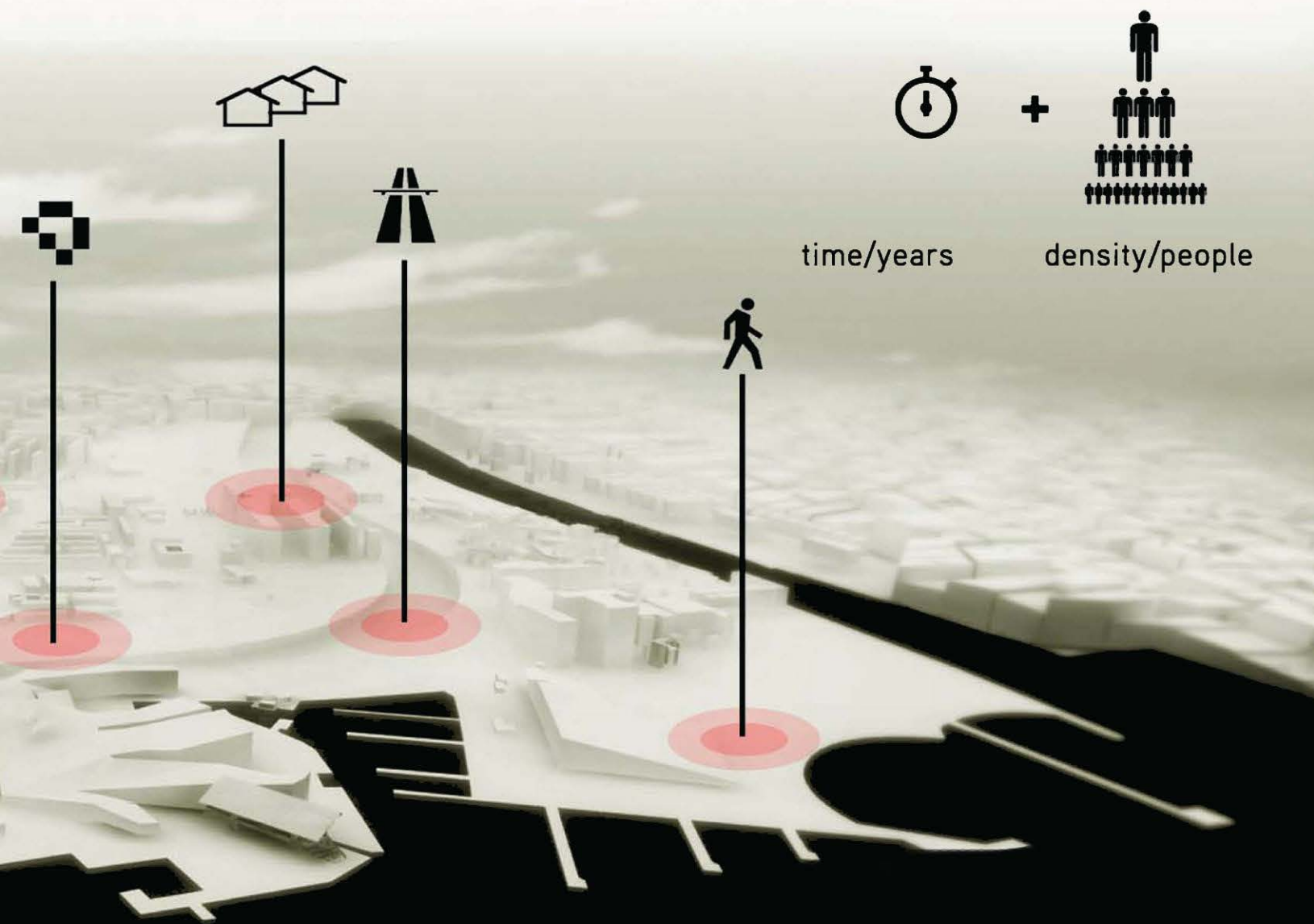


PLAN 6311 | **URBAN FORM: SPATIAL THEORY AND POLICY**

This course aims to provide:

- An overview of critical topics and theories of urban spatial form and structure including location theory, urban growth, density and land price, and land use and spatial pattern
- A conceptual framework for understanding the importance of urban form and structure and the role that it plays in shaping urban areas
- Different aspects of shaping urban form and the extent to which it relates to issues of policy and planning through analysis of complex relationships between transportation, land use and environmental dimensions of urban development



