English 3361.001, Fall, 2016 Dr. Luanne Frank

Classical Literature English Dept (203 Carlisle: 817- 272-2692)

Preston Hall 200 TR 3:30-4:50pm Office: 522 Carlisle. Hrs.TTh (classrm) 5pm-& appt.

**TENTATIVE SCHEDULE of Readings & Papers**

August 25 Introduction.

30 Aeschylus: Introduction ; *Agamemmnon,*

September 1 Aeschyulus, *Agamemmnon*.

6 Pater: “Introduction,” “Botticelli,” “Conclusion”

8 Euripides, “Introduction,” *Medea.*

13 Paper # 1

15 Review papers.

20 Neumann, 3-17

22 Virgil, “Introduction” ; *Aeneid,* Book I.

27 Virgil, *Aeneid*, Book II.

29 Virgil, *Aeneid,* Books III & IV.

October 4 Paper #2 (*Aeneid* via Neumann)

6 Review papers.

11 Freud, *Interpretation of Dreams,* 513-541.

13 Freud, *Interpretation of Dreams,* 541-571 (w/ special emph on 566).

18 Paper # 3 (*Aeneid* across Freud)

20 Review papers.

25 Dante, “Introduction”; D*ivine Comedy,* Cantos I-III

27 Dante, *Divine Comedy*, Cantos IV-X .

November 1 Dante, *Divine Comedy*, Cantos XI-XVI.

3 Dante, Divine Comedy, Cantos XVI-XVIII.

8 Lovejoy, *Great Chain of Being, “*Preface,”& Chapter 1.

10 Lovejoy, *Great Chain of Being,* Chapter 2.

15 Paper # 4 (*Divine Comedy* across Lovejoy)

17 Review papers.

22 Homer, “Introduction”; *Odyssey,* Books 1-4 . 24 Thanksgiving

29 Homer, *Odyssey,* Books 5-9.

December 1 Homer, *Odyssey*, Books 10 & 11 (scan for characters); 12 & 13.

6 Homer, *Odyssey,* Books 21-22.

15 Exam: Paper # 5. *Odyssey* across Auerbach & summary of semester’s theory.

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Thumbnail Course Description

The present course focuses on close readings of masterpieces of “world” literature that we understand as descriptive and determinative of who we, participants in and inhabitants of Western culture, are. We thus look on them as indispensable to our understandings *of* ourselves, our society, and our systems of thought, and we include them on our lists of must-reads if we’re to be familiar with our cultural-literary groundings. We shall also examine a small handful of ways of reading these works that will let us identify the understandings that certain literary-critical and psychological approaches can provide. Abstractions aside, however, these works all tell good, gripping stories.

Texts (in order of assignment):

Wilkie, Brian and James Hurt. *Literature of the Western World*: *The Ancient World Through the Renaissance,* Vol. 1. Upper Saddle River, N.J., Prentice Hall, 2000. Purchase.

Pater, Walter. *The Renaissance*. “Preface,” “Botticelli,” and “Conclusion.” New York: New American Library, 1959. Electronic Reserves, UTA Library.

Neumann, Eric. *The Great Mother: An Analysis of the Archetype*. Chapter One: “The Structure of the Archetype.” New York: Bollingen, 1955. Electronic Reserves, UTA Library.

Freud, Sigmund. *The Interpretation of Dreams.* Chapter 7. New York: Basic Books, 2010. Purchase.

Lovejoy, Arthur O. *The Great Chain of Being: A Study of the History of an Idea.* “Preface,” Chapter One: “Intro: the Study of the History of Ideas,” and Chapter Two: “The Genesis of the Idea in Greek Philosophy. Cambridge: Harvard UP, 1936. Electronic Reserves, UTA Library.

Auerbach, Erich. *Mimesis:The Representation of Reality in Western Literature.* Chapter One: “Odysseus’ Scar.”Princeton: Princeton UP, 1953. Electronic Reserves, UTA Library.

Learning Outcomes:

1, Close familiarity with the assigned texts, demonstrable via assigned writings and class discussions.

2. Close familiarity with assigned theoretical/methodological readings, demonstrable via their use in assigned, one-page papers. (See Procedures sheets).

