ENGL 2329-001/WOMS 2301-002 (MWF 9 AM)
ENGL 2329-004/WOMS 2301-004 (MWF 10 AM)
American Literature: "American Women's Life Writing"
Spring 2018

Instructor: Dr. Stephanie Peebles Tavera

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Office Hours: M 11:00 AM–1:00 PM and T 11:00 AM–Noon, or by appt.

Time and Place of Class Meetings:
PH 110 MWF 9:00–9:50 am / TH 110 MWF 10:00–10:50 am

Description of Course Content: This cross-listed course focuses on the journey motif across several sub-genres of life-writing including travel narratives, confessional poetry, short essays, blogs, and autopics (films). How is the concept of the journey used in American women's life writing? How does it function as a writing technique, impacting the organization, setting, prose, and character(s)? What does it mean to construct one's identity as a woman through life-writing? Why is the journey important for these writers in their exploration of identity and womanhood? We will discuss life writing as a literary form by exploring such questions in texts written by American women from the late-nineteenth through twenty-first centuries.

Student Learning Outcomes: By the end of the semester, students who have successfully completed the assignments should: (1) have a basic knowledge of at least ten significant American women authors and their life-writing texts, and (2) have the ability to consider how life-writing functions as a form of literature including attention to memory, experience, identity, space, embodiment, and agency as constructed devices that influence a reader's perception of the author and her life narrative. Lectures, class discussion, small group discussions, essay exams, a listicle project, and the signature assignment will be the primary means of achieving these goals. See also the *criteria* statements related to each of the in-class and out-of-class assignments and the *approximate grade weights statement*.

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

Required Textbooks and Other Course Materials:

Conway, Jill Ker, ed. *Written by Herself: Autobiographies of American Women, An Anthology*. New York: Vintage Books, 1992. ISBN-13: 978-0679736332. https://www.amazon.com/Written-Herself-Autobiographies-American-Anthology/dp/0679736336

Gilbert, Elizabeth. *Eat Pray Love*. New York: Penguin, 2006. ISBN-13: 978-043038419. https://www.amazon.com/Eat-Pray-Love-Everything-Indonesia/dp/0143038419

Smith, Sidonie and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*, 2nd Edition. Minneapolis: University of Minnesota Press, 2010. ISBN-13: 978-0816669868.

https://www.amazon.com/Reading-Autobiography-Interpreting-Narratives-Second/dp/0816669864

Additional Texts (Blackboard)
Selections from *Eat Pray Love Made Me Do It*. Various Authors.
Bradstreet, Anne. "The Author to her Book" and "Upon the Burning of Our House." http://xroads.virginia.edu/~hyper/bradstreet/bradstreet.html
Ephron, Nora, dir. *Julie & Julia*. Columbia Pictures. 2009.
Lawson, Jennifer. TheBloggess. http://thebloggess.com/
------. Excerpts from *Furiously Happy*.
McCarthy, Mary. "Memories of a Catholic Girlhood."
Mairs, Nancy. "Sex and the Gimpy Girl."
Plath, Sylvia. "Daddy" and "Lady Lazarus."
Powell, Julie. From *Julie and Julia: My Year of Cooking Dangerously*.

