

**Title: Experimental Storytelling**

**Location:** CMA 3.114

**Professor Erin Reilly**

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**Spring 2019**

**Office Hours:** T 2-3 / TH 11:30-12:30

**Office Location:** BMC 5.306

**Demo Location:** CMA 6.154

## Course Description

As the media landscape becomes populated with more and more screens—from television and computer screens to mobile displays, but also virtual reality headsets, other wearable devices, and a rapidly growing Internet of Things—we have quite literally a whole world of possibilities for creating experimental storytelling experiences. These technologies offer unique potential for creating new and different kinds of experiences, including ones that respond with increasing precision to people's behavior and input. So how might these screens (and the ecosystem within which they function) change the stories we share, but also how we share them? What might be the next step beyond the screen?

This course aims to introduce students to experimental storytelling that explores our senses, the physical and virtual world to create an immersive story experience. Using design thinking and human computer interaction, students will ideate, synthesize concepts, create user scenarios based on the story's audience and develop a POC (proof of concept) for feedback and entry into becoming new creators.

## Recommended Texts

- Andrea Phillips, *A Creator's Guide to Transmedia Storytelling* (New York: McGraw-Hill, 2012)
- Matt Madden, *99 Ways to Tell a Story* (London: Penguin Books, Ltd, 2005)
- Don Norman, *Design of Every Day Things* (New York: Basic Books, 2013)
- Charlie Fink, *Metaverse - an AR enabled guide to AR & VR* (USA: Cool Blue Media, 2018)

I may periodically post additional required readings to the class website at Canvas. These readings will be short articles in mainstream publications, such as newspapers and magazines, that help shed contemporary light on issues discussed in this course.

## Required Device

- Mobile SMART phone, Computer and ability to record, edit and publish photos and videos.

## Course Learning Outcomes

- Expose students to new affordances of emerging media.
- Introduce students to different models of storytelling
- Encourage students to test out multiple forms of storytelling through their mobile device and computer.

## Course Schedule: A Weekly Breakdown

Week	Topics/Daily Activities	Readings, Viewings & Homework	Deliverable/ Due Dates
1	<p><b>1/22: Introduction</b></p> <p><b>1/24: What is Storytelling?</b></p> <ul style="list-style-type: none"> <li>Activity: Story Generator</li> <li>Introduce Project #1: Screenlife (Solo Project)</li> </ul>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Social Media Experiment - @48moods   THEME: Who Am I?</li> <li>Review <i>99 Ways to Tell a Story</i></li> <li>Bring in your favorite children's story</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Social Media Experiment - @48moods   THEME: Your Emotion</li> <li>Story Generator for Project #1</li> </ul>	<p>Social Media Experiment - @48moods   THEME: Who Am I?</p>
2	<p><b>1/29: Defining Character</b></p> <p><b>1/31: Designing Character</b></p> <ul style="list-style-type: none"> <li>Review Story Generator for Project #1: Screenlife</li> </ul>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Social Media Experiment - @48moods   THEME: Character</li> <li>Watch <a href="#">What is Screenlife?</a></li> <li>Share 1 example of a Screenlife film to the discussion.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Social Media Experiment - @48moods   THEME: Stimulate a Sense of Wonder</li> </ul>	<p>Social Media Experiment - @48moods   THEME: Your Emotion</p> <p>Story Generator for Project #1: Screenlife</p> <p>Social Media Experiment - @48moods   THEME: Character</p>
3	<p><b>2/5: Enter the Story</b></p> <p><b>2/7: Guest Lecture</b></p> <ul style="list-style-type: none"> <li>Geoffrey Long, <i>What is Transmedia Storytelling?</i></li> </ul>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Social Media Experiment - @48moods   THEME: Human Touch</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Social Media Experiment - @48moods   THEME: An Environment</li> </ul>	<p>Social Media Experiment - @48moods   THEME: Stimulate a Sense of Wonder</p> <p>Social Media Experiment - @48moods   THEME: Human Touch</p>
4	<b>2/12: Leveraging Affordances</b>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Social Media Experiment - @48moods   THEME: A</li> </ul>	<b>DUE - Project #1: Screenlife</b> – Post Film to Canvas

