

Performing Dis/ability Spring 2019 Syllabus

Course Number: ENGL 2303-004 / WOMS
2301-002 / DS 2301-004 (cross-listed)

Course Title: Topics in Literature/Topics in
Women's Studies/Topics in Disability Studies

Instructor: Dr. Stephanie Peebles Tavera
Faculty Profile:
<http://www.uta.edu/profiles/stephanie-tavera>

Day & Time: TR 12:30 PM–1:50 PM
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Description: This sophomore-level course examines the social construction of disability and the representation of disabled bodies across multiple genres and periods of literature by American writers, as well as introduces students to some of the major concepts in disability studies. As an identity vector, disability is perhaps the most unstable form since it is an identity that everyone can embody during their lives, whether permanently or in episodic and fluctuating forms. Yet, as a subject, disability remains stigmatized based upon cultural ideals of beauty, performativity, and embodiment. This stigmatization leads to varying degrees of invisibility, oppression, or discrimination among persons with disabilities as our culture strives to normalize disabled subjects. By studying the representation of persons with disabilities in literature, this course seeks to explore, examine, and confront concepts and ways of adaptation, accessibility, and creativity among persons with disabilities as a means of moving toward greater inclusivity for all nonstandard bodies and subjects. **Prerequisite: For ENGL 2303 students, the prerequisite is ENGL 1301.**

Dr. Tavera's Precept (courtesy of Auggie and *Wonder*): The study of literature and fiction opens up a space for imagining different experiences and teaches empathy through this imaginative function. In this class, we will:

- Define the concept of disability, and discuss what is—and is not—considered disability.
- Examine significant concepts from the field of disability studies and apply them to the narratives in the literary texts.
- Study various narrative forms, or genres, in the field of disability and literature including: memoir, political (feminist) manifesto, young adult novel and children's literature, and short stories.

Expected Learning Outcomes/Course Goals. By the end of the semester, students who have successfully completed the assignments should:

1. have a knowledge of key concepts and key words in disability studies including the concept of impairment versus disability, the social construction of disability, the terms "normative," "nonstandard," "prosthesis," "crip," and "adaptability" versus "cure," among others.
2. be able to analyze significant vectors of identity in literary works about persons with disabilities including the vectors of gender, sex, race, age, and sexual orientation, as well as discuss the significance of intersectionality for these vectors.

- articulate in written and oral assessments how the key concepts, key words, and vectors of identity appear in literary representations of persons with disabilities.

Means of Achieving Course Goals. Students will achieve the above three course goals by:

- attending brief lectures and participating in class discussion and small group discussions and activities.
- submitting writing projects to assess knowledge and mastery of the material including: **one** summary-response paper (including drafts and peer reviews of the paper), **two** critical analysis papers (including drafts and peer reviews of the paper), **one** discussion-lead presentation (of no more than five minutes), and **one** signature assignment paper.

The goal of these assessments is to gain skills in close reading and analysis; to apply concepts learned and practiced through the semester in a recursive, or repetitive, manner; and to understand writing as a process by which knowledge is gained through trial-and-error.

Required Texts.

Davis, Lennard, ed. *Disability Studies Reader*, Fourth or Fifth Edition.

Faulkner, William. *The Sound and the Fury*.

Lorde, Audre. *The Cancer Journals*.

Mairs, Nancy. *Waist-High in the World: A Life Among the Nondisabled*.

Palacio, R. J. *Wonder*.

Yoon, Nicola. *Everything, Everything*.

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	TUE 1/15	Syllabus. Introductions. Read an excerpt from Brene Brown's <i>Daring Greatly</i> (in-class) and discuss vulnerability and shame.	
1	THU 1/17	<i>Introduction to Disability Studies: Defining Concepts</i>	Readings: Davis, Lennard. Introduction from <i>Disability Studies Reader</i> . Due: Syllabus Contract
2	TUE 1/22	<i>Introduction to Disability Studies: Historical and Cultural Contexts</i> .	Readings: Baynton, Douglas C. "Disability and the Justification of Inequality in American History" from <i>Disability Studies Reader</i> .
2	THU 1/24	<i>Constructing "Disability": Understanding Social Construction</i>	Readings: Shakespeare, Tom. "The Social Model of Disability."