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

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

Week	Date	Class Topic	Assignments Due
1	WED, 1/17	Syllabus. Introductions.	
1	FRI, 1/19	Six-word memoir activity.	**Due: Syllabus Contract**
2	MON, 1/22	Defining the Life Narrative. **Assign LOG.**	**Read:** *Reading Autobiography* (RA), p. 1-20.
2	WED, 1/24	Autobiographical Subjects: *Memory*. (with McCarthy)	**Read:** *RA*, p. 21-30; McCarthy's *Memoirs* (BB).
2	FRI, 1/26	Autobiographical Subjects: *Experience*. (with Mairs)	**Read:** *RA*, p. 30-38; Mairs' "Sex and the Gimpy Girl" (BB)
3	MON, 1/29	Autobiographical Subjects: *Identity/ "I"* (with Bradstreet and Plath).	**Read:** *RA*, p. 38-42; Bradstreet and Plath poems (BB).
3	WED, 1/31	Autobiographical Subjects: *Identity/ "I"* Cont. (with Bradstreet and Plath).	
3	FRI, 2/2	What's Unique About *Women's* Life Writing?: Understanding Identity Vectors.	**Read:** *Written by Herself* (*WBH*), "Introduction," p. xii-xiii, p. 3-5; TBA article on intersectionality.
4	MON, 2/5	Jacobs and "The Journey"	**Read:** *WBH*, p. 6-32 (Jacobs' *Incidents in the Life of a Slave Girl*); p. 280 ("Slave narrative").
4	WED, 2/7	Hurston's "Tracks"	**Read:** *WBH*, p. 33-53 (Hurston's *Dust Tracks in the Road*)

4	FRI, 2/9	Angelou's "Flight"	**Read:** *WBH*, p. 98-123 (Angelou's *I Know Why the Caged Bird Sings*); 265 ("Confession").
5	MON, 2/12	Autobiographical Subjects: *Space and Embodiment*	**Read:** *RA*, p. 42-54; p. 274 ("Memoir")
5	WED, 2/14	Sanger's "Fight" for Women's Rights	**Read**: *WBH*, p. 548-609 (Sanger's *Margaret Sanger*)
5	FRI, 2/16	Sanger's "Fight" for Women's Rights Cont.	
6	MON, 2/19	Rebelling with Steinem	**Read**: *WBH*, p. 657-672 (Steinem's *Outrageous Acts and Everyday Rebellions*)
6	WED, 2/21	**Assign Essay Exam #1.**	
6	FRI, 2/23	Structuring the Life Narrative: An introduction to *Eat Pray Love*.	**Read:** *RA*, p. 90-95 ("Autobiographical Acts: Structure and Pattern"); p. 266 ("Conversion narrative"), p. 271 ("Gastrography"), p. 279 ("Scriptotherapy" and "Self-help narrative"), p. 284 ("Travel narrative").
7	MON, 2/26	Eat, or "Italy"	**Due: Essay Exam #1. Read**: Preface/Intro and Ch. 1 (In-Class)
7	WED, 2/28	Eat, or "Italy"	**Read:** *EPL*, Ch. 2-10
7	FRI, 3/2	Eat, or "Italy"	**Read:** *EPL*, Ch. 11-19
8	MON, 3/5	Eat, or "Italy"	**Read:** *EPL*, Ch. 20-36
8	WED, 3/7	Pray, or "India"	**Read:** *EPL*, Ch. 37-47
8	FRI, 3/9	Pray, or "India"	**Read:** *EPL*, Ch. 48-58
9	MON, 3/12	Spring Break: No Class.	
9	WED, 3/14	Spring Break: No Class.	
9	FRI, 3/16	Spring Break: No Class.	
10	MON, 3/19	Pray and Love Sections	*Through *EPL*, Ch. 98 by Mon. 3/19*

