

# PLAN 5310 | **PLANNING, URBAN DEVELOPMENT, AND STRUCTURE**

This course aims to provide:

- An introduction to the substantive /functional areas of planning (e.g., housing, transportation, urban design, community development, etc.) and basic knowledge in urban development and urban structure
- An overview of social, political and economic factors that shape the development of cities and metropolitan regions and how planning has responded to the myriad of problems stemming from urbanization processes
- The background necessary for understanding how cities grow and change and how diverse American planning concerns relate to managing the process of urban growth



**Instructor: Prof. Ard Anjomani**

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Fall 2016 | ARCH 330 | Thursday - 7:00 PM - 9:50 PM



**CAPPA**

College of Architecture,  
Planning and Public Affairs

The University of Texas at Arlington

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## PLAN 5310 | Planning, Urban Development and Structure | FALL 2016

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<b>Office Hours</b>	Thursday   3:00 - 5:00 pm or by Appointment
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<b>Office Hours</b>	Tuesday   3:00 – 5:00 pm or by Appointment
<b>Section Information</b>	PLAN 5310
<b>Time and Place of Class Meetings</b>	Thursday   ARCH 330 - 7:00PM - 9:50PM

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### Course Description

This course provides an introduction to the substantive or functional areas of planning (e.g., housing, transportation, urban design, community development, etc.) and basic knowledge in urban development and urban structure. It offers an overview of social, political, and economic factors that shape the development of cities and metropolitan regions and a brief overview of fundamentals and general information that one needs to build upon in order to get involved in planning and related activities.

In order to understand an area of inquiry in both *basic areas* and in relation to the *substantive or functional planning areas*, some knowledge and understanding of basic issues, background and history of their developments is essential for any planning and policy endeavor. Similarly, related important empirical research and theoretical works on the nature and origins of cities and their developments are needed. Such information and knowledge, however, may not necessarily be exclusive to planners or even directly be related to planning.

Historically, the planning profession has been a response to a myriad of problems stemming from urbanization processes. This course builds the background necessary for understanding how cities grow and change and how diverse American planning concerns relate to managing the process of urban growth (or decline in some instances).

Planning functional areas typically deal with: comprehensive planning, (e.g., land-use patterns), transportation planning, urban design, the provision of affordable housing, environmental planning, sustainability, community and economic development, and quality of life, etc.

However, because planning decisions have social implications (i.e., winners and losers), planning is a highly political activity inserted in a legal framework and a political process, both of which enable but also delimit the planning power of local governments. In addition, global, national, and regional economic, social, environmental and political factors affect local communities and make planning a dynamic and complex interdisciplinary field, which must aptly respond to community's internal and external forces.

This course provides an overview of these forces and factors and an introduction to how comprehensive planning and specialized planning fields tackle them in the U.S. It also offers a snapshot of planning in countries outside the U.S.

## Learning Outcomes

- Identify and assess the importance of major physical, social, political, and economic forces that have shaped urban structure and development of cities in the U.S. and elsewhere.
- Identify and explain the substantive (functional) planning areas and their characteristics.
- Describe major planning and policy issues of different substantive planning areas (e.g. housing, land use, transportation, etc.).
- Identify and assess the factors that influence urban structure.
- Relate a broad understanding of planning issues and of functional areas.
- Formulate questions about planning and urban development for in-depth exploration in subsequent courses and research.

## Required Textbooks and Other Course Materials

Given the nature of this course, the following textbooks are required:

- Levy, J. M. (2013). *Contemporary Urban Planning*. 10<sup>th</sup> Ed. New York: Routledge. **(JL)**
- Kaplan, D., Wheeler, J. & Holloway, S. (2009) *Urban Geography*. 2<sup>nd</sup> Ed. New Jersey: Wiley. **(DK)**

Other course materials — all other assigned readings listed in the syllabus, which are not in these texts, are available for download from the course Blackboard at: <https://elearn.uta.edu/>

## Course Requirements

- To attend the entire class session every week and to participate in class discussions and all activities. In-class activities and discussions are an integral part of our learning together.
- To complete all assignments for the course and the assigned readings to prepare for discussions.

