**Syllabus - ANTH 4021 Development of Anthropological Thought**

**Department of Anthropology | University of North Texas**

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August 27 – December 14, 2018

T/R 9:30am – 10:50am | Environmental Science Bldg. #115

**INSTRUCTOR**
Dr. Jamie K. Johnson, Lecturer – Department of Anthropology
**Office location**: Chilton Hall Room 330-J | **Office phone**: 940-369-5403 | **Skype**: jkathleen2520
**Appointments**: On-campus: Thursday 11:30am – 2:30pm; By Skype: Wednesday and Friday
**\*all appointments WILL be scheduled ON OUTLOOK USING YOUR UNT email ACCOUNT\***
**Email**: jamie.johnson@unt.edu; **Skype**: jkathleen2520

**Helpful contact information:**

* **Use your UNT email account to contact me and to schedule appointments.**Include “ANTH 4201” in the subject line**.** Emails lacking this may not be answered as quickly.
* **Emails are not text messages**, even if sent from your mobile device. Be professional. Include a greeting (Hi Dr. Johnson, this is…), your message, and a signature line (Thanks, Your Name). Emails disregarding professional courtesy will be redirected to Page 1 of the syllabus.
* **Response time:** While I generally check email 2x a day, please allow me 24 hours on most weekdays, 48 hours between Monday afternoon and Wednesday morning, and 48 hours over weekends and holidays. For urgent matters, call my office at 940-369-5403 and leave a voicemail.
* Check your UNT email account frequently to stay current with course announcements.

**COURSE DESCRIPTION**This course is designed to provide anthropology majors/minors a solid foundation in anthropological thought. The readings, lectures, discussions, and written work will familiarize you with the following:

* key social scientists and anthropologists whose work exemplifies major schools of thought;
* supporting bodies of evidence and broader contexts which yield certain theoretical trends;
* a mostly chronological, theoretical trajectory of the discipline.

In 15 weeks, you will emerge from the isolation of your favorite reading nook and intentionally forget everything that you have learned. juuuust kidding. ☺ If you take this class seriously, you will come away with a fundamental understanding of key anthropological concepts and models used to examine, describe and explain the human experience.

Because we are condensing 150years of literature into 15 weeks of class, we cannot hope to discuss and debate *all* important thinkers and schools of thought. I will regularly present you with related scholarship to provide insights and linkages between theories, and will make those resources available to you through the UNT Library. I will likewise expect your assignments to demonstrate insight and curiosity as you explore schools of thought that appeal to you.

# **LEARNING OBJECTIVES**

* Learn *how* to study, comprehend and articulate key theoretical frameworks and perspectives;
* Recognize the relationship between **scientific paradigms** and **scholarly agendas**;
* Identify and convey how **context** inspires and influences ethnographic research and writing;
* Sharpen and hone your **analytical skills** as you locate **supporting evidence** (data) for scholarly claims, and effectively **support your own written and verbal arguments with solid evidence**;
* Gain proficiency employing **Chicago Style citations** and bibliographic references;
* Contemplate, compare and contrast - and perhaps contest - different **concepts of culture**;
* Discover and develop your own “**anthropological lens.**”

**COURSE MATERIALS**

The syllabus, schedule, and supplementary course materials are available on Canvas:

**Required textbook:**
\*Erickson, Paul L and Liam D. Murphy. 2017. Readings for a History of Anthropological Theory. Toronto: University of Toronto Press (older editions are fine, provided you can locate the same article).

**With selections from:**

\*\*McGee, R. Jon and Richard L. Warms. 2017. A History of Anthropological Theory, 6th edition. Lanham: Rowman and Littlefield.

Goodman, Alan H. and Thomas L. Leatherman, eds. 2001. Building a New Biocultural Synthesis: Political-Economic Perspectives on Human Biology. Ann Arbor: University of Michigan Press.

Duranti, Alessandro, ed. 2003. Linguistic Anthropology: A Reader. Malden: Blackwell.

Lindberg, David C. 1992. The Beginnings of Western Science. Chicago: University of Chicago Press.

Moberg, Mark. 2013. Engaging Anthropological Theory: a Social and Political History. New York: Routledge.

Trigger, Bruce G. 2002. A History of Archaeological Thought. Cambridge: Cambridge University Press.

