**UNIVERSITY OF TEXAS AT ARLINGTON**

**COURSE SYLLABUS**

**ENGLISH 1302: RHETORIC AND COMPOSITION II**

**FALL 2017**

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**Instructor:** Johansen Quijano, Ph.D.

**Faculty Profile:** https://mentis.uta.edu/explore/profile/johansen-quijano

**E-Mail:** quijano@uta.edu

**Pre-Requisites:** Completion of ENGL 1301 with C or better

**Office:** Carlisle Hall 608

**Office Hours:** Tuesday & Thursday

Before and after class, by appointment

**Recommended Texts:**  Lunsford & Ruszkiewicz, Everything's an Argument: UTA Edition

Graff and Birkenstein, They Say I Say: 3rd Edition

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**Course Description**

**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.**

Course work will include readings from textbooks and assigned articles, summary assignments based on the readings, essays written outside of class, and essay exams written in class.

Detailed course objectives are listed below. Note that you will need to access the Internet, Blackboard, and the Library's online databases to complete the requirements of this class.

**Core Objectives:**

Course goals and learning outcomes support the Foundational Component Areas defined by the Texas Higher Education Coordinating Board. Course goals are linked to the respective Core Curriculum Competencies: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility. Specific competencies are identified in designated course goals and learning outcomes.

***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.*

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**Expected Learning Outcomes**

**Department-wide 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

**Instructor-Specific Outcomes**

Upon successful completion of this course, students will:

* Demonstrate knowledge of individual and collaborative research processes by

1. Identifying research topics appropriate to the assignment;
2. Locating appropriate reference materials, which could include literary criticism, from a variety of media;
3. Evaluating research materials for bias and authority.

* Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays by

1. Distinguishing between primary and secondary source materials;
2. Synthesizing information from a variety of reference materials;
3. Employing relevant material appropriately in support of an argument, whether through summary, paraphrase, or quotation.

* Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence by

1. Demonstrating an understanding of appropriate literary works, including genres such as short fiction, poetry, and drama;
2. Identifying literary and rhetorical elements, including plot and structure, viewpoint, characterization, style, setting, and atmosphere;
3. Analyzing use of style and literary devices such as figurative language, rhythm, and language patterns;
4. Responding to literature with rational judgments supported by evidence;
5. Evaluating critical analyses of texts;
6. Employing standard critical approaches and terminology.

* Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action by

1. Following standard essay composition procedures;
2. Applying logical organization and support;
3. Incorporating primary and secondary research to support argument;
4. Using effective rhetorical strategies appropriate to defined audience and purpose.

* Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.) by

1. Using a citation style for primary and secondary source documentation and citation;
2. Using a citation style for manuscript preparation.

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**COURSE GRADING: ASSESSMENT / EVALUATION**

Student success is measured by a variety of assessment techniques aligned with course goals and learning outcomes. Individual faculty members are responsible for designing evaluation instruments to measure student mastery of course goals and learning outcomes, and indicating the nature of such evaluation instruments in the instructor's class requirements.

Major assessments will include a series of texts that build on acquired knowledge from previous essays. Once you select a topic, you will have to stick with your chosen topic for all major papers. Other assessment techniques may include, but will not be restricted to, in class work, homework, writing center visits, computer lab work, quizzes, journal entries, oral presentations, and / or group work. All projects and tests must be completed within the time span designated by the instructor and meet the point and/or percentage standards set by the instructor.

Final grades in this course 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 the 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.

Assessment in this course uses a cumulative points-based assessment system. When using the points system, students begin with zero (0) points accumulated. As they complete assignments, they accumulate points.

Your final grade for this course will be calculated as follows:

Major Paper 1: Issue Proposal 150 pts

Major Paper 2: Annotated Bibliography 100 pts

Major Paper 3: Mapping Essay 200 pts

Major Paper 4: Researched Position Paper 300 pts

Major Paper 5: Final Presentation 50 pts

Short Essays and In-Class Work 200 pts

Total 1000 pts

In addition to the above-stated assignments, students will have the opportunity to accumulate extra credit, as assigned by the instructor, by participating in and writing about extra-curricular activities or volunteer experiences. These extra-credit opportunities will be announced in-class and will be open to all students.

Final grades will be calculated as follows:

A = 900 or higher

B = 800 - 899

C = 700 - 799

D = 600 - 699

F = 0 - 599

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**Description of 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 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.

**Final Presentation:** Every student will be required to complete a visual presentation on the work they have done for the Reasearched Position Paper.

**Analytical Writings/Quizzes/Daily Work:** More specific **analytical writing** prompts will also be provided.

**Quizzes** maybe assigned if students do not come to class prepared and/or to assess reading comprehension/critical thinking.

**Daily work** encompasses all homework, in-class writing activities, etc.

**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.**

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**A NOTE FROM THE INSTRUCTOR**

As a professor, I have high expectations of my students because I am willing and eager to help you learn to meet those expectations. If a policy or assignment seems unclear to you, please ask me to clarify. I can only help you if I know you need help. If you are silent, I can only assume that you fully understand my expectations.