Syllabus 3

3	TUE 1/29	<i>Assign Summary Response Paper: Read Aloud and Discuss Instructions in Class, Q&A</i>	
3	THU 1/31	<i>Reading Literature Through a Disability Studies Lens: In-Class Activity (LOG). Review Instructions for Recurring LOG Assignment.</i>	Readings: Hawthorne, Nathaniel. "The Birthmark." https://loa-shared.s3.amazonaws.com/static/pdf/Hawthorne_Birthmark.pdf ; Poe, Edgar Allan. "Hop-Frog." http://xroads.virginia.edu/~hyper/poe/hop_frog.html .
4	TUE 2/5	<i>Peer Review Workshop.</i>	Due: Draft of Summary-Response Paper [bring two paper copies to class].
4	THU 2/7	<i>Written on the Body: Sex, Gender, and Disability</i>	Readings: Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory" from <i>Disability Studies Reader</i> , Mairs, Nancy. <i>Waist-High in the World</i> .
5	TUE 2/12	<i>Written on the Body: Sex, Gender, and Disability</i>	Readings: Berube, Michael. "Disability, Democracy, and the New Eugenics" from <i>Disability Studies Reader</i> , Mairs, Nancy. <i>Waist-High in the World</i> . Due: Final Summary-Response Paper.
5	THU 2/14	<i>Written on the Body: Sex, Gender, and Disability</i>	Readings: Mairs, Nancy. <i>Waist-High in the World</i> . Due: LOG #1 (Mairs)
6	TUE 2/19	<i>Written on the Body: Impairment, Prosthesis, and Children with Disabilities</i>	Readings: Longmore, Paul. "'Heaven's Special Child': The Making of Poster Children" from <i>Disability Studies Reader</i> , Palacio, R. J. <i>Wonder</i> .
6	THU 2/21	<i>Written on the Body: Impairment, Prosthesis, and Children with Disabilities</i>	Readings: Mitchell, David and Sharon Snyder. "Narrating Prosthesis" from <i>Disability Studies Reader</i> , Palacio, R. J. <i>Wonder</i> .
7	TUE 2/26	<i>Written on the Body: Impairment, Prosthesis, and Children with Disabilities</i>	Readings: Palacio, R. J. <i>Wonder</i> . Due: LOG #2 (Palacio)
7	THU 2/28	<i>Assign Critical Analysis Paper: Read Aloud and Discuss Instructions in Class, Q&A</i>	

Syllabus 4

8	TUE 3/5	<i>Invisible Impairments: Exploring Mental Disability</i>	Readings: Price, Margaret. "Defining Mental Disability" from <i>Disability Studies Reader</i> ; Faulkner, William. <i>The Sound and the Fury</i> .
8	THU 3/7	<i>Peer Review Workshop (substitute-led during class or completed on Blackboard)</i>	Due: Draft of Critical Analysis Paper #1 [submit draft to Blackboard and conduct two peer reviews on Blackboard for a grade]
9	TUE 3/12	<i>Spring Break: No Class</i>	
9	THU 3/14	<i>Spring Break: No Class</i>	
10	TUE 3/19	<i>Invisible Impairments: Exploring Mental Disability</i>	Readings: Faulkner, William. <i>The Sound and the Fury</i> .
10	THU 3/21	<i>Invisible Impairments: Exploring Mental Disability</i>	Readings: Faulkner, William. <i>The Sound and the Fury</i> . Due: LOG #3 (Faulkner)
11	TUE 3/26	<i>Invisible Impairments: Exploring Mental Disability</i>	Readings: Faulkner, William. <i>The Sound and the Fury</i> . Due: Final Critical Analysis Paper #1.
11	THU 3/28	<i>Crippling "Cure": Intellectual Disability and Scientific Progress</i>	Readings: Keyes, Daniel. "Flowers for Algernon": https://www.sdfo.org/gj/stories/flowersforalgernon.pdf
12	TUE 4/2	<i>Crippling "Cure": Intellectual Disability and Scientific Progress</i>	Readings: Kafer, Alison. "At the Same Time, Out of Time" from <i>Disability Studies Reader</i> ; Keyes, Daniel. "Flowers for Algernon": https://www.sdfo.org/gj/stories/flowersforalgernon.pdf Due: LOG #4 (Keyes)
12	THU 4/4	<i>Disability and Creativity: Illness, Adolescence, Intersectionality</i>	Readings: Wendell, Susan. "Unhealthy Disabled: Treating Chronic Illnesses as Disabilities" from <i>Disability Studies Reader</i> ; Yoon, Nicola. <i>Everything, Everything</i> .

