## Spring 2019 CAPPA Interdisciplinary Course
# Towards a Future of Hypermobility

Thursdays 7:00 to 9:50 pm, CAPPA Building, Room 401
Contact Information for AECOM and CAPPA Instructors (see pp. 6 - 7).



As megacities throughout the world become more congested and travel becomes ever more time-consuming, technology mavericks, the automobile, airline, and space industries along with nimble IT companies and startups have rushed to offer new mobility solutions. From autonomous vehicles and ridesharing services to flying taxis, and the hyperloop, these futuristic mobilities promise to make science fiction a reality and cities hypermobile, hyper-connected territories. The arrival of these innovations and the multibillion-dollar investments that they beckon has made of DFW a test bed in the midst of a global mobility paradigm shift.
For instance,

- The Texas Hyperloop will travel at speeds above 500 mph, on a 640-mile triangular route linking DFW to Austin in 20 minutes and to Houston in 46 minutes.
- Dallas is one of the first test sites for Uber on-demand air taxi service
- Arlington's entertainment district offers a free autonomous shuttle service
- Drive.ai has started a self-driving van service for Frisco and Arlington office workers
- Texas Central Partners is developing a bullet train from Dallas to Houston
- Toyota has unveiled its e-Palette vehicle, a multipurpose van that can morph from cab to store or delivery van, while Volvo's 360 autonomous vehicle converts into a mobile office, bedroom or living room.

Hypermobility means:
- Shrinking of time and space and a profound transformation of cities, touted as momentous as the changes brought about by the streetcar, train, automobile, and airplane
- Emerging new places, new sociabilities, new production, service and supply activities, new professional practices, and new design innovations
- Potential new social divides and/or deepening of existing ones
- A radical change in how we plan, design, engineer, and evaluate places and cities of the future.

### Course Description
By bringing together new mobility professionals and faculty and students from architecture, engineering, landscape architecture, planning and public affairs, this course provides an interdisciplinary environment from

which to explore the future impact of "hypermobility" largely driven by the momentum of the Hyperloop Texas and various other new mobility initiatives underway in the DFW area and further afield. Understanding mobility in its widest sense, beyond transportation of goods and people, this course seeks to critically identify expected and unexpected consequences of the touted radical transformations ushered by new mobilities (e.g., Connected and Autonomous Vehicles, Ridesharing, Internet of Mobility (IoM), Service (MaaS), Mobility on Demand (MoD), the Hyperloop, etc.).

Course themes will be explored from interdisciplinary angles including planning, urban design, environmental planning, transportation, public policy, technology and equity, and the future of urban places in a rapidly changing world.

More specifically, the course will be a forum for discussing and examining key questions raised in other CAPPA courses such as:

- Where does this leave the design professions, planning, policy analysis and engineering?
- How new mobility industries are likely to appropriate public space and reorganize the fabric of our cities?
- How should we engage with these transformations and emerging new actors as citizens, consumers, professionals and social and environmental activists?
- How can we collaboratively leverage the mobilities as catalysts for the future we would like to see?

**Course Learning Objectives**
Upon successful completion of this course students will:
- Be able to identify and articulate concepts concerning the rapidly changing world of new mobilities and their implications for regions, cities and places.
- Gain an understanding of implications of new mobilities across other disciplines including Architecture & Landscape Architecture, Planning, Public Policy and Engineering
- Assess future implications for their own discipline.

**Course Format**
The course's format is seminar style organized around 5 thematic modules (each 2-weeks long) and a 4-week final team project/report module capped by student team presentations in front of a professional and academic jury. The class meets every Thursday from 7 to 9:50 pm in the CAPPA Building Room 401.

**Student Expectations:**
Students are expected to:
- Attend all lectures and presentations and participate in class discussion
- Read the assigned materials and, at the end of each module, turn in a report on the takeaways and insights gained from the specific module's presentations and/or discussion.
- Form an interdisciplinary team and turn in a team project proposal (more than 3 disciplines represented; at least one member should be skilled in visual communications, e.g., graphics, infographics, video production). Project proposal guidelines to be distribute in class.
    o Team project deliverables can be:
    o A conceptual "White Paper" analyzing a case or building well-documented future scenarios of urban life
    o A video, photo essay, or presentation board addressing one or more of the following questions:
        ▪ Impact of new mobilities on public space, will it be further privatized or offer new opportunities for more community building or club-like associations?
        ▪ How will the shift in mobility and ensuing socio-spatial interactions transform their environmental, social and economic contexts?
        ▪ Intensify existing social divides or diminish them?
        ▪ How will they intensify/decrease the threshold between mobility & immobility?
        ▪ Will urban life be increasingly individualistic and "nomadic" or more collectively on the

move? i.e., will travel on autonomous vehicles be more personalized or shared with others?