The nature of any writing course requires intense commitment and focus. You will have the greatest chances of course success if you attend **every** class session and come to class having completed all reading and writing assignments listed for the day in the Before Class column of your course schedule.

Please note that English 1302 **is not a course in grammar and / or mechanics**. If you are enrolled in English 1302, you should have mastered the basic grammatical and mechanical “rules” of English (including punctuation, sentence structure, and grammatical agreement), and you should be able to read and comprehend college level texts. If you do not feel adequately prepared in either or both of these areas, English 1302 is **not** for you. You should drop this course and enroll in an appropriate developmental English course. Feel free to speak with me after class, or plan to discuss your concerns with an academic advisor.

**Please take full advantage of my office hours.**  I will be available at the times indicated to discuss your course grade or to work with you individually to help you to overcome any problems you may be having with a particular assignment or concept. Additionally, please feel free to e-mail me with questions or problems at any time**.** I will return your e-mail within 48 hours. If I do not respond within that time frame, you can assume I did not receive your e-mail.

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**CLASS POLICIES**

**Major projects must be completed to pass the course:** If you fail to complete one major project, you will not be able to make an A in class, regardless of your average. If you fail to complete three or more of the major projects, you will fail the class. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Grade Grievances:** First Year English 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 English. 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 / graduate catalog.

<http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10>.

**Participation Policy.** Improvement in writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Late Assignments:** Papers are due at the beginning of class on the due date specified. Short homework assignments such as reader responses will not be accepted late. Major assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission *in advance of the due date*. For each class session following, the work will receive an additional ten percent deduction. Work is not accepted after one late session. If you must be absent, your work is still due on the assigned date. Submit them by e-mail, and bring a print copy to class the following session.

**Paper Reuse Policy:** You are not allowed, under any circumstances, to reuse papers from prior classes in this course. 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 the instructor prior to the due date of the first draft.

**Revision Policy:** You may revise and re-submit one essays at the end of the semester. A print copy of the revision(s) and the original, graded essay(s) with my comments and the grading rubric should be submitted along with a 250-300 word letter. The letter should explain the specific improvements you’ve made, based on my feedback and your understanding of the course objectives. I will grade the revision on*ly if* the letter convinces me that you have studied specific skills and made significant changes and only if the original, graded essay is attached. If your letter is convincing and the essay is improved, the revision grade will replace the original grade. Revisions must reflect substantial improvements to earn a higher grade. Note: plagiarized essays may not be accepted for revision.

**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](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

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

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit*[www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\rowntreem\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\IGVYXPA0\jmhood@uta.edu).

**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 Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

### 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.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, each unexcused absense will be counted against your total course points at a cost of one point per absence. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Withdrawal:** The last day to drop this course and receive a refund is stated on the institutional calendar. Students who drop before said date will receive a W on their transcripts.

**Academic dishonesty or misconduct:** Academic dishonesty or misconduct is neither condoned nor tolerated at UTA. For details about what constitutes dishonesty or misconduct, see the college’s Academic Code of Integrity, available online at http://www.uta.edu

**Plagiarism:** Plagiarism refers to a specific form of academic dishonesty involving the use of any texts, documents, online materials, words, ideas, sentence structures, pieces of information, statistics, figures, illustrations, creative works, ways of thinking, etc., that are not your own without giving credit to the author.   UTA’s Academic Code of Integrity, available in the *Student Policies and Resources Handbook* at http://www.uta.edu further defines plagiarism, lists its common forms, and explains how to avoid it.

If you submit any assignment containing plagiarism of any kind, and it is your first offense, you will receive a 0 for that assignment and will need to read *information material at the instructor's discretion*; then, write me an email explaining why you received the 0, what plagiarism is, and how to avoid it.  If I’m convinced that the plagiarism occurred accidentally and that you understand plagiarism, I *may* choose to allow you to rewrite the assignment, but I am under no obligation to do so. A rewrite will not be permitted for cases in which the plagiarism appears to be deliberate and/or extensive. A second offense will result in a grade of F for the course, and I will report you to the relevant administrators for violation of UTA’s policies on academic integrity.

**Format for course work:** Essays and summaries must follow MLA formatting and documentation. *You may be asked to submit your papers electronically via e-mail or through safe-assign at the instructor's discretion.*

**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.

In other words, "Be excellent to each other." - Bill & Ted

**Email:** Every student enrolled at UTA is issued a UTA email account. Students are expected to check their College email account on a regular basis in order to stay current with College-related communications, particularly those that may be time sensitive in nature. *Students will be held responsible for the information transmitted to the College email account.*

**E-Mail:** I check email frequently Monday-Friday and will respond as quickly as possible.

**Classroom Visits:** 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

**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 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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are located down the stairs on either side of the building floor. 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.

**Writing center:** If you’d like expert feedback on your writing, you may visit with one of the writing consultants at any of the UTA Writing Centers.

**Conferences and Questions:** I have ten regularly scheduled office hours each week. 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.

**Syllabus and Schedule Changes:** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they 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 changes in writing.