

English 1302: Rhetoric and Composition II

Special Topic: “Processing Immigration”

Summer 2017

Instructor Information:

Instructor’s Name: Dr. Stephanie Peebles Tavera

Course Information: ENGL 1302.001

Class Meeting: MTWR 8:00 AM – 9:50 AM

Room: PH 302

Office/Hours: CAR 624, MT 10:00-11:30 AM

Email: tavera@uta.edu

ENGL 1302 RHETORIC AND COMPOSITION II: This course satisfies the University of Texas at Arlington core curriculum requirement in communication. Continues ENGL 1301, but with an emphasis on advanced techniques of academic argument. Includes issue identification, independent library research, analysis and evaluation of sources, and synthesis of sources with students’ own claims, reasons, and evidence. This course focuses on critical engagement with ethical and social issues and the development of academic arguments that communicate a specific point of view. **Prerequisite: Grade of C or better in ENGL 1301.**

ENGL 1302 Expected Learning Outcomes

In ENGL 1302, students build on the knowledge and information that they learned in ENGL 1301. By the end of ENGL 1302, students should be able to:

Rhetorical Knowledge

- Identify and analyze the components and complexities of a rhetorical situation
- Use knowledge of audience, exigence, constraints, genre, tone, diction, syntax, and structure to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures
- Know and use special terminology for analyzing and producing arguments
- Practice and analyze informal logic as used in argumentative texts

Critical Reading, Thinking, and Writing

- Understand the interactions among critical thinking, critical reading, and writing
- Integrate personal experiences, values, and beliefs into larger social conversations and contexts
- Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity
- Produce situation-appropriate argumentative texts that synthesize sources with their own ideas and advance the conversation on an important issue
- Provide valid, reliable, and appropriate support for claims, and analyze evidentiary support in others’ texts

Processes

- Practice flexible strategies for generating, revising, and editing complex argumentative texts
- Engage in all stages of advanced, independent library research
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing to critique their own and others’ arguments

Conventions

- Apply and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics, and be aware of the field-specific nature of these conventions
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Revise for style and edit for features such as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

Required Texts.

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

First Year Writing: Perspectives on Argument, 3rd edition

ISBN: 0393935841

ISBN: 1256744506

NOTE: STUDENTS MUST HAVE THESE EDITIONS

Additional Readings (Blackboard).

Arce, Julissa. “The Shifting Conversation Around Citizenship,” *TedTalk*.

Bloomberg Report. Interview with Julissa Arce, <https://www.youtube.com/watch?v=qnb-sqXTLoE>.
 Garcia, Charles. "Why 'Illegal Immigrant' Is a Slur."
 Ngai, Mae M. "Reforming Immigration for Good."
 McDaniel, Paul. "The Cost of Citizenship is a Barrier for Some Immigrants."
 Semotiuk, Andy. "Spousal Immigration Processing Times Cause Frustration."
 West, Darrell M. "Inside the Immigration Process."
 York, Byron. "No, Our Immigration System Isn't Broken."

Possible additional readings as determined by instructor.

Syllabus and Course Schedule. All assignments are due on the day they are listed. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester, I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

English 1302: Rhetoric and Composition II (Daily Schedule)

Week	Date	Class Topic and Daily Readings	Assignments Due
1	07/11	Course introduction. Policies and procedures. The Rhetorical Situation, The Rhetorical Triangle (review from ENGL 1301), and Understanding Academic Conversations Read In-Class: FYW: pp. P17-P20, P49-P50	
1	07/12	Introduction to Argument: Claims, Reasons, Evidence Read: FYW Ch. 1 (pgs 2-23, 36), Ch. 2 (39-42, 48-50, bottom of 51-55)	Signed Syllabus Contract (for a free 100)
1	07/13	Understanding Immigration: They Say/I Say Read: TSIS Preface, Introduction, and Ch. 1; Two articles on Blackboard (Ngai and York)	
2	07/17	Discuss ENGL 1302 Assignment Sequence Assign Issue Proposal. Discuss Sample IP. Read: ENGL 1302 assignments in FYW pp. P48-P69 and Sample IP in FYW pp. P55-P56	
2	07/18	Introduce the Peer Review Assignment	Draft of Issue Proposal Due
2	07/19	IP Writing Workshop: Refining Your Issue In-Class Work on Issue Proposals Read: FYW Chapter 3; Three articles on Blackboard (West, Semiotuk, and McDaniel)	IP Peer Review Due
2	07/20	Assign annotated bibliography (AB) and Discuss Sample AB (in Blackboard) Read In-Class: AB assignment in FYW pp. P57-P58	Issue Proposal Final Due
3	07/24	Finding and Evaluating Sources / Audience Analysis	

