

Literary Theory Spring 2019 Syllabus

Course Number: ENGL 2350-003

Course Title: Introduction to Textual Analysis
and Interpretation

Instructor: Dr. Stephanie Peebles Tavera

Faculty Profile:

<http://www.uta.edu/profiles/stephanie-tavera>

Day & Time: TR 9:30 AM–10:50 AM

Room: PH 103

How/When to Find Me:

Office: Carlisle Hall, Room 624

Hours: M NOON–1:30 PM, T 11:00 AM–
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Description: This course teaches current, declared English majors how to analyze literary texts using various methods of theoretical interpretation such as psychoanalysis, feminist theory, queer theory, postcolonial theory, ecocriticism, critical race studies, and disability theory. In exploring these theoretical approaches to reading, we will discuss several issues regarding the interpretation and the creation of meaning: What do we do when we read? How do we arrive at an interpretation of a text's "meaning"? Can a text have more than one "meaning"? Why does interpretation matter? How do you translate an interpretive *reading* into a piece of analytic *writing*? In this course, we will examine these questions and issues related to them through an introduction to some of the key concepts in English studies.

Expected Learning Outcomes/Course Goals. Like other disciplines, English Studies has its own vocabulary and methodology, which have to be learned in order to undertake literary analysis at the college level (and beyond). It is the purpose of this course to teach you these methods by introducing you to various schools of interpretation, including psychoanalytic, poststructuralist, feminist, marxist, postcolonial, and ecocritical and to show you how to use these methods to interpret different forms of literature from poetry to film. By the end of the semester, students who have successfully completed the assignments should:

1. Demonstrate an informed understanding of the many different approaches to analyzing and interpreting texts. Students should be able to explain the similarities and differences of those approaches as well as their benefits and limitations.
2. Demonstrate an informed understanding of the different modes of inquiry and research within English studies.
3. Analyze and interpret texts, employing close reading skills as well as a variety of other theories and methods introduced.
4. Perform independent research, using the MLA bibliography and other methods.
5. Express their ideas in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
6. Define many terms within English studies and explain the significance of those terms.
7. Respond critically to all course material, using synthesis, analysis, comparison, contrast, critique and evaluation.
8. Use web-based scholarly sources in an effective manner.

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

1. Attending brief lectures and participating in class discussion and small group discussions and activities.
2. Submitting writing projects to assess knowledge and mastery of the material including: multiple quizzes, **three** summary-response papers, **three** paper outlines for the final research paper, **one** abstract and annotated bibliography, and **one** signature assignment paper.

The goal of these assessments is to gain skills in close reading and textual analysis; to apply theoretical 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.

Dobie, Ann B., ed. *Theory into Practice: An Introduction to Literary Criticism Reader*, Third or Fourth Edition. <https://www.amazon.com/Theory-into-Practice-Introduction-Criticism/dp/0495902330>

Winterson, Jeannette. *The Stone Gods*. <https://www.amazon.com/Stone-Gods-Jeannette-Winterson/dp/0156035723>

Additional Texts. Other course materials for this class can be found on Blackboard. These include:

- Althusser, Louis. "Ideology and the Ideological State Apparatuses"
- Foucault, Michel. "Discipline and Punish"
- Wittig, Monique. "One is Not Born a Woman"
- Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory"

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.	
1	THU 1/17	<i>Close Reading and Annotation Practice: What is the Relationship between Reading and Writing (with Emily Dickinson)?</i>	Readings: Dobie, Ch. 1. Due: Syllabus Contract
2	TUE 1/22	<i>Ways of Reading Literature: Faulkner's "Barn Burning"</i>	Readings: Dobie, Ch. 2; Faulkner's "Barn Burning" (in Dobie, p. 267-279)
2	THU 1/24	<i>Reading Literature Through Theoretical Lens: New Criticism and Formalism using the LOG</i>	Readings: Dobie, Ch. 3; Joyce's "Araby" (in Dobie, p. 326-330)