10	WED, 3/21	Love, or "Indonesia," Conclusions, and Gilbert Interviews	**Read:** *EPL*, Ch. 99-109
10	FRI, 3/23	**No Class: Dr. Tavera at Conference**	
11	MON, 3/26	**Assign Listicle Project.** NOTE: Last day to drop classes is **Mar 30, 2018**; submit requests to advisor prior to 4:00 pm.	
11	WED, 3/28	**Read and Discuss Sample Listicles.**	
11	FRI, 3/30	Listicle Project Workshop	
12	MON, 4/2	Journeying *with*: Juli/a	**Read:** "The Road to Hell…" (Chapter One from Powell's *Julie and Julia*–BB)
12	WED, 4/4	Journeying *with*: Juli/a	**Read:** "Hacking the Marrow…" (Chapter Four from Powell's *Julie and Julia*–BB)
12	FRI, 4/6	Journeying *with*: Juli/a	**Read:** "Only in America" and "Well, Not Quite" (Chapters 13 and 15 from Powell's *Julie and Julia*–BB).
13	MON, 4/9	Remixing Juli/a: From Book to Film	**Due: Listicle Project.** **Watch:** *Julie & Julia* (2009 film)
13	WED, 4/11	Remixing Juli/a Cont.: From Book to Film	**Read:** *RA*, p. 167-168, 179-183
13	FRI, 4/13	Blogging Therapy: An Intro to TheBloggess and *Furiously Happy*	**Browse:** http://thebloggess.com/ **Read:** *RA*, p. 183-187 ("Online lives"), 268 ("Digital life stories")
14	MON, 4/16	Stories from *TheBloggess* (select readings)	**Read:** Three Posts (See PDF file in Blackboard)
14	WED, 4/18	Lawson and her "Furious" Journey	**Read:** Preface and Chapter One from *Furiously Happy* (BB).
14	FRI, 4/20	**Assign Essay Exam #2.**	
15	MON, 4/23	Literary Analysis as Scientific Method Workshop.	
15	WED, 4/25	**Assign Signature Assignment.**	**Due: Essay Exam #2.**

15	FRI, 4/27	SA Brainstorming Workshop.	
16	MON, 4/30	SA Finding Sources Workshop	
16	WED, 5/2	SA Workshop: **Bring Two Sources**/How to Cite in MLA.	**Due: Plagiarism Tutorial.**
16	FRI, 5/4	Discuss Sample Signature Assignment	**Read:** Sample SA Paper (BB)
		Signature Assignment (Final Paper) Due by Mon., May 7 at 11:59 PM	

Descriptions of major assignments and examinations:

Essay Exams (Exam I [Midterm]: Due Feb. 26; Exam II [Final]: Due Apr. 25) There will be two exams over the course of the semester, intended to test your reading retention and analytical skills. Both exams will be take-home exams. Prompts will be provided during class on the scheduled date (see Course Schedule, above). Students will have at least five days to complete each essay exam, which will require students to apply concepts learned in class to the primary readings (the life writings). Students may not acquire *content-related* assistance from the Writing Center for these essay exams, but may visit for assistance with structure, organization, or grammar/mechanics. All essay exams will be submitted to Blackboard by the posted due dates. *No late exams will be accepted without prior authorization from myself*.

Listicle Project (Apr 9) Students will divide into groups of three and compose a co-written listicle on Elizabeth Gilbert's *Eat Pray Love*. The listicle MUST attend to the prompt, "How should a person be?" The answer to this question may be broadly conceived in terms of travel, spirituality, food, etc. Your co-written listicle must have at least seven items, a quotation for each item, an annotation of the quote for each item, and an introductory paragraph. There should also be a clear connection between the items relating to your overall theme. As with all other assignments this semester, the completed listicle project must be submitted to Blackboard for credit by the posted due date. However, only ONE group member need submit the listicle for the entire group's submission.

Signature Assignment (Due May 7) The signature assignment addresses all four of the course University prescribed objectives. **Personal responsibility**: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. In addition, the construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility related to scientific knowledge, its construction, and its influence on other subjects both human and nonhuman addresses the **social responsibility** outcome.

Specific Requirements. Write a well-organized, effectively developed 4-5 page (approximately 1000–1250 words) analysis of one of the required readings from this semester. Students should cite a minimum of two secondary sources in MLA format using in-text citations and a works cited page. Students may use critical texts from this course (i.e. Smith and Watson's *Reading Autobiography*); however, these texts will not contribute toward the two secondary sources requirement, as you must find these on your own.