Instructor: Prof. Ard Anjomani

Office: ARCH 418 | Email: anjomani@uta.edu

Fall 2016 | ARCH 404 | Wednesday - 7:00 PM - 9:50 PM



CAPPA College of Architecture,
Planning and Public Affairs
The University of Texas at Arlington

PLAN 6311 | URBAN FORM: SPATIAL THEORY AND POLICY | FALL 2016

Instructor	Ard Anjomani
Office	ARCH 418
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Faculty Profile	https://www.uta.edu/profiles/ardeshir-anjomani
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Office Hours	Tuesday 3:00 – 5:00 pm or by Appointment
Section Information	PLAN 6311
Time and Place of Class Meetings	Wednesday ARCH 404 - 7:00PM - 9:50PM

Course Description

This course examines different aspects of shaping urban form and the extent to which it relates to issues of policy and planning. This course is not intended to be a history of urban form nor a review of planning theory, but rather a look at both urban form and function. Therefore, first, the course will set out a conceptual framework for understanding the importance of urban form and structure and the role that it plays in shaping urban areas.

It then provides an overview of critical topics and theories of urban spatial form and structure including location theory, urban growth, density and land price, and land use and spatial pattern. Additionally, it discusses multi-centering and sprawl, as well as New-Urbanism (NTD & TOD) among others. The complex relationships between transportation, land use and urban form as well as environmental aspects of urban development in relation to the dynamic growth/decline of the metropolitan regions will also be examined.

Finally, a discussion on the implications of all of these issues for urban planning and public policy will conclude the course.

Learning Outcomes

- Students will understand the importance of urban spatial structure and its effects on the function of urban areas.
- Students will learn about the intersections of land use, environment and transportation planning.

- Students will gain an understanding of how policy making at different levels can contribute to creating urban environments and spatial structure and vice versa.
- Students will be able to think critically about spatial effects of urban development projects in attempt to link the planning practice and contemporary urban issues.

Required Textbooks and Other Course Materials

Material envisioned for the course and the instructor's presentations have a clear structure and continuum. However, finding text books to cover the entire course topics proved to be difficult to achieve and has not been fully possible. The following first required text book was the best we could find which is somewhat difficult to read for our students. The second text is only broadly and generally related to the covered materials but is a breeze to read. Given the interdisciplinary nature of this course, therefore the following textbooks are required:

- McCann, P. (2013). *Modern Urban and Regional Economics*. Oxford: Oxford University Press. **(PM)**
- Glaeser, E. (2012). *Triumph of the City. How our Greatest Invention makes us Happier, Smarter, Greener, Healthier and Happier*. New York: Penguin Books. **(EG)**

Other course materials — all other assigned readings listed in the syllabus which are not in these texts are available for download from the instructor's 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 and the assigned readings to prepare for discussions.

Description of Major Assignments

- Class Participation

I expect active participation guided by your careful reading of the assigned texts and respectful acknowledgement of views that may differ from your 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.

- Class Facilitation

The first section of the class starts off with instructor's presentation. For the second section of the class, once per semester, everyone should lead or co-lead an in-class discussion of the week's required readings. In doing so, you should:

- 1) Read the assigned readings critically and provide the class with a short summary of the readings and the main concepts.
- 2) Research for the latest important chapter or article contribution beyond assigned readings, include your findings in your presentation and share at least one chapter/article with the class.
- 3) Prepare a few discussion points and if needed questions that would foster a quality discussion in the class.
- 4) Engage the class in a fruitful and constructive discussion/debate.

Using Power Point presentations is OK but should not exceed 20 minutes total and should facilitate the points mentioned above.

A typical class agenda is thus as follows:

First section of the class

- 7.00 Instructor's Presentation
- 8.00 Questions and Answers
- 8:20 Break

Second section of the class

- 8.30 Presentation and Discussion
- 9.30 Wrap up
- 9.45 Adjourn

- Assignments

There are three assignments designed specifically for the course, aiming to help students apply the spatial theories learned in the class. The thorough explanation and structure of what an assignment should consist of will be posted on Blackboard. The following guideline, however, provides an overview of each assignment.

