reflections on your life in graduate school, struggles with making sense of things you've read or with fitting them into your framework, etc. The journal is an opportunity to write and work privately, knowing that no one else will read it, to experiment

with different “voices,” ideas, lines of argument, etc. The journal is private and does not need to be handed in. **Due: daily but never submitted to instructor.**

4. **Description Summary of personal journal:** At the end of the course, each student submits a brief (roughly 3 double-spaced pages) Description Summary of their journal. The Description Summary should include interesting or illuminating excerpts, summaries, reflections, learning experiences, etc. from the journal. The writing in the Description Summary must be of professional quality and properly formatted according to the stylistic and formatting guidelines in Turabian. The Description Summary is graded using the “Paper Grading Rubric” found in Rubrics section of this syllabus. The Description Summary must be submitted electronically to Blackboard. **Due: November 20 with optional extension of no later the December 4.**
5. **Polished Draft of Dissertation Proposal:** One goal of the course is to produce a draft dissertation proposal, which is accomplished progressively in steps via various assignments, throughout the semester. The writing techniques, as well as the substantive theories and frameworks, discussed in the course, along with your independent reading on your topic, should inform the writing of the proposal. Depending on what stage students are at in their program, the content of the proposal is expected to be more, or less, fleshed out. No matter what stage students are at, the style, formatting, and prose is expected to be of professional academic quality. The draft Proposal is graded using the “Paper Grading Rubric” found in Rubrics section of this syllabus. **Due: Specific assignments are due weekly (see the Course Calendar section of this syllabus for descriptions of specific weekly assignments). Polished draft of Sections 1 + 2 due October 16. Polished draft of Sections 1, 2, +3 due November 6. Polished full draft due November 20.**

#### ☞ Grading Policy (see grading rubrics in the Rubrics section of this syllabus):

In-class participation	20%
Occasional interpretation of substantive readings	30%
Description Summary of personal journal	15%
Polished draft of dissertation proposal	35%

#### ☞ Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. This following is the attendance policy for this course:

- Regular class attendance is expected of all students (of course, real life is tolerated—if you must miss a class due to a conflict, please let the instructor know ahead of time)
- Students are responsible for all course information, content, and assignments that may be missed due to absence

#### ☞ Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating on a test or other coursework, plagiarism (offering the work of another as one’s own), and unauthorized collaboration or file sharing with another person. Detailed descriptions of cheating, plagiarism, and collusion are found on the Office of Student Conduct website, <http://www.uta.edu/conduct/>. Academic dishonesty is prohibited by UTA (see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#dishonesty>).

Students sometimes plagiarize because they do not know how and when it is appropriate to cite the work of others. The most common examples of plagiarism include:

- word for word copying of sentences or paragraphs without quotation marks and clear citation of the source
- closely paraphrasing sentences or paragraphs without clear citation of the source (rewrite ideas in your own words and also then cite the source)
- drawing upon or using another person’s ideas, work, data, or research without clear citation of the source

**“It wasn’t intentional” is NOT an excuse.**

UTA offers a tutorial on plagiarism and it is strongly advised that all SUPA students take this tutorial (<http://library.uta.edu/plagiarism/index.html>). In addition, there are many useful websites and books that provide more information about plagiarism (see, for example, <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>).

Before submitting your proposal for this course, you must run it through the SafeAssign feature of Blackboard for plagiarism detection. Please review your Originality Score and Report. You are looking for an Originality Score of 15% or less. Even if your score is less than 15%—but especially if it is NOT—please review the matches one by one to be sure: i) all your sources are properly cited, ii) paraphrasing is completely in your own words, and iii) all verbatim quotations are set off by quotation marks. You should make revisions and run your paper through as many times as necessary to generate a clean Originality Report (“clean” = 15% or less and all matches taken care of).