- Will new mobility services (e.g., ridesharing) complement existing transit or displace it?
- How will new mobilities impact urban life (e.g., health, work, education, leisure, business, and industry)?
- What implications could high-speed drone cargo and delivery have for commerce and industry?
- How public authorities are preparing or reacting to new mobilities?
- What are current users (e.g., autonomous buses or Drive.ai users in Frisco or Arlington) experiences?
- Who are the major stakeholders influencing new mobilities adoption?
- Who would be the winners and losers of the diffusion of certain new mobilities?
- What needs to be in place to make new mobilities accessible to everyone?
- What impact will the interactions of new mobilities with airports, ports, roads, parking, sidewalks, etc. have on housing, land uses (industrial, commercial, institutional), neighborhoods, suburbs, cities and regions?
- What new design skills will be indispensable for producing quality places and spaces accommodating new mobilities?
- Will there be a tendency for regional interconnection of hyperloop networks? With what urban and rural impacts?

**Instruction**

The faculty participating in this course will lead one of the 2-week module presentation or lecture and class discussion in interaction with the respective AECOM guest speaker/instructor. They will in advance, select and recommend specific readings or other materials as background information for their module. This information will be available in the course's Bb site. Additionally, participating faculty will be available for student team consultation (review) during the last 4 weeks of Module 6 and as part of the jury in the final student team presentations.

| Module WEEK | Date | AECOM | CAPPA |
|---|---|---|---|
| Module 1 <br> 1 - 2 | Jan 17 & 24 | **Module 1: Introduction to Hypermobility** <br><br> **Week 1**: Steven Duong and Tatum Lau <br> • Introduction to Hypermobility <br> • Introduction to the role of next generation mobility and connectivity in cities <br>     • History of recent technology developments <br>     • State of the industry <br>     • Expected impacts on built and natural environment <br>       • Sprawl vs Infill <br>       • Revisiting Kevin Lynch and place-making <br>       • Engineering and design standards of cities <br><br> **Week 2**: Steven Duong and Tatum Lau <br> • Introduction to smart cities <br>     • History and state of the industry <br>     • Core elements and principles <br> ▪ Introduction to resilient cities <br>     • History and state of the industry <br>     • Core elements and principles <br> ▪ Introduction to systems thinking <br>     • Applying systems thinking to building cities <br> How all three concepts relate to this course | **Module 1: Lessons from the History of Technology** <br><br> **Week 1** Kate Holliday <br> Technology + Culture <br> • Do we invent and adopt the technologies that society needs and wants? Or does technology drive the development of culture? <br> • Technological Determinism (definition, examples, discussion) <br> • "Technological Sublime" (definition, examples, discussion) <br><br> **Week 2** Infrastructure and the Modern City <br> • How do cities shape infrastructure? How does infrastructure adapt to cities? <br> • Going Underground – Burying Aerial Wires in the late 19th Century <br> • Marketing Infrastructure – the Streetcar Suburb in the 1920s <br> • The Bulldozer and the City – the Interstate Highway in the 1950s |
| Module 2 <br> 3 - 4 | Jan 31 & Feb 7 | **Module 2: Emerging Technology and Mobility as a Service Framework** <br><br> **Week 3**: Veronica Siranosian (20 minutes) - *Los Angeles* <br> • Introduction to transportation technology <br>     • Connected and Automated Vehicles, Ridesharing, Dockless Vehicles, Vehicle Electrification <br>     • Mobility on Demand and Mobility as a Service <br>     • Impact on freight and logistics <br>     • The movement towards CASE (Connected, Automated, Shared, Electric) and what those initiatives look like around the world. <br><br> **Week 4:** Steven Duong and Tatum Lau <br> Frisco field trip: ride in the *Drive.AI Autonomous Vehicles* as a firsthand experience of real world application. | **Module 2: Hypermobility for Passengers and Goods: An International Perspective** <br><br> **Week 3:** Guoqiang Shen <br> • Super and hyper mobility cases in China, including Meglev train, high-speed rail, bullet train development in the past 15 years. Relevant social, economic, environmental issues. <br> • United States intra-regional and international interactiion with the rest of the world in terms of freight transportation. <br> • The sharing economy and smart technologies and the future of world giants like FedEx or UPS. <br><br> **Week 4:** <br> Frisco field trip. |
| Module 3 <br> 5 - 6 | Feb 14 & 21 | **Module 3: Urban Design / Built Environment Implications** <br><br> **Week 5:** Kevin Keady and Travis Boone <br> • Presentation Outline <br>     • Station design, TOD concepts <br>     • The effect on parking garages <br>     • Site Planning considerations <br><br> **Week 6:** Prof. Donald Gatzke <br> Lessons learnt from the Hyperloop Studio | **Module 3: Urban Design / Built Environment Implications** <br><br> **Week 5:** Taner Ozdil, Josh Nason, Becky Boles <br> • Introduction to the history of American Interstate Development, Multimodality, Place-making and Transit Oriented Development (TOD) <br> • Contextual implications of hypermobility and TOD: TOD typologies, district, development, & design. <br><br> **Week 6:** <br> • Exploring and creating future scenarios about hypermobility in Texas |
| Module 4 <br> 7 - 8 | Feb 28 - Mar 7 <br> Student | **Module 4: Housing, Economics, and Equity Implications** | **Module 4: Housing, Economics, and Equity Implications** |

