UTRGV logo

ENGL 4338 02R: Teaching Secondary School Literature

**Syllabus**

**Spring 2022**

*Subject to any new Texas legislative mandate changes.*

# Course Information:

Meeting times: TR 2:00-3:15pm

Meeting location (T only): Brownsville campus | Music, Science, & Learning Ctr | Rm 2.130

**Course Modality:** Hybrid/Reduced Seating Courses (REDUC)

# Instructor Information:

Instructor Name: Dr. Rebecca Rowe  
Phone: 956-882-8849  
E-Mail: Rebecca.Rowe@utrgv.edu  
Office location: BSABH 2.416  
In-person office hours: W: 12:30-1:45  
Online office hours: R: 5-6pm & by appt.

**CATALOG COURSE DESCRIPTION**

A study of the characteristics of poetry, drama, and fiction, and of the major approaches to these genres with some attention to works encountered in secondary schools. Prerequisites: 6 hours of English.

**COURSE OVERVIEW**

Teaching involves making a lot of choices about what is best for you and your students. In this course, we will explore the many decisions involved in teaching literature in secondary schools, including how to design a literature course, how to choose texts, how to integrate state requirements into an engaging classroom, how to develop daily lesson plans, how to grade literary assignments, and so much more. While we will discuss characteristics of literature, our main focus will be in how to teach such literature in an engaging way.

**COURSE MODALITY**

**Hybrid/Reduced Seat Time Courses as defined by UTRGV:**These courses will combine online delivery and on-campus instruction.  This mode of delivery is particularly well suited for the type of learning that requires in-person instructional methods or the use of specialized equipment (e.g., practicums or hands-on science laboratory work).  Because part of the course will be delivered online, you will spend much less time on-campus than in a traditional face-to-face course. Your instructor will provide the details in the course syllabus. During the limited time that you will spend on campus all present course participants will be following all health and safety guidance from the Return to Campus Task Force, which includes greatly reduced numbers of students at any given time to allow for social distancing, use of face coverings, and other measures as appropriate during all on-campus activities. Exact procedures for these classes will vary depending on the course, on-campus space, instructor, and across disciplines*.*

**What that looks like for our class:**

To keep y’all as safe as possible by reducing your time on campus, we will meet in person on Tuesdays only. On Tuesdays, you will come to class as if this was a face-to-face course. On Thursday, you will not attend any sort of course meeting. Instead, you will complete some sort of asynchronous activity on Blackboard, listed under the Weekly Materials. These activites will be designed primarily to give you the opportunity to put the theory we discuss on Tuesday into practice. The activity may be a discussion board where you need to interact with your classmates, or it may be an individual activity. Either way, completion of the activity will be counted for attendance for the Thursday class.

COVID-19 RESOURCES**:** Required on all syllabi. Do not modify.

Please visit the [UTRGV COVID-19 protocols web page](about:blank) for the most up-to-date COVID-19 campus information and resources. The [COVID-19 Frequently Asked Questions (FAQs) web page](about:blank) offers additional guidance to specific questions. To submit a question for the FAQ, please email [WelcomeBack@utrgv.edu](about:blank).

**UTRGV VACCINE PORTAL** Required on all syllabi. Do not modify.

UTRGV Students are eligible to receive the COVID-19 Vaccine.  Students may access and complete their vaccine profile via the [UTRGV Vaccine Portal](about:blank). For additional information on the COVID-19 Vaccine, please visit the [UTRGV Vaccine web page.](about:blank)

**TEACHING PHILSOPHY FOR THIS COURSE**

My courses and teaching are designed around two core concepts: adaptability and empathy:

* I recognize that you have considerable knowledge about many things coming into this class. I start by exploring what you already know so that I can help you take your skills and refine and strengthen them.
* I want you to be able to take what you learn in my class forward with you. So, I design my courses around skills that I can teach you that you can then apply elsewhere as you move through your education and life.
* I know that you do not begin and end with this class, and I approach each student first and foremost as a human being who, if we're being honest, may have more important things going on in their lives than this class. **Your health—physical, mental, emotional, spiritual, financial—is more important than anything we will do or discuss, and I want you to prioritize them.** I'm always willing to adapt the class to meet you where you are rather than where “should” be, whatever that means.

