Spring 2012
CIRP 5303 Planning Theory and History
Dr. Enid Arvidson
Thursday, 3:00-5:50 p.m.
University Hall room 2
University of Texas, Arlington

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Office Location: University Hall 503
Office Hours: Tuesday afternoon 2-4 p.m. by appointment

Course Description
This course introduces students to various ways of understanding what planners do when they “do” planning. The course surveys a variety of different theories, or “paradigms,” used by planners in carrying out and explaining their practice, including rational comprehensive planning, communicative action, advocacy planning, and radical planning. In explaining the content of each approach, the course also considers the historical, social, intellectual contexts in which these approaches arose and which condition their existence. In the process of studying the various planning approaches, we also evaluate the different approaches for their underlying values and social consequences. In so doing, students are encouraged to become aware of their own values and to reflect on the ethical, social, political consequences of the various different ways of practicing planning.

Student Learning Outcomes
By the end of the semester, each student will:

- Explain the diverse approaches, or “paradigms,” used by planners when they do planning
- Describe the historical and social contexts in which these diverse approaches arose
- Compare in detail the differences and similarities between two specific approaches
- Apply their knowledge of planning approaches to analyze two specific planning case studies
- Recognize ethics and consequences associated with different planning approaches

Required Textbooks and Other Course Materials
Required texts for this class, available at the UTA Bookstore, are:


Required additional readings:
In addition to the two texts, a number of xeroxed journal articles and book chapters from various sources are required. These items are available for free download through the instructor’s MavSpace (link is provided in Blackboard).

Recommended text for this class especially for master’s students, that complements the assigned material for class (not pre-ordered at UTA Bookstore), is:


Course Requirements and Descriptions of Major Assignments and Exams with Due Dates
Grades are based on the following three requirements (see the Grading Policy section of this syllabus for how course grade is calculated):

1) Participate in class discussion. This participation involves two things for master’s students and three things for doctoral students:

   a) Weekly Written Interpretation of Readings and Multiple Choice Question on the Week’s Material (master’s and doctoral): write a weekly one-page, double-spaced interpretation (not summary) of the week’s readings, and make quality contributions to class discussions. It is suggested that you use your weekly
interpretation as a guide for your in-class contributions. The weekly interpretation should not be a summary of the readings but instead should synthesize and reflect on the readings, linking the weekly readings to one another and to the week’s topic. Interpretations and multiple choice question should be emailed to me by no later than noon of the day on which they are to be discussed. They can be emailed as a Word.doc, pdf file, or pasted into the body of the email. The subject line must include the words “planning theory interpretation.” Please also bring a copy of your interpretation to class to use as basis for your in-class contributions. Due: weekly.

Notes: To write an interpretation rather than summary, you may find the technique of Free Writing useful (please see the Free Writing section of this syllabus). To write a good multiple choice question, please see the Tips for Writing Good Multiple Choice Questions section of this syllabus.

b) In-class Research Presentation on one of the following (sign-up sheets are circulated the first day of class) (master’s and doctoral). Due: see sign up sheet for your due date

i) Organization Presentation: research and prepare a 1-page summary handout (bring enough copies for the instructor and all students) and make a maximum 10-minute in-class presentation on a professional organization in which planners traditionally have been active. In your presentation, you should use the classroom web access to visit the organization’s website, and provide details about such things as (but not limited to): mission and purpose; history; board membership; publications including content and types of issues covered; meetings and conferences; dues and membership; chapters or divisions; services to planners or the profession; special services for students; awards, scholarships, funding; relevance to planners; etc. Some of this information may not be available on the organization’s website, so don’t wait until the last minute to prepare your presentation; do allow yourself time to contact the organization, or visit the library, to obtain additional information or materials. You must rehearse your presentation ahead of time (do not waste class time by navigating the website for the first or second time during your presentation).

OR

ii) Course Content Presentation: Lead the weekly discussion. This means making a case for, and thoughtful interpretation of, the readings based on how they relate to that week’s topic and the overall narrative about planning that is being built in the course. Be prepared also to suggest some provocative questions about the readings that can be discussed in class.