3. Demonstrable movement toward mastery of conventions of English-language grammar, punctuation, spelling, language usage, coherence, and continuity in writing via assigned papers and corrections of papers’ noted infelicities.

4. Demonstrable movement toward recognizing the potential contribution of assigned literary and theoretical texts to the student’s individual development.

English 3361: Classical Literature Dr. Luanne Frank (lfrank@uta.edu)

Fall 2016: 3:30-4:50 pm Preston 200 English Dept (203 Carlisle: 817-272 2692) Office: Carlisle 522. Hrs:(classrm):TTh5&appt

**COURSE PROCEDURES**

We follow **FOUR main procedures (and three subordinate, related ones)** in this course, procedures having to do with assignments in two types of texts, literary and theoretical.

Students do the following:

1) Read and study a given assignment at home.

2) Read and discuss this assignment in class.

3) Write a one-page paper **a)** summarizing the contents of the theoretical text assigned, and **b)** applying these contents to a chosen literary text, in order to elucidate it (either in general or with respect to those of its characteristics that show up when one reads it across the assigned theory). Run a copy for each class participant.

4) Present this paper aloud to the class and after all papers have been read, distribute a copy to each class member.

5) Read selected papers of other class members and mark them for improvement.

6) Revise the elements marked for revision in returned papers and turn in these revisions

7) Take two types of quizzes, usually (not inevitably) brief and usually (not inevitably) announced: **a)** reading quizzes (i.e., quizzes over the material assigned for the class day that the quiz is given, and before the material is covered in class), or **b)** over the material covered on the previous class day.

Unannounced quizzes typically come on the class day following a class’s markedly improvable results on an announced quiz, and can be the very same quiz. The grade on a quiz given a second time will be averaged with the first-time grade. It will not replace it.

**Additional information regarding the seven procedures**

1) Reading a given assignment at home.

a) The date appearing beside the name of an author or work (or its abbreviation) on the tentative schedule (a schedule of anticipated assignments) is the date by which this reading is due to have been completed).

b) The importance of this initial reading cannot be overestimated. It provides a base for the in-class reading and discussion to build on. Roughly estimated, three times as much of the text-covered-in-class becomes apprehendable during class if read ahead of time as if not, and is approximately 40% more retainable (because of the immediate review). We’re after an intimate (i.e., not merely nodding) acquaintance with the assigned texts. Take advantage of this first reading to build this acquaintance.

To encourage this first reading, reading quizzes may be announced.

2) Reading and discussion of assignment in class.

a) This reading, too, is important, as is students’ being present for it. This has, among other things, to do with the fact that what is produced in the way of interpretation(s) during class is often heavily class- and moment- dependent - - a function of conditions obtaining in the class at any given time (whom the class is made up of, *how* there they *are*, what they are thinking, and what they say or suppress). At this reading, an exchange and development of ideas sometimes takes place that resembles a dialectic. Thus, although a set of intentions determines a set of goals for every class meeting, the actual intellectual destinations arrived at during the class period will inevitably differ from those *anticipated* by the goals precisely *because* of the dialectical nature of the course. One important aim of the class meeting: that the student *produce* unforeseen meanings for the text, and confirm, amplify, or discard previously apprehended meanings. Thus, while some of the “content” of a class meeting is unmistakably available both ahead of time (from reading the text) and after the fact (from some else’s notes), much is not. What may be of greatest value (as, for example, what takes place generatively in the minds of students and faculty during the course of the class meeting) may not be available ahead of time. Perhaps needless to say, then, absences are strongly discouraged. This cannot be overestimated.

Said slightly otherwise: although much of Procedure #2 takes place in what appears to be a lecture format, making the course at times seem a sort of information-delivery and -retrieval system, much of what in fact gets produced (by instructor and students) is in fact not (or, ideally speaking, will not be) what is conventionally understood as information (a somewhat pejorative term in such a class as this). What comes into being in class will not be altogether predictable, and thus not available, either ahead-of-time *or* after-the-fact. (Much of what takes place of course does so in the minds of the individual participants, where, because of the size of the class and the class’s limited available time, it inevitably remains. But it is not lost to the given student. It cannot, however, be recuperated by another. That is, another’s notes are an indifferent substitute for one’s own apprehensions.) In short, students absent from a Procedure #2 class meeting are **more** absent than they would be were this a course of the information-retrieval type, whose contents, by design, essentially follow a replicable textbook format, for which, as a substitute for a class meeting, another’s notes are useful indeed.