Ultimately, my goal is to discover where you are on your personal learning journey and help you move along that journey in whatever way I can. If there is ever anything I can do to help you with that, please let me know!

# Required TEXTS and TECHNOLOGY

**Texts:**

* *Teaching Literature to Adolescents,* 4th edition, by Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon ($59.95, Routledge, 2021, ISBN: 9780367366209)
* Additional texts will be available to students online.

**Technology:**

* We will be using Blackboard for all assignment submissions, course materials, and those days when we meet online rather than in person.
* [Purdue OWL MLA](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) is a great resource to check out for citation information.
* [www.tinyurl.com/otmarchive](http://www.tinyurl.com/otmarchive) is a hopefully helpful website I’ve created with previous students’ teaching materials plus additional helpful online resources from me

# ASSIGNMENTS AND Grading Policies

In this course, **you have complete control over your grade.** This course uses what’s called Gameful or Gameified learning, designed around concepts of gaming, specifically video gaming. Basically, there are many, many assignments you can complete in this course. You choose which assignments you want to complete based on what interests you and what you think will benefit your learning journey most. So, for example, if your best work has nothing to do with exams, you do not have to take any exams and can instead focus on writing projects. Likewise, if you really like speaking in class, you can focus on activities that let you present. You choose which assignments work best for you. There are four kinds of assignments you can complete which are all worth points:

* **Teaching materials** (25 points): These assignments allow you to develop teaching materials based on the work we’ve done in class that you could then theoretically use in your own class. Each assignment is built from work done in specific classes, and the assignment will be due a week after the discussion in class.
  + Leading a part of class
  + Lesson plan project
  + Assignment prompt project
  + Assessment project
  + Year planning project
* **Knowledge Application** (15 points): These assignments ask you to theorize about different elements of teaching literature in a secondary school classroom and respond to specific subjects within the course, so they must be completed within a week of when we discuss the subject they respond to.
  + Text comparison
  + Practice exam (midterm and final options)
  + Literary analysis
  + Constructed pedagogy question
* **Community Engagement** (5 points): These assignments encourage you to engage with the day-to-day work of the class without me giving relatively arbitrary grades for how I think you’re participating. First three of these can be completed multiple times.
  + Class notes
  + Drop-by hours
  + Discussion boards
  + Reading the World
  + Revision of any teaching materials
  + Add materials to class archive
  + Course review
  + Community essay

As you complete assignments, you will rack up points. While I will assign points to each project, your grade rests mostly on completion. If you do all that is asked of you in the manner and spirit it is asked, you will earn all of the points that assignment is worth. I may disagree or misunderstand your writing, but if you put in the labor, you are guaranteed all the points on each assignment you submit. Assignments will *not* earn full points if they are shorter than the assigned prompt, late, or do not complete the work of the assignment prompt. For example, if you submit an essay that requires research but offer no research to support your ideas, the assignment would be incomplete. Likewise, if you choose to take an exam but do not answer all the questions, you have not completed the work required of the exam and so will not earn full points.

Your semester grade will be determined by how many points you have at the end:

* A = 90+ points
* B = 80-89 points
* C = 70-79 points
* D = 60-69 points
* F = less than 60 points

You can turn in as many or as few assignments as you like to get the score you want. In other words, your grade does not depend on the quality of your work; my comments will be geared towards quality to help you strengthen your analysis, writing, and teaching skills. Instead, your grade depends completely on what you turn in and how much you’re engaging in the work of the course. This is intended to give you more room to experiment and fail, to alleviate stress since you will have control over all that you do, and to allow you to chart your own educational path within this course. If you’d like to learn more about gameful learning, you can do so [here](https://www.gamefulpedagogy.com/).

