

ENGL 1302-053 Composition and Rhetoric II

Instructor Information:

Instructor's Name: Dr. Stephanie Peebles Tavera

Course Information: ENGL 1302

Class Meeting: TR 12:30 PM – 1:50 PM

Room: PH 200

Office/Hours: CAR 624, M 11:00 AM-1 PM and T 11:00 AM-Noon, or by appt

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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. *This section is a special service learning section of ENGL 1302, focused on immigrant communities and immigration processing issues.*
Prerequisite: Grade of C or better in ENGL 1301.

Core Objectives:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

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. STUDENTS MUST HAVE THE FOLLOWING EDITIONS

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

Lunsford, Ruskiewicz, and Walters, *Everything's an Argument* with 2016 MLA Update 7th edition (2017 UTA Custom 1st edition)

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. – Dr. Tavera*

Week	Date	Class Topic	Assignments Due
1	TUE 1/16	Intro to Student Responsibilities, academic conversation, and syllabus/policies.	
1	THU 1/18	What is Service Learning? (with guest speaker Susan Dequeant.) Complete SL Pretest Student Survey In-Class (bring computers!).	Due: Signed Syllabus Contract Read: [insert article on service-learning] (BB)
2	TUE 1/23	Discuss ENGL 1302 Assignment Sequence. Assign Issue Proposal. Review the Rhetorical Situation. Brainstorming session.	Read: ENGL 1302 assignments in <i>EAA</i> pp. xl-lix. <i>TSIS</i> : Preface and Introduction and <i>EAA</i> Ch. 1 pg. 21-27 [“Appealing to Audiences” section]
2	THU 1/25	Understanding Immigration (with guest speaker Xergio Chacin.)	Read: TBA article on immigration issues
3	TUE 1/30	Synthesizing Sources and Experience: Activity Using Ngai and York. *Census Date*	Read: <i>TSIS</i> Ch. 2 Ngai’s article, and York’s article
3	THU 2/1	Finding an Issue. Creating a Research Plan.	Read: <i>TSIS</i> Ch. 3 and Rogers’ “Two Valedictorians...” Watch: Larissa Martinez’s Valedictorian Speech (BB) Search: #LarissaMartinez and #MayteLaraIbarra (on Twitter)
4	TUE 2/6	Introduce the Peer Review Assignment	Due: Draft of Issue Proposal

4	THU 2/8	Discuss Sample IP and Service Learning Experiences.	Due: IP Peer Review and AW #1 (SL Reflection)
5	TUE 2/13	Assign Annotated Bibliography and Discuss Sample AB	Due: Issue Proposal Final Read: AB Assignment in <i>EAA</i> pg. xlvi-xlvii
5	THU 2/15	What is a well-rounded source list?: Types of Sources and Finding Sources	
6	TUE 2/20	Understanding Audience: Immigration in <i>The Shorthorn</i>	Read: Copies of articles from <i>The Shorthorn</i> (in-print and online), TBA
6	THU 2/22	Locating Claims and Reasons/Audience Analysis: Semiotuk and West	Read: <i>EAA</i> pg. 87-94, Semiotuk's "Spousal Immigration," and West's "Inside the Immigration Process" (BB) Review: <i>TSIS</i> Ch. 2 & 3
7	TUE 2/27	Review Logos, Pathos, and Ethos: Julissa Arce TedTalk	Read: <i>EAA</i> Ch. 4 Watch: 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)
7	THU 3/1	Review Logos, Pathos, and Ethos: Julissa Arce TedTalk	Read: <i>EAA</i> Ch. 2 and 3
8	TUE 3/6	Assign Mapping the Issue Paper. Begin MI Invention Activity (Notecards).	Due: Annotated Bibliography Final Read: <i>EAA</i> pg. xlviii-liii
8	THU 3/8	Fallacies of Argument: <i>Monty Python</i> and <i>Big Bang Theory</i>	Due: AW #2 (SL Reflection) Read: <i>EAA</i> Ch. 5
9	TUE 3/13	Spring Break. No Class.	
9	THU 3/15	Spring Break. No Class.	
10	TUE 3/20	Warranting Claims and Reasons: Review Ngai and York.	Read: Handout on Warrants (from <i>Perspectives</i>), <i>EAA</i> Ch. 7, and Bring two articles to class.
10	THU 3/22	Analyzing and Incorporating Sources and Discuss Service Learning Experiences.	Read: <i>TSIS</i> Ch. 8 and "Incorporating Sources Effectively" (BB)
11	TUE 3/27	Peer Review Workshop. Discuss Sample MI Paper.	Due: Draft of Mapping the Issue Paper
11	THU 3/29	Assign Researched Position Paper (RPP) and RPP Presentation.	Due: MI Peer Review

