

ENGL 1302 Composition and Rhetoric II

Instructor Information:

Instructor's Name:

Dr. Stephanie Peebles Tavera

Course: ENGL 1302

Class Section/Time:

MWF 9:00-9:50 AM (006)

10:00-10:50 AM (019)

11:00-11:50 AM (062)

Room: PH 207 (006) /

TH 21 (019 and 062)

Office: Carlisle Hall, Room 624

Office Hours: M NOON–1:30 PM,

T 11:00 AM–12:20 PM, or by appt

English Dept Telephone Number:

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Faculty Profile:

<https://sptavera.com/>

ENGL 1302 RHETORIC AND COMPOSITION II: This course satisfies the University of Texas at Arlington core curriculum requirement in communication. Continues ENGL 1301, but with an emphasis on advanced techniques of academic argument. Includes issue identification, independent library research, analysis and evaluation of sources, and synthesis of sources with students' own claims, reasons, and evidence. This course focuses on critical engagement with ethical and social issues and the development of academic arguments that communicate a specific point of view. **Prerequisite: Grade of C or better in ENGL 1301.**

Core Objectives:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

ENGL 1302 Expected Learning Outcomes

In ENGL 1302, students build on the knowledge and information that they learned in ENGL 1301. By the end of ENGL 1302, students should be able to:

Rhetorical Knowledge

- Identify and analyze the components and complexities of a rhetorical situation
- Use knowledge of audience, exigence, constraints, genre, tone, diction, syntax, and structure to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures
- Know and use special terminology for analyzing and producing arguments
- Practice and analyze informal logic as used in argumentative texts

Critical Reading, Thinking, and Writing

- Understand the interactions among critical thinking, critical reading, and writing
- Integrate personal experiences, values, and beliefs into larger social conversations and contexts
- Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity
- Produce situation-appropriate argumentative texts that synthesize sources with their own ideas and advance the conversation on an important issue
- Provide valid, reliable, and appropriate support for claims, and analyze evidentiary support in others' texts

Processes

- Practice flexible strategies for generating, revising, and editing complex argumentative texts
- Engage in all stages of advanced, independent library research
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing to critique their own and others' arguments

Conventions

- Apply and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics, and be aware of the field-specific nature of these conventions
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Revise for style and edit for features such as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

Required Texts. STUDENTS MUST HAVE THE FOLLOWING EDITIONS

Graff and Birkenstein, *They Say/I Say* 3rd edition

Lunsford, Ruszkiewicz, and Walters, *Everything's an Argument* with 2016 MLA Update 7th edition (2017 UTA Custom 1st edition)

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

Week	Date	Class Topic	Assignments Due
1	MON 1/14	Introduction to the course, student responsibilities, academic conversation and syllabus/policies	
1	WED 1/16	Entering Academic Conversations: What is Argument? Discuss the ENGL 1302 Sequence.	Read: <i>TSIS</i> Preface and Introduction [BB]
1	FRI 1/18	Introduction to Argument: Review Rhetorical Situation and Logos, Pathos, and Ethos using <i>Notting Hill</i> .	Due: Signed Syllabus Contract Read: <i>EEA</i> Ch. 1 pg. 3-20 [BB]
2	MON 1/21	Martin Luther King, Jr. Holiday: NO CLASS	
2	WED 1/23	Finding an Arguable Issue AW #1: Choose a current issue that interests you. First write a brief (1/2 page) summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the <i>TSIS</i> Introduction to help organize your ideas.	Read: <i>TSIS</i> Ch. 1 & 4 Due: AW #1 [Upload to BB and Print and bring to class]
2	FRI 1/25	Read Aloud and Assign Issue Proposal Read In-Class: IP Assignment, <i>EAA</i> pp. xl.	
3	MON 1/28	Creating a Research Plan: Writing a Research Question In-Class: Research Question Handout/Worksheet and Stasis Questions at Work in <i>EAA</i> p. 20.	

