

**LING 4326: Bilingualism**  
Fall 2018

**Instructor(s):** Naoko Witzel

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**Faculty Profile:** <https://mentis.uta.edu/explore/profile/naoko-witzel>

**Office Hours:** Tuesdays/Thursdays 2-3 pm or by appointment

**Section Information:** LING 4326-001

**Time and Place of Class Meetings:** Tuesdays/Thursdays 3:30PM - 4:50PM PH 306

**Graduate Teaching Assistant:** Kristen Fleckenstein ([kristen.fleckenstein@mavs.uta.edu](mailto:kristen.fleckenstein@mavs.uta.edu)); Office hours by appointment only.

*We will respond to emails within the next 24 business hours.*

**Description of Course Content:** This course introduces students to issues related to bilinguals and bilingualism. The areas that will be covered include different types of bilinguals/bilingualism, bilingual education, cognitive benefits (or disadvantages) of being a bilingual, and language processing in bilinguals.

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

- explain key terms and concepts in the field of bilingualism;
- select a specific area of interest concerning bilingualism;
- successfully identify literature in the area of interest;
- identify an interesting research question;
- write a synthesis paper in a publishable format.

**Required Textbooks and Other Course Materials:**

- François Grosjean & Ping Li (Eds.) (2013). The psycholinguistics of bilingualism. MA: Wiley-Blackwell.
- Additional readings will be provided on the course Blackboard site (login at <https://elearn.uta.edu/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

**Descriptions of major assignments and examinations:**

- Course Engagement: you will receive a grade for your attendance and in-class participation.
- Readings: there will be a number of pop quizzes and in-class group work to ensure that you are doing your readings.
- Debates: there will be 2 in-class debates.

- **Project:** you will be doing research by (i) selecting a research topic; (ii) writing an annotated bibliography; (iii) forming a research question; (iv) writing a synthesis paper answering your research question based on the readings you did for your annotated bibliography; and (v) presenting your findings in front of the class.  
(See below for detailed descriptions of these projects and due dates.)

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. As the instructor of this section, course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one unexcused absence will negatively affect your letter grade.*** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Other Requirements:** Prerequisite: LING 3311

**Grading:** Your course grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%):

10%	Course engagement
15%	Readings (Pop quizzes, in-class group work)
30%	Debates (15% x 2)
45%	Research Project
5%	Selecting a topic
10%	Annotated bibliography
5%	Forming a research question
10%	Presentation
15%	Final synthesis paper

***Late assignments will NOT be accepted.***

***Please upload all of your written assignments onto the course Blackboard site by 3:00 pm on the due date, unless otherwise specified.***

***Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.***

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

**Important Information about the Assignments:**

All written assignments are due by 3:00pm on the day indicated on the schedule unless otherwise specified. All written assignments must be uploaded on Blackboard.

Attendance/Course engagement: Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one unexcused absence will negatively affect your letter grade.***

Readings: You must come prepared to each class meeting having read the chapters and materials assigned for that day. Please make sure that you bring a copy of the readings to every class. To help you stay on top of the readings, there will be a number of small in-class group work and quizzes. The quizzes will be given at the beginning of class, so you will want to make sure you are on time. If you are absent or late and miss a quiz, you will receive a zero. These quizzes cannot be made up.

Debate Participation: During the semester, there will be two in-class debates. You will be randomly assigned to one of the teams, and you will work together with your teammates to prepare for each debate. On the day of the debate, a coin will be flipped at the beginning of class to determine which team takes the PRO position and which takes the CON. This information will be known only on the day of the debate; therefore, all teams must come prepared to defend both sides of the argument. The topic of the debate and specific instructions will be given two weeks before each debate.

Debate Grading and Evaluation: The instructor will give an Overall Debate Grade based on three factors: 1) peer evaluation, 2) the instructor's evaluation, and 3) pre-debate on-line activity.

- 1) Peer evaluation: There will be an anonymous team member evaluation, during which each participant will have a chance to write the names of the two team members who they thought contributed the most to the team's success as well as the name of the team member who they thought contributed the least. (For the second one, however, if you cannot name anybody, you can leave the paper blank). The instructor will review these paper slips before assigning an Overall Debate Grade to each student.
- 2) Instructor's evaluation: The instructor will also evaluate each student's debate performance (based on the scoring rubric).
- 3) Pre-debate on-line activity: Work done prior to the debate will also be assessed based on the Blackboard activity of the team members (discussion board or group emailing). The instructor will add to /subtract points from the Overall Debate Grade based on your preparation activity.

Research Project: Throughout the semester, you will work on developing an area of interest in bilingualism. You will conduct library research on the topic that you choose. You will then try to narrow down your topic and form an interesting research question. Once you have a research question, you will write a synthesis paper that provides an answer to your question.

