**The Role of Technology Among Youth in Society and Education**

**Fall 2013 \* UGS 302**

**Tuesday & Thursday, 11:00 AM – 12:30 PM; Sanchez 240**

**Instructor**

**Dr. Joan E. Hughes**

244M Sanchez Bldg

Office Hours: Thursday 1:00 – 3:00p. Sign up here: <http://tinyurl.com/jehofficehours>.

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**Course Description & Goals**

This class will engage students in thinking about the role of technology in youth’s lives generally (in society) and specifically (in educational contexts). It will invite you to reflect upon your own technological development, experience, and expectations in school, at home, and in social contexts. The course will engage you in discussing, speaking, and writing about specific sociological, psychological, political, and educational perspectives that shape current controversies concerning youths’ uses of digital technologies.

What does it mean to be “born digital”? What does/will society demand from current youth and what might youth demand of society? This course provides a chance for learners to reflect about who you are as digital beings, where and how the larger society, including formal and informal educational entities such as public schools and after school clubs, has developed technologically, and foresee how digital tools and innovations may play important roles in your and others’ future.

Particular emphasis will be focused on ‘innovations’ or ‘inventions’ because digital inventions are perpetual. The course will study innovations using a historical perspective by viewing the Gutenberg Bible (1455), the First Photograph (1826), and the Magnum Photos in the Digital Age exhibit at the Harry Ransom Center as well as visit the Texas Advanced Computing Center (TACC) that houses more computing power (powering high-level data analysis such as visualizations) than you can probably/possibly grasp. We will use these experiences to situate and understand innovations’ impacts on society and conjecture about the potential of current digital innovations.

Course goals include:

1. *Content*: Understand historical innovations that have impacted society
2. *Content*: Identify digital innovations that current youth use and describe their possible impact on learning / schooling / education
3. *Content*: Provide examples – positive and negative – of the ways in which digital technologies have/are impacting American schooling and American society
4. *Content*: Recognize major controversies or debates among technology advocates and skeptics
5. *Content & Critical Thinking*: Develop an informed opinion on what a digital world means for the future of education and society
6. *Intellectual*: Interact with leading members of UT faculty or local experts to increase and broaden understanding of issues and opportunities of local or global importance
7. *Intellectual*: Discover and engage with university assets: Harry Ransom Center, TACC, PCL, Writing Center
8. *Information Literacy:* Create and execute a research strategy
9. *Information Literacy*: Critically evaluate information
10. *Information Literacy*: Use citations and references
11. *Communication*: Become effective communicators (written and oral) on the college level
12. *Personal Responsibility*: Understand and honor academic honesty
13. *Teamwork*: Engage in peer review
14. *Teamwork*: Work with small groups to find solutions to ill-defined inquiries

**Writing Flag**

*This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise your writing and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.*

**Bridging Disciplines Program:** <http://www.utexas.edu/ugs/bdp>

*This course is listed and qualifies for inclusion within the* ***BDP Certificate in Children and Society****.*

**Course Web Page**

The website for this course is UT’s Canvas website: <http://canvas.utexas.edu/>

Use your EID and password to access the course.

**Course Structure**

***Required Readings (available in Canvas or within links below)***

Barab, S., Pettyjohn, P., Gresalfi, M., Volk, C., & Solomou, M. (2012). Game-based curriculum and transformational play: Designing to meaningfully positioning person, content, and context. *Computers & Education, 58*(1), 518-533. doi: 10.1016/j.compedu.2011.08.001

Carrier, L. Cheever, N. A., Rosen, L. D., Benitez, S., Chang, J. (2009). [Multitasking across generations: Multitasking choices and difficulty ratings in three generations of Americans.](http://web.ebscohost.com.ezproxy.lib.utexas.edu/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6exULek63nn5Kx95uXxjL6urUuupbBIrq%2beS7iqs1Kzr55oy5zyit%2fk8Xnh6ueH7N%2fiVauntEuvqbJNrqizPurX7H%2b72%2bw%2b4ti7iPHv5j7y1%2bVVv8SkeeyzsEiur6tIsKavTaumsUqk3O2K69fyVeTr6oTy2%2faM&hid=104) *Computers in Human Behavior, 25*(2), 483-489. [Journal Article] <http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2009-02015-032&site=ehost-live>

