**ENGL 2329-014: American Literature**

**“Literature and Science in the Long Nineteenth Century”**

**Fall 2015**

**Instructor:** Stephanie Peebles Tavera, ABD

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**Office Hours:** CAR 425, TR 12:30-2 or by appt

**Section Information:** ENGL 2329-014

**Time and Place of Class Meetings:** SH 325 11 am – 12:20 pm

**Description of Course Content:** This course is not an “introduction” to or “survey” of American Literature (English 3340 is the survey), nor is it an “introduction” to or “survey” of nineteenth century literature. Instead it introduces students to a categorical selection (i.e. environmental science, physics, medical science) of significant American works that contributed to an on-going dialogue about interactions between science and literature, particularly in a period of rapid professionalization among both fields. In today’s society, science and literature are considered disparate and often conflicting fields, but in the nineteenth century, this distinction did not exist. Although the professionalization of both science and literature contributed to a rigid division between these fields, the nineteenth century – and especially the latter part of the period – witnessed intersections and tensions between these fields that resulted in what we consider the professional fields of “science” and “literature” today. Despite the selectivity of the readings, the course examines a broad range of genres and authors both well-known and forgotten whose writings influenced social and cultural development including conceptions of gender, class, and race in addition to their influence in the fields of science and literature.

**Student Learning Outcomes:** By the end of the semester, students who have successfully completed the assignments should: (1) have a basic knowledge of twenty significant American authors and their texts that participate in scientific discourses, and (2) have the ability to consider how various literary forms, concepts of audience, environments, and personal, economic, and cultural backgrounds have influenced and were influenced by American scientific discourses of the nineteenth century. Lectures, class discussion, small group discussions, short-answer tests and essay exams, critical analysis papers, and the signature assignment will be the primary means of achieving these goals. However, these activities also offer opportunities to help students to (3) examine how they construct scientific knowledge and (4) examine the ways in which literature serves as a viable means of constructing and disseminating scientific knowledge. See also the *criteria* statements related to each of the in-class and out-of-class assignments and the *approximate grade weights statement*.

**ENGL 2329 Sophomore Literature:** This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students’ critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the “Signature Assignment” (see below). The Departmental guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: http://www.uta.edu/uta.

**Required Textbooks and Other Course Materials:**

Otis, Laura. *Literature and Science in the Nineteenth Century, An Anthology*. ISBN: 019955465X

Bellamy, Edward. *Looking Backward, 2000-1887*.

Gilman, Charlotte Perkins. *The Crux*. ISBN: 978-0-8223-3167-4

**Travel Writing/Nonfiction Essays (Blackboard)**

John James Audubon, excerpts from *Ornithological Biography*

William Bartram, excerpts from *Travels*

Ralph Waldo Emerson, “The Uses of Natural History”

Herbert Spencer, “Progress: It’s Law and Cause”: <http://legacy.fordham.edu/halsall/mod/spencer-darwin.asp>

Charlotte Perkins Gilman’s “Birth Control”