Assignment 1 The first assignment deals with application of Central Place Theory, Industrial Location, Agglomeration, and other related theories. The assignment is intended to help you predict developments or changes for the types of activities that may develop in your study area. Similarly, the effects of the changes on urban form and spatial structure are sought.

The first assignment **starts on 09/21/2016** and is **due on 10/26/2016**.

Assignment 2 Shorter in nature, this second assignment is to help you start thinking about implications of major changes in metropolitan region on land price and distribution of employment and population density inside the region but more specifically in your study area.

The second assignment **starts on 10/19/2016** and is **due on 11/16/2016**.

Assignment 3

The last assignment aims to help you discern implications of growth and change in land use, urban form, activity pattern, and in design and alignments of transportation network, etc., primarily in your focused study area. It is also expected that you try to identify the main environmental considerations in your case study. Finally, use physical and land use planning and design related schemes (e.g. New Urbanism, TND, TOD, etc.) to envision and present what you foresee in physical developmental changes in urban form and structure in your study area.

The third assignment **starts on 11/09/2016** and is **due on 12/07/2016**.

- Possible Academic Paper Option

Since these assignments are intentionally designed to help students better understand the spatial structure of urban form and driving forces behind its dynamics, they have somewhat an applied tilt. For students who prefer to involve more in research and academic scholarship, here is a choice to submit an academic paper instead of the assignments mentioned above. The paper should contain about 5500 – 6000 words and roughly 20 pages and be high quality in terms of writing style, mechanics, in-depth discussions, academic sophistication, and be ready for submission to academic journals.

It is mandatory that students prepare a short outline or a brief proposal and run it by the course instructor by **10/19/2016**. The assessment of the paper will be according to the Term Paper Grading Rubric posted on Blackboard. **Academic Paper is due on 12/07/2016, at 11.59 pm.**

All students willing to write academic paper instead of the assignment 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, etc.).

All students are also required to run their draft paper through **SafeAssign** in the course Blackboard for ensuring originality and authenticity. Only when will the Academic Paper/Assignments be accepted that their matching scores are **15% or less**.

• Final Examination

A final examination covering the topics discussed during the whole semester will be administered on **December 14th, 2016**. 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.

Grading

Assignments	Points
Class Participation	10
Weekly Briefs	10
Class Facilitation	15
Assignments / Academic Paper	30
Final Exam	35
Total	100

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 the course. – A. Anjomani

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- **Week 1 – 08/31/2016** **Introduction to the Course, Expectations and Requirements**
Instructor's PPT 1— Introduction to the course

Section 1 | Structure of a Metropolitan Area

- **Week 2 – 09/07/2016** **Geo Concept**
Instructor's PPT 2— Geo Concepts / Discussion of Assignments

Required Readings:

- **(EG)** Triumph of the City
 Chapter 1: What Do They Make in Bangalore?
- Fishman, R. (2000). The American Metropolis at Century's End: Past and Future Influences. *Housing Policy Debate*, 11(1), 199-213.

Section 2 | Classical Location Theories

○ Week 3 - 09/14/2016

Industrial Location Theory

Instructor's PPT 3 — Weber, Industrial Location / Geo Concepts continues

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 1: Industrial Location: the Location of the Firm in Theory, pp. 3-23.
- **(EG)** Triumph of the City
Chapter 2: Why Do Cities Decline?
- Chapman, K. & Walker, D. (1991). *Industrial Location: Principles and Policy*. 2nd Ed., London: Basil Blackwell.
Chapter 2: Approaches to the Study of Industrial Location.

Recommended Readings:

- Anas, A., Arnott, R. & Small, K. R. (1998). Urban Spatial Structure, *Journal of Economic Literature*, 36, 1426-1464.
- Arauzo-Carod, J. M., Liviano-Solis, D., & Manjon-Antolin, M. (2010). Empirical Studies in Industrial Location: An Assessment of their Methods and Results. *Journal of Regional Science*, 50(3), 685-711.
- Blair, J. P., & Robert, P. (1987). Major Factors in Industrial Location: A Review. *Economic Development Quarterly*, 1(1), 72-85.
- Chapin, S. (1964). Selected Theories of Urban Growth and Structure. *Journal of the American Institute of Planners*, 30(1), 51-58.