Week	Date	Class Topic and Daily Readings	Assignments Due
		In Class: <i>Shorthorn</i> audience/“they say” activity available on Blackboard FYC page Read: <i>FYW</i> Ch. 6 and <i>TSIS</i> Ch. 2 & 3	
3	07/25	Assign Mapping the Issue (MI). Discuss Sample MI Paper. Read: MI assignment <i>FYW</i> pp. P59-P62 and MI sample in <i>FYW</i> pp. P63-P65.	Annotated Bibliography Final Due
3	07/26	Watch TedTalks, Julissa Arce, “The Shifting Conversation Around Citizenship” (16:56): https://www.youtube.com/watch?v=TWDaAm9Y89I Bloomberg Report, Interview with Julissa Arce: https://www.youtube.com/watch?v=qnb-sqXTLoE (7:34) Assign and Begin MI Invention Activity based upon Julissa Arce videos.	
3	07/27	Warranting Claims and Reasons (using Julissa Arce TedTalk) Read: <i>FYW</i> Ch. 9	
4	07/31	Review Ethos, Pathos, and Logos Read: <i>FYW</i> Ch. 5 In Class: Mark E, P, L in sources (Read and Mark Garcia together, then have students conduct one on their own source)	
4	08/01	Part I (8-8:50 AM): Peer Review Workshop Part II (9-9:50 AM): Analyzing and Incorporating Sources Read: <i>TSIS</i> Ch. 8 and “Incorporating Sources Effectively” (BB)	Draft of Mapping Issue Due
4	08/02	Assign Researched Position Paper. Discuss Sample RPP. Review: RPP assignment in <i>FYW</i> pp. P70-P73, RPP sample in <i>FYW</i> pp. P66-P69	MI Peer Review Due
4	08/03	RPP Writing Workshop: Audience In Class: Audience & Venue Analysis	Mapping Issue Final Due
5	08/07	Research Process Read: <i>FYW</i> Ch.3 (pp. 82-89) and Ch. 4 (pp. 111-118) and <i>TSIS</i> Ch. 4 and 5 In-class activity: Draft an outline of the RPP. Using the outline directions/template on pg. 78 of your <i>FYW</i> , create an outline for your Research Position Paper using notecards.	Bring notecards and a list of sources you are using for each of your reasons in the RPP.

Week	Date	Class Topic and Daily Readings	Assignments Due
5	08/08	RPP Writing Workshop Review: <i>TSIS</i> Chapters 1 and 4 In-Class: Constructing Claims and refining Your Introduction (They Say/I Say)	
5	08/09	RPP Workshop: Naysayer / Counterargument Read: <i>TSIS</i> Ch. 6 In Class Activity on Counterargument	
5	08/10	Assign RPP Peer Review/ Exit Instructions/ 5-Minute RPP Presentations	Draft of RPP Due
5	Final Due Dates	Peer Review Due (08/11) and Final RPP Due by 08/14	

Description of Major Assignments

Issue Proposal: This semester you'll be conducting research on an issue that you select. For this paper, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research.

Annotated Bibliography: For this assignment you will create a list of at least 8-10 relevant and appropriately chosen sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

Mapping the Issue: For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue—all from a completely neutral point of view.

Researched Position Paper: For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

Peer Reviews. Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members' participation. It is very important that you participate in peer review, as you will not be able to make up these points. Please think of peer reviews as a writing assignment in and of itself.

Attendance/Participation: Successful college students in my course come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays. 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. There is no "attendance" grade in my course. I do, however, have a participation grade which will be assessed holistically (100 or zero) based on completion of fifteen in-class assignments including notecard assignments and workshops. All students will begin the semester with a "100" for participation. Should s/he miss an assignment, s/he will be docked points as follows:

15 = 100%, 14 = 93%, 13 = 87%, 12 = 80%, 11 = 73%, 10 = 67%, 9 = 60%, 8 = 53%, 7 = 47%, 6 = 40%, 5 = 33%, 4 = 27%, 3 = 20%, 2 = 13%, 1 = 7%

For instance, if Jane Doe misses a class assignment because she is either late or absent, she will be docked points, resulting in a "14" (or 93). This will remain in the gradebook, assuming Miss Doe completes the remaining 14 assignments. Should she miss subsequent assignments, points will be docked according to the key. 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, 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.