3	WED 1/30	Creating a Research Plan: Finding Preliminary Research In-Class: Use research question to find and skim sources and summarize main point (one-sentence). *Census Date: Last day to withdraw without a W*	Read: <i>TSIS</i> Ch. 2
3	FRI 2/1	Creating a Research Plan: IP Drafting and Sharing AW #2: Draft a response to invention questions 2-4 in the Issue Proposal assignment for the issue (<i>EAA</i> pg. xl-xlvi).	Due: AW #2 [Upload to BB <i>and</i> Print and bring to class]
4	MON 2/4	Read and Discuss Sample IP: What works? What needs revision?	
4	WED 2/6	Peer Review Workshop	Draft of Issue Proposal Due [one-page single-spaced]
4	FRI 2/8	IP Writing Workshop [and mini-conference] In-Class: Refining your claim	Due: IP Peer Review Read: <i>TSIS</i> Ch. 7
5	MON 2/11	IP Writing Workshop [and mini-conference] In-Class: workshop “so what” and “who cares”	
5	WED 2/13	Read Aloud and Assign Annotated Bibliography. Discuss Sample AB entries. Read In-Class: AB Assignment in <i>EAA</i> pg. xlvi-xlvii	
5	FRI 2/15	What is a Well-Rounded Source List?: Appropriate Sources for your Issue	Issue Proposal Final Due
6	MON 2/18	Research Day: Finding Sources Workshop	
6	WED 2/20	Citing Sources: How to Use MLA, APA, Chicago, etc.	
6	FRI 2/22	Identifying and Summarizing Source Info: Genre, Author, Title, Location, Date, and Ethos.	
7	MON 2/25	Identifying and Summarizing Reasons, Evidence, and Audience	Read: <i>EAA</i> pg. 87-94; <i>TSIS</i> Ch. 2
7	WED 2/27	Assign Mapping the Issue Paper (MI) Read In-Class: MI Assignment <i>EAA</i> pg. xlviii-liii	
7	FRI 3/1	Summarizing Claims, Quoting Sources	Due: AW #3 [Upload to BB only]

		AW #3 (Begin in-class): Write one paragraph that follow the global-summary, regional-claim structure. In other words, begin your paragraph by summarizing a position that “x” audience (group of people, using a noun) hold. Then, give a specific example of a source from your research that represents that position by quoting or paraphrasing the source.	Review: <i>TSIS</i> Ch. 2 and 3
8	MON 3/4	Warranting Claims and Reasons: <i>Adam Ruins Everything</i> episode Read In-Class: Handout on Warrants	Annotated Bibliography Final Due
8	WED 3/6	Analyzing, Incorporating, and Comparing Sources [Substitute Instructor] AW #4 (Begin in-class): List the claim and warrant for three different sources from your AB. Then, underneath your list, write a one-paragraph comparison of two of your sources and reference the values expressed in their warrants in your comparison.	Read: <i>TSIS</i> Ch. 8 and “Incorporating Sources Effectively” (BB) Due: AW #4 [Upload to BB only by Friday, 3/8 at 11:59 PM]
8	FRI 3/8	Spring Break: NO CLASS	
9	MON 3/11	Spring Break: NO CLASS	
9	WED 3/13	Spring Break: NO CLASS	
9	FRI 3/15	Spring Break: NO CLASS	
10	MON 3/18	Assign MI Presentation (formerly “RPP Presentation”). Discuss Do’s and Don’ts of Oral Presentations.	
10	WED 3/20	Read Aloud and Discuss Sample MI Paper: What works? What needs revision?	
10	FRI 3/22	Peer Review Workshop	Draft of Mapping the Issue Paper Due [one-page single-spaced]
11	MON 3/25	MI/RPP Presentation (8) AW #5: Write a 250-500 word reflection on at least two of your peers’ presentations: What did you learn? Why is the issue significant (“so what”)? How might the issue impact your life or career in the future (“now what”)?	
11	WED 3/27	MI/RPP Presentation (8)	