**Poetry (Blackboard)**

Emily Dickinson

Walt Whitman

**Recommended Texts**

Graff and Birkenstein, *They Say/I Say,* 3rd edition ISBN:0393935841

**Course Schedule.** Assignments are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Stephanie Peebles Tavera*

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| --- | --- | --- | --- |
| **Week** | **Date** | **Class Topic**  | **Assignments Due** |
| **1** | THU8/27 | Intro to Student Responsibilities, academic conversation and syllabus/policies |  |
| **2** | TUE9/1 | Literature and Science in C19: An Introduction (Lecture) | **Read:** Otis, p. 1-15**Due:** Syllabus Contract |
| **2** | THU9/3 | Telecommunications: Samuel Morse and Henry James | **Read:** Morse (p. 91-95) and James’ “In the Cage” (p. 104-109 |
| **3** | TUE9/8 | **Assign/Discuss CAPs and DLs** |  |
| **3** | THU9/10 | Mechanical Science (Machines): Samuel Butler and Walt Whitman Prof. Tavera at ALA – Sub and Group Work Provided | **Read:** Butler (p. 124-128) and Whitman (p. 128-129) |
| **4** | TUE9/15 | Literature and Science in C19: Inventions, Technology, and (Techno-) Bodies (Lecture)Discuss Gillette (handout) | **Read:** Start reading Bellamy |
| **4** | THU9/17 | Technology and Utopia: Bellamy | **Read:** Bellamy, Ch. 1-8 |
| **5** | TUE9/22 | Technology and Utopia: Bellamy | **Read:** Bellamy, Ch. 9-14 |
| **5** | THU9/24 | Technology and Utopia: Bellamy | **Read:** Bellamy, Ch. 15-18 |
| **6** | TUE9/29 | Technology and Utopia: Bellamy | **Read:** Bellamy, Ch. 19-24 |
| **6** | THU10/1 | Technology and Utopia: Bellamy | **Read:** Bellamy, Ch. 25-28 |
| **7** | TUE10/6 | **Review for Exam**  |  |
| **7** | THU10/8 | **In Class Exam** |  |
| **8** | TUE10/13 | Literature and Science in C19: Evolution and the Environment  | **Read:** Otis, p. 235-240 |
| **8** | THU10/15 | Natural History: Bartram and Audubon | **Read:** Bartram, From *Travels* and Audubon, From *OB* (BB) |
| **9** | TUE10/20 | Science and the Environment: Emerson (and Bartram and Audubon, cont if needed) | **Read:** Emerson, “The Uses of Natural History” (BB) |
| **9** | THU10/22 | Environmental Science and Evolution: Charles Darwin | **Read:** Darwin’s “ From *The Origin of the Species*” (p. 258-267) and “From *The Descent of Man*” (p. 308-312) |
| **10** | TUE10/27 | Environmental/Physical Science: Emily Dickinson and Walt Whitman | **Read:** Selected Dickinson and Whitman poems (BB) |
| **10** | THU10/29 | **Assign Signature Assignment** |  |
| **11** | TUE11/3 | Literature and Science in C19: Biology and AnatomyNOTE: Last day to drop classes is **Nov 4, 2015**; submit requests to advisor prior to 4:00 pm. | **Read:** Otis, p. 130-135 |
| **11** | THU11/5 | No Class. Prof. Tavera at Utopia Conference  | **Due: Online Plagiarism Tutorial** |
| **12** | TUE11/10 | Hygiene and Diseases: Bichat, Holmes, and Lister | **Read:** Bichat’s “From *General Anatomy*” (p. 150-152), Holmes’ “Puerperal Fever” (177-181), Pasteur’s “On the Organized Bodies…” (181-186), and Lister’s “Antiseptic System” (187-191)  |
| **12** | THU11/12 | “Race Science” and Eugenics: Spencer, Knox, Galton, and Gilman | **Read:** Spencer “Progress” (BB), Knox’s “From the Race of Men” (475-478), Galton’s “Inquiries into Human Faculty…” (478-483), and Gilman’s “Birth Control” (BB) |
| **13** | TUE11/17 | Medical Science and Diseases: Gilman’s The Crux | **Read:** Gilman, Ch. 1-6 |
| **13** | THU11/19 | Medical Science and Diseases: Gilman’s The Crux | **Read:** Gilman, Ch. 7-8 |
| **14** | TUE11/24 | Medical Science and Diseases: Gilman’s The Crux | **Read:** Gilman, Ch. 9-12**Due: Signature Assignment** |
| **14** | THU11/26 | No Class: Thanksgiving Holiday  |  |
| **15** | TUE12/1 | Literature and Science in C19: Sciences of the Mind | **Read:** Otis, p. 325-331 |
| **15** | THU12/3 | Hysteria, Neurasthenia, and Sciences of the Mind: Gilman and Mitchell | **Read:** Gilman’s “The Yellow Wallpaper” (p. 438-442), Mitchell’s “The Case of George Dedlow” (p. 358-363) and “From *Wear and Tear*” (p. 436-438) |
| **16** | TUE12/8 | **Review for Exam (“Dead” Week)** |  |
| **16** | THU12/10 | **Review for Exam (“Dead” Week)** |  |
| **17** | TUE12/15 | **Final In-Class Exam: 11-1:30** |  |