**Late Projects**

Because there are so many different projects due at different times, it is helpful if you turn assignments in on time. All formal and informal assignments should be ready to turn in at the beginning of the class they are due and/or submitted to Blackboard no later than the stated deadline. If you need an extension, contact me and receive approval before the due date; if you need more time to do your best work, I’m absolutely happy to be flexible (for real, I give out extensions like free candy). If, and only if, you don’t communicate with me, late projects will lose one point each calendar day they are late.

**Project Length**

Each of the assigned projects has been designed to fit a certain length, the word requirement given on the assignment prompt. I do give you wiggle room: as long as you’re within 50 words for shorter assignments and 100 words for longer assignments, you’ll be fine. Any project not meeting this standard will lose points according to how much of the project is missing. For example, if the assignment is for 1,000 words, and you submit 500, you can only make half the number of points on the assignment.

**POLICY ON HUMANITY**

While you are a student in this class, you are first and foremost a human being. All of the policies that I write (not including the ones mandated by the university) are written with that in mind. That means a few things:

* You should always privilege your body, mind, and soul above this class. If you need help, accommodation, an extension, or anything else to perform as well as you can while also maintaining your health, please let me know. That also means that you can eat and drink in class if you need to, that you can use technology as it best serves you, and that if you need to leave the room at any point for your health (including mental and emotional), please do so.
* This class will be full of human bodies, and there is still a global pandemic. Please be considerate. If you are sick, stay home. We don’t want your germs, and there are other ways to make up the class.
* As a fellow human being, I respect you. By respect, I mean that I will always do my best to see you as a whole human being whose life experiences have created a person who acts in certain ways and who deserves to be treated like a whole human being, not as someone who is somehow lesser than me. I’ve heard it said that there are two general definitions of respect: “treating someone like a person” and “treating someone like an authority figure.” I do not require you to respect me in the second sense, though it would be nice. I do require that, just as I respect you as a human being, you treat me and your peers with that kind of respect. As a class, we will define what that respect looks like for our community on the first day of class.

# Calendar of Activities:

The daily schedule for this course can be found in [this Excel Sheet](https://utrgv-my.sharepoint.com/:x:/g/personal/rebecca_rowe_utrgv_edu/EVgLDEW-NMxEqdfUpbRryeABEfMNj1XEctBGV4syrOrDOQ?e=NLnEr8). The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, *prior to login*. Some important dates for Spring 2022 include:

Spring Module 1

January 12 First day of classes.

January 12 Last day to add a class or register for Spring 2022 Module 1 classes.

February 22 Last day to drop a class or withdraw.

March 2 Final Exams (Term Ends)

March 4 Grades Due at 3 p.m.

**Spring Regular Term**

January 18 First day of classes.

January 23 Last day to add a class or register for Spring 2022 classes.

March 14-19 Spring Break. No classes.

April 11 Last day to drop a class or withdraw.

April 15-16 Easter Holiday. No classes.

May 5 Study Day – NO classes

May 6-12 Final Exams

May 16 Grades Due at 3 p.m.

Spring Module 2

March 9 First day of classes.

March 9 Last day to add a class or register for Spring 2022 Module 2 classes.

April 19 Last day to drop a class or withdraw.

April 27 Final Exams (Term Ends)

April 29 Grades Due at 3 p.m.

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; have been provided such an accommodation by Student Accessibility Services (SAS); for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. **How attendance will be checked:** at the beginning of every class day that we meet, you will complete a survey where you share *one* thought, feeling, question, concern, or comment about the reading you did for homework. Every single person who walks in the room should have a thought about the reading for the day, so you will be marked present *only* if you have a thought to share in the survey. Have a thought ready to go, even if you get that thought ready to go on the way to class.