11	FRI 3/29	MI/RPP Presentation (8) *Last Day to Drop: Submit Requests to Advisor prior to 4:00 PM*	Due: MI Peer Review
12	MON 4/1	Read Aloud and Assign Researched Position Paper (RPP) Read In-Class: RPP Assignment <i>EAA</i> pg. liv-lix	Due: AW #5 [Upload to BB only]
12	WED 4/3	RPP Writing Workshop: Constructing Claims (e.g. Thesis, Reasons) for an appropriate Audience.	Mapping the Issue Final Due
12	FRI 4/5	RPP Writing Workshop: Causal Arguments and Outlines	Read: <i>EAA</i> Ch. 11, "Causal Arguments"

13	MON 4/8	RPP Writing Workshop: Drafting Causal Arguments	
13	WED 4/10	Rogierian Argument/Naysayer/Counterargument activity using <i>Adam Ruins Everything</i> episode.	Read: <i>TSIS</i> Ch. 6 Review: <i>EAA</i> pgs. 126-129
13	FRI 4/12	Naysayer/Metacommentary activity, cont. using <i>Adam Ruins Everything</i> episode.	Read: <i>TSIS</i> Ch. 10
14	MON 4/15	Read and Discuss Sample RPPs: Where are the claims and reasons? How is LPE used?	
14	WED 4/17	Discuss Sample RPPs: Where is the metacommentary? Where is the naysayer? What works and what needs revision?	
14	FRI 4/19	Peer Review Workshop	RPP Draft Due [one-page single-spaced]
15	MON 4/22	RPP Conferences (<i>All individual conferences will be held in my office, Carlisle 624, and NOT in our classroom</i>)	Due: RPP Peer Review
15	WED 4/24	RPP Conferences (<i>All individual conferences will be held in my office, Carlisle 624, and NOT in our classroom</i>)	
15	FRI 4/26	RPP Conferences (<i>All individual conferences will be held in my office, Carlisle 624, and NOT in our classroom</i>)	
16	MON 4/29	RPP Conferences (<i>All individual conferences will be held in my office, Carlisle 624, and NOT in our classroom</i>)	
16	WED 5/1	IN-CLASS: RPP Writing Workshop	

16	FRI 5/3	IN-CLASS: Exit Instructions. Student Feedback Surveys. Last Day of Class (Please Note: We will not meet after this class. There is no final during “finals week”)	RPP Final Due
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Description of Major Assignments:

Issue Proposal (Due Feb 15). This semester you’ll be conducting research on an issue related to immigration or immigrants. For this paper, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research.

Annotated Bibliography (Due Mar 4). For this assignment, you will create a list of at least 10 relevant and appropriately chosen sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

Mapping the Issue (Due Apr 3). For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue—all from a completely neutral point of view.

Researched Position Paper (Due May 3). This essay is the “Signature Assignment” for this course. For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

MI/RPP Presentation (Due Mar 25, 27, and 29). Every student will be required to complete a visual presentation on their research and the work they have done for the Mapping the Issue Paper.

Analytical Writings (5): There will be five analytical writing assignments. Each assignment is intended to help you prepare for drafting one of the four major writing assignments (above).

Peer Reviews (3). Each essay will include mandatory peer review workshops. You will be required to complete all sections of the peer review prompts in order to receive full credit. *It is very important that you participate in peer review, as you will not be able to make up these points.*

Participation Policy and Attendance. Successful college students in my course come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays, as well as medical appointments, caregiver responsibilities, and other necessary accommodations for students with disabilities. ***Even if you are requesting permission to make up a participation grade for an excused absence, I require students to inform me (the instructor) in writing in a timely manner, within one week prior to or immediately following the absence.*** In terms of lecture notes, should you miss class (even with an excused absence), I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material and/or make an appointment to see me in person.

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. Thus, there is no “attendance” grade in my course. However, there is a participation grade which will be assessed holistically (100 or zero) based on completion of fifteen in-class assignments including draft submissions, brainstorming and outlining activities, and small group activities.

