



**UNIVERSITY OF TEXAS AT ARLINGTON**

**Psychology Department**

**Semester/Year:** Summer Session I, 2018

**Course Title:** Psychology and Mind Control Strategies

**Course Prefix/Number/Section:** PSYC 6300 graduate seminar  
PSYC 4359 selected topics

**Instructor Name:** Helen Abadzi, PhD

**Office Number:** (817)2616707

**Email Address:** habadzi@uta.edu

**Office Hours:** By appointment

**Day and Time (if applicable):** Monday-Thursday 10:30-12:30 am

**Equipment:** A laptop/computer with wireless capability; extensive use during class

**Blackboard:** <https://elearn.uta.edu/>

**A. Catalog Course Description**

Since the advent of social media, various organizations have used psychological research to “addict” people to electronic devices, increase consumer spending, manipulate opinions, and influence voters. Successful applications have created demand for expertise but also ethics concerns. The course will synthesize research and discuss applications, using the many articles and blogs published on this topic. Relevant areas include operant conditioning, motivation neuroscience, personality traits, conformity studies, cognitive biases, and evolutionary adaptations. The course topics are relevant to almost all disciplines, including political science, economics, management, urban studies, health, social work, and data science.

## **B. Measurable Student Learning Outcomes**

**Upon completion of this course, the participant will be able to:**

-Critically analyze and discuss the various areas of psychological research that show human vulnerability to influences by messages delivered through various online media, including social media and marketing tactics;

-Explain the interaction of learning, motivational, and emotional variables that make humans prioritize social media over social interactions and also believe their messages. Evaluate costs and benefits of these human traits for individual and community welfare.

- Demonstrate the economic and political reasons that necessitate data collection from media users; demonstrate a general understanding of the techniques used to store data and analyze them;

-Analyze the ethics issues that arise in various circumstances and analyze potential dilemmas using published research;

Apply potential research-supported solutions from psychology and in other fields to maximize benefits and minimize harm to users of online media.

The course is cross-listed with the school of social work. Social work participants may focus on increased competency towards protecting vulnerable individuals and groups from exploitation and data gathering, based on the relevant psychological research. To develop appropriate intervention strategies, particularly considering culture and human rights, participants will give examples of utility of the relevant research into social work and demonstrate how these insights will help develop research-informed practice.

## **C. Required Text(s) and Other Course Materials**

There will be no single textbook. Students will study:

- (a) chapters of textbooks in the various psychology areas (see relevant sessions);
- (b) published articles (see relevant sessions)
- (c) About 3 blogs or popular articles in every session that contain relevant paradigms.

## **D. Additional Recommended Text(s) and Other Course Materials**

A collection of about 120 blogs and short popular articles is used as a basis for the course; the file will be distributed by the instructor to students, who will study a subset of those.

Other texts include:

Adam Alter. *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*

Slooman, S. & Fernbach, P. 2017. *The Knowledge Illusion: Why We Never Think Alone*

Fogg, B. J. *Persuasive Technology: Using Computers to Change What We Think and Do*

Barrett, L.F. 2016. *How Emotions Are Made: The Secret Life of the Brain*

#### **E. Major Course Assignments & Examinations:**

- (a) Study of assigned book chapters; (graduate students enrolled as PSYC 6300 will provide summaries for the undergraduates).
- (b) A mid-term and a final test on the relevant psychology areas to be covered (learning, personality, social psychology, evolutionary psychology, motivation, emotion) (scoring system to be determined)
- (c) Daily study of blog articles, different ones assigned to different students; a one-page summary on the articles, reporting on the relevant topics and evaluating the rationale of the writers regarding underlying psychological features (e.g. neuromarketing applications to enhance sales of products)
- (d) A course paper, due along with the final exam on July 9. It may consist of interviews and data collection from about 20 students for a topic of choice (e.g. awareness of information gathering during social media use); analysis of the data through descriptive statistics and present a paper (scoring scheme to be determined)
- (e) Social work participants may choose to write a paper on protecting specific categories of vulnerable individuals and groups from various exploitation types, based on the relevant psychological research.