○ Week 4 - 09/21/2016

Industrial Location and Market Areas

Instructor's PPT 4 — Market Area Analysis Concepts 1 : Weber continues/ Hotelling

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 1: Industrial Location: The Location of the Firm in Theory, pp. 23-36.
Chapter 2: Agglomeration and Clustering.

- **(EG)** Triumph of the City
Chapter 3: What's Good about Slums?
- Alonso, W. (1964). Location Theory, In: J. Friedman & W. Alonso (Eds.), *Regional Development and Planning: A Reader* (pp. 78-106). MA: MIT Press.
- Thisse, J. F., & Fujita, M. (2002) *Economics of Agglomeration: Cities, Industrial Location, and Globalization*. Cambridge: Cambridge University Press.
Chapter 1: Agglomeration and Economic Theory.

Recommended Readings:

- Isard, W. (1949). The General Theory of Location and Space-Economy. *The Quarterly Journal of Economics*, 63(4), 476-506.
- Fujita, M. (1999). Location and Space-Economy at half a Century: Revisiting Professor Isard's Dream on the General Theory. *The Annals of Regional Science*, 33, 371-381.
- Moses, L. (1958). Location and the Theory of Production. *Quarterly Journal of Economics*, 72(2), 259-272.
- Porter, M. E. (1998). The Adam Smith Address: Location, Clusters, and the New Microeconomics of Competition. *Business Economics*, 33(1), 7-13.

○ Week 5 - 09/28/2016

Central Places, Market Areas, and Spatial Competition Instructor's PPT 5 —Market Area Concepts 2: Losch

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 3: The Spatial Distribution of Activities, pp.73-96.
- **(EG)** Triumph of the City
Chapter 4: How Were the Tenements Tamed?
- Anjomani, A. (1980) Market-Area Analysis with a Rectangular Grid Network, *Environment and Planning A*, 13, 943-954.
- Hartshorn, T.A. (1992). *Interpreting the City: An Urban Geography*, 2nd Ed. New York: John Wiley.
Chapter 8: Central Place Theory.
- Losch, A. (1938). The Nature of Economic Regions. *Southern Economic Journal*, 5(1), 71-78.

Recommended Readings:

- Hoover, E. & Giarratani, F. (1984). *An Introduction to Regional Economics*. New York: Knopf Doubleday. - Chapter 4: Location Patterns Dominated by Dispersive Forces.
- Hotelling, H. (1929). Stability in Competition. *The Economic Journal*, 39(153), 41-57.

Section 3 | Land Use and Spatial Structure of Urban Regions

○ Week 6 - 10/05/2016

Land Use Dynamics

Instructor's PPT 6 — Urban Land Use: Von Thunen/Alonso Models

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 4: The Spatial Structure of the Urban Economy, pp. 107-139.
- **(EG)** Triumph of the City
Chapter 5: Is London a Luxury Resort?
- Bluestone, B., Stevenson, M. H., & Williams, R. (2008). *The Urban Experience: Economics, Society, and Public Policy*. Oxford: Oxford University Press.
Chapter 4: Cities and Suburbs in the Late Twentieth Century: The Dynamics of Metropolitan Expansion.
- Hartshorn, T.A. (1992) *Interpreting the City: An Urban Geography*, 2nd Ed. New York: John Wiley.
Chapter 11: Land Use Dynamics.

Recommended Readings:

- Kaiser, E. J., & Godschalk, D. (1995). Twentieth Century Land Use Planning: A Stalwart Family Tree. *Journal of the American Planning Association*, 61(3), 365-385.
- O'Flaherty, B. (2005). *City Economics*. MA: Harvard University Press.
Chapter 6: Land.
- Theobald, D. M. (2001). Land-Use Dynamics beyond the American Urban Fringe. *Geographical Review*, 91(3), 544-564.

○ Week 7 - 10/12/2016

Economic Base and Regional Growth
Instructor's PPT 7 — Growth Theory

Required Readings:

- **(PM)** Modern Urban and Regional economics
Chapter 5: Regional Specialization, Trade, and Multiplier Analysis, pp. 154-181
- **(EG)** Triumph of the City
Chapter 6: What's so Great about Skyscrapers?
- Dawkins, C. J. (2003). Regional Development Theory: Conceptual Foundations, Classic Works, and Recent Developments. *Journal of Planning Literature*, 18(2), 131-153.