Syllabus 5

13	TUE 4/9	<i>Disability and Creativity: Illness, Adolescence, Intersectionality</i>	Readings: Bell, Chris. "Is Disability Studies Actually White Disability Studies?" from <i>Disability Studies Reader</i> ; Yoon, Nicola. <i>Everything, Everything</i> .
13	THU 4/11	<i>Disability and Creativity: Illness, Adolescence, Intersectionality</i>	Readings: Yoon, Nicola. <i>Everything, Everything</i> . Due: LOG #5 (Yoon)
14	TUE 4/16	<i>Queering Disability: Coming Out As</i>	Readings: Samuels, Ellen. "My Body, My Closet: Invisible Disability and the Limits of Coming Out" from <i>Disability Studies Reader</i> ; Lorde, Audre. <i>The Cancer Journals</i> .
14	THU 4/18	<i>Queering Disability: Coming Out As</i>	Readings: Lorde, Audre. <i>The Cancer Journals</i> . Due: LOG #6 (Lorde)
15	TUE 4/23	<i>Assign Signature Assignment Paper: Read Aloud and Discuss Instructions in Class, Q&A</i>	Due: Final Critical Analysis Paper #2.
15	THU 4/25	<i>Finding Sources: How to Use Search Engines and Databases</i>	
16	TUE 4/30	<i>Drafting Workshop</i>	
16	THU 5/2	<i>Peer Review Workshop.</i>	Due: Draft of Signature Assignment Paper [bring two paper copies of your draft].
		<i>Final Signature Assignment Paper Due on Thursday, May 9 by 11:59 PM. There will be no class held during finals week.</i>	

Description of Major Assignments:

One Summary-Response Paper (3-page minimum, double-spaced, typed, stapled, and in Times New Roman, 12 point font). This paper will be due at the beginning of class on the assigned due date (see schedule above). This assignment should seek to consider the definition of "disability" by completing two tasks in the following order: (1) Summarize and synthesize the definitions of disability from your *Disability Studies Reader* by drawing up on the main ideas in L. Davis's, D. Baynton's, and T. Shakespeare's essays; and then (2) describe your definition of disability by placing yourself in conversation with the three authors.

Two Critical Analysis Papers (3-page minimum, double-spaced, typed, stapled, and in Times New Roman, 12 point font). Each paper will be due at the beginning of class on the assigned due

dates each week (see schedule above). This assignment should seek to interpret a single assigned literary text by analyzing that text in conversation with the critical texts from your *Disability Studies Reader*. Students should remark upon the most significant ideas, evaluate the merits and limitations of particular concepts, ask provocative questions, and explore how contexts, themes, or ideas from the secondary texts or essays play out in the assigned primary text. **Critical Analysis Paper #1 must discuss either Nancy Mairs' *Waist-High in the World* or R.J. Palacio's *Wonder*. Critical Analysis Paper #2 must discuss either William Faulkner's *The Sound and the Fury* or Daniel Keyes' "Flowers for Algernon."**

Literary Observation Grid (LOG) Assignments (6 total) Students must complete each assignment in advance of class on the day in which it is due; no emailed or uploaded versions will be accepted as the LOG is necessary for participation during class. The template for the LOG is available on Blackboard and should be downloaded and completed either in typed or and handwritten form. Students will complete the template and chart their reactions to an assigned literary text by (1) choosing a passage of significance to the student and typing it in the center column, (2) documenting the page number in the left column, and (3) explaining their reactions, thoughts, and reflecting on personal significance of the passage in the right column. Students should repeat this process for a total of five rows/passages/reflections. Finally, students should write a brief reflective passage of 150-250 words at the bottom which comments upon patterns in the text or reactions to the text across the columns.

Signature Assignment Paper. The signature assignment addresses all four of the course University prescribed objectives. **Personal responsibility:** This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. In addition, the construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility related to scientific knowledge, its construction, and its influence on other subjects both human and nonhuman addresses the **social responsibility** outcome.

Specific Requirements. Write a well-organized, effectively developed 4-5 page (approximately 1000–1250 words) analysis of one of the required readings from this semester, **using either Nicola Yoon's *Everything Everything* or Audre Lorde's *The Cancer Journals***. Students should cite a minimum of two secondary sources in MLA format using in-text citations and a works cited page. Students may use critical texts from this course (i.e. Lennard's *Disability Studies Reader*); however, these texts will not contribute toward the two secondary sources requirement, as you must find these on your own. Students may NOT reference the *Everything Everything* film (2017) in this paper.

Grading Criteria and Instructions. The paper requires students to demonstrate three types of *communication skills* related to social and personal responsibility: description, critical thinking, and application. (1) *Description*: Describe, within your chosen literary text, how the author constructs dis/ability and/or how disabled bodies are represented using one or more concepts from *The Disability Studies Reader* text. (2) *Critical Thinking/Analysis*: This will coincide with the description, but should also raise important observations, questions, and conclusions. In this

section of the paper, discuss the implications for characters in the literary text and/or the social/cultural/historical significance of dis/ability construction or representation in the literary text. Offer specific examples, claims, and/or arguments from the literary text and your sources. (3) *Application*: This should appear toward the close of your paper, and should answer the “so what” question: Why is it important to recognize the constructed nature of disability? Why is it important to pay attention to the representation of disabled bodies in literary texts? What are the broader implications for our current society as a result of this recognition or analysis? How does paying attention to the representation of persons with disabilities in literature impact the way in which we, as readers, construct our own identities or understand ourselves?