#### **F. Course Outline: The Summer Session I allows for about 19 sessions to be used as follows:**

(Note: content and timeline are subject to change)

1. The rise and range of systematic manipulation tactics
2. The political economy leading to “designing minds” and harvesting private data
- 3-4. Evolutionary Psychology basics: the origins of the common and predictable traits [3 days]
5. Memory functions and information processing
6. Cognitive biases that facilitate manipulation
7. Associative learning and the ‘designing’ of minds
- 8-9. The neuroscience of motivation and emotion vs. urge to check smartphones
- 10-11. Personality research and its use in covert persuasion
- 12-13. Social psychology research relevant to population persuasion
14. Product Marketing in the online era
15. Health psychology effects of online engagement

16. Ethics related to online data use and targeting; laws in the US and Europe
17. "Big Data" management and statistical procedures – an overview
- 18-19. Synthesis and future trends
20. Final paper and exams

### **Session 1. Surreptitious influence: Introduction to 'manipulation science'**

Objective: Students will evaluate and discuss evidence that citizens of various countries receive targeted messages through computer media that aim at influencing behaviors without their awareness.

What is this phenomenon about? Initial definition of its scope

Case 1: the Cambridge Analytica scandal; microtargeting voters in the UK and US

Case 2: Brexit

Case 3: Facebook data acquisition and sale, propagation of fake and inflammatory content

Other cases of fake or exaggerated information transmitted through social media

Why many countries or large companies are interested in voter manipulation or social engineering.

Reading assignment. Students read in advance 3 blogs or articles each, one or more on each case. They write a two-page report focusing on the main elements of each case and common features; present report in class.

### **Session 2: Political economy of data harvesting and user manipulation**

Objective: Students will research and report on the economic indicators related to the major social media, ownership, political leanings, business models. Then the student will link the business models with needs for user data and maximal engagement.

The price of free content: What various companies and entities want from citizens and why; the necessity of growing nonstop; why companies are in a technological race to have "your eyeballs locked in that app as long as humanly possible"

How online ads and clicks are linked to profits; Examining stock value of Facebook and other media companies, also data brokers

Legal framework in the US and EU regarding personal data extraction and sale; avoidance of accountability

Opportunities for deception and various forms of criminal exploitation

The business model of dynamic pricing: moving from a single price for a product to estimating what a person is willing to pay to maximize income.

Common sense explanations vs. research findings and hypothesis formation.

Assignment. Students research online the economic characteristics, business models, net worth, and other features of online companies. They submit a two-page report and give a presentation in class (report is worth xx points).

### **Sessions 3-4. Evolutionary Psychology basics: the origins of the common and predictable traits**

Objective: The students will give an accurate account of the essential evolutionary principles, with particular attention to the various adaptive mechanisms that are used in contemporary online interactions. The students will point to potential analogies between online behaviors and evolutionary adaptations.

All humans carry brains and behavioral patterns optimized for survival in the Paleolithic era, about 10,000 years ago. Adaptations come from multiple eras of human and animal history years ago.

Topics to be covered:

Essential concepts of evolution

Inclusive fitness

Mating strategies of men and women

Relationships among community members, reciprocal altruism

Status and prestige

Male alliances and wars

Reading assignment: D. Buss “Evolutionary psychology”, 2015, available in library.

Buss, D. 2015 “evolutionary psychology” readings:

Ch. 2, Fundamentals of evolved psychological mechanisms, p. 43-51

Ch. 9, Cooperation among humans, p. 260-266, 270-281; consider online examples

Ch. 10, Aggression as a solution to adaptive problems, p. 287-291, 297-301, 306-313

Ch. 12, status, prestige, and social dominance, p. 360-366

Additional resource: Handbook of evolutionary psychology in the library. Optional blogs

A quiz will be given on the evolutionary psychology content on June 11.