	<p><b>2/14: Sandbox Demos! @CMA 6.154</b></p> <ul style="list-style-type: none"> <li>Review a variety of applications to use</li> <li>Introduce <b>Project #2: Keep Austin Weird</b> (Teams of 2)</li> </ul>	<p>Soundscape</p> <ul style="list-style-type: none"> <li>Watch Screenlife videos.</li> <li>Critique 3 peer projects with rubric.</li> </ul> <p><b>Homework:</b> Social Media Experiment - @48moods   THEME: One of the 5 Senses</p>	<p>Social Media Experiment - @48moods   THEME: An Environment</p> <p>Social Media Experiment - @48moods   THEME: A Soundscape</p>
5	<p><b>2/19: New Screens</b></p> <ul style="list-style-type: none"> <li>Guest WORKSHOP: Rick Harmon, <i>The Story of Water</i></li> </ul> <p><b>2/21: Sandbox Demos! @CMA 6.154</b></p>	<p><b>Homework:</b> Social Media Experiment - @48moods   THEME: A Reaction</p> <p><b>Homework:</b> Social Media Experiment - @48moods   THEME: A Connection</p>	<p>Social Media Experiment - @48moods   THEME: One of the 5 Senses</p> <p>Social Media Experiment - @48moods   THEME: A Reaction</p>
6	<p><b>2/26: Sandbox Demos!</b></p> <ul style="list-style-type: none"> <li>Possible 3Data activity / workshop</li> </ul> <p><b>2/28: Sandbox Demos! @CMA 6.154</b></p>	<p><b>Homework:</b> Social Media Experiment - @48moods   Unwanted Solicitation</p> <p><b>Homework:</b> Social Media Experiment - @48moods   Something left unfinished</p>	<p>Social Media Experiment - @48moods   THEME: A Connection</p> <p>Social Media Experiment - @48moods   THEME: Unwanted Solicitation</p>
7	<p><b>3/5: The Next Screen</b></p> <p><b>3/7: Guest Lecture</b></p> <ul style="list-style-type: none"> <li>Brent Friedman &amp; Francesca Marie Smith, <i>Location-based Storytelling</i></li> </ul>	<p><b>Homework:</b> Social Media Experiment - @48moods   Agency</p> <p><b>Homework:</b> Social Media Experiment - @48moods   A Behavior</p>	<p>Social Media Experiment - @48moods   THEME: Something left unfinished</p> <p>Social Media Experiment - @48moods   THEME: Agency</p>
8	<p><b>3/12: Guest Workshop</b></p> <ul style="list-style-type: none"> <li>John Gaunt, <i>Autonomous Vehicles &amp; Storytelling</i></li> </ul> <p><b>3/14: Sandbox Demos! @CMA 6.154</b></p>	<p><b>Homework:</b> Social Media Experiment - @48moods   Sense of Place</p> <p><b>Wrap up Project #2! Enjoy your Spring Break! (3/17-3/23)</b></p>	<p>Social Media Experiment - @48moods   THEME: A Behavior</p> <p>Social Media Experiment - @48moods   THEME: Sense of Place</p>



		Social Media Experiment - @48moods   The Best of Me	@48moods   THEME: Unexplained
14	4/30: Production	<b>Homework:</b> Social Media Experiment - @48moods   Tribe	Social Media Experiment - @48moods   THEME: The Best of Me
	5/1: Production	<b>Homework:</b> Social Media Experiment - @48moods   In Motion (no wheels)	Social Media Experiment - @48moods   THEME: Tribe
15	5/7: Final Project Presentations	<b>Homework:</b> Social Media Experiment - @48moods   Lost	1-6 Teams - Final Projects DUE! (10 minutes each MAX)  Social Media Experiment - @48moods   THEME: In Motion (no wheels)
	5/9: Final Project Presentations	<b>Homework:</b> Social Media Experiment - @48moods   The End	7-12 Teams - Final Projects DUE! (10 minutes each MAX)  Social Media Experiment - @48moods   THEME: Lost

## Assignments

### 1. Social Media Experiment - @48moods | 25%

In numerology the number 48 resonates with creative expression, so nothing better than having a class of 48 students in Experimental Storytelling develop a collective story together. Stories are complex, yet simple; participatory, yet controlled; and unequivocally are visceral, can trigger behavior and over time are reflective of our individual agency, our shared moment in time and the culture that we live in. Using *99 Ways to Tell a Story* as inspiration, your goal with each assignment is to compose an original photo and haiku that best represents your personal take on the theme proposed, then post it to @48moods on Instagram.