- 1) Research topic: Based on the textbook and other readings for this class, you will select a topic that interests you. The topic must be related to bilingualism.
- 2) Annotated Bibliography: You will find and read at least 5 peer-reviewed journal articles on the topic of your choice. (Note that readings from the class cannot be included.) The entry for each article should begin with its complete bibliographical reference (in APA format). In the entry, you should summarize the main arguments/findings of the article. The summaries should reflect your understanding of the article. Each summary should be at least half a page long double-spaced.

Assessment (Questions used in grading):

1. Are the journal articles selected related to the research topic?
2. How well do you understand the journal article?

3. How clearly are the journal articles summarized?
  4. How accurately does the student document citations, quotations, paraphrases, and bibliographic references?
- 3) Research question: Based on the readings you have done for the annotated bibliography, form an interesting research question that will help you further your understanding of your research area. For example, if you are interested in “code-switching”, after you have read some articles, you might come up with a question such as the following – Can code-switching occur with two languages that have very different sentence structure, like English and Japanese?

- 4) Presentation / Final synthesis paper: (Presentation should be 8 mins long; Paper should be 3–5 pages, double-spaced, references in APA format).

Whereas an analysis involves breaking something down into its component parts, synthesis involves putting the parts together in a new and different way. For this class, you will write a synthesis essay based on the readings you have done for the annotated bibliography. Note that readings from class and any other readings that are relevant can also be included in this paper. You will discuss what the readings, taken as a whole, suggest about the topic of their choice. Specifically, you will try to provide an answer to your research question. Remember that this is NOT a summary assignment. That is, you should not merely summarize the articles they read. Rather, you should discuss your interpretations of the readings and how they provide insight into your question. In this sense, the essay assignment will require you to fully understand the ideas and concepts discussed in the readings so that they can draw original connections among them. In order to do so, you should consider some of the following questions as you read:

1. How do the ideas discussed in the readings compare or contrast with one another?
2. What areas of contradiction or conflict can I identify among the readings?
3. What areas of overlap can I find among the readings?
4. How do the ideas in one reading contribute to my understanding of the other readings?
5. What areas or concerns do the readings not address (either justifiably or neglectfully so)?

These questions will help you understand the readings beyond the surface level and speculate on how the ideas and concepts can be understood. You should make sure that your discussions are firmly based on these readings. The references to the articles used in the essay must be included at the end (and this will not be included in the overall page count).

Assessment: (Questions used in grading)

1. To what extent do you understand the issues and concepts addressed in the readings?
2. How well do you draw connections or comparisons between the readings?
3. To what extent do you fully support claims, interpretations, and generalizations with specific evidence from the readings?
4. How clearly is the presentation given / paper written?
5. How accurately do you document citations, quotations, paraphrases, and bibliographic references?

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](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 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 exit. 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](http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php).

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**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](mailto: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](http://www.uta.edu/utsi) or call 817-272-2617.

**The IDEAS Center** (2<sup>nd</sup> 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. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty 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 2<sup>nd</sup> 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:** Jody Bailey ([jbailey@uta.edu](mailto:jbailey@uta.edu))

#### **Research Support at UTA Libraries**

Research Coaches: Trained peer educators to help you with course assignments, framing research questions, creating search strategies, evaluating sources, and citation styles. <http://libguides.uta.edu/researchcoach>

Chat help: Virtual Support for informational and research questions. <http://ask.uta.edu/>

## **Course Schedule**

*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. –Naoko Witzel.*

### IMPORTANT DATES

9/20 – Submit your research project topic on Blackboard

10/16 – Submit your annotated bibliography on Blackboard

10/23 – Debate 1

10/30 – Submit your research question on Blackboard

11/15 – Debate 2

11/27, 11/29, 12/4 – Research Project Presentations

12/11 – Submit your final synthesis paper on Blackboard

(Other important dates: 9/7 Census Day; 11/2 Last day to drop classes)

### OUTLINE OF TOPICS & READING ASSIGNMENTS

<b>Class #</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment and other deadlines</b>
1	8/23	<i>Introduction to Bilingualism</i>	
2	8/28	<i>Issues in studying bilinguals</i>	G&L, Chapter 1