Center for Digital Education. (2013). Big data, big expectations: The promise and practicality of big data for education. Available: <http://www.centerdigitaled.com/reports/q2-2013>

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College Press. (Chapters 2 and 3 only; provided.)

Cuban, L. (2013). *Inside the black box of classroom practice: Change without reform in American education*. Cambridge, MA: Harvard University Press. (Introduction only; provided.)

Cuban, L., Kirkpatrick, H., & Peck, C. (2001). High access and low use of technologies in high school classrooms: Explaining an apparent paradox. *American Educational Research Journal, 38*(4), 813-834.

Daniel, J. (2012). Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility. [Article]. *Journal of Interactive Media in Education*, 1-20.

Eynon, R. (2013). The rise of big data: What does it mean for education, technology and media research? *Learning, Media, and Technology, 28*(3), 237-240. doi: 10.1080/17439884.2013.771783

Gambrell, J. B., & Sandfield, R. E. (1979). Computers in the school: Too much too soon? *The High School Journal, 62*(8), 327-331.

Gee, J. P. (2011). Stories, probes, and games. *Narrative Inquiry, 21*(2), 353-357. doi: 10.1075/ni.21.2.14gee

Greller, W., & Drachsler, H. (2012). Translating learning into numbers: A generic framework for learning analytics. *Educational Technology & Society, 15*(3), 42-57.

Harry Ransom Center Website:

1. The Gutenberg Bible: Please read the following sections (see titles in the brown row): [**The Invention**](http://www.hrc.utexas.edu/educator/modules/gutenberg/invention/)  -  [**Books Before and After**](http://www.hrc.utexas.edu/educator/modules/gutenberg/books/)  -  [**Johann Gutenberg**](http://www.hrc.utexas.edu/educator/modules/gutenberg/johann/)  -  [**Facts about the Book**](http://www.hrc.utexas.edu/educator/modules/gutenberg/facts/). All of these are located here: <http://www.hrc.utexas.edu/educator/modules/gutenberg/invention/>
2. The First Photograph:  Please read the following sections: **Overview, Viewing the First Photograph, Joseph Nicéphore Niépce, The Discovery, Heliography, Conservation and Preservation, Chronology**. Available: <http://www.hrc.utexas.edu/exhibitions/permanent/wfp/>

Hew, K. F., & Cheung, W. S. (2013). Use of web 2.0 technologies in K-12 and higher education: The search for evidence-based practice. *Educational Research Review, 9*, 47-64.

Iyer, Pico. (2011). The joy of quiet. NYTimes. Available: <http://www.nytimes.com/2012/01/01/opinion/sunday/the-joy-of-quiet.html?_r=1&scp=2&sq=pico%20iyer&st=cse>

Johnson, L., Adams Becker, S., Cummins, M., Estrada V., Freeman, A., and Ludgate, H. (2013). *NMC Horizon Report: 2013 K-12 Edition.* Austin, Texas: The New Media Consortium.

Junco, R. (2012). In-class multitasking and academic performance. *Computers in Human Behavior, 28*, 2236-2243.

Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. *Computers in Human Behavior, 26*(6), 1237-1245. doi: 10.1016/j.chb.2010.03.024

NYTimes. *The frontier of classroom technology.* Available: <http://www.nytimes.com/roomfordebate/2012/01/03/the-frontier-of-classroom-technology>

Oleary, D. (2012). Computer-based political action: The battle and Internet blackout over PIPA. *Computer, 45*(7), 64-72. doi:10.1109/MC.2012.186

Rideout, V., Foehr, U. G., & Roberts, D. F. (2010). Generation M2: Media in the Lives of 8- to 18-Year-Olds. Menlo Park, CA: Kaiser Family Foundation. Available: <http://www.kff.org/entmedia/mh012010pkg.cfm>

Rosen, L., Lim, A. F., Carrier, L. M., & Cheever, N. A. (2011). An Empirical Examination of the Educational Impact of Text Message-Induced Task Switching in the Classroom: Educational Implications and Strategies to Enhance Learning. [Article]. *Psicología Educativa, 17*(2), 163-177.

Selwyn, N., & Grant, L. (2009). Research the realities of social software use - an introduction. *Learning, Media, and Technology, 34*(2), 79-86. doi: 10.1080/17439880902921907

Tarbet, D. G. (1954). Radio and television in education. *The High School Journal, 37*(6), 183-186.

Young, K. (2009). Understanding online gaming addiction and treatment issues for adolescents. *American Journal of Family Therapy, 37*(5), 355-372. doi: 10.1080/01926180902942191

Zucker, A. A. (2008). *Transforming schools with technology: How smart use of digital tools helps achieve six key education goals*. Cambridge, MA: Harvard University Press. (Chapters 1 and 10, only; provided)

***Technology Recommended:***

*NoodleBib -* [*http://www.lib.utexas.edu/noodlebib/*](http://www.lib.utexas.edu/noodlebib/)*. Free bibliography tool.*

*Zotero -* [*http://www.zotero.org/*](http://www.zotero.org/)*. Free bibliography tool.*

***Assignments***

Overall, I expect students enrolled in my courses to:

* Read all assigned readings for discussion, be prepared to contribute to discussions, speak and contribute during *all* class sessions.
* Complete assignments related to course topics.
* Ask questions of the professor when confused. (See office hours at top of syllabus)

**Performance Outcomes**

1. Attendance & Participation in Discussions (54 points; 18%)
   * Class participants are required to read assigned readings, contribute to face to face or online discussions (as applicable), and participate maximally to in-class activities by actively listening, speaking aloud, making comments, asking questions, and leading discussion.
2. Written Reflections (35 points; 12%)
   * Reflective Writing #1: Reading Response Journal (15 points)
   * Reflective Writing #2: Lecture Series Event – Reflection (10 points)
   * Reflective Writing #3: Field Trips to UT GEM - Written Reflection about one of the Gems (10 points)
3. Writing Activities (160; 54%)
   * Personal Introduction: Technology Experiences and Undergraduate Goals (10 points)
   * Personal Technology Profile Paper (incl. spreadsheet analysis) (50 points)
   * Research Paper: The Role Of Media/Technology (Innovations) Among Youth In Society And Education? (100)
4. Oral Presentation (47; 16%)
   * “Ripped From the Headlines” – Please choose a contemporary issue currently explored in news media to investigate. You will develop an oral presentation to share the issue with the class, highlighting the issue’s impact on society (from a social, economic, political, educational, psychological or interdisciplinary perspective) through use of at least two supplementary scholarly perspectives. You are limited to 10 minutes. (30 points)
   * “Ripped from the Headlines” Participation – As a listener to the presentation, you will provide written feedback based on a rubric for the presenter and should ask questions. (17 points)

**Mandatory Outside-of-Class Activity:**

1. Attendance at a University-related Lecture:
   * October 3, 2013 – See Course Schedule.

**\*\*\*\*\*\*File Backups\*\*\*\*\*\*\***

You are responsible for your files. Use UT’s webspace, key drives, or other technologies such as Time Machine (Mac), or other cloud-based backup systems (backblaze.com). Make sure you back-up your data and keep it all until final grades are posted! **YOUR COMPUTER WILL CRASH AT SOME POINT AND YOU WILL LOSE ALL YOUR DATA UNLESS YOU HAVE A BACKUP.**