Haiku is a traditional form of Japanese poetry. Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. Many people consider Haikus as unfinished poems, a poem that the reader finishes in his or her mind. Often keeping a journal is encouraged in creative classes, a place to write down ideas, draw images, and jot down potential projects. In a digital-first world, my choice for using @48moods as a form of journaling is for you to learn to get a nugget of a story idea down quickly, to practice being creative “in public” – giving way to better understanding how to pitch an idea in its simplest form and have a chance for public to react immediately.

Over the course of the semester, sharing and commenting on each other’s work... the posts that evoke a visceral, behavioral or reflective moment for you individually is encouraged. Be ready to

share your comments on your own work as well as your peers... students will randomly be called on each class to reflect on [@48moods](#). For examples, see [@erinbreilly](#).

## 2. Solo Project - Screenlife | 15%

Screenlife is a new format of filmmaking and is a format that can tell the viewer a lot about who you are. You'll begin by watching an example of a Screenlife film, such as *Unfriended* or *Searching* and post a review and what you've learned about this new genre to the discussion board. Then, using the Story Generator, you'll develop your own overall concept for a solo 2 minute film.

You'll have two weeks to create and post your Screenlife film to Canvas. You can use tools like [Screenlife's Recorder](#) or feel free to choose other screen capturing tools and "fix it in post" if you choose to go that route. Make sure to strongly define your character and use the different techniques learned in class to generate a story that effectively uses the format of a computer screen, mobile device or other, such as an augmented reality application.

Your project will be graded on an original theme, use of at least 2 different platforms to shape the plot, use of character, action and a deep understanding of emotion and screen behavior to help shape the story.

## 3. Teams of 2 Project - Keep Austin Weird | 15%

In 2000, Wassenich phoned into KOOP Radio's The Lounge Show to donate money. When the radio host asked why he was contributing, Wassenich replied, "I don't know. It helps keep Austin weird." With that reply, a slogan was born, and Austin's international reputation for being weird, zany, and slightly off-kilter was established. Keep Austin Weird has grown not only in notoriety but has become the core ethos of Austinites to "buy local" and weird attractions only limited by one's imagination such as Chicken Shit Bingo at Ginny's Little Longhorn Saloon or the Museum of the Weird. With this in mind, teams of 2 will identify a location, shape a story and share the funk that helps Austin stay weird.

Your team will have X weeks to create this location-based story and post directions and a link to Canvas for others to access. There are multiple tools and we will spend some time during the production weeks to review these tools and others. Make sure your location-based experience is shaped around story, and not just use of a location-based mobile application to deliver a service. Using Google Maps as example, I'm not interested in google maps that offer detailed location information ([Austin Media Scene](#)) and more interested in the use of a google map to shape story ([Google Earth Lit Trips](#)).

Your project will be graded on an original location (no 2 teams can do the same location), use of location-based story application, use of character, action and a deep understanding of emotion to help shape the story.

## 4. Final Project: The Nexus | 25%

### **Nexus:**

- ***a means of connection; tie; link.***
- ***a connected series or group.***
- ***the core or center, as of a matter or situation.***

We communicate to connect with other human beings. We communicate to express our feelings or to share a story. We communicate to create a better world. Throughout our existence, humans have developed new ways to communicate from grunts and groans to language to the printing press and the internet. Every day students and faculty at Moody are discovering new ways to communicate, new ways to make the human experience better. This new attraction designed into the plaza creates an immersive interactive and compelling experience that not only showcases the

people and work being done at Moody but gives visitors a chance to interact with these stories and be inspired to find innovative ways to communicate to make their future, and everyone's better.