### **Session 5. Memory and learning features that facilitate manipulation strategies**

Objective: The students will be able to discuss the various types of memory, their features, and their implications for processing various types of information. They will explain essential attention mechanisms, how cognitive overload arises and why it matters in online content. They will discuss various memory implications on the use of social media. They will also discuss perceptual learning and various perceptual topics linked to media use.

### Topics to be covered

Types of memory and examples; the importance of implicit memory in online behaviors;  
concept of priming, perceptual learning  
Paradigms of unconscious learning  
Mirror neurons and adaptive imitation  
Attention and the ability of smartphones to capture it before other priorities

Reading assignment: Anderson, J. Cognitive psychology and its implications, p. 235-240  
Professor's powerpoint file  
A choice of blogs

### **Session 6. Cognitive biases, instant decisions, and online vulnerabilities**

**Objective:** The students will be able to discuss the reasons why cognitive biases exist, enumerate the most important ones. They will explain the uses made by online content providers in influencing users' opinions and choices.

Explanation of "system 1" and "system 2" thinking, linkages to explicit and implicit memory systems. Presentation of the most widely researched cognitive biases and their implications for online decisions. E.g. anchoring, availability heuristic, left digit effect, "what you see is all there is", etc.

Cognitive biases, assumptions of rational behavior, and regulatory decisions. The cognitive neuroscience of deception.

Psychological distance of hackers, deceivers (see Paulus' 1979 book).

Design decisions of various companies based on users' cognitive biases ("design for our primal nature".) e.g. the anchoring effect of increasing prices artificially, then reducing them as discounts to normal levels.

Reading assignment: Aronson et al. "Social Psychology", 9th edition. chapter 3, p. 65-73

Selected blog articles

### **Session 7. Associative learning**

**Objective:** The students will enumerate the classical and operant conditioning processes and their ability to form unconscious or habitual responses. They will be able to distinguish the types of reinforcement schedules, shaping and extinguishing techniques, and gradients towards approach and avoidance. They will point to applications in online interactions.

Associative learning: classical and operant conditioning  
Conditioning schedules: the importance of variable ratio schedules

The importance of feedback and intermittent rewards  
The development of “cute” smartphones that prioritize attention  
Vulnerabilities in humans as a result of memory-related traits

Reading assignment: B.F. Skinner “Beyond Freedom and Dignity”, 1971, chapters to be determined (pdf from Skinner foundation)

A powerpoint file from North Carolina State University outlining the important issues of associative learning

[http://www4.ncsu.edu/~jlnietfe/EDP304\\_Notes\\_files/Behaviorism%20Notes.pdfv](http://www4.ncsu.edu/~jlnietfe/EDP304_Notes_files/Behaviorism%20Notes.pdfv)

### **Sessions 8-9. Motivation and online manipulation strategies**

Objective. The students will describe important features of the mesolimbic dopamine system; will integrate the features of associative learning to explain why online content takes priority in users’ attention. Student will describe the business models that integrate these neurocognitive features to create “addictive” content.

Session topics to include:

A “translation” of behaviorist research through neuroscience

A brief overview of emotion

Motivation and the mesolimbic dopamine system in the brain

The role of short-term, dopamine-driven feedback loops in the frequency of media engagement

Gambling effects and gamification of learning and purchasing processes

Reward system and relationship to pleasure; involvement of emotion-related brain areas

Prioritizing online content over actual human interactions

Applications used by various entrepreneurs:

Intentional creation of habits based on this neurocognitive trinity (“the Hook Model”)

B. J. Fogg: to predict behavior there is a need for motivation, ability, and a trigger. B=MAT.

Reading assignment: Blog and published articles to be decided (e.g. The Role of Dopamine in Value-Based Attentional Orienting).

Barrett, L.F. 2016. *How Emotions Are Made: The Secret Life of the Brain* (selected chapters)

Seven Specific Tactics Social Media Companies Use to Keep You Hooked

<https://captology.stanford.edu/>

Nir Eyal: “Hooked: How to Build Habit-Forming Products

<http://www.nikantvohra.com/post/108238100288/how-to-build-habit-forming-products>

How Uber manipulates drivers

A quiz will be given on the memory and learning sessions on June 19.