### ☞ Course Calendar:

**The course is organized into four modules, corresponding more or less to the four sections of the proposal.**

**August 21:**      **Introductions**—review syllabus (course purpose, expectations, requirements, etc.) and Blackboard links

#### MODULE 1—Section 1 Introduction: Orienting the Disciplines, Ethics, Identifying Your Research Topic

**August 28 (week 2):**      **Orienting the Disciplines: Paradigms, Professional Associations, Conferences, Journals**  
**Guest speaker, Dr. David Coursey, on paradigms, etc. in Public Administration**

#### Readings due:

1. Taylor, N. 1999. “Anglo-American town planning theory since 1945: three significant developments but no paradigm shifts.” *Planning Perspectives*, 14(4): 327-345.
2. Lu, J. 2013. “Intellectual paradigms in public administration.” *Administrative Theory & Praxis*, June 35(2), pp. 308-313.
3. Vick, J. and J. Furlong. 2013. “Your first year in a Ph.D. program.” *Chronicle of Higher Education*, November 13.
4. Vick, J. and J. Furlong. 2014. “Your third year in a Ph.D. program.” *Chronicle of Higher Education*, January 8.
5. The Doctoral Student Progress Report Online (DS-PRO) website (an online process required of all Ph.D. students and their supervising professor to collaboratively set goals, and monitor and report on progress toward those goals): <https://grad.pci.uta.edu/programs/dspro/>
6. The Chronicle of Higher Education website: <http://chronicle.com/section/About-the-Chronicle/83>
7. Association of Collegiate Schools of Planning website, especially: <http://www.acsp.org/resources/interest-groups/student-network>
8. Urban Affairs Association website, especially: <http://urbanaffairsassociation.org/conference/conference2015/special-tracks-workshops/professional-development-workshops-for-graduate-students/>
9. American Society for Public Administration website, especially: [http://www.aspanet.org/public/ASPA/Opportunities/Publishing\\_Presenting/ASPA/Opportunities/Publishing\\_Presenting\\_Opportunities/Publishing-Presenting\\_Opportunities.aspx](http://www.aspanet.org/public/ASPA/Opportunities/Publishing_Presenting/ASPA/Opportunities/Publishing_Presenting_Opportunities/Publishing-Presenting_Opportunities.aspx)
10. Public Administration Theory Network website, especially: <http://www.patheory.net/who-we-are/our-mission.php>

11. Public Management Research Association website, especially:  
<http://www.pmrnet.org/~pmranet/aboutpmra.htm>

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
Freewrite to figure out a topic for your dissertation	none	In-class discussion of assigned readings, including guest speaker Dr. David Coursey

**September 4 (week 3): Ethical Concerns, plus Overview of Dissertations, the Doctoral Advisor, Journal Submissions, and Conference Abstracts**  
**Guest speaker, Robin Dickey <robind@uta.edu>, on UTA IRB process**