## Description of Major Assignments

- Class Participation

The course will be run as a seminar with active student participation. The success of the course as a learning experience, to a large extent, depends on the level and quality of participation by students; therefore, class participation by everyone in the class is required. Students are expected to challenge

the readings and critically review and debate the established concepts and theories. Prior preparation and attendance to all class sessions is thus required. It is also expected that everyone respect and embrace the views that may differ from their own.

- Weekly Briefs

Every week, you should write and submit a 1-2 page, summary of the major points of the week's readings. You are expected to turn in each paper no later than 2 hours before the class meeting. Please submit them via Blackboard that is available online. You should at least submit 10 weekly briefs to get credit. Late weekly briefs submitted will not be accepted.

- Presentation / Discussion

Depending on enrollment, groups of 1-2 students (preferably two) will begin the class with a presentation and lead a discussion of one or more assigned topics.

Each week is divided into two sections, during which the group of students are expected:

- 1) To prepare and deliver a formal presentation on the week's topic drawing on readings and materials assigned for the week. The presentation could be delivered using PowerPoint preferred to be about 20 minutes but should not exceed 30 minutes. Presenters are also required to provide 5 multiple-choice questions and share them with the class. More details about multiple-choice questions and other related exam questions will be discussed in class.

Feedbacks on the presentation are then given by students based on the Oral Communication Value Rubric posted on Blackboard. Students are encouraged then to ask questions and make comments on the presentation. The first section of the class includes the presentation, feedbacks, questions, and comments.

- 2) To work together and lead an in-class discussion engaging all students on the same assigned reading topics. The students leading the class discussion are to read the assigned readings critically and provide the class with a few discussion points and if needed questions that would foster a quality discussion in the class. In order to form a highly effective and productive environment for the discussion, students could be divided into groups of 4-5 students (depending on the size of the class). Another alternative could be the use of a representative from each group to form a discussion panel. Discussion leaders are free to draw on a method of their preference to initiate a highly fruitful and constructive debate. Finally, a short summary of primarily essential discussion points by each group's representative will conclude the session. The discussion will constitute the second section of the class.

A typical class agenda is thus as follows:

First section of the class

- 7.00 Question and Answers
- 7.10 Presentation
- 7.40 Feedback
- 8.00 Comments and Questions
- 8:20 Break

## Second section of the class

- 8.30 Discussion
- 9.30 Wrap up
- 9.45 Adjourn

- Midterm Examination

A multiple choice examination similar to the AICP exam in the 9<sup>th</sup> week will be administered and includes the topics that will have been covered as of the 9<sup>th</sup> week.

Students are encouraged to prepare and submit multiple-choice questions. Format and specifics will be emailed early on. There will be up to 5 bonus points towards the exam, one for each additional usable question. A collection of the selected questions will be shared with the class. Please send the questions to Ahmad.

- Final Paper

Both master and doctoral students are required to turn in a paper as their final assignment of the course. It is highly recommended that students, before embarking on writing, prepare a short outline or a brief proposal and run it by the course instructor. The assessment of the paper will be according to the Term Paper Grading Rubric posted on Blackboard. Final Paper is due on December 9<sup>th</sup>, 2016 at 11.59 pm.

Master students are expected to cover one of the topics discussed in the class, demonstrating their deep understanding and knowledge of the course. It is worthy of attention that a high quality professional report would also be accepted from master's students. The paper/report should also be 2000 – 2500 words (about 8-10 pages including graphics, tables, etc.).

Doctoral students are required to further develop their papers (3500–4000 words and 12-15 pages), ensuring that their writing style and mechanics, in-depth discussions and academic sophistication are of high quality. Addition of a case study to the paper could help Ph.D. students develop their topics.

All students should also make certain that their papers contain the necessary parts namely title, abstract, introduction, main body, discussion, conclusion, and finally a list of references. Please use from one of the accepted mode of referencing style for in-text citations and for bibliography (APA, Harvard, Vancouver, Chicago, etc.). All students are required to run their draft paper through SafeAssign in the course Blackboard for ensuring originality and authenticity. Only when the matching scores of final papers are 15% or less will they be accepted.

