English 1301.36R
Classroom: ELABS 248
Class meeting time: M 9:30-10:45am
PROFESSOR: Dr. Beatrice Mendez Newman
OFFICE HOURS: M&W 8:00am-9:00 am
PROFESSOR Email: beatrice.newman@utrgv.edu
Professor's office: ELABS 208

Course Description from ASSIST
English 1301 is designed to help students become more effective and confident writers as well as more active and engaged readers of complex texts. To do this, students will engage in a variety of writing projects which will help them become more reflective writers who are better able to revise their work to meet the needs of a given writing situation.

A few bullet points to describe English 1301.36R:
- Course theme: stories of learning (see explanation below)
- Film-based discussions: we’ll watch, discuss, and analyze one school film and view selected clips from many other school movies
- No textbook
- Course work: 3 required essays + 1 required multi-modal project+ required oral reports + required entrance tickets to prep for class work + required in-class work every day + required ONLINE activities
- Course time: As a hybrid class, we are scheduled to meet only on Wednesday; every class day will count significantly toward your success.
- Success strategy 1: a lot of in-class workshopping time to make progress on your writing assignments
- Success strategy 2: feedback to make sure you are able to revise your drafts to get into A territory with each writing assignment
- Success strategy 3: step-by-step, sequenced student-centered writing tasks
- Success strategy 4: judicious use of online worktime for drafting, revision, and conferencing with professor
- No exams, including no final exam
- Class sessions: in-class activities, discussion, collaboration
- Conferencing and work days: independent work time and opportunities for in-person conferencing with professor
- My #1 teaching goal: to help students learn to enjoy writing through a low-stress, highly interactive approach
- Teaching goal #2: to end the class with everyone making an A
- Teaching goal #3: to support all students as they use online resources and possibilities to bolster learning

1. What we’ll do in English 1301
THEMATIC FOCUS IN THIS CLASS. We are going to center our work in this class on the general theme of stories of learning. The construct of story allows us to explore how we shape the learning spaces we inhabit in order to move productively toward our goals. We will apply our understanding of learning stories using four major resources: (1) our own experiences, (2) mentor essays, (3) professional articles on school spaces, (4) films that showcase stories we can connect with.

2. Materials and Requirements:
- All class materials will be available as PDFs or web links on Blackboard.
- No textbook is required.
- Materials: a package of 4x6 ruled index cards and a package of 3x5 ruled index cards
3. General Education, Writing Program, and Course Goals

Texas Higher Education Coordinating Board Student Learning Outcomes for Communication

English 1301 and 1302 are in the communication area of UTRGV’s core curriculum. Courses in this area focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses also involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. The following four student learning outcomes should be met in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.

Critical Thinking (CT). Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.

Communication skills (COM). Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.

Teamwork (TW). Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.

Personal responsibility (PR). Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes for the First Year Writing Program Sequence

The following statements describe what we want our students to know, think/value, and do when they finish the First Year Writing Program and successfully complete 1302 with a “C” or better.

1. The student improves his/her writing by engaging in processes of inventing, drafting, organizing, revising, editing, and presentation (CT, COM, PR).
2. The student writes with a purpose and composes texts in genres appropriate to his/her purpose and audience (CT, COM).
3. The student productively interacts with his/her peers, engaging in small group activities regularly and in which students give one another feedback on their writing (COM, TW, PR).
4. The student thinks critically about his/her position in the context of a larger ongoing conversation about the issue he/she is investigating (CT, COM, PR).
5. The student is aware of the choices that writers have to make and feels confident in his/her ability to use that awareness to engage in a variety of future writing tasks (CT, COM).
6. The student finds, evaluates, and uses appropriate sources for research (CT, COM, PR).
7. The student meaningfully integrates and correctly documents information from sources (CT, COM, TW).
8. The student is aware of the ways technology affects writing (CT, COM).

English 1301 COURSE GOALS

English 1301 is designed to help you become a more effective and confident writer, a more active and engaged reader of complex texts, and a discerning researcher with increased written, visual, oral, and aural literacies. To do this, you will engage in a variety of writing projects that will help you become a more rhetorical writer, one who is better able to compose and revise your work to meet the needs of a given writing situation.

