

LING 3330: Phonetics & Phonology
Spring 2018

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Time and Place of Class Meetings: Tuesday/Thursday 2:00 PM – 3:20 PM; Room LS 424.

Description of Course Content: Phonetics is the study of speech sounds from a physical perspective (such as articulatory or acoustic), while phonology focuses on the patterning of speech sounds in particular languages from a more abstract or cognitive perspective. This course introduces both phonetics and phonology at the undergraduate level. Students will acquire the fundamentals of phonetic and phonological description and analysis. To accompany this theoretical and practical grounding, there will be some introduction to the tools of recording and software for speech analysis, which will give students some preliminary skills in doing phonetic and phonological research on their own in a relatively controlled environment. Students will emerge from the class with some amount of each the following: the tools to do preliminary sound analysis; the conceptual background to take more advanced phonology classes like LING 4301; and familiarity with basic research skills.

Student Learning Outcomes:

- 1) Accurately identify the physiology of the vocal tract and corresponding sounds by articulator/manner/voicing.
- 2) Transcribe English at a phonetic and a phonemic level
- 3) Learn about sounds from diverse languages and be able to do hands-on analysis of actual audio through computer software.
- 4) Develop written argumentation skills for analyzing phonetics and phonology, but can be applied to any topic outside linguistic analysis.

Required Textbooks and Other Course Materials:

- Katz, William F. 2013. *Phonetics for Dummies*. For Dummies. Referred to in the syllabus as PfD.
- Additional readings provided on Blackboard.
- A laptop computer to bring to class on which you will do phonetic analyses for the first half of the course. (If you don't have one, you can share with a friend, but it is strongly encouraged that you have one to practice on before doing similar assignments at home).

Specific reading assignments are listed in the calendar below. Please note: Although this textbook is required and you are responsible for knowing its content, we will often go beyond this text in the classroom, and homework assignments will often be based on the content and details of the lectures as well as the book. The book, in other words, is not a substitute for coming to class (and nor is coming to class a substitute for reading the book!)

You are also responsible for checking the Blackboard site for this class regularly to access class notes, handouts, updates, assignments, etc. (login at <https://elearn.uta.edu/webapps/login/>).

Grading Scale:

Item	Points (500 total)	% of total score
Attendance & Participation	40	8%
Reading Quizzes	50 (10 x 5 pts each)	10%
IPA Quizzes	30 (6 x 5 pts each)	6%
Homework (due on Blackboard on Sundays)	180 (6 x 30 pts each)	36%
Exams	150 (3 x 50 pts each)	30%
Group Project	50 pts	10%

Description of Assignments

Attendance and Participation (40 pts total). Attendance is mandatory due to the interactive nature of the course. Your grade will be based on how well you get along with your teammates and how well you contribute to the group work. Your participation grade will be reported to you on Blackboard each week, out of 3 points. **Note: you can still get a 0 for participation even if you are present!**

Also, as part of your participation grade, you must come visit the instructor during office hours or a

scheduled appointment at least once between Weeks 3 and 11. This is to ensure that you and the instructor are on the same page regarding the material, the workload, and how to do well in the class.

Participation Grade	Meaning
0 pts	Not present, not engaged with classwork or groupmates
1 pt	Works diligently but often distracted by non-class related materials
2 pts	Well engaged, only occasionally distracted
3 pts	Engaged with classwork and groupmates, always focused on task at hand, helps others and asks good relevant questions

There will also be required self and peer evaluations done midway through the course.

Quizzes (80 pts total). There are two types of quizzes in this class, both worth 5 points each. Reading quizzes will be taken at the very beginning of class, first individually (5 minutes) and then with your team (5 minutes). Your score will be the average of the individual and team scores. These questions cover the very basic concepts from the assigned reading.

IPA quizzes are short, five-minute online quizzes (administered through Blackboard) designed to test your knowledge of the IPA symbols. They can be done at any time during the assigned weeks. Knowing the symbols and the phonetic descriptions of each offhand is crucial for doing well in this class, as such, the quizzes are a motivation to memorize the IPA and not forget it throughout the semester. The weeks assigned will be announced at a later date.

Homework (180 pts total). The homework assignments make up the bulk of the points in this course. They are usually due at the end of the week and cover material from the previous topic. All homework assignments will be submitted via Blackboard. Many assignments can be typed directly into Blackboard; for others, you must submit your responses as a PDF in order to preserve images, fonts, etc. **No other file types will be graded.**

Midterm and Final Exams (50 pts each). There will be three exams of equal length throughout the course. They will be made up of short answers, data analysis, and some multiple choice. A portion of each exam will also be collaborative (taken in a group).