The Notecard Assignment. Students will complete a notecard assignment over one assigned reading on specified days throughout the semester (see course schedule for due dates). After reading the assigned text, write on a notecard: one observation from the reading and two questions you still have even after reading (these questions could be either something you do not understand or something you wish to discuss further in class). Both the observation and questions must generate critical discussion. Here is an example from my women's and gender studies course:

Haller Reading	Student Name
1. I was surprised by the variety of symptoms that doctors diagnosed as "hysteria" for women. For instance, I did not think consider social behavior as a symptom of hysteria because I thought it was considered a mental illness.	
2. Why were women considered asexual beings? Why didn't women correct their doctors?	
3. Do you think the act of silence was related to fear or comfort with the status quo?	

Grades. Final grades in ENGL 1302 are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

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.

Your final grade for this course will consist of the following:

Issue Proposal	15%
Annotated Bibliography	10%
Mapping the Issue	20%
Researched Position Paper	30%
Final RPP Presentation	5%
Peer Reviews (3)	10%
Participation/Daily Work (10)	10%

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.

All major essay projects (IP, AB, MI, and RPP) must be completed to pass the course. If you fail to complete an essay project, 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. Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Choosing a Topic: The assignments in English 1302 are set up to build upon one another throughout the course of the semester. Because of this, you will need to pick a topic for the Issue Proposal and then you will stay with that topic for the entire semester. **You may not change your topic without permission from me.** Because this special-topics course is focused on processing immigration, students **MUST** choose

a narrow, focused issue related to immigration issues for their IP, AB, MI, and RPP. Students will begin exploring their chosen issue in the IP and AB. However, each student must decide on a narrow, focused, and nuanced approach by the time of his/her MI paper. If you feel at some point after choosing a topic that you want to change topics, then you will need to make an appointment to see me so that we can discuss what this will require; **however, if this happens you will be required to rewrite every assignment you have submitted to reflect the new topic.** The new assignments would be graded and that grade would replace the grade you made on your first assignments, regardless of whether that grade is higher or lower.

Turning in Assignments to Blackboard: All major assignments (IP, AB, MI, and RPP) in 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.

Grade Grievances: The First Year Writing Program has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year Writing. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. See course catalog for more information:
http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10

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 four major assignments in this course (IP, AB, MI, and RPP). Homework **will not** be accepted late, even if you miss class. Should you miss class on the day an assignment is due, please turn it in early or email me the assignment by class meeting on the day it is due.

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 three days prior to 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, but you will not have an attendance grade (See section on "Participation/Daily Grades." I do not drop students for non-attendance. However, 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 (i.e. hospitalization, death in the family, etc). Attendance will be taken into consideration when calculating your final grade; please do not miss more than three classes if you wish to pass this course.

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 ENGL 1302 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.

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.

Academic Integrity. All students enrolled in this course 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.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Regents’ Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

Americans with Disabilities Act. 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). 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 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.

Counseling and Psychological Services, (CAPS) 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.*

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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. Contact the Financial Aid Office for more information.

Writing Center. The English Writing Center is located in Room 411 Central Library. Summer hours are 10 a.m. to 3:00 p.m. Mondays-Thursdays. Students must register and can make appointments online at <http://uta.mywconline.com>. 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 for more information about services and guidelines.

Library Research Help for Students in the First-Year Writing Program. UT Arlington Library offers many ways for students to receive help with writing assignments: All First-Year Writing courses have access to research guides that assist students with required research. To access the guides, go to <http://libguides.uta.edu>. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help. Other helpful information may be found at links provided below:

Library Home Page: <http://www.uta.edu/library>

Ask A Librarian: <http://ask.uta.edu>

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 www.uta.edu/resources.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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>.

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 on either side of the hallway. Turn left and take the stairs to the first floor, exiting on the left or turn right and take the stairs to the first floor, exiting on the right. 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 handicapped individuals.

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.

Electronic Communication Policy. 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>. *Although I check my email regularly, I do not sit at me email all day. Please allow 24 hours for email response during weekdays. I do not check my emails regularly, if at all, on weekends.*

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. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Conferences and Questions: During the summer, I have **two** regularly scheduled office hours each week on Mondays and Tuesdays after class from 10 AM to 11:30 AM. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, ***please wait twenty-four hours before discussing it with me***. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

ENGL 1302 Syllabus Contract

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

Print 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 _____