Kuhn, Thomas. 1962. The Structure of Scientific Revolutions. Chicago: University of Chicago Press.

Peacock, James. 2012. The Anthropological Lens: Harsh Light, Soft Focus. Cambridge: Cambridge University Press.

**PREREQUISITES**

* **Proficiency using the UNT Library search engine, databases, online journals and other digital resources is required for your topic papers and final paper.**
	+ **Locate the Anthropology Subject Guide** off the UNT Library homepage. The Anthropology Subject Guide will link you to academic resources ranging from books and articles to websites and videos.
	+ **Bookmark the weblinks to the AAA and Chicago Manual of Style**, as well as posted examples to help you correctly cite reference materials.
	+ If you need help, please reach out to me or to our social sciences librarian, Jenn Rowe, at jennifer.rowe@unt.edu.
* **Proficiency using** **Canvas is required for accessing course materials and submitting assignments.** <https://unt.instructure.com/> If you have never used Canvas or if you need help, locate the global navigation menu (left of the course menu); at the bottom is a **Help** link which will take you to the Help Desk and Canvas guides.
* **Proficiency using college-level English is required for all written assignments**. If you need help, please visit the UNT Writing Lab - contact info is listed at the end of this syllabus.

**COURSE REQUIREMENTS and OUTCOMES**Successful completion of ANTH 4021 requires five (5) main deliverables:

* 2 Weekly Assigned Readings
* 5 Written Reading Abstracts
* 4 Classroom Discussion Questions
* 2 Written “Take-home” Topics Quizzes
* 1 Independent Research Paper, including a Proposal and “Conversation”

**5 READING ABSTRACTS @ 100pts each 500 points
C**omments and General Instructions

Scholarly writing is both a skill and an art – one which takes *practice* – and builds keen skills like reading comprehension, critical thinking, evidentiary support and descriptive composition. These abstracts will build your chops, so-to-speak, as you learn how to read and write anthropologically.

* You will have the opportunity to complete 6 Abstracts by the end of the course, worth 100 points each. I will take the best 5 scores out of any 6 abstracts you submit towards your final grade.
* At least 3 Abstracts must be completed between Weeks 2 – 8; the other 3 may be completed between Weeks 9 – 14. Plan accordingly.
* Most weeks contain **two** assigned readings. Read *both* assigned weekly readings with the following components in mind, taking detailed notes as you go along.
* Then, choose **one** of the assigned weekly readings for your abstract.

Abstracts will consist of the following three (3) components:

* 1. **(75 points)** One (1) formal, single-spaced, 11-12pt font, properly-formatted, 250 - 300 word synopsis, demonstrating the following five (5) components:
		1. **(15 points)** the author’s **main argument** or thesis;
		2. **(15 points)** notable supporting information, ie: **the context** surrounding the article, including but not limited to *at least one* of the following:
			+ the prevailing scientific paradigm
			+ the social/political/religious/historical context
			+ the author’s personal context;
		3. **(15 points)** a compelling piece of **supporting evidence** (data) the author used to make their claim;
		4. **(15 points)** the **relevance/relationship** of author’s work to the other assigned reading for the week;
		5. **(15 points)** the **relevance/relationship** of author’s work to *at least one* of the following elements:
			+ a particular school of thought and/or
			+ any fieldmethods employed
			+ ethnographic writing style (positionality or bias, representation of research subjects, experimental techniques, etc.)
			+ the future of the discipline (especially later on in the semester)
	2. **(20 points)** One (1) **Gripping Quote**, **introduced**, **explained**, and **cited** with in-text citations
	 **OR**

One (1) **Burning Question**, **contextualized**, **queried** in conversational fashion, and **cited** with reference to specific page number(s) if appropriate (see page 5)

* 1. **(5 points)** One (1) **bibliographic reference** properly-formattedin Chicago Style
* After completing your abstract in a word document, log onto Canvas, click on the “Assignments” tab in Canvas, then click on “Reading Abstracts.” Upload the assignment by the due date, following instructions carefully. No emailed assignments will be accepted.
* For questions regarding readings or assignment instructions, ask me after class on **Thursday**, come to office hours, or email me 24hrs in advance of the due date.
* No make-up assignments will be allowed unless the student or their representative emails and/or calls me with a University-Approved excuse by 5:00pm CST BEFORE the assignment is due.