Group Project (50 pts). A project detailing the phonetics and phonology of a particular language. This will involve some recording and phonetic analysis. Data collection and analysis will be done in teams. Details on this project will be given later in the semester, but a significant portion of the points for this project comes from sub-assignments due throughout the semester.

Extra Credit. A small number of extra credit questions will show up on exams and homeworks. There will be no other opportunities for extra credit in the course.

HOW TO DO WELL IN 3330

What do I need to remember from LING 3311?

Some – but we will review all of the basic concepts from phonetics and phonology. You should remember why it is we use symbols such as the IPA in order to represent sounds, and generally how human speech sounds are produced. We also assume you understand the concept of the phoneme, although we will more specifically discuss phonemes and allophones in more detail in the course. So as long as these are not foreign concepts to you, you shouldn't have a problem hitting the ground running.

Always come to class

- Phonology is one of those areas where understanding the concepts isn't enough—you really have to *do* it.
- Plus, there's nothing like missing a class to make a person feel lost, confused, and out of it.
- The whole class builds on material right from the start.
- Not only do you miss the material from the day you were gone, but you get less out of the next class too because there are references to things you don't remember, and you're shy about asking questions because you think your question may have been covered while you were absent.
- Then you start to tune out, and it goes downhill from there.
- Best practices: after class, review your notes or activities to make sure you know what went on!

Talk to Daniel and Samantha

- ...if you don't understand something, you have an idea, you disagree with something you've read, you're intrigued by something you've read, etc.
- Don't be shy about using our office hours. They are time that we have set aside to meet with students; you are never "interrupting" when you come to see us during those hours.
 - If those times don't work for you, you can try making an appointment—you'll have better success if you ask at least 2 days in advance.
 - It's very inefficient if people skip class then want to make individual appointments. So, if you miss class (unless for a good reason), please use our office hours.
 - **However**, make sure you are prepared when you come to office hours. Some Do's and Don'ts:
 - **DON'T** just wander in looking for the answers to the homework
 - **DON'T** ask questions without having read the chapters, reviewed the notes, started the homework problems, etc.
 - **DO** have a specific question, place you got stuck, word or concept you didn't understand, etc. Help us help you!
 - **DO** be honest and let us know what's going on and what you're having a hard time with!

Talk to your classmates

- Discuss your readings, assignments, projects, ideas. Study together. We've assigned you a group for a reason!

Don't fall behind

- This one should be easy because of the frequent homeworks and quizzes.
- Don't miss any of these, especially the homework assignments.

Read the textbook

- Educational research suggests that **repeated reading** is not a good study strategy—the material begins to look very familiar, producing a false sense of mastery
- But reading the chapter once—noting your questions and comments—and then consulting it when you're unclear on something is extremely beneficial!
 - It gives you a chance to see more examples than in class, and to work through them at your own pace.

Things you should expect

- readings and problem sets are challenging and take time
- a lot of memorization of new terms and concepts
- fun and interesting knowledge about how sounds work, if you're into this sort of thing

Things you shouldn't expect

- concepts seem mysterious
- what's expected of you is unclear
- it's unclear how to proceed, or how to tackle a problem

When these happen, tell me so I can try to fix it—you'll be doing your classmates a favor

Explanation of how the day-to-day class works

The format of this class is called Team-Based Learning, which is highly related to other student-driven pedagogies such as Active Learning and Problem-Based Learning. Instead of a lecture format in which the instructor reads or explains the material while the students passively take notes, in this course the students are actively involved in the learning process. While the instructor (me) will often give some relevant explanation or model sample problems in class, there will be little-to-no formal lecturing. Instead, class time is for practice and discussion – something you wouldn't be able to do on your own at home. The students (you) will be working through activities and problem sets with your teammates in order to develop and solidify your understanding of the material. The instructors will circulate during the class period to answer questions and point you in the right direction if you get stuck.