Invention and Organization. In a brief introductory paragraph, you should anchor your paper’s argument about the representation of disability and/or disabled bodies in the literary text by describing what “they say” (critics, sources) about the construction of disability in the literary text. Respond immediately with what you (or “I”) say about the implications of this construction and its impact on how we as readers define the subject in our culture. Whether you devote one or more paragraphs to each of the three elements in the body of the paper (description, analysis, application) will depend on the nature and number of examples you select. The application element should be featured in the concluding paragraph, or at least the concluding section of the paper. *Support your descriptive and analytical claims with appropriate examples from the primary text (e.g. Yoon, Lorde) and with appropriate information or quotations from the required two secondary sources (e.g. your research).* I will expect the use of coherent sentences and paragraphs, and grammar, spelling, and punctuation appropriate for a sophomore English course.

Responsible Integration of Sources (personal responsibility). Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which students draw on the selected text and secondary sources to communicate an interpretive argument about their chosen text or novel through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial: <http://library.uta.edu/plagiarism/> **Take the tutorial; then, submit a pdf version of the “Results” page to Blackboard for a participation grade on or before Thursday, April 25th.**

Appropriate Secondary Sources:

- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper’s*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)
- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
- Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn’t listed here, should check with me first!

Formatting. Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow the MLA's recommendations for formatting, citation, and style. **Here is a direct link to the Library's excellent guide to MLA format:** <http://www.uta.edu/library/help/files/cite-mla.pdf>

Final Note. In order to receive a passing grade on the signature assignment, students should be able to:

1. write an essay that is at least 4 pages long, but no more than 5 pages (a four-page paper ends on at least the first-line of the fifth page, and five-page paper may end at the top of the sixth page).
2. integrate two appropriate sources
3. have a thesis
4. have a title
5. incorporate evidence (i.e., quotations and paraphrasing) from the literary text
6. have a Works Cited page using MLA format

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, short response paragraphs, peer review workshops, 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%,	4 submissions = 40%
12-13 submissions = 90%	3 submissions = 30%
10-11 submissions = 80%	2 submission = 20%
8-9 submissions = 70%	1 submission = 10%
6-7 submissions = 60%	0 submissions = 0%
5 submissions = 50%	

Extra Credit. During the weeks of April 22–26 or April 29–May 3, students have the option to make up the equivalent of two participation grades by (1) watching either the film version of *Wonder* (2018) or *Everything Everything* (2017) on his/her own and (2) writing a 250-500 word reflection that compares the film to the book and evaluates which one represents disability more effectively. Please type your responses in Times New Roman, 12 point font, double-spaced format and provide a word count. Since both films are less than two hours, and the reflection is short enough to complete during a one-hour and twenty-minute class period, this serves as an appropriate substitute for one or two missed classes. Students will be given credit for two missed classes up to but not beyond 100% for a participation grade (e.g. if a student has only one missed class, this assignment will only count for one submission grade as I do not provide grades beyond

100%; likewise, if a student has three or more missed classes, this assignment will only count for two submission grades, leaving one or more missed grades). **Please submit this extra credit assignment on one of the following class days: April 23, April 25, April 30, or May 2.** I will not accept submissions after May 2 (the last day of class).

Late Assignments. All participation grades must be submitted in-class on the due date, and all major writing assignments 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). No assignments, major or minor, will be accepted electronically (e.g. via Blackboard or email) or late without timely instructor notification of extenuating circumstances. For students with disabilities that require extended absences (e.g. 3 or more class periods in a row), please provide appropriate documentation including OSD paperwork within one week before or after absences so that we can make alternative arrangements for you to fulfill the assignment.

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 for this course are A, B, C, and F. Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below.

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

Summary Response Paper	10%
Critical Analysis Paper (2)	40%
LOGs (6)	10%
Signature Assignment Paper	30%
Participation	10%

Turning in Assignments to Blackboard. All major writing projects will be submitted to Blackboard. **I will not accept any assignments via e-mail or paper unless accommodation arrangements were made in conversation with me.** 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://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) 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, turn right, walk down the hallway, and exit the double doors leading to the "mall" area between the Science Hall and Preston 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

Syllabus Contract

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

Printed Name

Date

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.....