OR

iii) Case Study Presentation: Research and prepare a 1-page summary handout (bring enough copies for the instructor and all students) and make a maximum 10-minute in-class presentation on a case study of one of the planning theories discussed in class (a case study is an actual plan that is an example or illustration). In your presentation, be sure to link your case study with the week’s readings. In particular, provide details about the process that was followed in the case study (that is, focus on the “who” and the “how,” rather than the “what”). To focus on the process, you need to look behind-the-scenes of the plan. Some plans have a section describing the process that was followed in developing the plan. Some do not. Whether they do or not, you will need to dig deeper than what the plan says about itself to find details of the process that was followed, how the process unfolded, the role of citizens, the role of the planner, how decisions were made, the “politics” involved in the process, inclusion (or exclusion) of “stakeholders,” planning outcomes, and values embedded in each approach. If two theories and case studies are discussed in one week, the students signed up for that week should coordinate ahead of time, and compare and contrast the two case studies as part of their presentation.

summary but rather a review essay (see the New York Times Book Review section for examples of how to write an interesting review essay).

A panel discussion about the books is also required, basing your comments on your review essay. A panel discussion is a structured conversation among panelists (in this case, the Ph.D. students) in front of an audience (in this case, the rest of the class). One Ph.D. student will serve as moderator (choose amongst yourselves who will serve as moderator). Duties of the moderator are: i) open and close the discussion, ii) structure the discussion and keep it on track, iii) encourage interaction among panelists (for example, by pointing out differences or similarities in viewpoints), iv) highlight, summarize, and synthesize points made by panelists, v) lead Q&A from the audience. Because the discussion is structured, it must be planned and rehearsed ahead of time by all members of the panel. 

**Book reviews are due and panel discussion is held April 26.**

2) Satisfactorily pass an in-class midterm exam testing your knowledge of the material covered up to that point in the course (instructor reserves the right to hold the exam on Blackboard instead of in-class. Announcement will be made as exam date approaches). **Midterm exam is on March 22.**

3) Complete a term research paper. This paper involves two things:

a) Write a one-page proposal memo for the term research paper. In the memo, you must identify the following: i) your topic, ii) your two selected planning approaches from among those discussed in class, iii) your two selected case studies on the same topic but from each of the two selected planning approaches, and iv) an initial bibliography. This memo serves as the proposal for your term research paper. There are many online resources describing how to write a memo, if you need assistance with memo writing. **Proposal memos are due in class on February 23.**

b) Complete a term research paper on a planning topic of your choice in which you compare and contrast two different planning approaches to your topic and present two different case studies as examples that illustrate the different planning approaches to your topic (a case study is an actual plan that is an example or illustration). The point of the paper is to allow you to explore in detail two of the approaches, or paradigms, discussed during the semester, to see how these theories have been practiced by planners for your chosen topic. The paper should be roughly 20 double-spaced pages with 1 inch margins on all sides in 10 or 12 point font, and must include a bibliography. Suggested outline for term papers is as follows.

i) Introduction: state the topic and the two paradigms, and give a brief overview of the paper. Note: do not use this section to describe your topic in detail. The topic can’t be described independently of the way it is defined within each of the paradigms; instead, use section (iii) to show the different ways of understanding your topic via each paradigm (half a page to one full page)

ii) Discussion of the two paradigms: discuss each paradigm in general terms. That is, discuss your paradigms in terms of the assigned readings rather than specifically as they relate to your topic and case studies (this latter is done in section (iii)). In your discussion, be sure to include the historical and social contexts in which the paradigms arose, as well as the underlying values of each paradigm. Base your discussion on the assigned readings and in-class discussion, as well as additional relevant references (roughly 6-7 pages)

iii) Presentation of your topic and case studies: describe your topic, and distinguish how it is understood within each paradigm. Then summarize your two case studies as examples of the two paradigms discussed in section (ii). Don’t discuss your topic and case studies independently of the two paradigms; instead, use the case studies as examples through which to illustrate the paradigms discussed in section (ii). In particular, you should provide details about the process that was followed in the case studies (that is, focus on the “who” and the “how” rather than the “what”). To focus on the process, you need to look behind-the-scenes of the plan. Some plans have a section stating the process that was followed in developing the plan. Some do not. Whether they do or not, you will need to dig deeper than what the plan says about itself to find details about what process was followed, how the process unfolded, the role of citizens, the role of the planner, how decisions
were made, the “politics” involved, inclusion (or exclusion) of “stakeholders,” intended and unintended outcomes, and implicit or explicit values embedded in each approach (roughly 6-7 pages)

iv) Compare and contrast: compare and contrast your two case studies. In this section, you should focus on how the two case studies, as examples of the two approaches, are different (or similar) in their process, roles of citizens and planners and “stakeholders,” decision-making, planning outcomes, and values embedded in each approach. Do not give your opinion about which paradigm is “better” or more effective; instead, simply comment on the differences (and similarities) between the two approaches (roughly 4-6 pages)

v) Conclusion: summarize what you said in your paper (1-2 pages)

You are also expected to give a short (no more than 7 minutes) in-class presentation to share with the class your findings. Before submitting your term research paper, you must run it through the SafeAssign feature of Blackboard for plagiarism detection, and generate a clean report (see the Academic Integrity section of this syllabus for more information). Term research papers are due in class on May 3.