Basic format of classes/units:

- 1) Assigned reading (to be done at home)
- 2) Quiz on assigned reading (individual and team) to make sure you are prepared for the activities
- 3) Recap of quiz
- 4) Some short lecture of material not in the reading / videos / demonstration / introduction to activities
- 5) Team activities
- 6) Review

To reiterate, **you are responsible for your own learning**. My job as the teacher is to facilitate this process through carefully constructed activities and assignments; not to explain all of the material. To this end there are two key aspects of this learning model that you need to follow to do well:

- 1) **Do the assigned reading before coming to class.** On some days, there is a quiz based on the reading, but on other days, there might not be. You should still keep up with the reading. If you have not absorbed the material before coming to class, you will find that going through the activities to be a slow process. I will **not** be re-explaining the material in class: this is a waste of my time and yours. One of my goals as an instructor is to teach you how to be better and closer readers of challenging material (being able to read is something you'll have to do well after you graduate college!). I will help you do so for many of the readings by providing reading guides online. You are of course encouraged to ask me and others questions about the reading in class or outside of class!
- 2) **Stay focused during class.** Perhaps you find the activities and problem sets in class to be difficult. Some of them are, but all of them are doable with the help of your classmates and the instructors. Being engaged is key in this class, and this will factor into your participation grade.

Frequently Asked Questions from the last time I taught this:

Why are we doing this? This class seems backwards. You're the teacher, why can't you just tell us what we should know? I paid money for you to teach us, not for us to teach ourselves.

Indeed, the class is designed to be 'backwards' on purpose. I do not want to repeat anything in class that you can be doing at home, and vice versa. Research in teaching and learning has shown that the traditional lecture model is outdated and not helpful for students. You will actually learn how to apply the concepts in the class by actually *doing* phonetics and phonology in class, which is the whole point of the course. You'll

get better grades, learn a lot more, and it'll stick! We'd like to keep you as engaged as possible! Also, this is definitely teaching, just perhaps not the kind that you're used to! Trust me, there is a lot more behind-the-scenes work that we have to do for this kind of class to work, and if I thought that straight lecturing every day would be useful to you, I would definitely do it because it's a lot less work for me!

I don't like working with other people. Can I just work by myself?

Yes and no. First off, in the future, unless you have some very specific jobs, you will always have to work in groups to get projects done, whether you like to or not. – but really, working together is useful. This class will help you develop better interpersonal skills. You'll learn a lot from each other, especially if you are struggling. You might try to work on the problems by yourself first. If you do think you understand the material, trying to explain it to someone else who doesn't understand it is a great way to really prove that you've mastered it. Finally, if you're really having problems with particular teammates, let us know and we'll try to resolve the issues.

I'm working on yet another worksheet that you've handed out, and I don't know what to do. Why do you expect us to know everything on the worksheets before we do them, especially since you aren't lecturing?

This shouldn't happen. You should be doing close reading before class. Many of your questions should be answered by just referring to the reading (bring the book or other readings to class!). Your teammates may also be able to help you out. This is an essential part of active learning – you will learn how to think like a linguist, and not just regurgitate facts and figures. I don't expect you to know everything after doing the reading, but I do expect you to know enough of the material before coming to class to apply the concepts (and this is what you will be quizzed on).

We didn't get through the whole worksheet together. Are we going to go over the answers?

Most of the time, simply having the answers is not going to help you, because you won't ever see these particular languages or data sets again. The key is working through the problem sets and learning the patterns and skills involved in doing so. If I tell you the answer, you will likely have an "ohhhh, of course, why didn't I see that?" moment. We'd rather you develop the skills of getting there on your own. So, try working through it on your own or with your group outside of class, and then come to us to verify your answers. We will definitely go over some select questions at the end of class, but please come talk to us if you want more!

There are too many assignments and too much reading!

We have tried to keep the workload as light as possible while still making use of frequent quizzes and homeworks to make sure you are keeping up with the material and getting appropriate feedback before moving on. This is an extremely difficult balance to maintain, and we understand that many of you have busy schedules. That said, we do want you to learn from this course, and the amount of reading is not unreasonable compared to other classes. Continually reinforcing the material will help you in the long run. Finally, having this many assignments makes it easier to miss one or two (or not do well on one or two) and not have your grade be affected dramatically. Talk to us if the workload seems too daunting.

If you're having issues with this approach to learning, please talk to us. We'd be happy to discuss/debate how this works! Not everything will work out as planned, so if we can be doing a better job at any of the above, let us know and we'll try to fix it.