AbSENCE/SICK POLICY:

While your presence in the course will help both you and your classmates learn and process the material, life often finds a way to get in the way. So, **every student is allowed seven missed days within the semester without a penalty**. You do not have to tell me why you’re absent; you may be sick or need to work an extra shift or look after a child or simply need a mental health day to perform the best you can. You do not owe me an explanation for organizing your time as well as you can. When you have missed seven days, I will let you know that you have used your free absence days. **At this point, you will lose one grade point for every day you miss**. Do remember that you can always complete more activities to make up those points, including the makeup activities explained below.

**Makeup Work:** If you are absent for any reason at any point in the course, you can complete a make-up activity by contacting me to receive the specific activity for that day. If, and only if, you have missed more than seven days, this makeup activity will replenish the point you lose from missing additional days. Either way, the makeup activity will allow you to complete whatever educational objective you missed for the day you are gone.

The use of classroom recordings is governed by the Federal Educational Rights and Privacy Act (FERPA), UTRGV’s acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action under UTRGV HOP Policy STU 02-100 Student Conduct and Discipline.

**Student Learning Outcomes (SLOs) for the UTRGV English Major**

1. Students will analyze and interpret a variety of texts and patterns of language, using a range of theoretical approaches and disciplinary modes of inquiry.
2. Students will demonstrate a broad and foundational knowledge of the traditions of american, british, ethnic, and/or world literatures by critically situating specific works of literature within these traditions.
3. Students will write coherently and demonstrate a consistent use of the conventions of a variety of genres, including, but not limited to, the academic essay.
4. Students will apply appropriate research methodologies, including appropriate use of electronic media, to understand and/or illuminate specific questions about language and literature.
5. Students in certification tracks will demonstrate knowledge and skills in the areas of writing, literature, reading, oral communication, media literacy, and english language arts pedagogy.

**English 4338 Course Goals**

By the end of english 4338, students will be able to:

* write an effectively developed analytical essay on one or more short literary texts.
* Analyze student writing to diagnose areas of weakness and develop instructional plans
* Participate meaningfully in small and large group discussions focused on literary texts.
* Cite best practices in curriculum development, lesson planning, and student-centered pedagogy, putting these to use to craft relevant and rigorous instructional plans
* Demonstrate knowledge of texas education agency state board for educator certification competencies and standards, texas essential knowledge and skills, english language proficiency standards, and the college and career readiness standards.
* Practice a variety of classroom writing, discussion, and cooperative learning activities designed to engage readers with literary texts.
* Understand how to create a community of learners through ongoing cooperative learning.
* Demonstrate a thorough understanding of literary genres and how to teach them in the secondary classroom, including fundamental concepts and terms

Student Support Resources

# Blackboard Support

# If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](https://www.utrgv.edu/online/) (COLTT).

| **Campus:** | **Brownsville** | **Edinburg** |
| --- | --- | --- |
| **Location:** | Casa Bella (BCASA) 613 | Education Complex (EEDUC) 2.202 |
| **Phone:** | 956-882-6792 | 956-665-5327 |

## Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.  
Support Tickets Submit a Support Case via our [Ask COLTT Portal](https://utrgv.edu/coltthelp)

## 24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

STUDENT SERVICES:

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

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

| **Center Name** | **Brownsville Campus** | **Edinburg Campus** |
| --- | --- | --- |
| **Advising Center**  [AcademicAdvising@utrgv.edu](mailto:AcademicAdvising@utrgv.edu) | BMAIN 1.400  (956) 665-7120 | ESWKH 101A  (956) 665-7120 |
| **Career Center**  [CareerCenter@utrgv.edu](mailto:CareerCenter@utrgv.edu) | BINAB 1.105  (956) 882-5627 | ESSBL 2.101  (956) 665-2243 |
| **Counseling Center**  [Counseling@utrgv.edu](mailto:Counseling@utrgv.edu)  [Mental Health Counseling](https://www.utrgv.edu/facultysuccess/_files/documents/syllabus-statement-for-counseling-12-16-19.pdf) and Related Services List | BSTUN 2.10  (956) 882-3897 | EUCTR 109  (956) 665-2574 |
| **Food Pantry**  [FoodPantry@utrgv.edu](mailto:FoodPantry@utrgv.edu) | BCAVL 101 & 102  (956) 882-7126 | EUCTR 114 (956) 665-3663 |
| **Learning Center**  [LearningCenter@utrgv.edu](mailto:LearningCenter@utrgv.edu) | BMSLC 2.118  (956) 882-8208 | ELCTR 100  (956) 665-2585 |
| **Writing Center**  [WC@utrgv.edu](mailto:WC@utrgv.edu) | BUBLB 3.206  (956) 882-7065 | ESTAC 3.119  (956) 665-2538 |