Syllabus 3

3	TUE 1/29	<i>Deconstruction: An Introduction</i>	Readings: Dobie, Ch. 8 and Frost's "Stopping By Woods on a Snowy Evening"
3	THU 1/31	<i>Assign Summary Response Paper: Read Aloud and Discuss Instructions in Class, Q&A</i>	In-Class Readings: Model Student Analysis (MSA) in Dobie, p. 51-52 and p. 172-174; Sample Summary Response Paper (on Blackboard)
4	TUE 2/5	<i>Psychological Criticism: An Introduction</i>	Readings: Dobie, Ch. 4, Keats' "To Autumn" (in Dobie, p. 330-331), and MSA, p. 78-81 Watch: Macat Introduction to Freud: https://www.voicetube.com/videos/45357
4	THU 2/7	<i>Marxist Criticism: An Introduction</i>	Readings: Dobie, Ch. 5 and MSA, p. 99-101
5	TUE 2/12	<i>Marxist Criticism: Althusser and Foucault</i>	Readings: Excerpts from Althusser's "Ideology and the Ideological State Apparatuses" and Foucault's "Discipline and Punish" (BB) Watch: Macat Introduction to Foucault: https://www.youtube.com/watch?v=Ci61KBsZVbI
5	THU 2/14	<i>Deconstruction, Psychoanalysis, and Marxism at Work: Prewriting (complete prewriting exercise on p.168-169, p. 72-73, or p. 95-96 in class using Faulkner or Araby)</i>	
6	TUE 2/19	<i>Feminist Criticism, Gender Studies, and Queer Theory: An Introduction</i>	Readings: Dobie, Ch. 6 and MSA, p. 125-128 Due: Summary Response Paper #1
6	THU 2/21	<i>Feminist Criticism, Gender Studies, and Queer Theory: Beauvoir, Butler, and Wittig</i>	Readings: Wittig's "One is Not Born a Woman" Watch: Macat Introduction to Beauvoir: https://www.youtube.com/watch?v=Dgc0-Cn4AAAs and Macat Introduction to Butler: https://www.youtube.com/watch?v=piF4YOiIYS0
7	TUE 2/26	<i>Crippling Gender and Queer Studies: An Introduction to Disability Theory</i>	Readings: Garland-Thomson's "Integrating Disability, Transforming Feminist Theory" (BB) and Hawthorne's "The Birthmark": https://loa-shared.s3.amazonaws.com/static/pdf/Hawthorne_Birthmark.pdf
7	THU 2/28	<i>Feminist Criticism at Work: Prewriting (complete prewriting exercise on p. 120 using Hawthorne)</i>	

Syllabus 4

8	TUE 3/5	<i>Cultural Studies: An Introduction to New Historicism</i>	Readings: Dobie, Ch. 9, Gordimer's "Once Upon a Time" (in Dobie, p. 301-306), and MSA, p. 199-203
8	THU 3/7	<i>Spring Break: No Class</i>	Due: Summary Response Paper #2
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>Postcolonialism: An Introduction</i>	Readings: Dobie, Ch. 10 (p. 204-216) and MSA, p. 227-232
10	THU 3/21	<i>Race Studies: An Introduction</i>	Readings: Dobie, Ch. 10 (p. 216-226), Hughes' "I, Too" (in Dobie, p. 315) and "Theme for English B" (in Dobie, p. 316-317), and MSA, p. 232-237
11	TUE 3/26	<i>Ecocriticism: An Introduction</i>	Readings: Dobie, Ch. 11 and MSA, p. 250-251 Review: Keats' "To Autumn" (in Dobie, p. 330-331) and Dickinson poems (from first week of class)
11	THU 3/28	<i>Workshop: Review of Cultural Studies Criticism</i>	Watch: Macat Introduction to Homi Bhaba: https://spiral.ac/sharing/am73ken/an-introduction-to-bhabhas-the-location-of-culture-a-macat-literature-analysis (poco) and Macat Introduction to Franz Fanon: https://www.youtube.com/watch?v=z2OJ6IE36gE (race studies) and Anthropocene video: https://www.youtube.com/watch?v=q0VRB-PltrE (ecocriticism)
12	TUE 4/2	<i>Winterson's The Stone Gods</i>	Readings: Winterson, "Planet Blue" (Part 1)
12	THU 4/4	<i>Cultural Studies at Work: Prewriting (complete prewriting exercise on p.193-197, p. 209-216, p. 219-225, or p. 247-248 in class using Winterson)</i>	

13	TUE 4/9	Winterson's <i>The Stone Gods</i>	Readings: Winterson, "Easter Island" (Part 2) Due: Summary Response Paper #3
13	THU 4/11	Winterson's <i>The Stone Gods</i>	Readings: Winterson, "Post-3War" (Part 3) and "Wreck City" (Part 4)
14	TUE 4/16	Library/Research Methods	
14	THU 4/18	<i>Paper #1 Outline: Bring three copies of an outline to class that offers an ecocritical and feminist perspective.</i>	
15	TUE 4/23	<i>Paper #2 Outline: Bring three copies of an outline to class that offers a Marxist or postcolonial and feminist or ecocritical perspective.</i>	
15	THU 4/25	<i>Paper #3 Outline: Bring three copies of an outline to class that offers a new historicist and Marxist or postcolonial perspective.</i>	
16	TUE 4/30	<i>Abstract and Annotated Bibliography Due (bring copy to conference and upload to Blackboard)</i>	
16	THU 5/2	<i>Abstract and Annotated Bibliography Due (bring copy to conference and upload to Blackboard)</i>	
		<i>Final Research Paper Due on May 11th by 11:59 PM. There will be no class held during finals week.</i>	

Description of Major Assignments:

Three Summary-Response Papers Students will write three summary-response papers this semester. Each paper should be one-page, single-spaced with narrow (0.5") margins and formatted in Times New Roman 12-point font. Please note: One-page means one page; do not use even one line on the second page. Single-spaced also means you must use single-line spacing, not "multiple," "double," or any variation therein. Margins should be narrow all the way around (top and bottom, left and right). I require Times New Roman 12-point font for (1) readability and (2) consistency. Anything that does not conform to these exact procedures will be returned without a grade (i.e. a zero). Each paper should be submitted to Blackboard by the beginning of class on the assigned due date (see schedule above).