Calendar (tentative)

Important Dates: January 31st, Census Date

March 30th, Last day to drop classes

Date/ Week	Topic	Assignments	Readings
1			
1/16	Introduction to Phonetics		Ch 1 & Ch 2
1/18	Transcription and IPA practice		Ch2
2			
1/23	More IPA Practice	Quiz 1	Ch 3
1/25	Even more practice		Ch 3
1/28		HW #1 Due	
3			
1/30	Speech Production & Articulation	Quiz 2	Ch 4
2/1	Cont'd		
2/4		GP #1 Due	
4			
2/6	English Consonants	Quiz 3	Ch 6
2/8	Cont'd		
2/11		HW #2 Due	
5			
2/13	English Vowels	Quiz 4	Ch 7, 9
2/15	Cont'd		
6			
2/20	Review		
2/22	Exam 1		
7			
2/27	Acoustic Phonetics	Quiz 5	Ch 12
3/1	Cont'd		
3/4		HW #3 Due	
8			
3/6	Acoustic Phonetics II	Quiz 6	Ch 13
3/8	Cont'd		
3/11		GP #2 Due	
9			
3/12-16	SPRING BREAK – NO CLASS		
10			
3/20	Speech Perception	Quiz 7	Ch 14
3/22	Cont'd		
3/25		HW #4 Due	

11			
3/27	Review		
3/29	Exam 2		
12			
4/3	Sounds of the World's Languages	Quiz 8	Chapter 15-1
4/5	Cont'd		
4/8		GP #3 Due	
13			
4/10	Sounds of the World's Languages		Chapter 15-2
4/12	Cont'd		
4/15		HW #5 Due	
14			
4/17	Sounds of the World's Languages (Vowels)	Quiz 9	Chapter 16
4/19	Cont'd		
4/22		GP #4 Due	
15			
4/24	Intonation & Suprasegmentals	Quiz 10	Chapters 10 & 11
4/26	Cont'd		
4/29		HW #6 Due	
16			
5/1	Other topics		TBA
5/3	Review		
17			
5/8	Final Exam: Scheduled 2-4:30 PM		Exam is comprehensive over the whole course
	Group project also due this week		

Course Policies

Exams. If you miss an exam, you will be allowed to take a make-up only if you can provide written documentation of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis, etc.). Something like, "I'm going to be out of town on a cruise" is NOT an acceptable excuse for missing any exam (or any other assignment, really). Should you find yourself needing a make-up exam, you must contact the instructor by e-mail **BEFORE** the exam date to request a make-up. Students who miss an exam but do not notify the instructor as specified herein will receive a grade of zero (0%).

Make-up work. The make-up policy is the same as the exam policy. Let us know as soon as possible if you need an extension (only legitimate excuses, please), because we will be returning and reviewing the homework assignments the next class period. We cannot allow anyone to turn in a homework after it has been discussed in class.

Classroom behavior. Class sessions require your full attention. All cell phones, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store homework from other classes, newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. In some cases, you will need to use a laptop, tablet, or phone for an activity, please try to not be distracted by other applications on your device at that time. Note: I reserve the right to ask you to leave the classroom if you are being disruptive.

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.

And a further note on civility in the classroom: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Appropriate student behavior (whether online, in person, or over the telephone) creates a better environment for learning and teaching.

Blackboard. This course will utilize Blackboard this semester. Handouts and other materials will be available via Blackboard. It can be accessed by logging into the Blackboard website: <https://elearn.uta.edu>. It is your responsibility to make sure that you are able to access Blackboard, and to check it regularly.

Electronic Communication Policy. All students must have access to a computer with Internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav and/or through BlackBoard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. I check my email periodically during the school week and occasionally on the weekend. I do not monitor my email 24 hours a day; however, I do try to respond to emails within 24 hours of receiving them. If you don't have a response from me by email within 24 hours of sending it, please come see me in class or resend your email as there may be a chance it was lost in cyberspace. (Also, please make sure that you use your MavMail address—not your hotmail, gmail, yahoo, etc. addresses—when emailing me.)

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail 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>.

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.

Important Academic and Administrative Policies

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)**. 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.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *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. For information regarding Title IX, visit www.uta.edu/titleIX.*

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 as they see fit in their courses, including (but not limited to) 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.

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the **product of each student's own effort**. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism or collusion). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

In this class, you will be required to do research and be able to properly cite that research in prose. If you are unfamiliar with citing other people's work, please either set up an appointment with me, contact Jody Bailey, a research librarian, at jbailey@uta.edu, or visit the Writing Center.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures as laid out for faculty (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

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>.

Final Review Week: 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.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Librarians to Contact: The reference librarian for Linguistics and TESOL is Jody Baily (jbaily@uta.edu).

Writing Center: Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right and up the stairs. 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.