3) Writing a paper summarizing assigned theoretical material and elucidating a literary text across it.

The paper exhibits a number of characteristics:

a) It is **one page** in length. One page means one page, with print on one side. Page size (not print size) and line-spacing depend on class size. Typically, it means one eight-and-one-half by eleven-inch page, and typically, though not inevitably, double-spaced. The one-page format without margins allows space enough for thought development and condensation enough to enable everyone in class to present her/his paper aloud in its entirety.

b) It may use all but one line of the space available exclusively for its text. That is**, no title is and no margins are necessary**, except for a small left-hand margin for line numbers. The top line should contain the student’s name (at left), course number, identification of the assignment (i.e., “Paper #2 of 9: Freud, *Interpretation of Dreams*)(centered), and the date (at right). Please observe these conventions. (They have practical ends: they save time--the student’s as well as the instructor’s.)

c) **Its lines are to be numbered at the left-hand side of the page,** by computer, or by hand if this is more convenient. **Be sure to include line numbers on your papers.**

d) Its font is to be Times New Roman, 12-point. You might try out your print size against my eyes before the first paper so that it will not need to be handed back before being read & graded: I need to be able to read the print comfortably without a magnifying glass. A paper with print too small will, I’m sorry to say (I really am), be returned for print-enlargement. To date, no maximum number of words has been stipulated, though an upper-limit may need to be invoked.

e) Its contents should consist of two types of material, presented in this order: 1) material summarizing the contents of the theoretical assignment-in-question (this to take up three-fourths of the page) and 2) an “application” of the assigned theory / methodology to a literary text (this to take up one-fourth of the page). This may seem to shortchange the application, but you will already have been “applying” the theory as you read to understand it. Your nailing the theory is what is most important here. Once the theory is relatively well understood, the application can be almost self-generating (though not necessarily easy to put together).

**Due Dates of Papers and Item Revisions**

Due date: A paper is due on its due date. A paper available for presentation aloud, **and by its author**, to the class on its due date fulfills the assignment. Assignments for whatever reason unfulfilled can only be made up by providing the assigned paper after the fact *and* by doing additional reading related to the course content (usually a book), to be accompanied by a 2-page, double-spaced paper summarizing and commenting on this additional reading, due within two weeks of the missing paper’s due date. Also, a paper provided after its due date receives a grade one letter lower than its on-time grade. The lower grade can be raised only by additional reading(s) (usually of one or more books related to the course’s content) accompanied by a corresponding 2-page paper within two weeks of the missing paper’s due date.

Revisions are due at the class meeting immediately following receipt of the marked paper. Instructions for revisions:

a) Triple- or quadruple-space the paper.

b) Mark all items due for revision with brightly-colored marker.

c) Determine the category or type of infelicity it is that calls for revision: spelling; punctuation (what type of punctuation “error”); grammar (what type of ungrammaticality: dangling participle, absence of verb); style (as in a break in style); usage (name your authority for necessary usage and anything you picked up while zeroing in on what’s preferred / required); form (as in need for transitions and need for re-ordering sentences for continuity); and other infelicities (whatever possibilities, including those of content) fall outside the previous categories).

d) Make a list of the types of textual infelicity requiring modification, i.e., spelling, punctuation, dangling participle, “its/it’s” unconventionalities, punctuation in relation to quotation marks, “that/which” conventions [dependent on restrictiveness, non-restrictiveness of clause confusion]). Check, with each further paper, to be sure you’ve not included the same sort of infelicity a second time. Turn in your list (the original list with whatever additions you make to it) each time you turn in a paper.

Habit, rather than thought, produces many of these infelicities, and habits are hard to break. It will be my aim to provide you the opportunity to break them. A repeatedly marked, repeatedly appearing infelicity may bring a paper back to you without having been marked or graded, so that you can search out the problem in question.

**Grades**

For classes with both papers and quizzes, at least 80% of the course grade will be the average of grades on the papers, and 20% the average of grades on the quizzes. All quizzes will count.