### **Sessions 10-11. Personality research and its use in covert persuasion**

Objective. The students will explain why traits are correlated, and the implication of the research for individuals, populations, and voter groups. The students will enumerate and discuss the prevailing personality classifications, notably the Five-Factor Model and their implications for various types of marketing strategies.

Topics include:

What is personality and why its traits are correlated; historical and contemporary research. Persuasive appeals are more effective in influencing behavior when tailored to individuals' unique characteristics.

How the main five personality traits are used to predict political and religious beliefs, then micro-target users ("psychographics" by Cambridge Analytica). Prediction improvements through Facebook "likes" and other social media responses. Extension of predictive power to people who have not filled out personality tests.

Students will be administered a common personality test and will study the results.

Optional topic: research findings linking voters' political beliefs and personality traits

Reading assignment: Jerry M. Burger. Personality 9<sup>th</sup> edition, 2015; chapter 7 (trait approach); chapter 9 (Evolutionary personality psychology p. 236-242; criticism p. 248-49); chapter 10, heritability

Students may choose one article to read:

Kosinski, M., Stillwell, D., Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805, [doi.org/10.1073/pnas.1218772110](https://doi.org/10.1073/pnas.1218772110)

Matz, S.C., Kosinski, M., Nave, G., Stillwell, J. (2017). Psychological targeting as an effective approach to digital mass persuasion. *Proceedings of the National Academy of Sciences*, 114(48), 12714-12719, [doi.org/10.1073/pnas.1710966114](https://doi.org/10.1073/pnas.1710966114)

A quiz will be given on motivation, emotion, and personality content on June 20 (midterm).

### **Sessions 11-12. Social psychology research relevant to population persuasion**

Objective. The students will describe the essential social psychology concepts that help explicate the influence that social media have on users and on the decisions they make. They will be able to view examples of websites and form research-based hypotheses on the underlying reasons for which certain stimuli are placed in them.

Reading assignment: Aronson et al. "Social Psychology", 9<sup>th</sup> edition. p. 320-324, chapter 10 (relationships online), chapter 7 (advertisement).

Students may choose one article:

Privacy and human behavior in the age of information Acquisti, Brandimarte, & Loewenstein. Science, 30 JANUARY 2015 • VOL 347 ISSUE 6221

Dawson, J. 2018. Who Is That? The Study of Anonymity and Behavior. APS observer, Vol. 31, No. 4.

Topics include:

Conformity, group dynamics research in online applications, persuasiveness of various human traits, cognitive dissonance, fundamental attribution error and perceptual salience.

Use of the social psychology research in creating market influence (including fake user accounts to magnify the "social proof" effect).

Aggression in anonymity.

The paradox of online self-disclosures

Are Facebook friends real?

Critical analysis of explanations given in various blogs regarding the effectiveness of certain manipulation tactics.

Potential remedies to online effects

Gender issues, i.e. in conformity, leadership, followership; Wisdom and foolishness of the crowds; "social proof"; creation of reputation and brands; halo effect

#### **Session 14. Product marketing in the online era**

Objective. The students will enumerate the most important features used by various sites to increase sales or convert to company opinions. They will critically examine the various marketing recommendations aimed to improve sales and "conversions" and evaluate their reliability. They will discuss the recommendations in light of actual research findings regarding their putative effectiveness with various populations.

Reading assignment: A sample of marketing blogs and articles (to be determined)

Companies extensively use psychological research to increase engagement and revenues. This session will link to research presented earlier and present concrete examples taken from many blogs and websites. These include:

Differences between earlier advertisement, when user data were general and limited, vs. current marketing, based on prior data collection and targeting by ad companies.

Selecting options by default, given evidence that top-down processing is likely to accept that (e.g. option to pay for shipping that is offered free but is not selected by default).