		Last Day to Drop	
12	TUE 4/3	RPP Writing Workshop: Audience and Venue Analysis	Due: Final MI Paper Read: RPP Assignment <i>EAA</i> pg. liv-lix
12	THU 4/5	Types of Arguments: Definition	Read: <i>EAA</i> Ch. 9, and Garcia's "Why 'Illegal Immigrant' is a Slur"
13	TUE 4/10	Types of Arguments: Causal Arguments	Due: AW #3 (SL Reflection) Read: <i>EAA</i> Ch. 11, and McDaniel's "The Cost of Citizenship is a Barrier for Some"
13	THU 4/12	RPP Writing Workshop: Constructing Claims and Reasons	Read: <i>TSIS</i> Ch. 4 and 5
14	TUE 4/17	RPP Writing Workshop: Naysayer/Counterargument	Read: <i>TSIS</i> Ch. 6 Review: <i>EAA</i> pgs. 126-129
14	THU 4/19	Peer Review Workshop. Discuss Sample RPPs.	Due: RPP Draft Read: Sample RPP (BB)
15	TUE 4/24	RPP Presentations (with SL Component)	Due: RPP Peer Review
15	THU 4/26	RPP Presentations with SL Component	
16	TUE 5/1	RPP Presentations (with SL Component)	Due: AW #4 (Service Report Form)
16	THU 5/3	Exit Instructions. Revision Workshop. Complete SL Post-Test Student Survey In-Class bring computers). Last Day of Class (Please Note: We will not meet after this class. There is no final during "finals week")	Final Deadlines: RPP Final Due by Tue., May 8th at noon.

Description of Major Assignments:

Issue Proposal (Due Feb 13). This semester you'll be conducting research on an issue related to immigration or immigrants. 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 (Due Mar 6). For this assignment, you will create a list of at least 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 (Due Apr 3). 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 (Due May 8). This essay is the “Signature Assignment” for this course. For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

Final Presentation (Due Apr 24 and 26 and May 1). Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper. This presentation must include at least one slide that discusses how your volunteer experience shaped your research and/or argument.

Analytical Writings (4): There will be four analytical writing assignments. Three will be 500-word reflections on your volunteer experience. The fourth is not a writing assignment, but a chart that documents your hours; this chart will be submitted to the Center for Service Learning.

Peer Reviews (3). Each essay will include mandatory peer review workshops. You will be required to complete all sections of the peer review prompts in order to receive full credit. *It is very important that you participate in peer review, as you will not be able to make up these points.*

Participation Policy and Attendance. Successful college students in my course 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.

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. Thus, there is no “attendance” grade in my course. However, there is a participation grade which will be assessed holistically (100 or zero) based on completion of fifteen in-class assignments (and one out-of-class assignment) including: Notecard discussion questions, the plagiarism tutorial quiz, 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:

10 = 100%, 9 = 90%, 8 = 80%, 7 = 70%, 6 = 60%, 5 = 50%, 4 = 40%, 3 = 30%, 2 = 20%, 1 = 10%, 0 = 0%

For instance, if Jane Doe misses a class assignment because she is either late or absent, she will be docked points, resulting in a “9” (or 90%). This will remain in the gradebook, assuming Miss Doe completes the remaining 8 assignments. Should she miss subsequent assignments, points will be docked according to the key. All participation grades must be submitted in-class on the due date; no participation grade will be accepted electronically (e.g. via Blackboard or email). 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.

Service Learning. Students will participate in a minimum of **five** required volunteer hours for this course and reflect on their experiences in a series of analytical writing assignments that are intended to enhance the student’s understanding of the immigrant experience. Students must complete a Volunteer Reference Form and attend orientation with Catholic Charities of Dallas or Catholic Charities of Fort Worth.

If you plan on volunteering at Catholic Charities of Dallas, please visit this website: <https://ccdallas.org/get-involved/volunteer/volunteer-opportunities/>

If you plan on volunteering at Catholic Charities of Fort Worth, please visit this website:
<https://www.catholiccharitiesfortworth.org/get-involved/>

More detailed information on how to register as a volunteer and attend orientation will be provided during class on Tuesday, Jan. 23rd and Thursday, Jan. 25th. Please be present in class on both days. If you must miss, email me in advance so I can provide you the materials from our community partner liaison, Xergio Chacin. On the day(s) you complete your service learning hours, you **MUST** complete the Service Report Form (found on Blackboard) and have it signed by one of the employees at Catholic Charities of Dallas or Catholic Charities of Fort Worth. The **COMPLETE** Service Report Form will be uploaded to Blackboard by Tuesday, May 1st as your Analytical Writing #4 grade. The Center for Service Learning requires and uses this information for departmental funding purposes.

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. 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.

Late Assignments. All in-class assignments are due at the beginning of class on the due date specified. All major writing projects are due on Blackboard at the specified due date and time. I do not accept late assignments for any reason without prior arrangement due to an excused absence.

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.

Grades. Final grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 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 attend class regularly, do not participate actively, 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 Presentation	5%
Analytical Writing/Peer Reviews (7)	15%
Participation (10)	5%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below; Z=see the Z grade policy above.

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

Turning in Assignments to Blackboard. All four major writing projects (IP, AB, MI, RPP) will be submitted to Blackboard. **I will not accept any assignments via e-mail or paper.** 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. The medical brochure may be submitted as a pdf file. 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.

Classroom Behavior. Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be used for course materials only. If they become distracting, you will be asked to leave the classroom. 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://www.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). 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.*

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. 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 stairwell on our floor (the second floor). Exit the classroom, turn right, descend the stairs, and exit the double doors leading to the “mall” area across from Preston Hall. 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 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 or call (817) 272-6593.

The English Writing Center (411LIBR). The English 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.

Their facilities are 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 6 p.m. Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>.

Be judicious in choosing your appointment length! 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 for more information about services and guidelines.

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>

ENGL 1302 Syllabus Contract

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

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