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **FOR THIS DATE:** | **Readings/Multimedia completed…** | **Topic /Activities today…** | **Assignments due…** |
| August 29 | None | Introduction to each other, the course, Canvas, and responsibilities. |  |
| Sept 3 | Rideout et al. (2010) - Kaiser M2 Report (pgs. 1-14) | Discuss Questionnaire Results  *How are youth using media?*  Research methods  Media definitions  Media use | Personal Introduction Essay  Opening Questionnaire  Reading Response |
| Sept 5 | Rideout et al. (2010) - Kaiser M2 Report (pgs. 15-32) | Media use patterns | Reading Response |
| Sept 10 | Rideout et al. (2010) - Kaiser M2 Report (pgs. 33-40; 78-79) | Multitasking  Predictor relationships  Data Collection | Reading Response  BEGIN AFTER CLASS: Conduct personal technology log this week (2 days between Sept 10-16). |
| Sept 12 | Johnson, Adams Becker, et al. (2013) *NMC Horizon Report 2013 K-12 Edition*  *32 Innovations that will change your tomorrow* <http://www.nytimes.com/interactive/2012/06/03/magazine/innovations-issue.html> | Innovations/Inventions/Transformations | Reading Response |
| Sept 17 | None  Bring a computer/access to GoogleSpreadsheets (or request one from Dr. Hughes) | Spreadsheet data analysis. | COMPLETED: Technology data log collection. |
| Sept 19 | None  Bring a computer/access to GoogleSpreadsheets (or request one from Dr. Hughes) | Spreadsheet data analysis. |  |
| Sept 24 | Harry Ransom Center Website Materials (see Required Readings, p. 3, above) | UT GEM Fieldtrip:  Harry Ransom Center Tour –  The Gutenberg Bible and the 1st Photograph |  |
| Sept 26 | Cuban (2013) “Introduction” to *Inside the black box of classroom practice.* | Change in education | Reading Response  DUE: Personal Media Use Paper (First Draft) |
| Oct 1 | Partner’s Media Use Paper (assigned by Dr. Hughes) | Peer Review Session; Meet individually w/ Dr. Hughes | DUE: UT GEM Reflection (Gutenberg Bible) |
| Oct 3 | Collins & Halverson, (2009) Ch. 2 & 3 | Skeptics & Enthusiasts for Technology in Schools | Reading Response |
| Oct 3 | **REQUIRED UNIVERSITY LECTURE** | University Lecture Series: “Research Happenings Across the 40 Acres”  **Location: Hogg Auditorium** | **7:00-8:00 PM** |
| Oct 8 | Readings to be announced | UT GEM Fieldtrip: Harry Ransom Center  Radical Transformation: Magnum Photos | DUE: Personal Media Use Paper (Final) |
| Oct 10 | The Frontier of Classroom Technology (NYTimes, see Required Readings, p. 2);  Zucker (2008), Ch. 1 and Ch. 10 | The Debate, continued | Reading Response  DUE: Final Paper Topic / Thesis |
| Oct 15 | Readings to be announced | Library Fieldtrip – Meet in PCL – Location TBA | DUE: Reflection on University Lecture  DUE: UT GEM Reflection (Magnum Photos) |
| Oct 17 | Readings to be announced | Writing Center: Writing Research Papers |  |
| Oct 22 | Browse:  National Center for Education Statistics:  <http://nces.ed.gov/>  <http://nces.ed.gov/surveys/sass/>  <http://nces.ed.gov/surveys/SurveyGroups.asp?group=1>  <http://nces.ed.gov/surveys/frss/>  Pew Internet:  <http://www.pewinternet.org/> | Current Statistics on Technology in Education  18 Stats on Technology in Society (Scavenger hunt)  Library searching review  Plagiarism |  |
| Oct 24 | Cuban, Kirkpatrick, & Peck (2001) *High access and low use of technologies in high school classrooms*  Other readings to be announced | Technology integration in urban, suburban, rural schools | Reading Response  Oral Presentation 1: DALAI  Oral Presentation 2: KRISTEN |