English 1301 is designed to help students:

1. see that writing is an opportunity for learning (CT, COM; WPSLO 1-8);
2. develop an understanding of writing as an interactive and recursive process (CT, COM; WPSLO 1, 3);
3. become reflective writers, aware of the rhetorical choices writers make (CT, COM, PR; WPSLO 2, 5-8);
4. identify their own purposes for writing (CT, PR; WPSLO 2);
5. develop their abilities to write in a variety of genres appropriate for their audience and purpose (CT, COM; WPSLO 2);
6. become actively engaged readers, able to use multiple reading strategies for a variety of complex texts, including their own (CT, COM; WPSLO 4, 6);
7. learn how to interact productively with their peers throughout the writing process (CT, COM, TW; WPSLO 3);
8. know how to use various types of feedback (teacher, peer, self-assessment) to revise their texts effectively (CT, COM, PR; WPSLO 1, 3);
9. gain more confidence in their abilities to engage in future writing tasks successfully (PR; WPSLO 5);
10. use technology in their writing in rhetorically effective ways (CT, COM; WPSLO 8);
11. learn about and effectively use the conventions of writing that govern a given writing situation (CT, COM; WPSLO 2, 5);
12. understand the rhetorical implications of writing style and grammatical conventions for a given writing situation (CT, COM; WPSLO 1, 5).
### Course Orientation Module Gen Ed Core Competencies

**Module 1 Course Goals**

- **Learning Objectives—Orientation**
  - Students will learn about and effectively use the conventions of writing that govern a given writing situation (CT, COM; WPSLO 1, 2).
  - Students will become reflective writers, aware of the rhetorical choices that writers make (CT, COM, PR; WPSLO 2, 3).
  - Students will develop their abilities to write in a variety of genres appropriate for their audience and purpose (CT, COM; WPSLO 2).

**Assignments**

- Entrance Ticket
- Assignment 1

**Assignments**

- Did It!
- DB 1

**Assignments**

- Did It!
- DB 2

**Assignments**

- Did It!
- DB 3

### Module 2 Gen Ed Core Competencies

**Module 2 Course Goals**

- **Learning Objectives for Module 2**
  - Students will draw upon to connect choices, actions, and consequences to ethical decision-making.

**Assignments**

- Entrance Ticket
- Assignment 2

**Assignments**

- Did It!
- DB 1

**Assignments**

- Did It!
- DB 2

**Assignments**

- Did It!
- DB 3

### Module 3 Gen Ed Core Competencies

**Module 3 Course Goals**

- **Learning Objectives for Module 3**
  - Students will construct critical commentary of film scaffolded on principles of film analysis (CT, COM; WPSLO 2).
  - Students will extend their abilities to write in a variety of genres appropriate for their audience and purpose (CT, COM; WPSLO 2).

**Assignments**

- Entrance Ticket
- Assignment 3

**Assignments**

- Did It!
- DB 1

**Assignments**

- Did It!
- DB 2

**Assignments**

- Did It!
- DB 3

### Reflection Module Gen Ed Core Competencies

**Reflection Module Course Goal**

- **Learning Objectives for Reflection Module**
  - Students will reflect on the module by creating discussion boards that present their learning self-assessments.