Grading Criteria and Instructions. The paper requires students to demonstrate three types of *communication skills* related to social and personal responsibility: description, critical thinking, and application. (1) *Description*: Describe, within your chosen text, (a) how the life-writing constructs identity using one or more of the vectors discussed this semester (e.g. gender, sex, race, ethnicity, dis/ability, etc.), (b) whether that vector is essential or not, and may be problematized by its use in the primary text, and (c) whether or not and why you find that vector–and identity construction in general–effective for the reader (you). (2) *Critical Thinking/Analysis*: This will appear in part b, towards the middle and close of the paper, but may overlap with and/or refer back to parts (a) and (c) of the assignment as your argument depends on your answers to parts (a) and (c). In this section of the paper, discuss how effective are the vectors used by the author in constructing her identity in her life narrative. Offer specific examples, claims, and/or arguments from the text and sources. (3) *Application*: This should appear toward the close of your paper, and should answer the "so what" question: Why are life narratives important? And why is it significant that we recognize their constructed nature? How does this impact the way in which we, as readers, construct our own identities or understand ourselves? Is any one vector "essential," and when and why?

Invention and Organization. In a brief introductory paragraph, you should anchor your paper's argument about the author's use of specific vectors to construct her identity in her life narrative by describing what "they say" (critics, sources) about the construction of the life narrative or a specific subject from the life narrative. Respond immediately with what you (or "I") say about the effectiveness of this construction and its impact on how we (or the author) define the subject, the author, or the text. Whether you devote one or more paragraphs to each of the three elements in the body of the paper (description, analysis, application) will depend on the nature and number of examples you select. The application element should be featured in the concluding paragraph, or at least the concluding section of the paper. *Support your descriptive and analytical claims with appropriate examples from the primary text (e.g. Hurston, Angelou, Gilbert, etc.) and with appropriate information or quotations from the required two secondary sources*. I will expect the use of coherent sentences and paragraphs, and grammar, spelling, and punctuation appropriate for a sophomore English course.

Responsible Integration of Sources (personal responsibility). Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which students draw on the selected text and secondary sources to communicate an interpretive argument about their chosen text or novel through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial: http://library.uta.edu/plagiarism/ **Take the tutorial; then, submit a pdf version of the "Results" page to Blackboard for a participation grade on or before Wednesday, May 2nd.**

Appropriate Secondary Sources:

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

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

Formatting. Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow the MLA's recommendations for formatting, citation, and style. **Here is a**

direct link to the Library's excellent guide to MLA format: http://www.uta.edu/library/help/files/cite-mla.pdf

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

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

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 ten assignments including: Notecard discussion questions, the plagiarism tutorial quiz, and workshop activities. 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.

Literary Observation Grids (LOGs) Students will complete five LOGs throughout the course of the semester on the various assigned texts. LOGs are used as a means of evaluating reading comprehension, and to prepare students for literary analysis in the exams and the signature assignment paper. Like the participation grade, LOGs are considered a minor writing assignment. However, unlike the participation, LOGs receive an evaluation grade rather than a pass/fail grade. LOGs due dates are not posted on the syllabus schedule, but will be announced during class before the due date (think of it as a "pop quiz").

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.

Assignments/Grade Distribution:

Daily Participation: 10%
LOGs: 5%
Essay Exam #1: 20%
Essay Exam #2: 20%
Listicle Project: 15%
Signature Assignment: 30%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.99%, C=69.5-79.99%, D=59.5-68.99%, F=59.4% and below.

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

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

Turning in Assignments to Blackboard. All four major writing projects (2 exams, 1 Listicle, and 1 SA Paper) 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, .docx, or .pdf file to ensure that I am able to open them on my computer. ***Should you submit a document in any other format besides one of these three approved formats, I will not be able to open the file, and you will automatically receive a zero without an option to resubmit***. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. Again: 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 turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University

facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

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

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

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

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). 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 exit on our floor (the first floor). Exit the classroom, turn right, and exit the double doors leading to the "mall" area. 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

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

ENGL 2329 / WOMS 2301 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_____