NOTES:

a) All written assignments and presentations for this class must be of professional quality. This means carefully editing and proof-reading your written work for typing, stylistic, spelling, and grammatical errors, and for clarity of thought. These things will affect your grade. If you have questions about style, consult The Chicago Manual of Style or Strunk & White’s The Elements of Style. All stylistic and formatting aspects of your paper, including your bibliography, must conform to the format listed in The Chicago Manual of Style or be consistent with some other recognized style. If you would like help with a paper draft, any UTA student can use the UTA Writing Center which can be reached at http://www.uta.edu/owl/Graduate%20Workshops.html or 272-2601. Online tutoring is also available from the Writing Center at http://www.uta.edu/owl/Online%20Appointments.html. Students can also use the Paper’s Due Drop Inn, http://www.uta.edu/library/help/pddi.php.

b) Be sure to keep copies of your written work that is submitted.

Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-class participation per the two components (three for doctoral students) (due various)</td>
<td>15%</td>
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<tr>
<td>In-class midterm exam (March 22)</td>
<td>40%</td>
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<tr>
<td>Term research paper memo (due February 23)</td>
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<td>and</td>
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<tr>
<td>Term research paper including oral presentation (due April 26 and May 3)</td>
<td>45%</td>
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Weekly interpretations are not graded nor returned with comments; rather, credit is given for each weekly interpretation that is Satisfactory, based on the rubric described in the Weekly Interpretation Evaluation Rubric section of this syllabus. If your interpretation is not Satisfactory, the instructor will contact you with pointers and feedback to give you a chance to Revise and Resubmit it. If your revised interpretation is Satisfactory, then credit will be given; if you choose not to revise and resubmit your interpretation, or if the revised interpretation is Unsatisfactory, then no credit is given for that interpretation.

Letter grades on the review essay and term research paper are based on the rubric described in the Paper Grading Rubric section of this syllabus. An “A” paper is one that is suitable for submission to a peer-reviewed professional journal and/or for a nationally-competitive award for Best Student Paper such as ACSP’s Edward McClure Award (more info, see: http://www.acsp.org/awards/edward-mcclure-award).

Attendance Policy

- Regular class attendance is expected of all students (of course, real life is tolerated; if you must miss a class due, please let the instructor know ahead of time)
- Students are responsible for all course information, content, and assignments that may be missed due to absence
Academic Integrity

Academic dishonesty includes, but is not limited to, cheating on a test or other coursework, plagiarism (offering the work of another as one’s own), and unauthorized collaboration or file sharing with another person. Detailed descriptions of cheating, plagiarism, and collusion are found on the Office of Student Conduct website, http://www.uta.edu/studentaffairs/conduct/saconstitutes.html. Academic dishonesty is prohibited by UTA (see http://grad.pci.uta.edu/about/catalog/current/general/regulations/#dishonesty).

All students are expected to pursue their academic careers with academic honesty and integrity. Students in this course who choose to engage in academic dishonesty are subject to disciplinary sanctions, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Students sometimes plagiarize because they do not know how and when it is appropriate to cite the work of others. The most common examples of plagiarism include:

- word for word copying of sentences or paragraphs without quotation marks and clear citation of the source
- closely paraphrasing sentences or paragraphs without clear citation of the source (rewrite ideas in your own words and also then cite the source)
- drawing upon or using another person’s ideas, work, data, or research without clear citation of the source

“It wasn’t intentional” is NOT an excuse.

UTA offers a tutorial on plagiarism and it is strongly advised that all SUPA students take this tutorial (http://library.uta.edu/plagiarism/index.html). In addition, there are many useful websites and books that provide more information about plagiarism (see, for example, http://www.rbs2.com/plag.htm, or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml).