## Grading

Assignments	Points	
	Master Students	Doctoral Students
Class Participation	10	10
Weekly Briefs	10	10
Presentation / Discussion	15	15
Midterm Examination	45	25
Final Paper	20	40
<b>Total</b>	<b>100</b>	<b>100</b>

Grade Scale	Points
A	90 +
B	80-89
C	70-79
D	60-69
E	59 -

## Make-up Exams

If you fail to submit your assignment on time due to an emergency, contact the instructor for the possibility of an extension.

## Course Calendar

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. – A. Anjomani

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- **Week 1 – 08/25/2016**      **Introduction to the Course, Expectations and Requirements**

### Section 1 | The Origins of Development and History of Planning

- **Week 2 – 09/01/2016**      **The Origins and Development of Cities**

#### Required Readings:

- **JL** Contemporary Urban Planning  
*Chapter 1: An Overview*
- **DK** Urban Geography  
*Chapter 2: The Origins and Development of Cities*

- Branch, M. C. (1985). *Comprehensive City Planning: Introduction and Explanation*. Washington, DC: American Planning Association.  
Chapter 5: *What is a City?*  
Chapter 6: *Who Plans the City?*

**Recommended Readings:**

- Mumford, L. (2011). What is a City? (First published in *Architectural Record*, 1937) in R. T. LeGates & F. Stout (Eds.), *The City Reader*, 5<sup>th</sup> Ed. (pp. 91-95). New York: Routledge.

○ **Week 3 - 09/08/2016**

**North American Cities and History of Planning**

**Required Readings:**

- **JL** Contemporary Urban Planning  
Chapter 2: *The Urbanization of America*  
Chapter 3: *The History of Planning: Part I*  
Chapter 4: *The History of Planning: Part II*
- **DK** Urban Geography  
Chapter 3: *The Evolution of American Urban System* pp. 61-72.

**Recommended Readings:**

- Gattis, D. (2008). An Introduction to Planning and Development Regulations. In: American Planning Association Texas Chapter [APA TX], *A Guide to Urban Planning In Texas Communities*, (pp. 1-27), Texas: APA TX.
- Katz, M. B. (2009). What is an American City? *Dissent*, 56(3), 19-26.
- Wyly, E. K., Glickman, N. J., & Lahr, M. L. (1998). A Top 10 List of Things to Know About American Cities. *Cityscape*, 7-32.

**Section 2 | Metropolitan Regions and Globalization**

○ **Week 4 - 09/15/2016**

**Regional Development and Metropolitan Regions**

**Required Readings:**

- **JL** Contemporary Urban Planning  
Chapter 16: *Planning for Metropolitan Regions*  
Chapter 17: *National Planning in the United States*

- **DK** Urban Geography  
*Chapter 3: The Evolution of American Urban System pp. 72-87.*
- Shahid, Y. (2013). Metropolitan Cities: Their Rise, Role, and Future. In: R. W. Bahl, J. F. Linn, & D. L. Wetzel (Eds.) *Financing Metropolitan Governments in Developing Countries*, (pp. 31-56). Cambridge, MA: Lincoln Institute of Land Policy.

**Recommended Readings:**

- Gabaix, X. (1999). Zipf's Law and the Growth of Cities. *The American Economic Review*, 89(2), 129-132.
- Glaeser, E. L. (1998). Are Cities Dying? *The Journal of Economic Perspectives*, 12(2), 139-160.
- Parr, J. B., Hewings, G. J., Sohn, J., & Nazara, S. (2002). Agglomeration and Trade: Some Additional Perspectives. *Regional Studies*, 36(6), 675-684.

○ **Week 5 - 09/22/2016**

**Urban Development and Globalization**

**Required Readings:**

- **DK** Urban Geography  
*Chapter 4: Globalization and the Urban System*
- Sassen, S. (2005). The Global City: Introducing a Concept. *The Brown Journal of World Affairs*. 11 (2), 27-43.
- Savitch, H. V., Kantor, P., & Vicari, S. H. (2002). *Cities in the International Marketplace: The Political Economy of Urban Development in North America and Western Europe*. Princeton University Press.  
*Chapter 1: The Great Transformation and Local Choices*  
*Chapter 2: Toward a Theory of Urban Development*

**Recommended Readings:**

- Audirac, I. (2005). Information Technology and Urban Form: Challenges to Smart Growth. *International Regional Science Review*, 28(2), 119-145.
- Ingram, G. K. (1998). Patterns of Metropolitan Development: What Have We Learned? *Urban Studies*, 35(7), 1019-1035.