Creation of emotional attachment to certain brands. Use of colors

“Social herding” strategies, or the practice of giving an online presence a sense of community.  
Decoy, scarcity, other techniques  
Dynamic pricing and tactics to maximize income from its clients  
Use of neuroimaging techniques to determine which messages are unconsciously liked by consumers’ brains: fMRI, eye tracking, and other technologies.  
Use of face recognition for client identification and differential pricing

A quiz will be given on social psychology and marketing on June 27

### **Session 15. Health psychology effects of online engagement**

Objective. The students will develop a line of reasoning from earlier research to suggest how online transactions affect mental and physical health. They will enumerate the most important health psychology issues involved in online transactions and discuss background research about their likelihood of occurrence.

Reading assignment: Blogs and chapters to be determined from a health psychology textbook  
Topics include:

What constitutes addiction and how is online addiction similar or different from more directly biological substances?  
Wellbeing in social media sites: issues  
Studies related to physical and mental health effects of online engagement: depression, self-image issues, media violence, suicide, etc.  
The effects of violence in the media (“if it bleeds, it leads”) and the evolutionary rationale for this effect

### **Session 16. Ethics related to online data use and targeting; laws in the US and Europe**

Objective. The students will critically discuss a series of ethical dilemmas and issues pertaining to online and marketing content and strategies and propose potential improvements.

Readings. Fogg, Chapter 3: computers as persuasive tools; ethics para. chapter 9.

Students may pick articles such as:

Zhuming Bi & David Cochran (2014) Big data analytics with applications, *Journal of Management Analytics*, 1:4, 249-265, DOI: 10.1080/23270012.2014.992985

Lee, Lapira, Bagheri, & Kao, 2013

Topics include:

Rationale for regulating manipulation and data harvesting vs. feasibility of doing this worldwide

Regulatory frameworks in the US and Europe

Companies' codes of ethics, if any

Ownership of vast data amounts by private companies and implications for independent research

Ethical dilemmas, such as using genetic research data to set insurance prices for individuals

Others to be determined

### **Session 17. "Big Data" management and statistical procedures – an overview**

Objective. The students will give a broad outline of data harvesting, storage, and analysis methods that make it possible to maintain and correlate thousands of variables for millions of people.

Topics include:

Online data harvesting demands storage technology, hardware, database management, and analytics. Math models are used to enhance accuracy. T

Exploration of (a) location, format, management of databases that include millions of users and thousands of variables

(b) analytic techniques to link these and answer questions for various users

Brief presentation of common tools for data storage and retrieval, such as Hadoop or Cloudera. The session will briefly discuss latent factors, clustering techniques, discriminant analysis, and other multivariate techniques commonly used to create groups on the basis of different variables and classify new members in those groups.

A faculty member with specific expertise may be invited to lecture on this topic.

Reading Assignment: to be determined

### **Sessions 18-19. Research synthesis and future trends**

Objective. The students will summarize important findings from the multiple psychology domains studied into a set of implications for online interactions.

Reading assignment – to be determined. The students will present research papers developed in the course and discuss future research and practice prospects, according to their specialties.

Topics include:

The blogs and companies that claim to use psychology use a set of 'principles'. What are they most commonly? To what extent are they supported by research?

What is the relative impact of various psychological variables on online behavior? Which features seem to have the greatest impact?

**Session 20. Final paper due and exams** on the content presented for the various areas of psychology.

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The grading system is as follows:

<b>Letter Grade</b>	<b>Points Needed</b>
<b>90 – 100</b>	A
<b>80 – 89.99</b>	B
<b>70 – 79.99</b>	C
<b>60 – 69.99</b>	D
<b>0 – 59.99</b>	F

The instructor reserves the right to give a grade of “F” for the course as a whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Policy on Incompletes: No Incomplete (“I”) grade will be given.