**Readings due:**

1. Rudestam and Newton, chs. 1, 2, and 13, "The research process," "Selecting a suitable topic," and "Informed consent and other ethical concerns"
2. Turabian *et al*, ch. 1, "What research is and how researchers think about it." Also, consult Parts II & III as needed, as you write.
3. please peruse the UTA Dissertations and Theses database:  
<http://search.proquest.com.ezproxy.uta.edu/pqdtlocal1006277/advanced>
4. Montell, G. 2005. "Is it whom you know?" *Chronicle of Higher Education*. July 1.
5. Foss, K. & S. Foss. 2008. "Accomplishing the mission: Creating a partnership with your advisor." In S. Morreale and P. Arneson (eds.). *Getting the Most from Your Graduate Education: A Student's Handbook*. Washington, D.C.: National Communication Association, pp. 59-70.
6. please peruse the Taylor and Francis website on peer review and manuscript submission to journals:  
<http://journalauthors.tandf.co.uk/review/peer.asp>
7. Hargittai, E. 2011. "Journal Submissions." *Inside Higher Ed*, September 2.
8. Blackwell, A. H. 2000. "Reviews of journal manuscripts: nasty, petty, arrogant." *Chronicle of Higher Education*, June 2.
9. Hargittai, E. 2009. "The conference scene." *Inside Higher Ed*, September 14.
10. White, S. 2010. *Preparing a Good ACSP Abstract: Advice for Ph.D. Students*. Tallahassee, FL: Association of Collegiate Schools of Planning.
11. Bassett, E. and V. Shandas. n.d. *Sample of a Good Conference Abstract*. Portland, OR: Portland State University.
12. Templeton, E. 2010. "The conference abstract." *Chronicle of Higher Education*, March 19.
13. Templeton, E. 2010. "How to deliver an effective conference paper." *Chronicle of Higher Education*, December 22.
14. U.S. Department of Health, Education, and Welfare. 1979. *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Washington, DC: OPRR Reports.
15. UT Arlington Regulatory Services. N.d. *Guidance to Criteria for Institutional Review Board (IRB) Approval*. Arlington, TX: UTA, <http://www.uta.edu/research/administration/departments/rs/human-subjects-irb/criteria-for-approval.php>.
16. National Institutes of Health. *Protecting Human Research Participants on-line tutorial*.  
<https://phrp.nihtraining.com/users/login.php> (please register for and complete the tutorial)

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Continue to freewrite to find your dissertation topic.</li> <li>2. Think about a chair for your Dissertation committee.</li> <li>3. Search the UTA Dissertations and Theses database for dissertations from your Ph.D. program (PUAD or UPPP).</li> </ol>	Annotated Bibliography of 3 completed dissertations from your Ph.D. program. Printed copies only.	<ol style="list-style-type: none"> <li>1. Guest speaker, Robin Dickey, on UTA IRB process</li> <li>2. In-class discussion of assigned readings</li> </ol>

### September 11 (week 4): First Steps Toward the Dissertation Proposal: Identifying Your Research Topic

#### Readings due:

1. Turabian *et al*, chs. 2, 5, and 6, "Moving from a Topic to a Question to a Working Hypothesis," "Planning Your Argument," and "Planning a First Draft." Continue to consult Parts II & III as needed, as you write.
2. UT Arlington Graduate School. 2013. *Thesis and Dissertation Handbook*. Arlington, TX: UTA, [http://grad.pci.uta.edu/resources/pdf/TD\\_Handbook.pdf](http://grad.pci.uta.edu/resources/pdf/TD_Handbook.pdf)
3. UT Arlington Graduate School. n.d. *Dissertation Template*. Arlington, TX: UTA.
4. Yale Graduate School. n.d. *Writing a Thesis or Dissertation*. New Haven: Yale University.

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Write a 1-2 page, double-spaced, paper on your dissertation topic as you've figured it out thus far. Cite sources as appropriate. In your paper, address the following items: <ul style="list-style-type: none"> <li>• Frame your topic in terms of a conceptual or applied research question (see Turabian, ch. 1).</li> <li>• Try to find a question in your topic (see Turabian, ch. 2)</li> <li>• Develop a working hypothesis or <i>argument and claim</i> (see Turabian, ch. 2, and ch. 5)</li> </ul> </li> <li>2. Continue to think about a chair for your dissertation committee and set up a meeting with them to discuss your topic and their interest.</li> </ol>	Bring your 1-2 page double-spaced paper to class. Printed copies only. <b>Bring enough copies for everyone in class including the instructor.</b>	Engage in Dunlap's Feedback Tool

### September 18 (week 5): First Steps Continued

#### Readings due:

1. Rudestam and Newton, ch. 10 "Writing"
2. Orwell, G. 1946. "Politics and the English language." *Horizon*, April 13(76): 252-265.
3. McCloskey, D. 1994. "How to do a rhetorical analysis of economics, and why." In R. Backhouse, ed., *New Directions in Economic Methodology*. London: Routledge, ch. 15, pp. 318-342.
4. Semenza, G. 2014. "The value of 10 minutes: writing advice for the time-less academic." July, *Chronicle Vitae* <http://www.chroniclevitae.com>
5. Munger, M. 2010. "10 tips on how to write less badly." *Chronicle of Higher Education*, September 6.