○ Week 6 - 09/29/2016

**Comprehensive Planning, Zoning, and Urban Design**

**Required Readings:**

- **JL** Contemporary Urban Planning  
*Chapter 8: The Comprehensive Plan*  
*Chapter 9: The Tools of Land Use Planning*  
*Chapter 10: Urban Design*

**Recommended Readings:**

- Haar, C. M. (1955). In Accordance with a Comprehensive Plan. *Harvard Law Review*, 68(7), 1154-1175.
- Kaiser, E. J., & Godschalk, D. R. (1995). Twentieth Century Land Use Planning: A Stalwart Family Tree. *Journal of the American Planning Association*, 61(3), 365-385.
- Schurch, T. W. (1999). Reconsidering Urban Design: Thoughts about its Definition and Status as a Field or Profession. *Journal of Urban Design*, 4(1), 5-28.

○ Week 7 - 10/06/2016

**Land Use, the CBD and the Growth of the Suburbs**

**Required Readings:**

- **DK** Urban Geography  
*Chapter 6: Urban Land Use: The CBD and the Growth of the Suburbs*  
*Chapter 8: Foundations of Urban Social Landscapes, pp. 190-202.*
- Pacione, M. (2009). *Urban Geography: A Global Perspective, 3<sup>rd</sup> Ed.*, Abingdon: Routledge  
*Chapter 7: Land Use in the City.*

**Recommended Readings:**

- O'Flaherty, B. (2005). *City Economics*. MA: Harvard University Press.  
*Chapter 6: Land.*

○ Week 8 - 10/13/2016

**Housing, Sprawl, and Suburbanization**

**Required Readings:**

- **JL** Contemporary Urban Planning  
*Chapter 11: Urban Renewal and Community Development*

- **DK** Urban Geography  
*Chapter 9: Urban Housing Markets: Sprawl, Blight, and Regeneration*
- Gordon, P., & Richardson, H. (1997). Are Compact Cities a Desirable Planning Goal? *Journal of the American Planning Association*, 63(1), 95-106.
- Ewing, R. (1997). Is Los Angeles-style Sprawl Desirable? *Journal of the American Planning Association*, 63(1), 107-126.

**Recommended Readings:**

- Mieszkowski, P., & Mills, E. S. (1993). The Causes of Metropolitan Suburbanization. *Journal of Economic Perspectives*, 7(3), 135-147.
- Nechyba, T. J., & Walsh, R. P. (2004). Urban Sprawl. *Journal of Economic Perspectives*, 18(4), 177-200.
- O'Flaherty, B. (2005). *City Economics*. MA: Harvard University Press.  
*Chapter 13: Housing: The Big Picture*  
*Chapter 14: Housing and Poor People.*

○ **Week 9 - 10/20/2016**

**Midterm Examination**

○ **Week 10 - 10/27/2016**

**Planning and Social Issues**

**Required Readings:**

- **JL** Contemporary Urban Planning  
*Chapter 7: The Social Issues*
- **DK** Urban Geography  
*Chapter 10: Segregation, Race, and Urban Poverty*  
*Chapter 11: Immigration, Ethnicity, and Urbanism*

**Recommended Readings:**

- O'Flaherty, B. (2005). *City Economics*. MA: Harvard University Press.  
*Chapter 11: Race and Space*  
*Chapter 12: Race and Policy*

○ **Week 11 - 11/03/2016**

**Transportation Planning and Economic Development**

**Required Readings:**

- **JL** Contemporary Urban Planning  
*Chapter 12: Transportation Planning*  
*Chapter 13: Economic Development Planning*
- **DK** Urban Geography  
*Chapter 8: Landscapes of Production*
- Anjomani, A. (1993). Developing and Financing Housing and Highway Systems: Lessons from U. S. Experience, *Studies in Comparative International Development*, 28(4), 50-61.
- Muller, P. O. (2004). Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis, In: Susan H. and Genevieve G. (Eds.), *The Geography of Urban Transportation*. 3<sup>rd</sup> Ed. (pp. 59-85), New York: Guilford Press.