**Assignments**

- Entrance Ticket
- Assignment 4

**Assignments**

- Did It!
- Class Workshop

**Assignments**

- Did It!
- Class Workshop

**Assignments**

- Did It!
- Class Workshop

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**English 1301 Syllabus—page 3**
### 4. English 1301.36R—Fall 2019 schedule of required activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting requirement</th>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Orientation Module</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| M 8-26     | ONLINE              | Course Overview Video Lesson  
DB 0—Finding a space in English 1301 required | 35     |
| W 8-28     | IN-CLASS            | Intro to English 1301; class activities required                      | 25     |
| **Module 1—Spaces of Learning** |                     |                                                                          |        |
| M 9-2      |                     |                                                                          |        |
| W 9-4      | IN-CLASS            | Class activities: Prep + Workshop for Assignment 1 required            | 25     |
| M 9-9      | ONLINE              | Entrance Ticket: Response to mentor essays required (2 response cards) | 10     |
| W 9-11     | IN-CLASS            | Entrance Ticket: core info for Assignment 1  
In-class writing workshop required | 10     |
| M 9-16     | ONLINE              | Assignment 1 draft required                                          | 15     |
| *W 9-18    | ONLINE              | In-office conferencing optional but recommended  
Assignment 1 due required | (10)   |
| M 9-23     | ONLINE              | Did it: DB: Successful learning means . . . required                  | 10     |
| W 9-25     | IN-CLASS            | Entrance Ticket: kernel sentence for Assignment 2  
Class activities required—prep for Assignment 2 | 10     |
| M 9-30     | ONLINE              | Draft of Assignment 2 required                                      | 15     |
| W 10-2     | IN-CLASS            | Entrance Ticket: draft of Assignment 2 required  
Class activities: in-class peer review of Assignment 2  
Assignment 2 due required | 25     |
| **Module 2—Transforming Learning Spaces** |                     |                                                                          |        |
| M 10-7     | ONLINE              | Did it: DB: response to Ron Clark interview required                   | 25     |
| W 10-9     | IN-CLASS            | Intro to focal film  
Class Activities: selection of target character required | 25     |
| M 10-16    | ONLINE              | DB 2.1 required                                                       | 25     |
| W 10-18    | IN-CLASS            | Entrance Ticket: Character pivotal quotes required  
Class activities: Discussion of pivotal scenes required | 10     |
| M 10-21    | ONLINE              | DB 2.2 required                                                       | 25     |
| W 10-23    | IN-CLASS            | Entrance Ticket: Character transformation quote required  
Class activities: what constitutes cinematic evidence required  
DB 2.3 required | 10     |
| **Module 3—Film Literacy** |                     |                                                                          |        |
| M 10-28    | ONLINE              | Did it: DB: preliminary film choice                                  | 10     |
| W 10-30    | IN-CLASS            | Intro to film literacy  
Entrance Ticket: what makes a film stand out?  
Class Activities: criteria for cinematic excellence required  
Prep for ignite presentation | 15     |
| M 11-4     | ONLINE              | DB 3.1—ignite presentation on selected film required                 | 25     |
| W 11-6     | IN-CLASS            | Entrance Ticket: Pivotal quote from selected film required  
Class activities: Film research prep for DB 3.2 required | 15     |
| M 11-11    | ONLINE              | DB 3.2—film info bits required                                      | 35     |
| W 11-13    | IN-CLASS            | Entrance Ticket: Macro and micro issues in selected film required  
Class activities: planning film presentation required | 20     |
| M 11-18    | ONLINE              | DB 3.3—film project prospectus + slides set up required                | 25     |
| *W 11-20   | ONLINE              | DB 3.4: Complete and post film project                                | 50     |
| M 11-25    | ONLINE              | Complete responses to classmates’ film projects                       |        |
| **Course Reflection Module** |                     |                                                                          |        |
| 12-2       | ONLINE              | Retrospective class lesson                                           |        |
| 12-4       | IN-CLASS            | Collaborative work on key learning points required  
Reflection Assignment required | 25     |

Important dates: The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login.

Some important dates for Fall 2019 include:
- August 26: First day of classes
- August 29: Last day to add a course or register for Fall 2019
- September 2: Labor Day Holiday – NO classes
- November 13: Last day to drop a course; will count toward the 6-drop rule
- November 28 – 29: Thanksgiving Holiday – NO classes
- December 5: Study Day – NO classes
- December 6 – 12: Final Exams ***No final exam in English 1301****
- December 13 – 14: Commencement Exercises
4. Course grade calculation:
Your final grade will be based on the percentage of points you’ve accumulated. The course map shows **905 total points** for the course. This table represents base points—the points allotted for required assignments.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Percentage</th>
<th>Points required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td>905-810</td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
<td>809-719</td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
<td>718-629</td>
</tr>
<tr>
<td>D</td>
<td>69%-60%</td>
<td>628-538</td>
</tr>
<tr>
<td>F</td>
<td>59%-0%</td>
<td>537-0</td>
</tr>
</tbody>
</table>

Materials Required:
NO BOOKS REQUIRED—All required class readings will be available in the designated module area as PDF files or web links. Dedicated notebook or spiral—I strongly encourage you to keep your class notes and reminders in a writing notebook dedicated to our course content.

Assessment Protocols and Procedures in English 1301
WEIGHTING OF SCORES: Scoring in English 1301 is not weighted. At any point, your current score is based on cumulative scores.
RUBRICS & FEEDBACK: When you submit an assignment, you’ll get rubric-based feedback which tells you how effectively you completed the task. You can decide whether to resubmit the assignment for a higher score on the basis of the feedback as long as you meet the deadline.
PREREQUISITES: Each assignment has a threshold score that will indicate you’ve met expectations for the assignment at a minimal level. If you meet this score, then you can move on to the next assignment. Prerequisites are designed to promote success in the major unit assignments. Each assignment includes a rubric which specifies the “meets expectations” requirements; if you don’t meet the success expectations, you’ll get feedback or be sent back to the instructions so that you can resubmit the assignment until you meet the threshold score for the next assignment.
BONUS options: Each module has multiple bonus options embedded in the lessons. Bonus point options are great indicators that you are reading our lessons with a high degree of engagement and that you are willing to contribute to class conversation by responding to the lesson-specific bonus options.
LATE WORK: Submitting assignments late will hurt your grade, derail your progress in interacting with classmates on our discussion boards, and significantly cut back on your revision and resubmission time. For all other assignments, a late assignment will be eligible for maximum 70% credit, with a sliding scale down to 50% credit.