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information.  In order for accommodation requests to be considered for approval, the student must apply using the *mySAS* portal located at [www.utrgv.edu/mySAS](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2FmySAS&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C47dbf090677947b5e67e08d83305c9e4%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637315447247309796&sdata=k%2FZq6WdNnZPfJN1x0egJQ9q0AMN%2Fd0pCtmNuRhnMy2g%3D&reserved=0) and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

### Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) should submit the request using the form found at [https://www.utrgv.edu/pregnancy](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fpregnancy&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C47dbf090677947b5e67e08d83305c9e4%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637315447247309796&sdata=W%2BBV%2Bu2W%2FFo292T1PTZEqwcRWBp0bxcCT4YD1N07Mvg%3D&reserved=0) for review by **Student Accessibility Services.**

### Student Accessibility Services:

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

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

SEXUAL MISCONDUCT and MANDATORY REPORTING:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.utrgv.edu%2Fequity&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C3d4a82332e444b8e606d08d834d42073%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637317432985425767&sdata=jCnOqfBL3vxfYuvYF3qtjVy4tmK9o9m%2FBghvXKfL%2FN4%3D&reserved=0), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

**DEAN OF STUDENTS RESOURCES:**

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office helps to advocate on behalf of students and inform students about their rights and responsibilities as well as serving as a resource and support for faculty and campus departments.

[Vaqueros Report It](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Freportit&data=02%7C01%7Crebecca.gadson%40utrgv.edu%7Cdd964f514e804d81f25e08d837fc724c%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637320904685457481&sdata=d5xO81gteVxafD7ykVbS99SFQIayE2PD4CUyDpeA%2F0E%3D&reserved=0" \t "_blank) allows students, staff and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can also be reached by emailing [dos@utrgv.edu](mailto:dos@utrgv.edu) or visiting [Virtual Office hours](https://www.utrgv.edu/studentlife/about/virtual-office-hours/index.htm) in which a representative is available Monday-Friday 9:00-11:00 a.m. and 1:00-4:00 p.m.

UTRGV Policy Statements

ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the [Vaquero Honor Code](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fstudentlife%2Fabout%2Fvaquero-honor-code%2Findex.htm&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815870808&sdata=u3JK2q8UqFwgzYkzXZWeIRM%2FuNsVreezdMT5ZQr8tdE%3D&reserved=0)’s  shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity.  Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines).  **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through** [**Vaqueros Report It**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utrgv.edu%2Fen-us%2Fstudent-experience%2Freport-it%2F&data=02%7C01%7Cdavid.granado%40utrgv.edu%7C2b62b139d6dd4e81de4208d83567012f%7C990436a687df491c91249afa91f88827%7C0%7C0%7C637318063815880802&sdata=AxekhYtwdB%2Baey6EThon1hqp19tXWY7HmAdrWDFIELA%3D&reserved=0)**.**

MANDATORY COURSE EVALUATION PERIOD**:**

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

Spring Module 1 (7 weeks) February 23 – March 1, 2022

Spring Regular Term 2022 April 15 – May 4, 2022

SpringModule 2 (7 weeks) April 20 – 26, 2022

COURSE DROPS:

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