| | | | |
|---|---|---|---|
| | team & theme proposal | **Week 7**: Paul Peninger - *San Francisco*<br>• Presentation Outline<br>  • Financing urban development<br>    • Infrastructure<br>    • Housing and Transportation nexus<br>    • Equitable economic development<br>    • Changing dynamics of workforce development<br><br>**Week 8**: Myriam Igoufe, Dallas Housing Authority<br>• Presentation Outline<br>    • Housing and Transportation nexus<br>    • Equitable access to opportunity<br>    • Housing affordability and mobility among the most vulnerable populations | **Week 7**: Ivonne Audirac, Rod Hissong, Steven Mattingly<br><br>• Introduction to mobility and accessibility fundamentals in relating transportation to the issue of "immobility" or social exclusion from opportunities in the city and region.<br><br>• Future scenarios applied to emerging mobility<br><br>**Week 8**<br>• Applying a backcasting scenario for an equitable hypermobility future. |
| 9 | Mar 11 - 15 | Spring Break | |
| Module 5<br>10 - 11 | Mar 21 & 28 | **Module 5: Federal, State, and Local Policy Implications**<br><br>**Week 9**: Theresa O Donnell, City of Dallas Resilience Office<br>• Presentation Outline<br>    • Urban Resilience in the face of technology<br>    • Equitable outcomes for city building<br>    • Environment and sustainability Implications<br><br>**Week 10**: Jerry Smiley, AECOM Tom Bamonte, NCTCOG<br>• Presentation Outline<br>    • Federal and State policy<br>    • NEPA and the regulatory constraints on next generation infrastructure<br>    • Update on what is happening in the region | **Module 5: Federal, State, and Local Policy Implications**<br><br>**Week 9**: Diane Allen & Taner Ozdil (Landscape Arch), Rod Hissong (Public Affairs)<br>Vision North Texas – *North Texas 2050* and Hypermobility (**Ozdil**)<br><br>Environmental Impacts, Sustainability, Resilience (**Allen**)<br>• Smart Policies for a Changing Climate<br>• Designing Sustainable Transportation<br>• Climate Smart and Transportation Solutions for Every Community<br><br>Public Financing Issues/ Implications (**Hissong**)<br>• Nature of transportation as a good or service<br>• Intergovernmental structure of financing<br>• State and Local Finance Options |
| Module 6<br>12 -15 | Apr 4 - May 2 | Team projects **(4 weeks)** | Mid term review of team projects |
| 16 | May 9 | Student presentations | **Jury: AECOM partners & CAPPA Faculty** |

**Grading**

| | |
|---|---|
| 10% | Attendance and participation |
| 25% | Takeaway reports |
| 15% | Project Proposal |
| 50% | Final Team Project/Report & Presentation (review 20%; final report & presentation 30%). |

**Requirements**

1. Attendance and participation. Students are expected to attend and participate in all discussions and class-related activities.