5. Staying on the A trajectory
As of day 1 of this class, everyone has an A. You can keep your A by meeting the following expectations:
- Attending class every day and submitting an end-of-class assessment sheet every day. Note in our course map that we have a scored, in-class activity every day. These in-class activities cannot be made up.
- Arriving on time with your Entrance Ticket for the day.
- Submitting assignments on time (late work will be graded at 70-50%)
- Showing up prepared for in-class conferencing work sessions
- Participating meaningfully in class by paying attention and contributing to class discussions
- Being prepared when you arrive
- Using cell phones to boost your classroom performance through class-related online activities
- Following instructions on all assignments (formatting, submission, file labeling)
- Asking questions when you’re not sure about something
- Attending conferencing sessions with your professor
- Using SOPHIE info to ensure you on top of your learning game

6 Meet SOPHIE—our course navigation guide
SOPHIE—Success Oriented Policies, Help, Incentives, & Examples—is our course success navigation guide. (You may know that the name *Sophia* means wisdom; SOPHIE is designed to keep us feeling wise about how we move through the course.) There is a SOPHIE tab in our Blackboard menu. SOPHIE is our repertoire of important info that you need in order to effectively negotiate our day-to-day course dealings, such as deadlines, required formatting for assignments, consequences for failure to submit assignments, online protocols, email requirements, bonus opportunities, virtual course attendance, and several other topics. You need to refer to SOPHIE regularly to ensure you are meeting expectations for success. And, when you fail to follow a key guideline, I will refer you to SOPHIE.
7. Some course logistics and info

**BRING YOUR DEVICES:** You are strongly encouraged to bring your laptop or tablet to each in-class session. We will be doing a lot of in-class workshopping and your drafting will be highly facilitated if you are actually to work on our current projects right there during our face-to-face meetings. Your cell phones will enable you to participate in interactive, class-driven activities and in on-the-spot for info searches relevant to our class discussion.

**BLACKBOARD SUPPORT:** The Blackboard Support tabs in our menu offer tutorials if you need to bolster your Blackboard knowledge. If you something should go wrong with your Blackboard access, here’s the basic contact info from the Blackboard support tab on your syllabus menu. You need to keep in mind, however, that a Blackboard issue exacerbated because you waited till the last minute to do an assignment is not an excuse for a late submission. Also, I cannot change or “fix” anything related to Blackboard technology.

**Location:** Casa Bella 613 in Brownsville and Education Complex 2.202 in Edinburg
**Phone:** 956-882-6792 Brownsville and 956-665-5327 Edinburg
**Toll-Free:** 1-866-654-4555
**Blackboard support:** https://www.utrgv.edu/online/getting-support/index.html

**DIGITAL LITERACY AND TECHNICAL REQUIREMENTS:** Having enrolled in a hybrid course, you will be required to apply and expand your current digital literacy skills. To succeed in our course, you need to be an adept user of tools that support online learning, such as discussion boards, blogs, journals, online resources, online feedback and grading, video lessons, digital participation in course work (such as through audio feedback). Our course is founded on the expectation that you already have at least minimal computer and digital literacy skills so that you can participate meaningfully from day 1. Additionally, you must ensure that your software and hardware set ups meet minimal course technology requirements. The RESOURCES section of our 1301 Blackboard menu page includes a Course Technology link.

A caveat: “I don’t have access to internet” is not an acceptable “excuse” for failing to complete course requirements or for submitting work late. UTRGV offers numerous computer labs all over all campuses to support digital learning, so you will always have access to required course technologies. Additionally, do not use Google docs to construct and post your assignments. Google docs skews up the formatting not just for your submission but for all the other class submissions as well.