| Oct 29 | Tarbet (1954)  Gambrell & Sandfield (1979) | Innovation: Radio, Television, and Computers in Education | Reading Response  Oral Presentation 3: ZACHARY  Oral Presentation 4: ERIC |
| Oct 31 | Tim Berners-Lee at 2012 Summer Olympics:  <http://www.zdnet.com/uk/web-inventor-tim-berners-lee-stars-in-olympics-opening-ceremony-7000001744/>  Tim Berners-Lee at 2012 Summer Olympics:  <http://www.huffingtonpost.com/2012/07/28/tim-berners-lee-lee-london-2012-olympics-opening-ceremony_n_1714256.html>  Watch - Tim Berners-Lee: “Linked Data” TED Talk (Long Beach, CA 2009): <http://www.ted.com/talks/tim_berners_lee_on_the_next_web.html?embed=true>  Watch- Tim Berners-Lee: 2010 TED talk update: <http://www.ted.com/talks/tim_berners_lee_the_year_open_data_went_worldwide.html>  Read - O’Leary (2012) *Computer-based political action* | Innovation: World Wide Web (through the Internet) and Political Moves for Control | Reading Response  Oral Presentation 5: TIFFANY  Oral Presentation 6: CHRISTINE |
| Nov 5 | Center for Digital Education (2013) *Big Data, Big Expectations* (pages 1-26 only)  Big Data for better or worse: <http://www.edtechmagazine.com/k12/article/2013/03/big-data-makes-its-mark-schools-better-or-worse>  Greller & Drachsler (2012) *Translating learning into numbers*  Eynon (2013) *The rise of big data: What does it mean…*  *How Target figured out a girl was pregnant before her father did:* <http://www.forbes.com/sites/kashmirhill/2012/02/16/how-target-figured-out-a-teen-girl-was-pregnant-before-her-father-did/> | Innovation: Big data / Learning analytics | Reading Response  Oral Presentation 7: BRIAN  Oral Presentation 8: AIDAN |
| Nov 7 | Readings to be announced | UT GEM Fieldtrip: Texas Advanced Computing Center - Visualization Laboratory | DUE: Final Paper (first draft) |
| Nov 12 | Partner’s Paper (assigned by Dr. Hughes) | Writing Center: Peer Review Session |  |
| Nov 14 | Selwyn & Grant (2009) *Researching the realities of social software use - an introduction*  Hew & Cheung (2013) *Use of Web 2.0 technologies in K-12 and higher education* | Innovation: Social software | Reading Response  UT GEM Reflection (TACC VisLab)  Oral Presentation 9: TIM  Oral Presentation 10: ELAINE |
| Nov 19 | Kirschner & Kapinski (2010) *Facebook and academic performance*  Rosen, Lim, Carrier & Cheever (2011) *An empirical examination of education impact of text message-induced task switching*  Junco (2012) *In-class multitasking and academic performance* | Multitasking’s Impact on Academic Achievement | Reading Response  Oral Presentation 11: CATHERINE  Oral Presentation 12: ZIYU |
| Nov 21 | Gee (2011) *Stories, probes, and games*  Young (2009) *Understanding online gaming addiction*  Barab et al. (2012) *Game-based curriculum and transformational play* | Innovation: Videogames | Reading Response  Oral Presentation 13: HEENA  Oral Presentation 14: EMILY |
| Nov 26 | Daniel (2012) *Making sense of MOOCs: Musings in a maze*  *Virtual educators critique value of MOOCs for K-12:* <http://thenotebook.org/blog/135628/virtual-educators-critique-value-moocs-k-12> | Innovation: MOOCs | Reading Response  Oral Presentation 15: NOAH  Oral Presentation 16: LOGAN |
| Nov 28 | No Class – Thanksgiving | | |
| Dec 3 | Review all readings. | Wrap Up: Skeptics vs. Enthusiasts | Oral Presentation 17: JACKSON  Oral Presentation 18: TRAVIS |
| Dec 5 | Iyer (2011) | Wrap Up: Rethinking Education and Society for Youth in a Technological World |  |
| Dec 6 (Fri) | --- | --- | DUE: Final Research Paper |