2. Readings. Students are expected to have read the readings assigned in each module and to be prepared to relate the ideas read to the topics presented by speakers and discussed by faculty in class.

3. Takeaway Report. A (1000 word) takeaway report is due at the end of the 2nd week of each module the following Wednesday by 11:59 PM. Student takeaways and comments are used as input for class discussion

(takeaway guidelines will be provided in class). Please see the Takeaway Rubric that will be used by the module instructors to grade each report.

4. Team Project and Theme. A student team and theme proposal are due on the 7th week of the course (guidelines for this assignment will be provided in class).

5. Mid-term review. Student team projects are reviewed by instructors on April 18 or April 25 before the final submission and presentation (guidelines for team work review will be provided in class).

## AECOM Partners and Guest Speakers

**Steven Duong**, Associate VP of Design + Planning, AECOM, Dallas, TX – **Instructor** Email: steven.duong@aecom.com
Steven Duong, AICP has led a wide variety of projects, most recently serving as the lead consultant for the City of Dallas 100 Resilient Cities plan and the Texas Hyperloop proposal. His focus is on urban resilience, smart cities, and master planning. Steven also serves as the Director of the North Central Texas Chapter of the American Planning Association, as a member of the Urban Design Advisory Council for the City of Dallas, as a professor with UTA's College of Planning and Landscape Architecture, and was identified as a Top 20 Under 40 Top Young Professional for Engineering News Record in 2017.

**Tatum Lau**, Senior Urban Designer, AECOM, Dallas, TX – **Co-instructor** Email: tatum.lau@aecomcom
Tatum is interested in the capacity of public space and infrastructure to enable political engagement and ecological transformation. She has over 10 years of professional experience in the built environment from three continents across the disciplines of architecture, research, publishing, urban design and urban planning.

**Veronica Siranosian**, AICP, LEED GA is a Director in the AECOM Ventures group, which focuses on integrating technology and innovation into the company's core business. Her passion is to create more equitable places and expand access to opportunities through innovative transportation, land use, and environmental planning. Veronica's areas of focus include future transportation, smart cities, and Internet of Things. She has experience managing and preparing feasibility studies, alternatives analyses, and environmental and planning studies for integrated transportation and land use projects across multiple modes (BRT, light rail, high-speed rail, streetcar, Hyperloop, autonomous and connected vehicles). With a background in transportation and land use planning, she brings over eleven years of experience in the public and private sectors to the role.
https://www.aecom.com/blog/author/veronica/
https://www.wtsinternational.org/with-mobility-and-transit-the-answer-isn%E2%80%99t-always-mass/

**Kevin Keady**, AECOM, Principal / Business Unit Leader - Buildings + Places - Rocky Mountain Area
Kevin focuses on strategic leadership and project development across all of AECOM's related efforts. Through collaboration and the application of design thinking, Kevin helps clients find innovative and beautiful solutions to problems relating to the built environment. In addition to his role as studio lead, he also pursues his passion for design that impacts how humans learn, interact and thrive, by providing market related expertise on civic, cultural and educational projects.
https://www.linkedin.com/in/kevin-keady-a73985a7/

**Travis Boone**, AECOM, Executive Vice President, Gulf/Southwest Region
As Region Executive, Travis is responsible for growth, operational and financial management, and leadership of more than 2,000 professionals in offices in 10 states across the Gulf Coast, Texas, the Southwest, and the Rocky Mountains. In this capacity he oversees a range of services in business lines including Water, Transportation, Environment, Buildings + Places, and PM/CM. https://www.linkedin.com/in/travis-boone-aecom/

**Paul Peninger**, Principal of Sustainable Economics, AECOM, San Francisco, CA As the Director of AECOM's Sustainable Economics practice for the Americas, Paul Peninger specializes in applying rigorous economic analysis to innovative urban policy and implementation projects.
https://www.linkedin.com/in/paul-peninger-97a3034/  https://www.aecom.com/without-limits/article/home-stretch/