3	8/30	<i>Modularity</i>	Fromkin (1997)
4	9/4	<i>Speech Perception and Comprehension</i>	G&L, Chapter 2
5	9/6		Gonzalez & Lotto (2013)
6	9/11	<i>Visual Word Recognition</i>	G&L, Chapter 4 (all except 4.4), Chapter 8 (section 8.1)
7	9/13		Dubey et al. (in press)
8	9/18	<i>Sentence-level Processing</i>	G&L, Chapter 4 (only 4.4)
9	9/20		Witzel et al. (2012) <b>Submit your research project topic</b>
10	9/25	Library Search	<b>Please go to the Central Library 315A.</b>
11	9/27	Debate Preparation Workshop	<b>Please bring your laptop computers.</b>
12	10/2	<i>Bilingual Brain</i>	G&L, Chapter 10 (all except 10.3)
13	10/4		Ng & Wicha (2013)
14	10/9	<i>Child Bilingual Acquisition</i>	G&L, Chapter 6 (up to section 6.5) G&L, Chapter 7 (section 7.2 onwards)
15	10/11		Hoff et al. (2012)
16	10/16	<i>Code-switching and Speech Production</i>	G&L, Chapter 3 G&L, Chapter 6 (section 6.5) <b>Submit your annotated bibliography</b>
17	10/18		De Bruin et al. (2018)
18	10/23	<b>Debate 1: There is a unified language system for a bilingual's two languages.</b>	
19	10/25	<i>Bilingualism and Thought</i>	G&L, Chapter 8 (section 8.2)
20	10/30		Costa et al. (2014) <b>Submit your research question</b>
21	11/1	<i>Cognitive Effects of Bilingualism</i>	G&L, Chapter 9 (all except 9.2)
22	11/6		Woumans et al. (2016).
23	11/8	<i>Bilingual Education</i>	G&L, Chapter 9 (section 9.2) Cummins (2009)
24	11/13		Antón et al. (2015)
25	11/15	<b>Debate 2: Everyone should receive bilingual education in the US. (Evidence should be drawn from what you have learnt over the whole semester.)</b>	

26	11/20	TBA	
27	11/22	Thanksgiving Holiday	<b>**No class.**</b>
28	11/27	<b>Presentations 1</b>	
29	11/29	<b>Presentations 2</b>	
30	12/4	<b>Presentations 3</b>	

- G&L: your textbook.
- Fromkin, V. A. (1997). Some thoughts about the brain/mind/language interface. *Lingua*, 100, 3-27.
- Gonzales, K., & Lotto, A. J. (2013). A bafri, un pafri: Bilinguals' pseudoword identifications support language-specific phonetic systems. *Psychological Science*, 24, 2135-2142.
- Dubey, N., Witzel, N., & Witzel, J. (in press). Script differences and masked translation priming: Evidence from Hindi-English bilinguals. *Quarterly Journal of Experimental Psychology*.
- Witzel, J., Witzel, N., & Nicol, J. (2012). Deeper than shallow: Evidence for structure-based parsing biases in L2 sentence processing. *Applied Psycholinguistics*, 33, 419-456.
- Ng, S., & Wicha, N. Y. Y. (2013). Meaning first: A case of language-independent access to word meaning in the bilingual brain. *Neuropsychologia*, 51, 850-863.
- Hoff, E., Core, C., Place, S., Rumiche, R., Senior, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of Child Language*, 39, 1-27.
- De Bruin, A., Samuel, A. G., & Duñabeitia, J. A. (2018). Voluntary language switching: When and why do bilinguals switch between their languages. *Journal of Memory and Language*, 103, 28-43.
- Costa A., Foucart, A., Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., & Keysar, B. (2014). Your morals depend on language. *PLoS ONE*, 9, e94842.
- Woumans, E., Surmont, J., Struys, E., & Duyck, W. (2016). The longitudinal effect of bilingual immersion schooling on cognitive control and intelligence. *Language Learning*, 66, 76-91.
- Cummins, J. (2009). Bilingual and immersion programs. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 161-181). Blackwell Publishers.
- Antón, E., Thierry, G., & Duñabeitia, J. A. (2015). Mixed languages during learning? Testing with one subject-one language rule. *PLoS ONE*, 10, e0130069.

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
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## Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

<h1 style="text-align: center;">YOUR OPTIONS TO AN ACTIVE THREAT</h1> <h2 style="text-align: center;">You Have Choices!</h2>	
<b>A V O I D</b>	<ul style="list-style-type: none"> <li>• <b>AVOID</b> the situation. <u>Stay away</u> from the area and campus.</li> <li>• If you can safely leave the area, RUN.</li> <li>• Get others to leave the area, if possible.</li> <li>• Prevent others from entering the area.</li> </ul>
<b>D E N Y</b>	<p>If you can't leave the area safely, <b>DENY</b> or slow entry to the intruder:</p> <ul style="list-style-type: none"> <li>• Lock/barricade doors with heavy items.</li> <li>• Turn off lights/projectors/equipment.</li> <li>• Close blinds and block windows.</li> <li>• Stay away from doors and windows.</li> </ul>
<b>D E F E N D</b>	<p>If you can't AVOID or DENY entry to the intruder, <b>DEFEND</b> your location:</p> <ul style="list-style-type: none"> <li>• As a last resort, <u>FIGHT for your life</u>.</li> <li>• Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.</li> </ul>
<p><b>Follow ALL instructions.</b></p> <p>For more information, go to: <a href="http://police.uta.edu/activeshooter">police.uta.edu/activeshooter</a></p>  <p>Emergency: 817.272.3003 Non-Emergency: 817.272.3381 police.uta.edu</p>	

Additional information for active threat and other emergency situations can be found through the links below:

[police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

[police.uta.edu/em](http://police.uta.edu/em)