SAMPLE SYLLABUS FOR ARAB.CHIN.FREN.GERM.KORE.RUSS.SPAN 2310

Based on Example of
FREN 2310: FRENCH AND FRANCOPHONE CULTURES IN THE WORLD

With Description of How ARAB.CHIN.FREN.GERM.KORE.RUSS.SPAN 2310 Align with the Language, Philosophy, and Culture component area

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Office hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:xxx@uta.edu">xxx@uta.edu</a></td>
<td>Section:</td>
</tr>
<tr>
<td>Office: XXX HH</td>
<td>Classroom:</td>
</tr>
<tr>
<td>Dept. Phone: 817.272.3161</td>
<td>Class schedule:</td>
</tr>
<tr>
<td>Mentis: <a href="https://mentis.uta.edu/explore/profile/xxx">https://mentis.uta.edu/explore/profile/xxx</a></td>
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Course Catalog Descriptions:

ARAB 2310. ARABIC CULTURE IN THE WORLD. 3 Hours. An overview of the cultures of the Arabic-speaking world in a global context, examining cultural products such as food, art, music, popular culture, literature, and/or film. Taught in English.

CHIN 2310. CHINESE CULTURE IN THE WORLD. 3 Hours. An overview of the cultures of the Chinese-speaking world in a global context, examining cultural products such as food, art, music, popular culture, literature, and/or film. Taught in English.

FREN 2310. FRENCH AND FRANCOPHONE CULTURES IN THE WORLD. 3 Hours. An overview of the cultures of the French-speaking world in a global context, examining cultural products such as food, art, music, popular culture, literature, and/or film. Taught in English.

GERM 2310. GERMAN CULTURE IN THE WORLD. 3 Hours. An overview of the cultures of the German-speaking world in a global context, examining cultural products such as food, art, music, popular culture, literature, and/or film. Taught in English.

KORE 2310. KOREAN CULTURE IN THE WORLD. 3 Hours. An overview of the cultures of the Korean-speaking world in a global context, examining cultural products such as food, art, music, popular culture, literature, and/or film. Taught in English.

RUSS 2310. RUSSIAN CULTURE IN THE WORLD. 3 Hours. An overview of the cultures of the Russian-speaking world in a global context, examining cultural products such as food, art, music, popular culture, literature, and/or film. Taught in English.

SPAN 2310. HISPANIC CULTURE IN THE WORLD. 3 Hours. An overview of the cultures of the Spanish-speaking world in a global context, examining cultural products such as food, art, music, popular culture, literature, and/or film. Taught in English.
Course Description:
This course focuses on developing students’ awareness of the varieties of Arabic / Chinese / French / German / Korean / Russian / Spanish-speaking cultures around the globe. Through the study of Arabic/Chinese/French and Francophone/German/Korean/Russian/Hispanic expressions, ideas and cultural products, drawn from literature, film, music, food, and fashion, students gain an appreciation of interconnectedness and cultural transfers between people. They engage with issues such as social responsibility, human agency, and identity. They gain critical insights into concepts like transnationalism, nationalism, intersectionality, and phenomena like globalization, colonialism, and decolonization.

University of Texas at Arlington Core Curriculum:
This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy, and Culture.

Student Learning Outcomes for ARAB.CHIN.FREN.GERM.KORE.RUSS.SPAN 2310:
Upon the successful completion of the course, the student will be able to:
- demonstrate knowledge of the history of the Arabic/Chinese/French/German/Korean/Russian/Spanish-speaking world [Critical Thinking Skills objective]
- demonstrate an awareness of the diversity of Arabic/Chinese/French/German/Korean/Russian/Spanish-speaking cultures [Social Responsibility objective]
- discuss and compare various forms of expression (film, music, and writing) [Critical Thinking Skills objective]
- converse about topics related to culture and identity, in both interpersonal and presentational modes [Communication Skills objective, Personal Responsibility objective, Social Responsibility objective]
- discuss cultures not one’s own in a culturally appropriate way [Communication Skills objective, Personal Responsibility objective, Social Responsibility objective]
- demonstrate an understanding of concepts related to agency in social and personal affairs [Critical Thinking Skills objective, Personal Responsibility objective, Social Responsibility objective]
- demonstrate an understanding of concepts related to the politics of aesthetic representation and its role in shaping individuals and society [Critical Thinking Skills objective, Social Responsibility objective]

These student learning outcomes align with the following four Texas Higher Education Coordinating Board objectives:
- Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.
• Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

[Similar course materials will be used in ARAB.CHIN.FREN.GERM.KORE.RUSS.SPAN 2310 courses.]