The Moody School of Communication is looking to re-energize the plaza at the center of their facilities on campus. This plaza has always been a gathering place for students and now it will become a true destination, a place where students, faculty and visitors can celebrate the work being done at Moody as well as interact with the history of human communication itself. The Nexus is a place to celebrate this, a place for people to gather, a place for people to experience this innovative thinking first hand. In a world where we are more digitally connected than ever, personal communication has receded. This new tech terrarium is a place for students, faculty and the public to reconnect with each other, through the physical space and the technology in their hands.

The goal of the Final Project is to fill the Plaza with a variety of activities and displays as well as quiet places for students to gather and work. Visitors can flow easily from one area to the next, exploring all the plaza has to offer. It also offers a new place of learning to extend the more traditional classroom into a learning lab of the future. Throughout the plaza, visitors find several interactive displays set up all based on the history of communication.

Student teams (team of 3 to 5 students each) will work as a production crew to develop one of many experience zones for The Nexus by developing an interactive story experience. Teams will choose one of the emerging mediums to design and develop a portfolio piece reflective of the discussions and understanding of exploring experimental storytelling. Teams will use Slack as means to collaborate on a production and show works in progress, teams will ideate, conduct market research, design look and feel, create assets, build proof of concept to get across to audience in a pitch an overview of the experience. This will be a working prototype.

**5. Demos @CMA 6.154 | 10%**

The best way to understand the future of storytelling is to experience it; to immerse yourself. Starting Week 4 through the rest of the semester, we will use CMA 6.154 as a lab to try out a curated list of experiences. Each of you will be responsible to coordinate with the TA to arrange a time for you to demo.

**6. Activities / Discussions | 10%**

Weekly activities and discussions in the classroom as well as on canvas will be graded with a pass or fail. This means, you participated and completed the work – pass; you didn't -- fail. These activities and discussions are some of the most valuable and interactive aspects of our course and offers us an opportunity to share diverse insights, reflect and collaborate on the course concepts. This is an outlet for exploratory learning and expressing ideas and perspectives beyond the projects.

Please note that all activities, discussions and online posts should contribute something meaningful to the content at hand. Each should demonstrate your understanding of, and reflection on, the concept(s) while building on the ideas of other students and/or digging deeper into the prompt offered by the professor.

In online discussions, you should avoid posts that merely compliment (e.g. "Interesting post...") or support (e.g. "I agree with you...") another student's work. You will not be given credit for posts that do not meaningfully contribute to the discussion or expand the conversation, as determined by the instructor's assessment.

## Grades

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Points possible	Percent of Total Grade
1. Social Media Experiment - @48moods	140	25
2. Solo Project - Screenlife	15	15
3. Teams of 2 Project - Keep Austin Weird	15	15
4. Final Project	25	25
5. Demos @CMA 6.154	5	10
6. Activities / Discussions	15	10
7. <i>Extra Credit – Sign Up to Attend Imagine Moody MeetUp &amp; Write Medium Blog Post (Monday 4-5pm BMC 3.206)</i>	2	<i>Extra</i>
	215	100%

Each student should keep track of his/her own grades. There are a total of 215 points possible in this course, and grades will be based on the following:

- One Social Media Experiment - @48moods for 28 individual posts worth 5 points (similar to a 5 star rating) each for a total of 140 points.
- Two projects (one solo and one with a partner) evenly weighted at 15 points each.
- Participation in class and online consisting of 5 demo days and 15 weekly activities/discussions for a total of 20 points.
- A final project worth 25 points.

## Classroom Expectations

### Class attendance

Attendance is required at all class, presentation, client and team meetings. We may also have a significant number of meetings that are off site and/or outside the scheduled class time. There will be no excused absences. Failure to attend any of these meetings will affect your grade and could reduce your final grade by as much as two letter grades. Attendance means showing up to the class or meeting on time. Habitual lateness will affect your grade.

### Class participation

**Teamwork:** This course is primarily structured around teamwork. You will self-assign yourself to a pair and a group, and the bulk of your work in the course will be carried out and evaluated based on these teams. Teams will consist of varying personalities, skills and interests and you must find a way to manage these differences. The ability to cooperate, to communicate and to work effectively is essential to creating successful strategies and creative briefs, both in this class and in the real world. Once students have been assigned to teams, I will not adjust the membership of these teams. Although I don't anticipate any problems, if issues do arise I expect you to resolve them yourselves, just as you would in a real-world job situation.