**SUMMER 1ST FIVE WEEKS 2018**

**June 3** · Registration Ends for Summer Term - 1st Five Week Session

**June 4** · First day of classes

**June 4** · Late registration

**June 5** · Late registration

**June 7** · Census date

**June 25** · Last day to drop classes; submit requests to advisor prior to 4:00 pm

**July 4** · Independence Day holiday

**July 5** · Last day of classes

**July 9** · Final exams

## Assignments

Nearly every day, students will be asked to locate information and/or read articles and give presentations in class about what they read. They will submit daily papers of 1-2 pages summarizing what they have read. Failure to submit a daily report will result in a loss of 50 points.

Your course grade will be based on four exams scores and a final paper in lieu of a final exam. The exams and paper will be each worth 100 points for a total 500 points. The exams are weighted equally so your scores will be averaged to obtain a letter grade, where, A>90%, B>80%, C>70%, D>60%, F<60%. For example a student scores a total of 425 points on 5 exams and earns the full 5% of points for attendance. The course grade would be  $425 + 25 = 450$  points or an "A". The cutoffs for A = 450, B = 400, C = 350, D = 300; and F < 300. Each exam will be comprised of 10-20 "objective answer" questions that may or may not include Multiple Choice, True/False, and Matching questions. Please note: Exams will not be "curved".

Details about the daily reports and paper will be finalized during class.

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; see "Student Support Services," below.

## Make-Up Exams:

A single "make-up" exam session for missed exams will be held on **June 29, 2018** during regular course hours. A request for taking a make-up exam must be made in writing. Please note: A "make-exam" is **not** a "do-over" exam for poor performance on a previously taken exam.

Late Assignments: Please read the following rules as they apply to late assignments. All papers are expected on due date.

### **G. Make-Up Exam or Assignment Policy:**

Make-up assignments and exams will not be given.

### **H. Attendance Policy:**

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. For this course, here is the attendance policy:

The role of the instructor in this seminar is to provide structure and direction, lecture and serve as a consultant, coordinator and resource person to the seminar members. Active participation by seminar members is expected in order to promote peer learning through thoughtful reading, thinking, and discussion. Therefore, participation is mandatory. Class activities include seminar discussions and organized presentations. Students are expected to participate each week in a timely and engaging fashion. **Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises.**

**Absence/Late Policy: Regular attendance for entire class periods is expected. Students should arrive to class on time and stay until the end of class. Arriving late and departing early is disruptive to the class. It is the student's responsibility, whether present or absent, to keep abreast of assignments. Any student missing over 3 classes will receive a failing grade for the course. It is your responsibility to ensure you sign in for each class (see instructor for sign in sheet).**

#### Class/Social Responsibility

Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important to complete reading assignments prior to each class session. Students are encouraged to discuss readings with peers, classmates, and the instructor. Students are encouraged to consult additional readings when time allows.

Cell Phones: Please turn off cell phones. If you must make a call, please step out.

### **I. Course Schedule:**

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. Should technical problems

arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

The course schedule is set up for each week. Please review this thoroughly before emailing instructor with questions.

**Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email per University Policy.**

#### **J. 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 three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

#### **K. Grade Grievance Policy:**

See College of Science Program Manual.

#### **L. 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 or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

#### **M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962**, below are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

- Library Home Page.....<http://www.uta.edu/library>
- Subject Guides .....<http://libguides.uta.edu>
- Subject Librarians.....<http://www-test.uta.edu/library/help/subject-librarians.php>
- Database List.....<http://www-test.uta.edu/library/databases/index.php>
- Course Reserves.....<http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Catalog .....<http://discover.uta.edu/>
- E-Journals .....<http://utalink.uta.edu:9003/UTAlink/az>
- Library Tutorials .....<http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus .....<http://libguides.uta.edu/offcampus>
- Ask a Librarian.....<http://ask.uta.edu>

**N. 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 the stairwells located at either end of the adjacent hallway. 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.

**O. 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/>).

#### **P. Americans with Disabilities Act:**

The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. 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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

#### **Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

#### **R. 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.

#### **S. 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>.

#### **T. 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>.

#### **U. 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/>

#### **V. Final Review Week:**

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.