**BASIC DIGITAL LITERACY TOOLS AND APPLICATIONS:**
- Skilled use of Blackboard, including negotiation of units, modules, assignment varieties, Collaborate, Tegrity, SoftChalk, and micro lessons,
- Effective use of email communication (SOPHIE includes a section on email protocol),
- Adept use of word processing as preparation for essay submissions, blog creation, and discussion board posts,
- Skilled application of Microsoft Word and PPT (both of which are available through Outlook) for creation of learning materials and assignments,
- Ability to integrate visuals and images into blogs, discussion boards, and traditional essay submissions,
- Ability to convert Microsoft Word files into PDFs,
- Access to peripherals (such as a good microphone) for creation of MP3 and MP4 files as options in selected course assignments,
- Access to updates for minimum course software and hardware to ensure optimal participation in class activities.

**RESPONSE TIME:** For minor assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission.

**DRAFTS OF ESSAYS WILL GENERALLY BE BACK TO YOU WITH FEEDBACK IN 24 HOURS.** For major assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission. For minor assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission. For major assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission. For major assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission. For major assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission. For major assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission. For major assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission. For major assignments, such as discussion boards, you’ll get feedback usually within a few hours of your submission.

**ANNOUNCEMENTS AND EMAIL:** I will rely on class announcements and emails to stay in touch with you. Since we are in a hybrid environment meeting only once a week, email and announcements will be vital to staying up with adjustments and updates. You need to check your email every day to ensure you have not missed reading important class updates. Failing to read an email or an announcement will not excuse you from responsibility for the information in the course communication.

**SUCCESS ALERTS:** If you fail to meet the deadline for an assignment, you will be sent a reminder about the missed due date. You will be able to submit the assignment through the closing date, but the grade will be reduced.

**TECHNICAL REQUIREMENTS:** Please check the technical requirements for full participation in online learning, presented in the syllabus tab and the technical requirements tab from our course menu on our Blackboard page. Some caveats: (1) do not send assignments from your phone; such submissions tend to be garbled and unformatted and will yield a low score; (2) not having updated hardware and software on your personal computer will not justify problematic submissions or non-submissions. We have numerous computer labs on campus which you can use to complete your course work.

**DISABILITIES AND ACCESSIBILITY ISSUES:** If you have a condition that inhibits your full and timely participation in our class activities and requirements, it is your responsibility to contact Student Accessibility Services (see Institutional Policies in the next section) to request an official accommodations letter. You cannot be granted additional time or other accommodations without such a document. The document is not retroactive, so if you have failed to complete successfully before you obtain an accommodations letter, you will not be able to go back and do those missed assignments.

**DROPS:** If you miss several consecutive assignments or fail to participate in our class for an extended period, you will be sent a drop notice advising you that you will be dropped if you don’t contact your professor immediately and get back on board with your course work. If you fail to start our course by Friday, August 30, you will be sent a drop notice.

**ROUGH TIMES:** If you find yourself going through a rough or tough period (and this happens to all of us), do not just stop participating in our online work. A lot of times, if you contact me to explain what’s going on, we can adjust the deadline to provide a bit more time to give you some breathing room and still allow you to stay in our class community. A particularly rough time involving illness or incapacitating condition will require that you contact Student Accessibility Services. I cannot make ad hoc adjustments for medical conditions. Please note that the institution considers pregnancy a condition that requires special accommodations that must be handled through the SAS office.
8. UTRGV Policy Statements

Link to UTRGV Policies available on Blackboard page RESOURCES

The UTRGV disability accommodation, mandatory course evaluation statement and sexual misconduct statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES:** Required on all syllabi. Do not modify.

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably necessary postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:

**Brownsville Campus:** Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** Required on all syllabi. Do not modify.

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu): you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about November 14th – December 4th.

**ATTENDANCE:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**SCHOLASTIC DISHONESTY:** Recommended on all syllabi.

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

**SEXUAL MISCONDUCT and MANDATORY REPORTING:** Required on all syllabi. Do not modify.

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (sie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

**COURSE DROPS:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 3-peat rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to the total number of classes dropped during a student’s time in college.

**STUDENT SERVICES:** Recommended on all syllabi.

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (uncentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1,400</td>
<td>ESWWH 101</td>
</tr>
<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td>(956) 665-7120</td>
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<td>Career Center</td>
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<td>(956) 665-2243</td>
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<td>Counseling Center</td>
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<td>(956) 665-2574</td>
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<td>BMSLC 2,118</td>
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<td>(956) 882-7065</td>
<td>(956) 665-2538</td>
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