**OPTIONAL INTELLECTUAL OPPORTUNITIES:**

**Blanton Art Museum** *LifeLike* through Sept 22 <http://www.blantonmuseum.org/exhibitions/details/lifelike>

Perspective: Close examination of commonplace objects but “conspicuously absent in most of the works in *Lifelike* is a reliance on technological intervention.”

**LBJ Library** Photojournalism and the Presidency through Oct 1 <http://www.lbjlibrary.org/exhibits/photojournalism-and-the-presidency>

**Relevant Policies**

**Course Drop:**

September 4th is the last day of the official add/drop period; after this date, changes in registration require the approval of the department chair and usually the student’s dean.

**Policy On ADA:**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

**Academic Honesty**

 "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

All students are expected to demonstrate high ethical behavior and conform to the terms and conditions of The University of Texas at Austin Honor Code: **The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.**

**Violating University rules on academic honesty can lead** to disciplinary penalties, including failing grades and/or dismissal from the University. Because such dishonesty harms the individual, fellow students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. The Student Judicial Services Web site has more information in the Office of the Dean of Students section at: http://www.utexas.edu/depts/dos/sjs/.

## Policy on Scholastic Misconduct

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Plagiarism is scholastic dishonesty. Changing a few words here and there does not prevent plagiarism. As a rule of thumb, consider five or more consecutive words from any printed or recorded work that is not included in quotation marks as plagiarism. If plagiarism occurs, you will receive a zero for the assignment. Refer to <http://deanofstudents.utexas.edu/sjs/scholdis_whatis.php> for information regarding proper referencing, citations, style manuals and avoidance of plagiarism.

The University Library also offers a course on **Avoiding Plagiarism**. See

<http://www.lib.utexas.edu/services/instruction/classes/>

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

**Definition of Grades**

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.) ----

F(or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

The grading for this course is as follows

A 95 – 100%

1. 90 – 94%

B+ 87 – 89%

B 84 – 86%

B- 80 – 83%

C+ 77 – 79%

C 74 – 76%

C- 70 – 74%

D+ 67 – 69%

D 64 – 66%

D- 60-63%

F Below 60%

**Incomplete Grades:**

The grade of "X" (incomplete) is not a regular grade and cannot be given without **special arrangements under unusual circumstances.** It cannot be given merely to extend the time allowed to complete course requirements. If family or personal emergency requires that your attention be diverted from the course and that more time than usual is needed to complete course work, arrangements should be made with the instructor of the course before the quarter ends and consent obtained for receiving an "Incomplete" or "I" grade. These arrangements should be made as soon as the need for an "I" can be anticipated. A written agreement should be prepared indicating when the course assignment will be completed. I require an "Incomplete" grade for a course to be removed within two weeks into the semester immediately following its receipt.

**Receipt of Final Grade:**

Feedback will be sent via Canvas. Grades are posted on university databases. **You are more than welcome to meet with me to discuss your work or evaluation at any time.**

**Writing Center:**

Students are strongly encouraged to use the Undergraduate Writing Center, FAC 211, 471-6222, <http://www.uwc.utexas.edu/> . The Undergraduate Writing Center offers “free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis.” Any undergraduate enrolled in a course at UT can visit the Center for assistance with any writing project. Visit their website for more information on the services they provide. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

**Religious Observance Policy:**

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Notice must be given at least fourteen days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester. It must be personally delivered to the instructor and signed and dated by the instructor, or sent certified mail, return receipt requested. A student who fails to complete missed work within the time allowed will be subject to the normal academic penalties.