6. Toor, R. 2010. "Bad writing and bad thinking." *Chronicle of Higher Education*, April 15.
7. Toor, R. 2010. "How do you learn to edit yourself?" *Chronicle of Higher Education*, September 27.
8. Herrmann, R. 2012. "My terrible, horrible, no good, very bad dissertation." *Chronicle of Higher Education*, April 8.

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Revise and expand your 1-2 page paper on your dissertation topic based on feedback and this week's readings. This paper can morph into your Introduction.</li> <li>2. Be sure your paper and bibliography are properly formatted (consult Parts II and III of Turabian <i>prn</i>)</li> <li>3. Continue to think about a chair for your committee and set up a meeting with them to discuss your topic and their interest.</li> </ol>	Bring your (revised) 1-2 page double-spaced paper to class. Printed copies only. <b>Bring enough copies for everyone in class including the instructor.</b>	Continue Dunlap's Feedback Tool

## MODULE 2—Section 2 Literature Review: Engaging Previous Research on Your Topic

### September 25 (week 6): Getting Started on the Literature Review

#### Readings due:

1. Turabian *et al*, chs. 3 and 4, "Finding useful sources," and "Engaging sources." Continue to consult Parts II & III as needed, as you write
2. Rudestam and Newton, ch. 4, "Literature review and statement of the problem"
3. Creswell, J. 2009. chs. 2, 5 and 6, "Review of the literature," "The introduction," and "The purpose statement," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Thousand Oaks: Sage. pp.23-47 and 97-126.

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
Conduct a library search to determine key previously-published debates and discussions (article, books, book chapters, etc.) on your topic. Tips: <ul style="list-style-type: none"> <li>• Always write as you read, rather than reading first and writing it up later.</li> <li>• Every time you consult a source, make a complete bibliographic entry, so that you don't need to go back later to trace down the source.</li> <li>• Discern the broad schools of thought, or frameworks, or positions, in the existing literature on your topic.</li> <li>• In reading and writing about the literature, pay attention to the following questions and issues: Identify a debate between two different schools of thought, or a weakness or oversight/lacuna in existing research, and consider how you can contribute to it through your own original research.</li> <li>• In preparation for your Methodology section, notice the various methods in the existing literature that have been deployed to address your topic—do the methodological approaches tend to be qualitative or quantitative, and what particular technique(s) tend to be used?</li> </ul>	Annotated Bibliography of 4-5 key sources relevant to your dissertation topic. Printed copies only.	<ol style="list-style-type: none"> <li>1. Slippage on Dunlap's Feedback Tool</li> <li>2. In-class discussion of assigned readings</li> </ol>



**October 2 (week 7): Essentialist Knowledge and Its Critics****Readings due:**

1. \*Sprague, J. 2005. ch. 2 "Seeing through science: epistemologies," in *Feminist Methodologies for Critical Researchers: Bridging Differences*. Lanham, MD: Rowman and Littlefield, pp. 31-52.
2. \*Moser, Mulder, and Trout, chs. 1-5, "Epistemology: a first look," "Explaining knowledge," "Belief," "Truth," and "Justification and beyond"
3. \*Friedmann, J. 2011. ch. 2 "The epistemology of social practice," in *Insurgencies: Essays in Planning Theory*. New York: Routledge, pp. 29-50.