**Recommended Readings:**

- Cervero, R. (2009). Transport infrastructure and Global competitiveness: Balancing Mobility and Livability. *The ANNALS of the American Academy of Political and Social Science*, 626(1), 210-225.
- Duranton, G., & Turner, M. A. (2012). Urban Growth and Transportation. *The Review of Economic Studies*, 79(4), 1407-1440.
- Peters, A., & Fisher, P. (2004). The Failures of Economic Development Incentives. *Journal of the American Planning Association*, 70(1), 27-37.
- Porter, M. E. (1995). The Competitive Advantage of the Inner City. *Harvard Business Review*, 73(3), 55-71.

○ **Week 12 - 11/10/2016**

**Growth Management, Sustainable Development, and Environmental Planning**

**Required Readings:**

- **JL** Contemporary Urban Planning  
*Chapter 14: Growth Management, Smart Growth, and Sustainable Development*  
*Chapter 15: Environmental and Energy Planning*

- Jabareen, Y. R. (2006). Sustainable Urban Forms: Their Typologies, Models, and Concepts. *Journal of Planning Education and Research*, 26(1), 38-52.

**Recommended Readings:**

- Fulton, W. B., Pendall, R., Nguyễn, M., & Harrison, A. (2001). *Who Sprawls Most? How Growth Patterns Differ Across the US*. Washington, DC: Brookings Institution, Center on Urban and Metropolitan Policy.
- Neuman, M. (2005). The Compact City Fallacy. *Journal of Planning Education and Research*, 25(1), 11-26.
- Young, R. F. (2011). Planting the Living City: Best Practices in Planning Green Infrastructure—Results from Major US Cities. *Journal of the American Planning Association*, 77(4), 368-381.

**Section 4 | Planning and Politics – Planning in the Developing Countries**

○ **Week 13 - 11/17/2016**

**Planning and Politics**

**Required Readings:**

- **JL** Contemporary Urban Planning  
*Chapter 5: The Legal Basis of Planning*  
*Chapter 6: Planning and Politics*
- **DK** Urban Geography  
*Chapter 12: Metropolitan Governance and Fragmentation*

**Recommended Readings:**

- Albrechts, L. (2003). Reconstructing Decision-making: Planning Versus Politics. *Planning Theory*, 2(3), 249-268.

○ **Week 14 - 11/24/2016**

**Thanksgiving (No Formal Class Meeting)**

○ **Week 15 - 12/01/2016**

**Planning in the Less Developed Countries**

**Required Readings:**

- **JL** Contemporary Urban Planning  
*Chapter 18: Planning in Other Nations*
- **DK** Urban Geography  
*Chapter 15: Cities in the Less Developed World*

- Cohen, B. (2004). Urban Growth in Developing Countries: A Review of Current Trends and a Caution Regarding Existing Forecasts. *World Development*, 32(1), 23-51.

#### **Recommended Readings:**

- Burgess, R., & Jenks, M. (2002). *Compact Cities: Sustainable Urban Forms for Developing Countries*. New York: Routledge.  
*Chapter 2: Compact Cities in Developing Countries: Assessment and Implications*

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### **Attendance Policy**

Regular class attendance is expected from all students (If you must miss a class due to a conflict, please let the instructor know ahead of time). Students are responsible for all course information, content, and assignments that may be missed due to absence.

### **Classroom Etiquette**

Please arrive at class on time or before the starting time. Your cell phone devices should be turned off if they cannot be set to a silent mode. Please be prepared for the class discussions. Please try to be pleasant and positive in your classroom behavior. Show respect for all class members. We can learn a great deal from each other, but this can only happen in a comfortable learning environment for everyone in the class. We have people from many different backgrounds in this class and people with many different levels of academic preparation. So please use a respectful and calm tone of voice all the time and avoid sarcasm, heavily judgmental or confrontational comments that will create an inhospitable classroom atmosphere. If you have a real need to leave early, please inform the instructor and leave quietly.

### **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://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). 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](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

## Academic Integrity

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

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

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

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

### **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>.

### **Student Feedback Survey**

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law 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**

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

## **Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located up the stairs. 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.

## **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 Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>.