**Descriptions of major assignments and examinations:**

**Critical Analysis Papers** During the course of the semester, each student will choose one text of your choice and write a 2-3 page paper (MLA formatted: double-spaced, 1-inch margins all around; 12 pt. Times New Roman font). The paper should conduct a close reading of the text in an effort to seriously interrogate/analyze/explore the ways in which an author uses the literary genre for participating in scientific discourse(s). Each paper should discuss which scientific discourse the author participates in, provide examples of how the author participates in that scientific discourse, and raise questions (posed by you or a classmate) about the ethics or social responsibility the author should have in participating within this scientific discourse. These papers should not be summaries of the texts (in fact, summary of the material you’re using is not required), but should instead incorporate substantive references to the texts as a way to illustrate, and further clarify the points you are attempting to make. In short, each paper is a way for you to express, in a clear manner, your own ideas and understandings of what is going on in class.

***Minimum requirements for a passing grade***:

* They should be no fewer than 2 pages, and no more than 3 pages, and submitted in proper MLA format. Note that, in my class, a two-page paper ends on the third page and a three-page paper ends on the fourth page.
* They should present a clearly articulated, and identifiable claim (thesis) statement and logically support that statement using examples from the chosen text.
* They should present a set of clear and well-articulated reasons to explain the logic that helped you arrive at your claim
* They should use the source texts (the texts that inform the argument being made) as a way to illustrate the argument they are making (quotes, etc.—all in proper MLA format)

You are graded on not only the argument you present (its level of sophistication, its inventiveness, and its insightfulness), but also on how well you articulate your argument; on the originality and/or complexity of your argument; on the level of control you display in writing your argument (how well you can integrate and distinguish the source texts, the theoretical discussions, and your own voice); and how persuasively you can support your intended argument.

Students must ***sign up for CAP deadlines in advance*** (during the first full week of the semester, Aug. 31 – Sep 4). In order to evaluate academic integrity, each paper must be submitted to SafeAssign on the course Blackboard page by 11:59 pm the night before our in-class discussion of the text. In other words, if you choose to write about Emerson’s “The Uses of Natural History,” then the paper will be due at 11:59 pm on Oct 19, the evening before we discuss the reading in class on Oct 20. In addition to turning in the paper, students must lead discussion on that reading at the beginning of class on the day we discuss the assigned text. Orally present your observations, any questions you had, and any connections you noticed between the science and the literary work as well as this literary work and others read previously. Do not read the paper aloud! Because of time constraints, you should summarize your argument, observations, questions, and connections in 3-5 minutes and initiate conversation on the reading.

**Exams** (Due Oct 8 and Dec 15) Each exam will cover the previous untested material; therefore, neither exam will be comprehensive. The class before each exam, a detailed study sheet for the exam will be distributed via Blackboard. Each exam will contain a long-essay portion in addition to short answer questions. Students will be given a list of possible essay topics prior to the exam, on the study sheet, but only one essay exam prompt from this list will be chosen. ***Grading criteria*** for the essay portion willinvolve demonstrating the ability to (1) focus arguments on the exam questions, (2) construct logical arguments, and (3) support claims with relevant examples from the text(s). Although your “mechanical/editorial” writing skills will be taken into account, they will be examined more closely on the critical analysis papers and the signature assignment than on the in-class essays.

**Signature Assignment** (Due Nov 24) The signature assignment addresses all four of the course University prescribed objectives. **Personal responsibility**: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn’t just a matter of mechanics. It’s a question of personal responsibility (with real consequences for students) that overlaps with students’ responsibility to the academic community of which they are a part. In addition, the construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility related to scientific knowledge, its construction, and its influence on other subjects both human and nonhuman addresses the **social responsibility** outcome.