**Jerry Smiley**, VP and National Practice Lead for Transportation Planning, AECOM, Dallas, TX. Jerry is currently the Manager for Innovation and Thought Leadership Program for AECOM's National Transportation Planning Practice. He is a certified planner with 26 years of consulting experience for a number of legacy AECOM firms. He has served as Program Manager and Principal-in-Charge for multi-million dollar IDIQ contracts and projects (>$200M in the last 10 years). Jerry's technical specialization includes planning and design for critical public sector-focused projects. The majority of these projects have included the assessment, conceptual design, and implementation of urban design elements, including the social

and natural environment, recreation, cultural resources, and transportation.
https://www.linkedin.com/in/jerry-smiley/

## Public Sector Guest Speakers

**Thomas Bamonte**, Program Manager for Connected and Automated Vehicles, NCTCOG, Arlington, TX
https://www.linkedin.com/in/thomasjbamonte/


**Myriam Igoufe**, Dallas Housing Authority, Director of Housing Services
https://www.linkedin.com/in/myriamigoufe/

**Theresa O'Donnell**, City of Dallas Chief Resilience Officer
http://www.dallascitynews.net/theresa-odonnell-is-named-citys-first-chief-resilience-officer


## UTA Faculty

**Diane Allen Jones**, Associate Professor, Landscape Architecture, CAPPA, Office: CAPPA Building 414.
https://mentis.uta.edu/explore/profile/diane-allen
Email: diane.allen@uta.edu

**Ivonne Audirac**, Associate Professor, Planning, CAPPA – **Course Coordinator**, Office: CAPPA Building 422.
https://mentis.uta.edu/explore/profile/ivonne-audirac-zazueta
Email: audirac@uta.edu

**Becky Boles**, Associate Professor, Interior Design, CAPPA, Office: CAPPA Building 203
https://mentis.uta.edu/explore/profile/rebecca-boles
Email: rboles@uta.edu

**Don Gatzke**, Professor, Architecture, CAPPA,
https://mentis.uta.edu/explore/profile/donald-gatzke
Email: gatzke@uta.edu

**Rod Hissong**, Associate Professor, Public Affairs, CAPPA, Office: CAPPA Building 316
https://mentis.uta.edu/explore/profile/rod-hissong
Email: hissong@uta.edu

**Kate Holliday**, Associate Professor, Architecture, CAPPA, Office: CAPPA Building 416
https://mentis.uta.edu/explore/profile/kathryn-holliday
Email: kholliday@uta.edu

**Steve Mattingly**, Associate Professor, Civil Engineering, Office: Nedderman Hall 434
https://mentis.uta.edu/explore/profile/dr-stephen-mattingly
Email: mattingly@uta.edu

**Josh Nason**, Associate Professor, Architecture, CAPPA, Office: CAPPA Building 325
https://mentis.uta.edu/explore/profile/joshua-nason
Email: nason@uta.edu

**Taner Ozdil**, Associate Professor, Landscape Architecture, CAPPA, Office: CAPPA Building 417
https://mentis.uta.edu/explore/profile/taner-ozdil

**Guoqiang Shen**, Professor, Planning, CAPPA, Office: CAPPA Building 313
https://www.uta.edu/cappa/about/faculty-staff/profiles/guoqiang-shen.php
Email: guoqiang.shen@uta.edu


## GLOSSARY

**IoM**—Internet of Mobility: A mode-agnostic, global approach to Mobility as a Service, based on an open protocol framework for discovery, booking, and payment for mobility services.[1]

**MaaS**—Mobility as a Service: The integration of various forms of transportation services into a single mobility service.[2]

**MOD**—Mobility on Demand: A system whereby a journey or the movement of goods and services can be made through a network of services accessible on demand, rather than through a privately owned vehicle.[3]

**NMS**—New Mobility Services: Public and private transportation services, mostly available on-demand, made possible by mobile technology and real-time location data, including ride hailing, rideshare, car share, bike share, and microtransit.

*Definitions from Jeremy Dalton author of What's New Mobility Anyway https://method.city/what-is-new-mobility-anyway-581cbabb55a4

## COURSE & UTA POLICIES

**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.

The success of this course requires student attendance. Regular class attendance is expected of all students. If you must miss a class due to extenuating circumstances, please let the course coordinator and module instructor know ahead of time. Students are responsible for any course information and assignments that may be missed during the absence.