Recommended Readings:

- Capello, R. (2009). Space, Growth and Development. In: Roberta, C., & Peter, N. (Eds.) *Handbook of Regional Growth and Development Theories*, (pp. 33-53), MA: Edward Elgar Publishing.
- Regional Growth Theory - Handwritten Notes

Section 4 | Urban Population Density and Land Price

○ Week 8 - 10/19/2016

Review of Urban Population Density: Empirical Findings
Instructor's PPT 8 — Urban Population Density Empirical Findings / Migration & Gravity

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 6: Regional and Inter-Regional Labor Market Analysis.
- **(EG)** Triumph of the City
Chapter 7: Why Has Sprawl Spread?
- Bertaud, A. (2015) *The Spatial Distribution of Land Prices and Densities: The Models Developed by Economists*, Working Paper # 23, New York: NYU, Marron Institute of Urban Management.
- Berry, B., & Kasarda, J. (1977) *Contemporary Urban Ecology*. New York: Macmillan Publishing.
Chapter 5: Internal Structure of the City: Classical Views.
Chapter 6: Urban Population Densities: Structure and Change.

Recommended Readings:

- Quigley, J. M. (1998). Urban Diversity and Economic Growth, *Journal of Economic Perspectives*, 12(2), 127–138.
- Review of Density Empirical Findings. Instructor's notes.

○ Week 9 - 10/26/2016

Urban Population Density Theory

Instructor's PPT 9 — Urban Density Theory

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 7: Regional Growth, Factor Allocation, and Balance of Payments.
- **(EG)** Triumph of the City
Chapter 8: Is There Anything Greener than Blacktop?

Recommended Readings:

- Anjomani, A. (1986). *Toward a Time Theory of Urban Population Density and Density Gradient Dynamics, Research Paper*, University of Texas at Arlington: Institute of Urban Studies.
- The Density Gradient Concept: Models and Explanations

Section 5 | Urban Form and Transportation

○ Week 10 - 11/02/2016

Urban Form and Transportation Network

Instructor's PPT 10 — Urban Form and Transportation Network

Required Readings

- **(PM)** Modern Urban and Regional Economics
Chapter 8: Economic Geography and Economic History.
- Anjomani, A. (1979). *Implications of Rectangular Grid Transportation Networks for Land Use And "New Urban Economics" Models*. Ph.D. Dissertation. University of Texas at Arlington.
Chapter 3: Application of Rectangular Grid Transportation To New Urban Economic Models.
- Bento, A. M., Cropper, M. L., Mobarak, A. M., & Vinha, K. (2005). The Effects of Urban Spatial Structure on Travel Demand in the United States. *The Review of Economics and Statistics*, 87(3), 466–478.

- Muller, P. O. (2004). Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis, In: Susan H. & Genevieve G. (Eds.), *The Geography of Urban Transportation*. 3rd Ed. (pp. 59-85), New York: Guilford Press.

Recommended Readings:

- Mindali, O., Raveh, A., & Salomon, I. (2004). Urban Density and Energy Consumption: A New Look at Old Statistics, *Transportation Research A*, 38, 143–162.
- Naess, P. (2004). Urban Structures and Travel Behavior: Experiences from Empirical Research in Norway and Denmark. *European Journal of Transport and Infrastructure Research*, 3(2), 155-178.
- Richardson, H. W. & Anjomani, A. (1981) The Diamond City: The Case for Rectangular Grid Models, *Socio-Economic Planning Sciences*, 15(6), 295-303.

Section 6 | Sprawl, Sub-Centering and Suburbanization

Week 11 - 11/09/2016

Sprawl, Sub-centering, and Suburbanization

Instructor's PPT 11: Subcentering and Suburbanization

Required Readings:

- Bhatta, B. (2010). *Analysis of Urban Growth and Sprawl from Remote Sensing Data*. Berlin: Springer-Verlag.
Chapter 1: Urban Growth and Sprawl.
- Bhatta, B. (2010). *Analysis of Urban Growth and Sprawl from Remote Sensing Data, Advances in Geographic Information Science*. Berlin: Springer-Verlag.
Chapter 2: Causes and Consequences of Urban Growth and Sprawl.
- 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:

- Bluestone, B., Stevenson, M. H., & Williams, R. (2008). *The Urban Experience: Economics, Society, and Public Policy*. Oxford: Oxford University Press.
Chapter 13: Land-Use Controls, Sprawl, and Smart Growth.