Attendance and participation

In order to have a conversation that we all share and that grows across the semester, everyone has to be in class just about all the time. Ideas can’t grow for the group if some people missed the last meeting or the one before. Therefore, attendance is required and will count as part of the participation grade. You can have two excused absences without it affecting your grade. An excused absence means that you let me know about the very good reason why you have to be out, preferably before class. More than two absences will affect your grade, and more than five absences will mean that you cannot pass the class. Arriving late or leaving early will be noted and will also figure into this calculation of your attendance and participation. A class session is an experience, a conversation, not something you can get from me in an email, so there is no need to ask me to email you what happened. Sometimes, it will be worthwhile to ask a classmate for their notes, though it is no substitute for being there.

Participation, of course, does not just mean putting your body in a seat. You need to bring your mind, your concentrated thinking and involvement to what other students and the professor are saying. Look at who is talking, and listen to them; really try to understand how they think. Though I know everyone in a class will not speak up in the same amount, you need to say something sometimes, and you do need to speak freely when we talk in pairs or smaller groups. You need to write things down – things I say and things other students say – because those notes will be useful in spurring your own thinking when you do the assigned writing. Everyone will be at their best only if they believe that everyone else is thinking intently together.

There are many things you might do that present a clear sign that you are *not* participating. They are also disrespectful to the professor, the class, and your own learning. You may not do these things in this class, unless they are related to a class activity. They include:

* Surfing the internet, Facebook or anything else
* Doing homework during class
* Texting or instant messaging
* Answering phone calls, or even allowing the phone to ring (turn phones off)
* Sleeping (or seeming to be sleeping)
* Carrying on side conversations

Also, students and the professor have a right to know that everyone in the room is part of this ongoing conversation in which our statements gather meaning over time. No visitors of any kind are permitted in this class.

Work habits

All work must be done on time. This means written work as well as readings. Almost always, what we do in class will depend upon you having completed the work for that day, in that we’ll build our discussion on what you have read or what you have written. Plan ahead, and get it done, and bring a copy of the text for consultation.

**Use of E-Mail for Official Correspondence to Students:** E-mail is an official mode of university correspondence, and it is the main means I will use to communicate with you besides Canvas. Keep checking it for messages from me up until you have received your final grade for this course. This also means you have to be sure that UT has an accurate and functioning e-mail address. Instructions for updating e-mail addresses can be found at: http://www.utexas.edu/its/policies/emailnotify.php.

**Behavior Concerns Advice Line** (BCAL: 512-232-5050)**:** BCAL is a phone-in resource that allows UT community members to discuss concerns about another person’s behavior. Staff members will work with the caller to explore options and provide referrals to appropriate resources. The line is intended as “a central resource to anyone who is concerned about an individual and may not be sure about how best to help” and operates around the clock, 365 days a year. Callers’ identities remain confidential to the extent allowed by law. Emergencies, of course, should still be directed to 911. The BCAL line is 512-232-5050, and more information is available at: http://www.utexas.edu/safety/bcal.

**H1N1 Flu**

For up-to-date campus emergency information and recommendations on the H1N1 influenza, please refer to the following website: <http://www.utexas.edu/emergency/>.

Students who are ill with flu-like (e.g, having a fever) symptoms should NOT come to class or have close contact with other students (e.g., study groups). They should NOT return to class until 24 hours after fever has abated.

Remember the Honor Code, as abuse of a more lenient absence policy and attendance in class while contagious are incompatible with our code of individual responsibility.

If you have "influenza-like" symptoms (fever higher than 100 degrees F plus a cough and/or sore throat, body aches, fatigue, nausea),you should call the UHS 24-Hour Nurse Advice Line at (512) 475-6877. Professional nurses will help you determine whether or when you need to see a healthcare provider and what to do to feel better.

**Emergency Exit**

The closest exit to SZB 240 is the stairway at the end of the hallway, on the left as you exit the classroom. Go into the stairwell and exit down one level to a grassy area near MLK Avenue.