The purpose of each paper is to (1) summarize one of the literary theories we have read and studied from Dobie's *Theory into Practice* and (2) place that theoretical text in conversation with a literary text from Dobie's appendix. Each paper will follow the exact same assignment instructions for content (see below) and formatting (see above). The content of each paper should be as follows: Students will first summarize—as fully and in as much detail as possible—the main arguments and points of one theoretical readings from the syllabus (e.g. Psychoanalysis, Marxism, Feminist Theory, Queer Theory, etc). This summary should take up one-half of the page. Students will then offer an application of the previously-summarized theoretical text to the assigned literary text (e.g. Faulkner, Joyce, etc.). This application should take up the latter one-half of the page.

The Summary-Response Papers must use **one** of the following assigned theories and **one** of the following assigned literary texts for each paper:

- (1) Due Feb. 19th: Deconstruction, Psychoanalysis, or Marxist Theory; Faulkner's "Barn Burning" or Joyce's "Araby" literary text.
- (2) Due Mar. 7th: Feminist, Queer, or Disability Theory; Hawthorne's "The Birthmark" literary text.
- (3) Due Apr. 9th: New Historicism, Postcolonial, Race Studies, or Ecocritical Theory; Winterson's "Planet Blue" from *The Stone Gods* literary text.

Quizzes There will be several pop-quizzes throughout the semester to test your reading preparedness. All quizzes will cover significant concepts, keywords (or "buzzwords" from Shmoop), and theorists from the theories studied throughout the semester. I highly suggest keeping up with the assigned reading from your textbook, reviewing the "introduction," "buzzwords," and "talking the talk" sections from Schmoop, and making notecards from both the textbook and Shmoop as all quiz material will come from these places. Please note that quizzes cannot be made up; if you are absent from class you will receive a grade of 0 on the quiz.

Paper Outlines (3-5 pages each) You have three outlines to complete as preparation for writing your final paper on *The Stone Gods*. I highly advise generating material for these outlines by completing the **Prewriting** and **Drafting and Revising** exercises for each of the assigned critical methods: Marxist Criticism (p.95-97), Feminist Criticism (p. 120-123), Postcolonial Criticism (p. 193-197, 209-216, 225), and Ecocriticism (p. 247-248). **Two of these will form the basis for your final paper.** The outlines will require you to synthesize the critical material while analyzing various narrative techniques and plot developments in the novel. You should refer to the relevant chapters in the textbook for more information on the critical methods if you get stuck. In some cases, it will be helpful to compare and contrast methods as you critique and evaluate the novel. We will workshop these in class so that everyone is clear on the methodology before proceeding to the final drafting stage.

Abstract and Annotated Bibliography After you receive my feedback on your chosen outline, you will submit an abstract of your paper with a clear thesis statement and a summary of the argument to be made (about 250-300 words). You will also include 5-7 secondary critical sources. From each source, you will identify one or more relevant quotes and explain how these quotes support your argument. Each entry for your 5-7 required sources in the annotated bibliography must use either MLA or Chicago for the individual citation and 250-300 words for the annotation.

Final Research Paper (8-10 pages) The Paper Outlines and the Abstract and Annotated Bibliography assignments provide the foundation for the final paper. In the previous assignments, you will have established which critical methodology or methodologies you will use in your argument (Feminist, Marxist, Postcolonial, etc.) and will have performed preliminary research.

The final paper brings this work together as you utilize your scholarly sources to make an argument about Winterson's *The Stone Gods* through two of the critical lenses we've studied in the course. I am happy to look at rough drafts, but they should be complete drafts (or near-complete), not fragments or random ideas jotted down.

Your paper should be eight-to-ten pages, double-spaced with one-inch margins and formatted in Times New Roman 12-point font. Once again, anything that does not conform to these exact procedures will be returned without a grade (i.e. a zero). Each paper should be submitted to Blackboard by the assigned due date (see schedule above). **Late papers** for the Research Paper **only** will be penalized by **10 points each day** they are late.

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 twelve in-class assignments including short response paragraphs, peer review workshops, and small group activities. Please note: Quizzes do not fall under participation grades, though you do need to be present in class to take your quiz. At the end of the semester, students will be assessed a numerical grade for participation based upon the number of submissions received:

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

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

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 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%, D=60-69%, F=59%-and below.

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

Summary Response Paper (3)	45%
Quizzes	5%
Classwork	10%
Annotated Bibliography and Abstract	10%
Paper Outlines (3)	5%
Research Paper	25%

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://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, 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.....