**Specific Requirements.** Write a well-organized, effectively developed 4-5 page (approximately 1000 – 1250 words) analysis of one of the ***fictional*** texts from this course. Students should cite a minimum of two secondary sources in MLA format using in-text citations and a works cited page.

**Grading Criteria and Instructions.** The paper requires students to demonstrate three types of *communication skills* related to social and personal responsibility: description, critical thinking, and application. (1) *Description*: Describe, within your chosen text, (a) one or two ways in which literature engages with a scientific field, (b) which field of study the literature references, and (c) how the author and his/her subjects are affected (positively or negatively) by their engagement with the scientific discourse. (2) *Critical Thinking/Analysis*: How effective are the author’s use of examples, claims, and/or arguments in engaging with scientific discourse(s) using a literary genre. (3) *Application*: To what degree are the author and his/her subjects affected (positively or negatively) by his/her engagement with the scientific discourse?

**Invention and Organization.**  In a brief introductory paragraph, you should anchor your paper’s argument about the author’s participation in scientific discourse(s) by describing what “they say” about the intersections of science and literature in the nineteenth century and what you (or “I”) say about the positive or negative impact as a result of the author’s engagement. Whether you devote one or more paragraphs to each of the three elements in the body of the paper (description, analysis, application) will depend on the nature and number of examples you select. The application element should be featured in the concluding paragraph. *Support your descriptive and analytical claims with appropriate examples from the text you selected and with appropriate information or quotations from the required two secondary sources*. I will expect the use of coherent sentences and paragraphs, and grammar, spelling, and punctuation appropriate for a sophomore English course.

**Responsible Integration of Sources (personal responsibility).** Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which students draw on the selected text and secondary sources to communicate an interpretive argument about their chosen text through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial: <http://library.uta.edu/plagiarism/> **Take the tutorial; print out the “Results” page, and attach it to your Works Cited page for a participation grade on or before Tuesday, Nov. 5.**

**Appropriate Secondary Sources:**

* National newspapers (e.g., *New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram*)
* Print magazines (e.g., *The Atlantic, Harper’s, New Yorker, Time, Newsweek*)
* Online magazines (e.g., *Slate, Salon*)
* Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
* Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
* Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn’t listed here, should check with me first!

**Formatting.** Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA’s recommendations for formatting, citation, and style. **Here is a direct link to the Library’s excellent guide to MLA format**: [http://www.uta.edu/library/help/files/cite-mla.pdf](https://owa.uta.edu/owa/roemer%40exchange.uta.edu/redir.aspx?C=uzj-1XqtIUCJWWyKmGp-4nnySVV2gNFI5HMGjTbLoEtPG0eO0z5j_nK53W9YZ1WJyZcDO0cj5z4.&URL=http%3a%2f%2fwww.uta.edu%2flibrary%2fhelp%2ffiles%2fcite-mla.pdf)

**Final Note.** In order to receive a passing grade on the signature assignment, students should be able to:

1. write an essay that is at least 4 pages long, but no more than 5 pages (a five page paper ends on the sixth page)
2. integrate two appropriate sources
3. have a thesis
4. have a title
5. incorporate evidence (i.e., quotations and paraphrasing) from the literary text
6. have a Works Cited page using MLA format

**Major Assignments/Grade Distribution:**

Critical Analysis Paper (CAP)

and Discussion Lead 15%

Exam 1 20%

Exam 2 20%

Signature Assignment Paper 30%

Class Participation 15%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.99%, C=69.5-79.99%, F=69.4% and below; Z=see the Z grade policy above.

**Grades.** Grades are A, B, C, D, and F. All projects must be submitted to Blackboard before the project’s stated deadline. **Keep all papers** until you receive your final grade from the university (this is also how you will keep track of your grade throughout the course). You cannot challenge a grade without evidence.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not participate actively in class, and/or do not complete assigned work.