Before submitting your term research paper for this course, you must run it through the SafeAssign feature of Blackboard for plagiarism detection. Please review your Originality Score and Report. You are looking for an Originality Score of 15% or less. Even if your score is less than 15% AND ESPECIALLY IF IT IS NOT, please review the matches one by one to be sure: i) all your sources are properly cited, ii) paraphrasing is completely in your own words, and iii) all verbatim quotations are set off by quotation marks. You should make revisions and run your paper through as many times as necessary to generate a clean Originality Report (“clean” = 15% or less and all matches taken care of).

Calendar

January 19: Introductions


**February 2:** What Is Planning? An Historical Answer: what were the historical contexts and conditions that gave rise to planning?


**February 9:** What Is Planning (cont)? A Theoretical Answer: how do planners explain and justify planning?


S. Fainstein. “Planning Theory and the City,” ch. 8 in Fainstein and Campbell, pp. 159-175.

**February 16:** Criticisms of Early Modern Physical Planning and the Rise of the Rational-Comprehensive Approach


J. Jacobs. “The Death and Life of Great American Cities,” ch. 3 in Fainstein and Campbell, pp. 72-86.


February 23: Criticisms of the Rational-Comprehensive Approach

Memo outlining term research paper is due

Readings: Taylor, chs. 6 (pp. 95-101 only) & 7 (pp. 111-top of 122 only), “Theory about the Effects of Planning,” and “Rational Planning and Implementation”


March 1: Advocacy and Equity Planning: Alternative Paradigms or Accommodation of the Rational-Comprehensive Approach?

1st and 2nd Case Study Presentations


March 8:  
**Criticisms of Advocacy Planning and the Rise of Radical Planning: The Influence of Marxism**

**3rd Case Study Presentation**

Readings:  
Taylor, ch. 6, “Theory about the Effects of Planning,” pp. 101-110 only; ch. 8, “Planning Theory After the New Right,” pp. 139-145 only.


March 15:  
**Spring Break**

March 22:  
**In-class midterm exam**

March 29:  
**Transactive Planning (The Contributions of John Friedmann) and Communicative Planning**

**4th and 5th Case Study Presentations**

Readings:  
Taylor, ch. 7 (pp. 122-129 only), “Rational Planning and Implementation.”


April 5: Postmodern Planning, or Planning in the Postmodern Era: Multicultural, Corporatist/Free-Market, And Narrative Trends In Planning

6th and 7th Case Study Presentations


I. Young, “Inclusion and Democracy,” ch. 16 in Fainstein and Campbell, pp. 321-337.


April 12: The Second Coming of Physical Planning: Place-making, New Urbanism, Neotraditionalism

8th Case Study Presentation


**April 19:**

**Planning Ethics, Values, and the Past and Future of Planning**

**Guest Speaker**

**Readings:**


American Institute of Certified Planners. “AICP Code of Ethics and Professional Conduct,” ch. 21 in Fainstein and Campbell, pp. 439-444 (look for places where the various paradigms we have discussed have influenced ethical standards).


http://www.planning.org/ethics/ethicalprinciples.htm (please download and read; look for places where the various paradigms we have discussed have influenced ethical standards)


**April 26:**

**Panel Discussion of P. Hall’s Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century and J. Friedmann’s Insurgencies: Essays in Planning Theory, led by doctoral students**

**Term research paper presentations begin**

**Book Reviews due in class**

**May 3:**

**Term research paper presentations conclude**

**Term research papers due in class**
Free Writing

Free Writing is a technique developed by Peter Elbow (1973), and enhanced by other writers, where a person writes continuously for a set period of time without regard to spelling, grammar or continuity of thought. It produces immediate, often unusable, material, but allows a writer to overcome writer’s block, and allows them to start putting their ideas down in writing.

To write your weekly interpretation, as well as your research term paper (or any other paper or report for another class or for work) the following process may be useful: read carefully and take notes on the readings. Reread your notes to be sure they make sense and to get the ideas into your head. Then, to start writing, put your notes and readings aside and use the technique of Free Writing to write about impressions and reactions. Be sure to polish up, edit, and proofread your Free Writing before turning in your work. Do not turn in unedited writing! Also, do not include your opinions in work (everyone has an opinion; the challenge is to have an informed, educated opinion).