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
1. Write a 1-2 page double-spaced interpretation (not summary) of the week's readings. 2. Freewrite about your sources in last week's Annotated Bibliography, exploring and expanding on the bullet points listed under last week's "Preparation for Class."	Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings. Printed copies only.	In-class discussion of substantive readings

**October 9 (week 8): Continuing on the Literature Review****Readings due:**

1. Turabian *et al*, chs. 5, 6 and 7, "Planning your argument," "Planning a first draft," and "Drafting your report." Continue to consult Parts II & III as needed, as you write.
2. Rankin, E. 1998. "Changing the hollow conventions of academic writing." *Chronicle of Higher Education*, April 3, p. A64.
3. Blum, S. 2009. "Academic Integrity and Student Plagiarism: A Question of Education, Not Ethics." *Chronicle of Higher Education*, February 20.

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
1. Write a 1-3 page, double-spaced, paper describing existing literature on your topic, focused around the bullet points listed under week 6's "Preparation for Class." Cite sources as appropriate. 2. If you have not yet met with your potential dissertation chair, or doctoral advisor, do so now.	Bring your 1-3 page double-spaced paper to class. Printed copies only. <b>Bring three copies for in-class activity.</b>	Trade paper with a partner and read their paper, highlighting the <i>metaphors</i> (Dunlap, p. 41; and p. 111) and <i>code words</i> (Dunlap, p. 95-96). Engage in Dunlap's Feedback Tool to give your partner feedback.

**October 16 (week 9): Final Draft of "Introduction" and "Literature Review" Submitted for Peer Review****Readings due:**

1. Turabian, chs. 9, 11, 12, and 13, "Revising your draft," "Revising sentences," "Learning from your returned paper," and "Presenting research in alternative forums"
2. Turabian, consult Parts II & III *prn*, as you write

3. APA Science Student Council. 2007. *A Graduate Students' Guide to Involvement in the Peer Review Process*. Washington, DC: American Psychological Association. Read especially p. 5 for guidelines about how to write a peer review: <http://www.apa.org/research/publishing/peer-review.aspx?item=5>
4. Please download "Proofreaders Marks" from **Blackboard**

Preparation for Class (in addition to assigned readings)	Assignments Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Revise and expand your Literature Review based on feedback, as well as additional research and reading. Include an explanation of how your work expects to contribute to the existing literature and how your work is different from what has already been done.</li> <li>2. Integrate your "Introduction" and "Literature Review" sections into one paper that is roughly 8-10 pages double-spaced. The "Introduction" and "Literature Review" should be distinct sections (with section titles). Also be sure you have a distinct subsection within the Introduction that states your claim and research question.</li> <li>3. Proofread and revise this integrated version of your paper into a well-worked and fairly polished draft. Be sure the text and bibliography are properly formatted. The writing techniques discussed in the course thus far, along with your independent reading on your topic, should inform the content and structure of your paper. Style and format should conform to Turabian.</li> <li>4. Prepare an 6-minute oral presentation on your paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring one copy of your polished draft, with properly formatted bibliography, to submit for peer review. Printed copies only.</li> <li>2. Prepare an 6-minute oral presentation on your paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. 6-minute oral presentations on your paper (an 6-minute presentation is roughly the equivalent of reading two double-spaced pages out loud, so prepare accordingly)</li> <li>2. Distribute papers for peer review.</li> </ol>

### MODULE 3—Section 3 Methodology: How You Will Make Your Original Contribution

#### October 23 (week 10): Getting Started on the Methodology

##### Readings due:

1. Rudestam and Newton, chs. 3 and 5, "Methods of inquiry: quantitative and qualitative approaches" and "The method chapter: describing your research plan"
2. Turabian, chs. 8, 12, and 14, "Presenting evidence in tables and figures," "Learning from your returned paper," and "On the spirit of research"
3. Creswell, J. 2003. ch. 1 "A framework for design," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2<sup>nd</sup> Ed. Thousand Oaks: Sage, pp. 3-26.
4. Wisker, G. 2007. "Choosing appropriate research methodologies and methods." From *The Postgraduate Research Handbook*, 2<sup>nd</sup> ed. Basingstoke: Palgrave Macmillan.