**Deadlines:** This class simulates the real world, and in the real world, deadlines are non-negotiable. All assignments must be handed in on time. Late assignments or projects will not be accepted and you will not earn any points (i.e. you will receive a grade of 0) for that assignment. The usual litany of excuses (I slept through my alarm, I missed the bus, I have a cold, my grandmother died) won't work. In the real world, failure to meet a deadline could result in you losing your job. Now is the time to practice time management and adherence to deadlines.



**Time management:** This course is very demanding on your time. Your teammates in this class will judge you on how much, and the quality of, work you contribute to your class project. Do not lose track of what is most important.

**Communication:** The primary way I will communicate with you outside of class is through canvas. You are responsible for making sure you get any messages from me and you are responsible for the content of those announcements. I may notify you via canvas about a change in meeting times or assignment deadlines. Failure to check your canvas does not excuse you from meeting the responsibilities outlined in the message. At a minimum, you should check your canvas once every day.

**Plagiarism:** Everything you produce in this class must be your original work. If you have help from anyone outside this class it will be considered a breach of UT's policy on Scholastic Integrity and will be dealt with accordingly.

## Policies

### Classroom Policies

#### Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

#### Grading Policies

##### **Weekly meetings and participation – LAB time:**

We will not meet during every scheduled class time. Instead, LAB time will consist of you meeting in your groups or out in the field workshopping the different methods or projects assigned. Your attendance, attitude, contribution and participation in these meetings and in the field will be assessed and will contribute to your final grade.

##### **Attendance and Professionalism**

Attendance at all classes and meetings is required. It is also assumed that students will be active participants in class. Simply being present in the room is not sufficient; you must also be engaged and involved scholars. Participation – not just attendance – is integral to a successful, enjoyable class and to you earning a high grade. Active participation means contributing to the discussion, listening to what your colleagues have to say and engaging with the readings and in-class activities. It means showing up on time, not checking Facebook or email on your computer, not texting on your phone. NOTE that if you do not participate in class discussions, you will not earn full points for attendance even if you come to every class.

##### **Peer Evaluations**

You will be asked to provide an assessment of your and your teammates' contributions to the Final project. They will be taken into account in final assignment of grades.

##### **Grading System:**

This class will be graded using the plus/minus grading system, as outlined by the university's provost office (<http://www.utexas.edu/provost/planning/plus-minus/>). Advertising and PR majors are required to have a

minimum grade of C in all communication courses and in all required and elective courses in order to continue in the program.

**NOTES on Grading:**

- Late work is not accepted.
- I will NOT be rounding up percentage grades or points. So if you earn an 89.6% that translates into a B+ and will not be rounded up to 90% (an A-).
- Any questions or comments about a grade must be presented in writing within seven (7) days after the grade is announced or posted.
- When I grade your work, you start with zero points. You earn points based on the quality of the work and the accuracy, appropriateness and detail of your answers. You do not start with 100 points and then lose them based on mistakes you make. Your final points represent the total points earned for that assignment, not the number of points “taken away” for errors or omissions.

**Absences**

The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. You will be given attendance/participation credit for any session that you miss that is documented to the teaching team in writing by a medical doctor’s statement, or an official statement from a UT faculty member about an ensemble or other organization’s off-campus commitment. NO OTHER ABSENCES WILL BE EXCUSED.

**Student Rights & Responsibilities**

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### **Personal Pronoun Preference**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## **University Policies**

### **Academic Integrity**

Each student in the course is expected to abide by the University of Texas Honor Code: **"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."** **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **Q Drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:  
<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### **University Resources for Students**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

#### *Services for Students with Disabilities*

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

#### *Counseling and Mental Health Center*

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

#### *The Sanger Learning Center*

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

*Undergraduate Writing Center:* <http://uwc.utexas.edu/>

*Libraries:* <http://www.lib.utexas.edu/>

*ITS:* <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

### **Important Safety Information:**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

#### ***Title IX Reporting***

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-

enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)