Free Writing follows these steps:

- Write down your topic (whatever topic you are choosing for this Free Writing session) at the top of an empty page.
- Give yourself a time limit — for example, 5, 10, 15, or 20 minutes — and set the timer for this amount of time.
- Start the timer and write nonstop for the set period of time.
- Write whatever comes to mind about the topic.
- If you get off topic or run out of ideas, keep writing anyway. Do not stop writing while the timer is going.
- Keep writing until the time is up. Do not pause to think, or to stare into space, or to read what you’ve written. Keep your hand moving, even if you have to write something like, “I don’t know what to write” over and over again.
- If you feel bored or self-conscious as you’re Free Writing, start writing about being bored or self-conscious, something like, “I feel really stupid doing this. This is really dumb.”
- Do not make corrections as you write.
- Do not pay attention to grammar, spelling, punctuation, neatness, or style. Nobody else will read what you produce in your Free Writing.
- Do not judge or censor what you are writing.
- When the timer stops, stop writing.

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- Take a break, then come back to what you have written and read it over. You might find it beneficial to read it out loud.
- At this stage, spend time going through your Free Writing, and look for themes or patterns related to the topic.
- Get out another empty page. Transfer and rewrite some of the good stuff from the Free Writing. Omit the divergences, the nonsense, and the “I can't think of anything to say” lines.
- If some of the material is still unusable, undeveloped, or you don’t have enough material for your essay, repeat the above steps, narrowing down your topic, to get additional ideas down on paper.

****

- Once you have produced enough material from your Free Writing to transfer to an essay, be sure to carefully edit your essay before sharing it with others. This means carefully editing and proof-reading your essay for typing, stylistic, spelling, and grammatical errors, and for clarity of thought. If you have questions about style, consult *The Chicago Manual of Style* or Strunk & White’s *The Elements of Style*. All stylistic and formatting aspects of your paper, including your bibliography if you have one, must conform to the format listed in *The Chicago Manual of Style* or be consistent with some other recognized style.

This information about Free Writing is compiled for use in CIRP 5303 Planning History and Theory, University of Texas at Arlington, from the following sources:
http://grammar.ccc.commnet.edu/GRAMMAR/composition/brainstorm_freewrite.htm
http://web.mst.edu/~gdoty/classes/concepts-practices/free-writing.html
http://en.wikipedia.org/wiki/Free_writing
Tips for Writing Good Multiple Choice Questions

Definitions:
- Item = the entire multiple choice question
- Stem = the first, sentence-like portion of the multiple choice question
- Alternates or options = all of the possible multiple-choice responses
- Keyed response = correct answer
- Distractor or foil = the wrong answers. They are called distracters or foils because they should be written to closely resemble the keyed response, therefore distracting or foiling students who are good as guessing.

1. Writing the Stem:
   a. Use a question format — Write the stem as a complete sentence
      Multiple-choice questions should be questions (rather than incomplete statements)
      Incomplete Statement: The capital of California is in __________
      Direct Question: In which of the following cities is the capital of California?
   b. Make sure the grammar and syntax in the stem and options are correct and are consistent
      i) use simple, precise and unambiguous wording
      ii) use vocabulary that is consistent with in-class discussions and students’ level of understanding
      iii) avoid textbook, verbatim phrasing when developing stems
   c. Avoid overly specific knowledge when developing questions
      i) base each item on broader or important topics, themes, or issues in the course, not on trivial information or factual detail
      ii) focus on a single problem or issue or idea for each item
      iii) items should be based on course materials, not on information outside the course
      iv) avoid questions based on opinions
   d. Avoid “negative” stems, or using negative words such as “except” or “not.” — if you can’t avoid a negative, then capitalize the negative word (e.g., Which of the following is NOT the capital of California?)
   e. Engage different levels of knowledge in different questions
      Factual knowledge: Write the fact as a statement and then transform the statement into a question that serves as the stem.
      Conceptual knowledge: Write a stem from this template: Which of the following is an example of __________?
      Procedural knowledge: Write a stem that asks the student to demonstrate the use of the procedural knowledge or solve a problem.
      Applied knowledge: Write a stem that requires the student first to recall the facts and then apply or transfer the application of those facts into a situation.

2. Writing the Options and Distractors:
   a. Use Plausible Distractors — the best distracters help diagnose where each student went wrong in his or her thinking. Identify each mental task that students need to do to answer a question correctly, and create a distracter that students would arrive at if they completed a step incorrectly
   b. Write the options so they are homogeneous in length, grammar and syntax (avoid making your correct answer the long or short answer)
      i) include from three to five options for each question — more than five options does not help discriminate performance. Also, it is difficult to write more than five good options.
      ii) avoid repeating words between the stem and the correct response. Test-wise students will pick up this clue.
   c. Avoid using “None of the above” or “All of the above” — a student may correctly recognize wrong answers without knowing the right answer, and these options may penalize those in a timed tests who know the material but are slow readers.
## Paper Grading Rubric

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<tr>
<td>Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately.</td>
<td>A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.</td>
<td>Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.</td>
<td>Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</td>
<td>Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.</td>
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| Organization & coherence | Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. | Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. | May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. | May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis. | No appreciable organization; lacks transitions and coherence |

| Support | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. | Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. | Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis. | Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief. |
The A Paper

The B Paper

The C Paper

The D Paper

The F Paper

Style

Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper’s audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.