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Edit and proofread your peer's paper using proofreader marks. Also write a short review essay (1-2 double-spaced pages) evaluating the paper's content.</li> <li>2. Review various methodologies from your methods classes, as well as from the literature on your topic, and narrow down the methodological approach(es), as well as data sources and analytical techniques, you propose to use in your dissertation.</li> <li>3. Write a 1-2 page, double-spaced, paper explaining your methodology(ies) as you've figured it out thus far. In your paper, address the following questions and issues as you've figured it out thus far: <ul style="list-style-type: none"> <li>• data source(s)</li> <li>• methods of data collection</li> <li>• analytical techniques</li> <li>• why you would argue these methods are suited to your project</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Bring both your Peer Review essay (printed copies only) and your peer's marked-up manuscript to class to return to the author.</li> <li>2. Bring 2 copies of your 1-2 page Methodology paper to class. Printed copies only.</li> </ol>	<ol style="list-style-type: none"> <li>1. Return your peer review</li> <li>2. Trade paper with a partner and read their paper, highlighting the <i>metaphors</i> (Dunlap, p. 41; and p. 111) and <i>code words</i> (Dunlap, p. 95-96). Use Dunlap's Feedback Tool to give your partner feedback.</li> </ol>

### October 30 (week 11): Subjugated Knowledges

Readings due:

1. \*Foucault, chs. 5 and 6, "Two lectures," and "Truth and power"

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Write a 1-2 page double-spaced interpretation (not summary) of the week's readings.</li> <li>2. Continue figuring out your research methodology(ies). Revise and expand your paper from last week to include new understandings and information you're becoming aware of. As you think about and write your methodology section, pay attention to the following issues and questions: <ul style="list-style-type: none"> <li>• indicate how your methodological approach fits the overall research design</li> <li>• describe the specific type(s) of data and methods of data collection you are going to use (e.g. surveys, interviews, questionnaires, observation, archival research, census data, etc.)</li> <li>• explain how you intend to analyze and interpret your results (e.g., statistical analysis? textual analysis? any particular software? etc.)</li> <li>• provide background and rationale for methodologies that are unfamiliar</li> <li>• address potential limitations.</li> </ul> </li> <li>3. Create a "Methodology" section in your proposal and integrate your written work on methods into your proposal.</li> </ol>	<p>Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings. Printed copies only.</p>	<p>In-class discussion of substantive readings</p>

**November 6 (week 12): Polished Draft of “Introduction,” “Literature Review,” and “Methodology” Submitted for Peer Review**  
**Guest Speaker, Sergio Padilla <spadilla@exchange.uta.edu>, on Grants and Funded Research**

Readings due:

1. Turabian, ch. 10, “Writing your final introduction and conclusion”
2. Rudestam and Newton, ch. 9, “Overcoming barriers: becoming an expert while controlling your own destiny”
3. Gray, P. and D. Drew. 2008. “What they didn’t teach you in graduate school.” *Chronicle of Higher Education*, April 25.
4. Moloney, M. E. 2010. “Just stay there.” *Chronicle of Higher Education*, April 4.
5. Bentley, L. P. 2010. “Grant-writing tips for graduate students.” *Chronicle of Higher Education*, November 11.
6. Henson, K. T. 2003. “Debunking some myths about grant writing.” *Chronicle of Higher Education*. June 26.
7. Panter, M. *Writing a Grant Proposal*. New Haven: Yale Graduate Writing Center.
8. UTA Office of Graduate Studies Externally-Funded Fellowships:  
<http://grad.pci.uta.edu/students/finances/fellowships/external/>
9. UTA Grant Writing Tips: <http://www.uta.edu/ra/GCS/grantwriting.htm>
10. National Science Foundation SBE Doctoral Dissertation Research Improvement Grants:  
[http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=13453&org=NSF](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453&org=NSF).
11. Alma Young Emerging Scholars Award (The Urban Affairs Association gives an annual award to students pursuing doctoral research related to urban affairs, regardless of academic discipline).  
<http://urbanaffairsassociation.org/uaa-awards/alma-h-young-emerging-scholar-award/>