However, 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.

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

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)**  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.

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

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

**Title IX Policy:** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX *or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or* titleix@uta.edu

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.  Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Campus Carry:**  Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course.  Students'

anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the
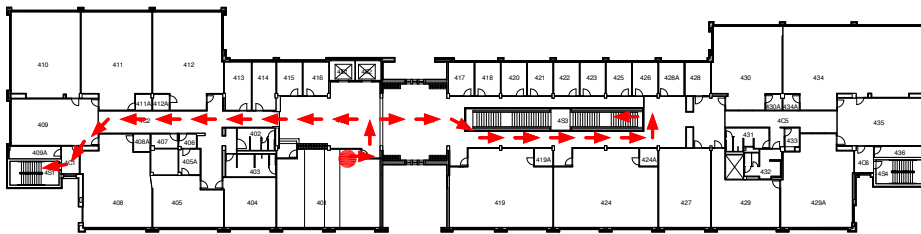


building, students should exit the room and move toward the nearest exit, which is located. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Please see the evacuation map for our classroom CAPPA (ARCH) 401
https://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_All/Evac_ARCH/Evac_ARCH_401.pdf

**Student Support Services:** [Required for all underlined undergraduate courses] 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/studentsuccess/success-programs/programs/resource-hotline.php

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593. **The English Writing Center (411LIBR):** [Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits,

workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

**Librarian to Contact:** Mitch Stepanovitch stepanovich@uta.edu  817-272-2945

**Emergency Phone Numbers**:  In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

## Takeaway Report Evaluation Criteria (rubric)

| Criteria | Excellent to Good (5 to 4 points) | Sufficient  (3 points) | Minimal  (1 to 2 points) | Unacceptable  (0 points) |
|---|---|---|---|---|
| **Depth of Understanding** | Report demonstrates an in-depth understanding of the ideas concepts, and/or strategies presented by the guest speaker(s) and instructors. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. | Report demonstrates a general understanding of the ideas, concepts, and/or strategies presented by the guest speaker(s) and instructors. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. | Report demonstrates a minimal understanding of the ideas, concepts, and/or strategies presented by the guest speaker(s) and instructors. Viewpoints and interpretations are unsupported or supported with faulty arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. | Report demonstrates a lack of understanding or attention to the ideas concepts, and/or strategies presented by the guest speaker(s) and instructors. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| **Required Components** | Report includes all components and meets or exceeds all requirements indicated by the module's instructor. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. | Report includes all components and meets all requirements indicated by the module's instructor. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. | Report is missing some components and/or does not fully meet the requirements indicated by the module's instructor. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. | Report misses essential components and/or does not address the requirements indicated by the module's instructor. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| **Writing Quality** | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax |

| | | | | |
|---|---|---|---|---|
| | are expressed in a coherent and logical manner. There are none or minimal spelling, grammar, or syntax errors per page of writing. | Thoughts are expressed in a coherent and logical manner. There are fewer than five spelling, grammar, or syntax errors per page of writing. | spelling, grammar, or syntax errors per page of writing. | errors throughout the response. |
| **Synthesis and Takeaway** | Report shows strong evidence of synthesis of ideas and insights gained from the module's activity, presentations, discussion and readings. Implications of these insights for the student's personal overall learning are thoroughly detailed, as applicable. | Report shows evidence of synthesis of ideas and insights gained from the module's activity, presentations, discussion and readings. Implications of these insights for the student's personal overall learning are presented, as applicable. | Report shows little evidence of synthesis of ideas and insights gained from the module's activity, presentations, discussion and readings. Few implications of these insights for the student's personal overall learning are presented, as applicable. | Report shows no evidence of synthesis of ideas and insights gained from the module's activity, presentations, discussion and readings. No implications for the student's personal overall learning are presented, as applicable. |
| **Citation Practices** | Thoroughly adheres to citation practices. No hint of plagiarism | Adheres to citation practices with minimal lapses. No hint of plagiarism | Inconsistent citation practices. Plagiarism (including unintentional plagiarism) may be suspected. | Citation practices absent. Plagiarism (even if unintentional) can be demonstrated. |