Generalizes words used generally, may use some inappropriate language. Sentence structure generally correct, but sentences may be awkward or ineffective.

Uses relatively vague and abstract language, may use some inappropriate words. Sentence structure generally correct, but sentences may be awkward or ineffective.

May be too vague and abstract, or very personal and specific. Usually contains many awkward or rambling sentences; sentence structure is simple or monotonous.

Mechanics

Almost entirely free of spelling errors.

May contain a few errors, which may annoy the reader but not impede understanding.

Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.

May contain so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.

Citation & bibliographic practices

Consistent, appropriate use of quotations and paraphrasing, with no hint of plagiarism. Uniform and appropriate handling of in-text citations (or footnotes). Well-organized reference list or bibliography with appropriate, consistent style.

Occasional, minor lapses in use of quotations and paraphrasing, with no hint of plagiarism. Minor inconsistency or mishandling of citations. Reference list or bibliography has minor problems with organization or style.

More frequent minor lapses in use of quotations or paraphrasing, perhaps with serious inconsistency of citations. Some minor plagiarism (including unintentional). Reference list or bibliography may have serious problems in organization or style.

Grievously defective use of quotations or paraphrasing, perhaps with serious mis-handling of citations. Plagiarism (even if unintentional) can be strongly suspected. Reference list or bibliography deeply defective in organization or style.

Original rubric provided by UTA’s Office of Instructional Assessment (12-2010) Modeled after UC Davis English Department Composition Program rubric.
<table>
<thead>
<tr>
<th><strong>Weekly Interpretation Evaluation Rubric</strong></th>
<th><strong>Satisfactory</strong> (receives full credit)</th>
<th><strong>Revise and Resubmit</strong> (receives full credit if revisions are Satisfactory; receives no credit if revisions are Unsatisfactory)</th>
<th><strong>Unsatisfactory</strong> (receives no credit)</th>
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<tr>
<td><strong>Ideas and Support</strong></td>
<td>Responds to the assignment. Shows careful reading of the material, and main ideas are clearly communicated. Points are supported by relevant evidence and/or examples from the material, and connections between evidence and main ideas are provided.</td>
<td>Does not respond appropriately to the assignment. Shows hasty or sloppy reading of the material, and/or main ideas are unclearly communicated. Points are unsupported, or depend on clichés, opinion, personal experience, or overgeneralizations, rather than the material, for support; provides sparse connections between evidence and main ideas.</td>
<td>No paper is submitted, or response shows hasty or sloppy reading of the material and lacks coherence. Points are unsupported, or depend on clichés, opinion, personal experience, or overgeneralizations, rather than the material, for support; provides insufficient connections between evidence and main ideas.</td>
</tr>
<tr>
<td><strong>Organization, Style, and Mechanics</strong></td>
<td>Sentences generally have clear syntax, and are grammatically correct and focused; words are used accurately and effectively. Shows logical progression of thought. May contain a few errors which may annoy the reader but not impede the reader’s understanding. No hint of plagiarism.</td>
<td>Sentences have awkward syntax, and/or are grammatically incorrect; logical progression is not always clear. Contains many mechanical errors, or a few substantive errors, that block the reader's understanding. Plagiarism (including unintentional plagiarism) may be suspected.</td>
<td>No paper is submitted, or sentences have awkward syntax, and grammar and words are misused. Contains so many stylistic, organizational, and/or mechanical problems that it is impossible for the reader to follow the points sentence to sentence. Plagiarism (even if unintentional) can be demonstrated.</td>
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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. Contact the Financial Aid Office for more information.

Americans with Disabilities Act
The University of Texas at 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).* 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [http://www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services Available
The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [http://www.uta.edu/resources](http://www.uta.edu/resources) for more information.

Electronic Communication Policy
The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php). There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit [https://webapps.uta.edu/oit/selfservice/](https://webapps.uta.edu/oit/selfservice/). If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.