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
Revise and expand your paper into a roughly 10-15 page (double-spaced) revised version, which includes well-worked and fairly polished Sections 1, 2, and 3: “Introduction,” “Review of Literature,” and “Methodology,” plus a properly formatting bibliography. The feedback, peer reviews, writing techniques discussed in the course, along with your independent reading on your topic, should all inform the content and structure of your paper. Style and format should conform to Turabian.	Bring one copy of your polished proposal draft to submit for peer review. Printed copies only. The proposal should include three sections—the Introduction, Literature Review, and Methodology—plus a properly formatted bibliography.	<ol style="list-style-type: none"> <li>1. Guest Speaker on Grants and Funded Research</li> <li>2. In-class discussion of assigned readings</li> </ol>

**MODULE 4—Section 4 Conclusion:  
Summarizing It All and Timeline for Staying on Track**

**November 13 (week 13): What is Knowledge?**

Readings due:

1. \*Sokal, A. 1996. "Transgressing the boundaries: Toward a transformative hermeneutics of quantum gravity." *Social Text*, 14(1 & 2): 217-252.
2. \*Sokal, A. 1998. "What the *Social Text* affair does and does not prove." *Critical Quarterly*, 40(2): 3-18.
3. \*Fuller, S. 1998. "Who's afraid of science studies?" *Independent on Sunday magazine*, June 28.

Preparation for Class (in addition to assigned readings)	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Write a 1-2 page double-spaced interpretation (not summary) of the week's substantive readings.</li> <li>2. Edit and proofread your peer's paper using proofreader marks. Also write a short review essay (1-2 double-spaced pages) evaluating the paper's content.</li> <li>3. Begin writing your "Conclusion" section, and pull together and revise your entire proposal. Begin writing your timeline for completing the Dissertation, including significant milestones you must achieve to stay on schedule for the date you plan to graduate.</li> <li>4. Run your proposal draft through SafeAssign on Blackboard for plagiarism check. You are looking for an "Originality Score" of 15% or less. Be sure all "matches" are taken care of before turning in your paper next week.</li> </ol>	<ol style="list-style-type: none"> <li>1. Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings. Printed copies only.</li> <li>2. Bring both your Peer Review essay and your peer's marked-up manuscript to class to return to the author.</li> </ol>	<ol style="list-style-type: none"> <li>1. Return your peer review</li> <li>2. In-class discussion of substantive readings</li> </ol>

#### November 20 (week 14): Polished Full Draft Of Dissertation Proposal due

Preparation for Class	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Pull together and revise your entire proposal. Be sure there are four distinct sections—Introduction, Literature Review, Methodology, and Conclusion—plus a bibliography. Also be sure the prose, style and formatting is of professional academic quality—proofread and copyedit before handing it in.</li> <li>2. Prepare an 6-minute oral presentation on your paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. The polished full draft of your complete proposal with all sections. Printed copies only.</li> <li>2. A 6-minute oral presentation on your paper.</li> <li>3. Description Summary of your Journal—this must be submitted electronically to Blackboard, and you have the option of submitting this by no later than December 4.</li> </ol>	6-minute oral presentation on your paper (a 6-minute presentation is roughly the equivalent of reading two double-spaced pages out loud, so prepare accordingly)

**Post-Thanksgiving option: You may submit the Description Summary of your Journal by no later than December 4 if that is helpful. Description Summaries must be uploaded as PDF files to Blackboard.**