**Required Texts:**

**Recommended Readings** (covered in lectures and made available in PDF):

* starred articles indicate they will be made available as PDFs or links.

**Films** (All made available):


**Songs & Singers** (Recommended and all made available):

- Algeria: Rachid Taha. Selections: https://www.youtube.com/watch?v=DuPhCmmfKiE,
- Canada: Coeur de Pirate. Selections: https://www.youtube.com/watch?v=iuhm51Ksq0I
  Selections: https://www.youtube.com/watch?v=6bz2ezhxOnI
- Egypt: Dalida: Selections: https://www.youtube.com/watch?v=NN2mxivM8Bo, https://www.youtube.com/watch?v=fwrYNYSIOOg
- Ivory Coast: Dobet Gnahoré. Selections: https://www.youtube.com/watch?v=7gFLyW60RO0, https://www.youtube.com/watch?v=nMfAOXyOw68
- Senegal: Youssou N’Dour Selections: https://www.youtube.com/watch?v=HzsQfjnOfro

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework and quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Two chapter exams</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Two essays (one is Signature Assignment)</td>
<td>30%</td>
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</table>

*Attendance and participation:* Class attendance is mandatory. Students are expected to participate actively in discussions; their participation should reflect having done the assignments and completed the assigned works for the class period. Students will receive a daily participation grade that ranges from 0-3. Students are allowed three (3) absences during the semester. For any absence above three (3), a grade of zero (0) will be averaged into the student’s participation grade.

*Homework and quizzes:* During the semester, students will be assigned four written assignments (not including the two essays, see below). All other homework consists of reading assignments to be covered in class discussions and related quizzes. No late homework, nor homework turned in via email, will be accepted, but the lowest grade will be dropped at the end of the semester. There will be a minimum of three quizzes. The dates for all quizzes will be announced. No make-up quizzes will be offered, but the lowest grade will be dropped at the end of the semester.

*Two chapter exams:* There will be one exam on materials covered up to that point on the calendar (Week 4) and a second exam on materials covered in Weeks 5, 6, and 7.

*Midterm exam:* The midterm exam will include material from the first three lectures, and class discussions on the novels of Mukasanga and Sebbar, as well as on Jabès, *The Book of Hospitality*.

*Note on all exams:* Exams will cover materials from the texts, novels, lectures, class activities, plus any supplemental material. No make-up exams will be given.
Essays:
Assessment of THECB objectives will be based on the following essays, which will be Signature Assignments.
[Similar essays will be assigned for ARAB.CHIN.FREN.GERM.KORE.RUSS.SPAN 2310.
Essay 1 will be based on a film, with identical elements and objectives. Essay 2 will be based on cultural components, with identical elements and objectives.]

I. Essay 1: Signature Assignment 1. For the first essay, students will critically analyze the historical, cultural, ethical, and aesthetic implications of the movie *Le Beau Travail* (*Good Work*) (1999) which takes place in Djibouti, a former French colony on the Gulf of Aden. A battalion of Foreign Legionnaires, not many who are French, spend their days in gruelling training in the desert sun. By joining the Legion they sever connection with their past and believe themselves to be recreating a new social structure. Do they succeed or fail? Do they create new identities or eschew the very idea of identity? The students complete a series of tasks; this includes conducting individual research on the French Foreign Legion and on France’s imperial history in Africa, screening the film, and reading an outside article on the director, Claire Denis. In completing these assignments, students exercise critical thinking and reasoning skills, make connections between historical and cultural contexts, reflect on ethical motivations and choices, examine the notion of national identity, and grasp the role aesthetics plays in framing, generating, and determining the meaning of a work.

1. Prior to watching the film, students will conduct individual research on the French Foreign Legion and on France’s imperial history in Africa. [Critical Thinking Skills objective; Social Responsibility objective]
2. As part of an in-class activity, students will share their findings in group discussions. [Communication Skills objective]
3. Next, students will screen and critically analyze the film *Le Beau Travail*, which critically assesses relational structures, identity, desire, and the idea of freedom. [Critical Thinking Skills objective; Social Responsibility objective, Personal Responsibility objective]
4. Following the screening of the film and analysis, students will read an article on the director Claire Denis and her ethical, personal, and artistic motivations for making films set in Africa. Next, students will compare this information with their research on the French Foreign Legion and France’s imperial history. Students will answer in writing a series of questions about the film and its historical, cultural, ethical, and aesthetic implications. [Critical Thinking Skills objective; Communication Skills objective; Personal Responsibility objective; Social Responsibility objective]
5. Finally, students synthesize their findings in a 750 to 1000-word essay. Their essay will include a reflection on the ethical choices made by the characters in the movie. The essay will incorporate both individual research and class discussions. [Critical Thinking Skills objective; Communication Skills objective; Personal Responsibility objective; Social Responsibility objective]