For classes with no quizzes, and if all members of the class participate, 100% of the course grade will be the average of grades on the papers. This is the preferred grading system. A percentage of the course grade dependent on participation my need to be included. This will be announced as soon as such a need becomes evident.

The grade on a paper is a grade that stands. Plan to use the markings of infelicities on any given paper to move toward improvement of the NEXT paper. As you get clear on certain conventions and “get them right” in your papers, you might make me aware of this with a note (:”Aha: I understand the difference between a restrictive and a non-restrictive clause/ a dangling and a non-dangling participle and I show these understandings in lines 12 & 22 respectively). DO NOT REWRITE YOUR PAPER.

**Attendance**

Attendance is important, required, and recorded. Two absences are--though strongly discouraged--permitted for whatever reason (i.e., no reason need be given). Each absence is considered an absence. I.e., having a reason for an absence is different from, does not count as being in class. Extra work (usually reading and summarizing 2 books related to the course content) can make up for 1 extra absence if, and only if, the additional work is turned in within two weeks of the additional absence.

**Plagiarism**

The course follows university rules on plagiarism. I can provide you, on request, with a) an expanded definition of plagiarism (representation as one’s own of words, ideas, and other sorts of intellectual property generated by others, whether used verbatim or paraphrased) and b) with the forms the university makes available for reporting plagiarism.

**Other**

As a courtesy, please (and please note that a “please” precedes each of the following except the last, about which there is no wiggle room ):

a) be on time: repeated latenesses (more than 3) count as an absence;

b) bring only water to class (if you need to drink); open cans outside class (no exceptions);

c) whether or not you have special dietary requirements and schedules, eat food only outside of class (no exceptions):

d) chew gum as much as you like: outside of class (no exceptions).

e) see to the needs of (i.e., take are of, handle) your digestive and excretory tracts before class. If you are likely to suffer an attack, please let me know ahead of time, and be sure to do the class the favor of asking to leave if, unexpectedly, you decide you have to (i.e., leave). Consider as a possibility making it your aim to disrupt the class as little as possible, apart from astonishing it in ways it can appreciate: an unannounced exit is a disruption.

f) plan to leave class only when the class’s scholarly considerations for its time period have come to a close.

g) select another member of the class to receive your paper should you be un-present to receive it.

h) select another member of the class, or two, to be able to remind you of a coming assignment should you find you’ve not noted, or have forgotten, it. Be sure you have their e-mail address and/or phone number. We make every effort to stick to the schedule--here necessarily announced as tentative inasmuch as schedules are, indeed typically tentative.

i) should you need to leave something for me, leave it under the door of the main English office with my name on it or, with the help of one of the secretaries, in my box in the mail/Xerox room. If these don’t work, leave material under my office door only if you also e-mail me that it’s there. I do not check there regularly.

j) cell phones and lap tops stay unaccessed and in purses or backpacks (or wherever) until a break, should there be one. In the event of your anticipating an emergency call, please let me know. As of June 7, 2016, the dept chair stands in agreement with this no-cell-phones, no laptops requirement.

**Emergency Phone Numbers: In case of an on-campus emergency, call he UT Arlington Police Dept at (non-campus phone: ) 817-272-3003 or (campus phone:) 2-3003.**

**Additional important information**

**Re: Course reading and paper-assignment schedule. 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.** Luanne Frank.

**Attendance: See attendance policy for 3361.001, Fall 2016 in Procedures sheets above.** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**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:** UTArlington 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).Only those students who have officially documented a need for an accommodation will have their request honored. 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. 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).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *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)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.

**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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

**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>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. (**Please note:** his policy is currently under discussion and review for this campus at the time this syllabus is being sent (August 25, 2016). A preliminary syllabus was sent August 20 to all students enrolled at that time and to two newly registered students August 24. ) For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** 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 exits, which are located at east and west ends of the second floor Preston Hall hallway. 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.

Students are encouraged to subscribe to the MavAlert system, which will send information in case of an emergency to their cll phones or email accounts. Anyone can subscribe at these urls <https://mavalert.uta.edu/> <https://mavalert.uta.edu/register.php>.

**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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

Library resources for students (see also the Library Home Page, library.uta.edu)

**Academic Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.