## Rubrics:

### Rubric for Interpretations of Substantive Readings

Grade	Knowledge (Readings)	Application (Written)	Presentation of Ideas	Creativity & Originality
<b>A</b>	Presents <b>3 or more</b> key concepts/takeaways and supporting details from reading assignments	<p>Demonstrates <b>insights and understanding</b> of the readings</p> <p>Makes <b>comparisons</b> between different approaches to problem</p> <p><b>Applies readings</b> to own experience, news items, and suggests solutions.</p> <p>Demonstrates <b>critical thinking</b></p>	<p>Communicates <b>all ideas clearly</b></p> <p>Shows <b>attention</b> to the details of performance conventions (clarity, spelling, grammar, structure, formatting, style, etc.)</p>	Demonstrates a <b>perspective</b> on the readings with considerably significant creativity and originality beyond pure paraphrasing of the readings.
<b>B</b>	Presents <b>3 or more</b> key concepts/takeaways and supporting details from reading assignments	<p>Demonstrates <b>insights and understanding</b> of the readings</p> <p><b>Applies readings</b> to own experience, news items, and suggests solutions</p> <p>Demonstrates some level of <b>critical thinking</b></p>	<p>Communicates <b>most ideas clearly</b></p> <p>Presents <b>minor mistakes</b> in performance conventions (clarity, spelling, grammar, structure, formatting, style, etc.)</p>	<p>Demonstrates a <b>perspective</b> on the readings with some creativity and originality</p> <p>Mostly paraphrasing from readings.</p>
<b>C</b>	Presents <b>2 or fewer</b> key concepts and supporting details from reading assignments	Demonstrates <b>insights and understanding</b> of the readings	<p>Communicates <b>some ideas clearly</b></p> <p>Presents <b>minor mistakes</b> in performance conventions (clarity, spelling, grammar, structure, formatting, style, etc.)</p>	<p>Some paraphrasing, but mostly quotes from readings.</p> <p>Some <b>perspective</b> on the readings with <b>a little</b> creativity and originality.</p>
<b>D</b>	Presents <b>1 or fewer</b> key concept and/or supporting details from reading assignments	Demonstrates <b>no</b> insights and understanding of the readings	<p>Communicates <b>ideas unclearly</b></p> <p>Pays <b>insufficient attention</b> to performance conventions (clarity, spelling, grammar, structure, formatting, style, etc.)</p>	<b>No attempts</b> in demonstrating a perspective on the readings

# PAPER GRADING RUBRIC

PAPER GRADING RUBRIC					
	The A Paper	The B Paper	The C Paper	The D Paper	The F Paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.

(continued)	The A Paper	The B Paper	The C Paper	The D Paper	The F Paper
<b>Mechanics</b>	Almost entirely free of spelling punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.
<b>Citation &amp; bibliographic practices</b>	Consistent, appropriate use of quotations and para- phrasing, with no hint of plagiarism. Uniform and appropriate handling of in-text citations (or footnotes). Well-organized reference list or bibliography with appropriate, consistent style.	Occasional, minor lapses in use of quotations and paraphrasing, with no hint of plagiarism. Minor inconsistency or inappropriate handling of citations. Reference list or bibliography has minor problems with organization or style.	More frequent minor lapses in use of quotations and paraphrasing, with no hint of plagiarism. Some minor inconsistency or mishandling of citations. Reference list or bibliography has more serious organizational or style problems.	Crude use of quotations or paraphrasing, perhaps with serious inconsistency or mishandling of citations. Plagiarism (including unintentional plagiarism) may be strongly suspected. Reference list or bibliography may have serious problems in organization or style.	Grievously defective use of quotations or paraphrasing or serious mishandling of citations. Plagiarism (even if unintentional) can be demonstrated. Reference list or bibliography deeply defective in organization or style.
Original rubric provided by UTA's Office of Instructional Assessment (12-2010)					



## Required Stuff for the Syllabus:

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <http://www.uta.edu/disability> or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit <http://www.uta.edu/titleIX>.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code (<http://www.uta.edu/conduct/>):

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and **are responsible for checking the inbox regularly**. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated

with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/resources>.