At the end of the semester, students will be assessed a numerical grade for participation based upon the number of submissions received:

14-15 submissions = 100%,
 12-13 submissions = 90%
 10-11 submissions = 80%
 8-9 submissions = 70%
 6-7 submissions = 60%
 5 submissions = 50%

4 submissions = 40%
 3 submissions = 30%
 2 submission = 20%
 1 submission = 10%
 0 submissions = 0%

Choosing a Topic. The assignments in English 1302 are set up to build upon one another throughout the course of the semester. Because of this, you will need to pick a topic for the Issue Proposal and then you will stay with that topic for the entire semester. You may not change your topic without permission from me. If you feel at some point after choosing a topic that you want to change topics, then you will need to make an appointment to see me so that we can discuss what this will require; however, if this happens you will be required to rewrite every assignment you have submitted to reflect the new topic. The new assignments would be graded and that grade would replace the grade you made on your first assignments, regardless of whether that grade is higher or lower.

Late Assignments. All in-class assignments are due at the beginning of class on the due date specified. All major writing projects are due on Blackboard at the specified due date and time. I do not accept late assignments for any reason without prior arrangement due and with appropriate documentation (if warranted).

Paper Reuse Policy. You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

Grades. Final grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

Your final grade for this course will consist of the following:

Issue Proposal	15%
Annotated Bibliography	10%
Mapping the Issue	20%
Researched Position Paper	30%
MI Presentation	5%
Analytical Writing/Peer Reviews (8)	15%
Participation (15)	5%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below; Z=see the Z grade policy above.

All four major essay projects must be completed to pass the course. If you fail to complete an essay project (IP, AB, MI, RPP), you will fail the course, regardless of your overall grade average. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Turning in Assignments to Blackboard. All four major writing projects (IP, AB, MI, RPP) will be submitted to Blackboard. **I will not accept any assignments via e-mail or paper.** All assignments submitted to Blackboard must be saved as a .doc, .docx, or .pdf file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

Expectations for Out-of-Class Study. For every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc.

Late Enrollment Policy. Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

Classroom Behavior. Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be used for course materials only. If they become distracting, you will be asked to leave the classroom. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

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

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

Drop Policy. Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://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). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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

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

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

Diversity Statement: The University of Texas at Arlington's Committee on Diversity and Inclusion affirms our strong commitment to maintaining the principles of inclusion and diversity at the core of our university. At a time of uncertainty, we firmly stand behind all our students, faculty, and staff, regardless of national origin, race, ethnicity, religion, disability, sexual orientation, gender identity, and other differences that make us one of the most diverse college campuses in the country.

Anyone who believes her/his safety has been compromised is encouraged to contact the [Committee on Diversity and Inclusion](#).

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

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the

student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

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

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

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

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

Emergency Exit Procedures. Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest stairwell on our floor (the second floor). Exit the classroom, descend the stairs, and exit the courtyard leading to the "mall" area across from Trimble Hall. 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. Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php.

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

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

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions,

Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR). The English Writing Center offers free tutoring in 15-, 30- 45-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Their facilities are located in Room 411 Central Library. Hours are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 6 p.m. Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>.

Be judicious in choosing your appointment length! For instance, 15-minute appointments are specifically for “quick” or minor concerns such as grammar, citations, or thesis construction. Longer appointments are for higher order concerns such as organization, structure, cohesion, or even just brainstorming and assignment comprehension. Know what you want to work on prior to your appointment and choose your time slot accordingly. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

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

Librarian to Contact: Undergraduate Research Skills Instruction, Gretchen Trkay gtrkay@uta.edu or your subject librarian. You may also conduct research in the databases or stacks by visiting library.uta.edu

ENGL 1302 Syllabus Contract

I have read and understood the syllabus, and I agree to abide by the course policies.

Printed Name

Signature

Date

Permission to Use Student Writing

Student's Name.....

Class Number and Section

Instructor Name

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

Student's Signature

UTA ID Date