- Gordon, P. & Richardson, H. (2000) Critiquing Sprawl's Critics. *Policy Analysis* No. 365.
- Nechyba, T. J., & Walsh, R. P. (2004). Urban Sprawl. *Journal of Economic Perspectives*, 18(4), 177-200.
- Smart Growth America (2014) *Measuring Sprawl 2014*. Washington DC: Smart Growth America.

Section 7 | Urban Ecosystems and Design Elements

○ Week 12 - 11/16/2016

Urban Ecosystems

Instructor's PPT 12 — Allen's Report and Suitability Analysis

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 9: Cities and Regions in the Modern Global Economy.
- **(EG)** Triumph of the City
Chapter 9: How Do Cities Succeed?
- Nilon, C., Berkowitz, A., & Hollweg, K. (2003). *Understanding Urban Ecosystems: A New Frontier for Science and Education*. New York: Springer.
Chapter 1: Introduction: Ecosystem Understanding Is a Key to Understanding Cities.
- Alberti, M. (2010). Maintaining Ecological Integrity and Sustaining Ecosystem Function in Urban Areas. *Current Opinion in Environmental Sustainability*, 2 (3), 178-184.

Recommended Readings:

- Alberti, M. (2005). The Effects of Urban Patterns on Ecosystem Function. *International Regional Science Review*, 28(2), 168–192.
- Alberti, M, & Marzluff, J. (2004). Ecological Resilience in Urban Ecosystems: Linking Urban Patterns to Human and Ecological Functions. *Journal of Urban Ecosystems*, 7(3), 241–265.

○ Week 13 - 11/23/2016

Thanksgiving (No Formal Class Meeting)

○ Week 14 - 11/30/2016

Design Elements and Urban Structure

Instructor's PPT 13 — Arlington, First Presentation

Required Readings:

- **(PM)** Modern Urban and Regional Economics
Chapter 10: Modern Urban and Regional Economic Policy and Analysis.
- **(EG)** Triumph of the City
Conclusion.
- Ford, L. R. (1999). Lynch revisited: New urbanism and theories of good city form. *Cities*, 16(4), 247-257.
- Ellis, C. (2002). The New Urbanism: Critiques and Rebuttals. *Journal of Urban Design*, 7(3), 261– 291.

Recommended Readings:

- Talen, E. (1999). Sense of Community and Neighborhood Form: An Assessment of the Social Doctrine of New Urbanism. *Urban Studies*, 36 (8). 1361-1379.

○ **Week 15 - 12/07/2016**

The Metropolis versus the City / Echenique Article and Critics **Instructor's PPT 14 — ?**

Required Readings:

- Brenner, N. (2002) Decoding the Newest Metropolitan Regionalism in the USA: A Critical Overview. *Cities*, 19(1), 3–21.
- Echenique, M. H., Hargreaves, A.H., Michel G. & Namdeo, A. (2012). Growing Cities Sustainably, *Journal of American Planning Association*, 78(2), 121-137.
- Godschalk, D. (2004). Land Use Planning Challenges: Coping with Conflicts in Visions of Sustainable Development and Livable Communities. *Journal of the American Planning Association*, 70(1), 5-13.
- Neuman, M. (2005) The Compact City Fallacy. *Journal of Planning Education and Research*, 25(1), 11-26.

Recommended Readings

- Mitchell-Weaver, C. Miller, D. & Deal, R. (2000) Multilevel Governance and Metropolitan Regionalism in the USA, *Urban Studies*, 37(5-6), 851–876.
- Ward, K., & Jonas, A. (2004). Competitive City-regionalism as a Politics of Space: a Critical Reinterpretation of the New Regionalism. *Journal of Environment and Planning A*, 36(12), 2119-2139.

○ **Week 16 - 12/14/2016**

Final Examination

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 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.

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 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>.