II. Essay 2: Signature Assignment 2. For the second essay, students will select two films and three or more songs from the syllabus and, using insights from the works of Adam, Barthes, Glissant, Simmel, and others discussed in class and with the instructor, they will write an essay which (a) demonstrates students are able to identify practices deemed characteristic of French
culture, such as certain food preparation and display, fashion, manners, speech, gestures, music, beliefs, and values, (b) describes how these practices are portrayed/critiqued in Francophone representations, and (c) concludes by students reflecting on the concepts of universalism, imitation, and borrowing (major topics covered to this point in the course). As part of the assignment, students are (d) required to present their finding to the class. In completing these assignments, students exercise critical thinking and reasoning skills, make connections between historical and cultural contexts, reflect on ethical motivations and choices, examine the notions of national and personal identity, and grasp the role aesthetics play in framing, generating, and determining the meaning of a work. [Critical Thinking Skills objective; Social Responsibility objective; Personal Responsibility objective; Communication Skills objective]

1. Two weeks prior to writing the essay, the instructor will meet with students individually to help them select a research topic and identify the most illustrative films and music to develop the subject (examples of subject: food/meals, language/conversations, immigration in France/Canada, religion in France/ Francophone countries, republicanism, education, intersectionality, intercultural and intergenerational conflicts, etc.) [Critical Thinking Skills objective; Social Responsibility objective]

2. As part of an in-class activity, students will share their research findings in group discussions. [Communication Skills objective]

3. They will describe and discuss with the class the films and songs they have selected and, together, students in the class will reflect on topics like meals, conversations, immigration, intercultural conflict, globalization, identity, and adaptation. [Critical Thinking Skills objective; Social Responsibility objective, Personal Responsibility objective, Communication Skills objective]

4. Following the discussions, students will read Roland Barthes’s “Paris-Match,” “The Great Family of Man,” and “Wine and Milk.” Next, students will answer in writing a series of questions about Barthes’s texts and their historical, ethical, and aesthetic implications. [Critical Thinking Skills objective; Communication Skills objective; Personal Responsibility objective; Social Responsibility objective]

5. Finally, students synthesize their findings in a 1000-word essay. Their essay will include a reflection on the political, ethical, and personal choices made by the characters in the films, the film makers, the songs and the singers. The essay will incorporate both individual research, class discussions, and personal reflections. [Critical Thinking Skills objective; Communication Skills objective; Personal Responsibility objective; Social Responsibility objective]

Class Policies and Academic Integrity: The student is responsible for reading the notices related to Class Policies and Academic Integrity. See documents in the “Syllabus” section below.

Finally, please note: Due dates and exam dates may change, and the course components may be slightly altered during the semester, depending on various factors. Any change will be announced in a timely fashion.

Grading scale:

A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = < 60
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics, readings, and activities</th>
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| 1 Jan 14-18 | Introduction to course  
Assignment: Recommended Reading [RR]: Thomas Adams |
| 2 Jan 21-25 | Lecture: Francophonie Around the world: Equality, complementarity, and solidarity  
Discussion: Assignment  
Assignment: written responses to *Inch’Alla Dimanche* |
| 3 Jan 28-Feb 1 | Discussion of assignment: French Menus, French Meals, and the Crisis.  
| 4 Feb 4-8 | **Exam 1**  
Discussion of Sebbar and Téchiné  
Identity and intersectionality: Bersani, Crenshaw, Kahanoff, Lorde, Memmi.  
Assignment: Sebbar, *Algerian Childhood* (selections TBD) and finish *Silence on the Shores*, Barlow, “Proof of Identity” (251-266). Written responses to *Silence on the Shores* |
| 6 Feb 18-22 | **Quiz 1**  
Discussions: *Silence on the Shores* and assignments  
Assignment: *Au Contraire*, Ch. 7-12, [RR] Barlow, “Art of Conversation” (77-89) |
| 7 Feb 25-Mrch 1 | Screening and Discussion of The French Foreign Legion, *Beau Travail (Good Work)*, and Claire Denis [preparation for Essay one]  
Assignment: Written responses to questions about the film and its historical, cultural, ethical, and aesthetic implications, Barlow, “The Poetry of Politics” (233-250) |
| 8 Mrch 4-8 | **Mid-term exam**  
Discussion of assigned readings.  
Assignment: [RR] Glissant, “Approaches”, *Au Contraire*, Ch. 16-18 |
| 9 Mrch 11-15 | **Spring Break** |
| 10 Mrch 18-22 | Screening and discussion of films (TBD) [preparation for Essay 2]  
Assignment: Read *Our Lady of the Nile* to chapter entitled “The Blood of Shame”  
Hand in first essay: *Beau Travail (Good Work)* |
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12 Apr 1-5</td>
<td>Screening and discussion of film (TBD) [preparation for Essay 2]&lt;br&gt;Students share their research findings in group discussions.&lt;br&gt;Assignment: Written responses to questions on Barthes</td>
</tr>
<tr>
<td>13 Apr 8-12</td>
<td><strong>Exam 2</strong>&lt;br&gt;Lecture: Canada. History. Language. Culture. Politics.&lt;br&gt;Discussion of assigned readings and film.&lt;br&gt;Assignment: [RR] <em>Cracking the Quebec Code</em> (details TBD), Film: <em>French Kiss</em></td>
</tr>
<tr>
<td>15 Apr 22-26</td>
<td><strong>Quiz 3</strong>&lt;br&gt;Discussion of assigned readings.&lt;br&gt;Assignment: Sebbar, <em>An Algerian Childhood</em>:&lt;br&gt;Hélène Cixous, Fatima Baï, Mohammed Dib, Alain Vircondelet</td>
</tr>
<tr>
<td>16 Apr 19 - May 3</td>
<td>Discussion of assigned readings.&lt;br&gt;Review of the semester</td>
</tr>
</tbody>
</table>

**Official University Policies:**

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/](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 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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/.

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, which is located XXX. 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.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

More information:
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, I have established the attendance policy described above (see “Attendance and participation”), to wit: I take attendance on a daily basis, and students are evaluated with a daily participation grade, which is factored in the “Attendance and participation” portion of the final grade. Any absence above three (3) will negatively impact this portion of the 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.

**Grading:** The final grade for the course will be calculated by adding the average grade the student receives in the categories mentioned above in “Evaluation”: Attendance and participation (10%); Homework and quizzes (20%); Chapter exams (25%); Midterm exam (15%) Essays, including Signature Assignment (30%)

**E-Culture Policy:**
Email may be used for the following reasons in this course:
- For the professor to inform and remind students of assignments, deadlines, events, and activities
- For the professor to deliver class assignments and exercises
- For students to set up a face-to-face appointment with the professor if they wish to ask questions regarding course materials, clarification, or concerns about their progress in the course
- For students to inform the professor of absences

Please do **not** use email for the following:
- To request class notes from the professor or that s/he email students course handouts
- To ask the professor what students missed in class

When sending email messages, please consider the following:
- Use salutations at the beginning and signatures at the end of the messages.
- Try to use proper punctuation and capitalization (email and texting are different!).
- Be courteous.

**Classroom Comportment Policy:** Students should come to class prepared with their textbooks or assigned reading and maintain a respectful disposition toward the learning process. Sleeping during class, texting, and otherwise disrupting class (e.g. getting up and leaving while class is in session) is not acceptable behavior in a University environment.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.
Note to the Student: please acknowledge your understanding of the information contained in the course syllabus by initialing and signing the following items.

Print your name: _________________________________________

___________ I acknowledge having read and understood the policies contained in this syllabus pertaining to grades and absenteeism.

___________ I acknowledge having read and understood the Academic Integrity section of the syllabus, as well as the “Academic Integrity” sheet on Blackboard (in the Syllabus folder).

___________ I understand that borrowing language and ideas from a website, a published article, a book, or another person without properly indicating my source is considered plagiarism. Discipline for this offense may include academic probation, suspension, or expulsion from the University.

___________ I acknowledge the stipulation that submission for credit of work attributable to a computer program, such as electronic or Internet translators, is also academic dishonesty.

___________ I acknowledge having read and understood the classroom comportment policy, as well as the “Class Policies” sheet on Blackboard (in the Syllabus folder).

Your Signature: ______________________________________________

Date: ______________________________________________