**Please note that the signature assignment must be completed to pass the course** and it is advised that both CAPs be completed in order to successfully pass this course**.** If you fail to complete the signature assignment, you will fail the course, regardless of your average. ***Completion means that something is turned in as a “final draft.” I will not accept late papers, but I will accept an “incomplete” or “unfinished” paper if submitted by deadline. It is better to submit something and receive a poor grade than nothing and receive a zero.***

**Turning in Assignments to Blackboard:** Your major assignment (signature assignment) and your two CAPs for this course will be submitted to Blackboard. **I will not accept any assignments via e-mail**. All assignments submitted to Blackboard must be saved as a .doc or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

**Expectations for Out-of-Class Study:** For every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc.

**Late Enrollment Policy:** Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Late Assignments.** All assignments are due at the beginning of class on the due date specified. I do not accept late assignments for any reason, especially the two major assignments in this course (the CAPs and the signature assignment). Exams will begin promptly at beginning of class; do not arrive late or you may not be permitted to sit for the exam. In-class work – including discussion small discussion groups – will constitute your daily grade/participation grade. Students cannot make this work up, even if you miss class, so regular attendance is strongly advised.

**Paper Reuse Policy** – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

**Participation Policy.** Improvement in writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays. ***Students must inform the instructor in writing at least one week in advance of an excused absence in order to receive an alternative daily grade/participation grade assignment***. In terms of lecture notes, should you miss class (even with an excused absence), I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

**Attendance:** 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. As the instructor of this section, I will take attendance each class period by passing around a journal and/or sign in sheet. You are responsible for signing yourself into the course each class period. Please note that failure to attend may result in a lowering of the student’s grade due to missed work. I will not allow students to make up work for absences except in special circumstances and with sufficient evidence of extenuating circumstances (i.e. hospitalization, death in the family, university activities, religious holidays, etc). Should you be eligible for an excused absence (i.e. athletic event, religious holiday), please ***submit it to me in writing at least one week prior to the planned absence*** so that we can make alternative arrangements for you to fulfill the assignment. Although there is no “attendance” grade in this course, students will be given a participation grade. You will have twelve participation grades throughout the course of the semester, all of which are connected with in-class activities. They will be calculated as completion grades, though failure to participate will result in the loss of the grade. I will add up the total number of completed assignments (12) and calculate your daily grade based on this key:

12 = 100%, 11 = 92%, 10 = 83%, 9 = 75%, 8 = 67%, 7 = 58%, 6 = 50%, 5 = 42%, 4 = 33%, 3 = 25%, 2 = 17%, 1 = 8%

Everyone will begin the semester with a "100” for participation.  If you miss an assignment, you will be docked points, resulting in a "11" (or 92).  This will remain in the gradebook, assuming you complete the remaining 10 assignments.  If you miss another, you will drop again to a "10" (or 83) and so on and so forth through the semester. These daily grades cannot be made up, so again, attendance and participation is important. Failure to attend the course may affect the overall grade as students may fail to complete and/or submit class activities and assignments.

**Classroom Behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Grade Grievances**: An appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

**Classroom Visitors:** Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

**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://wweb.uta.edu/aao/fao/>).

**Disability Accommodations: UT** 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

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 [www.uta.edu/disability](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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*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, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**The English Writing Center (411LIBR):** The English Writing Center is located in Room 411 Central Library.  Hours are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5 p.m. Saturdays and Sundays. Students must register and can make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Face-to-Face and online appointments for undergraduate students are scheduled for 20, 40, or 60 minutes at the student’s discretion. Be judicious! For instance, 20 minute Quick Hits appointments are specifically for “quick” or minor concerns such as grammar, citations, or thesis construction. Longer appointments are for higher order concerns such as organization, structure, cohesion, or even just brainstorming and assignment comprehension. Know what you want to work on prior to your appointment and choose your time slot accordingly. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

**Librarian to Contact**: For research assistance, visit or contact the English subject librarian, Diane Shepelwich. Subject Librarian information located at <http://www.uta.edu/library/help/subject-librarians.php>

**ENGL 2329-014 Syllabus Contract**

**I have read and understood the syllabus, and I agree to abide by the course policies.**

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Printed Name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

**Permission to Use Student Writing**

Student’s Name

Class Number and Section

Instructor Name

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

Student’s Signature

UTA ID Date