 **4 CLASSROOM DISCUSSION QUESTIONS @ 50points each 200 points**Comments and General Instructions

Discussion is a crucial component of our bi-weekly classroom meetings. To ensure *everyone* participates, you will contribute to classroom conversation four times (4x) throughout the semester by raising one (1) original, substantial, and thought-provoking **Discussion Question** pertaining to the weekly school of thought, article, scholar, or topic.

* Like Abstracts, 2 Discussion Questions must be raised between Weeks 2 – 8; the other 2 may be completed between Weeks 9 – 14. Extra credit will be offered to those who present their questions in class *before* the due dates listed in the course schedule. Plan accordingly.
* This **original**, **substantial** and **thought-provoking** Discussion Question can focus on an assigned reading, school of thought, scholar, or topic *or* it can synthesize, compare and/or contrast weekly readings or schools of thought – it can even relate to outside readings or to current events. The onus is upon you to demonstrate your question’s originality and relevance.

Your four (4) Discussion Questions will demonstrate the following components:

* **(10 points)** **Following Instructions**:
	+ Typed and printed or *neatly* hand-written IN ADVANCE on a full 8x11 sheet of paper which contains 1) your name, 2) the date, and 3) a title;
	+ Must be submitted to me *in-class* on the day of discussion;
	+ May (or may not – your choice) duplicate the “Burning Question” or make use of the “Gripping Quote” submitted in your Abstract for that week;
* **(35 points**) **Intellectual Curiosity and Critical Thinking:**

While I will not require you to stand and formally address the class, your question should build upon the “**Burning Question**” format. Here are 3 specific guidelines:

* + **(10 points) original**, **substantial**, and **thought-provoking**
		- **If you grab a quote or question from a theory textbook or from the Web, I will know. Please use your own brain and do your own work.**
		- A *substantial*, *thought-provoking* question does not mean an overtly verbose, intentionally obscure, or otherwise incomprehensible question. BIG, mundane questions can sometimes lead to fruitful conversation, provided they are…..
	+ **(10 points) contextualized**, this means that BEFORE you even ask the question, you introduce the idea or quote you wish to question by situating it in terms of *at least one of the following*:
		- a particular school of thought
		- the author’s thesis
		- a particular passage or quote from the assigned reading
		- a topic or event presented as a framework for your question (real or hypothetical);
	+ **(10 points) queried** in conversational fashion, this means that you ask in such a way as to generate conversation and to avoid the following pitfalls:
		- obvious questions (those which are answered in the reading)
		- vague or ambiguous questions (those which do not contain a *specific* subject or point of reference)
		- rhetorical questions (those asked to make a point rather than to seek an answer)
		- leading questions (in legal terms: **suggestive interrogation** – those which prompt or imply a particular answer from the respondent, often phrased as **yes/no** questions;
	+ **(5 points)** **cited,** with reference to specific page number(s) if appropriate;
* **(5 points)** Must contain a **bibliographic reference** properly formatted using Chicago Style.

**2 WRITTEN “TAKE-HOME” TOPIC QUIZZES @ 200points and 300points 500 points**

* You will complete two benchmark assessments in this class. Your **Midterm Topic Quiz** will contain three essay question options, two (2) of which you must answer. These are worth 100pts each. Your **Exit Topic Quiz** will contain four essay question options, three (3) of which you must answer. These are worth 100pts each.
* Each Quiz Question will address a specific topic pertaining to assigned readings and/or schools of thought. Note: the Exit Quiz is not “cumulative” per se, but some questions might ask you to apply anthropological principles which you have learned throughout the semester.
* You will be given the Quiz Questions one week in advance of the due date. You are encouraged to use your book(s), lecture notes, and library resources to answer the questions. HOWEVER, you must complete the work **ON YOUR OWN**. (See academic integrity policy for guidelines.)
* Quizzes will be submitted in Canvas by the due date. Grades will be returned within two weeks of the due date.
* Questions about the quizzes – including grade appeals – must be presented to the Instructor within **three days** following receipt of quiz grade.
* **Make-up quizzes will not be accepted unless the student or their representative emails and/or calls their instructor with a University-Approved excuse by 5:00pm CST BEFORE the scheduled quiz is due. No exceptions.**

**1 INDEPENDENT RESEARCH PAPER and CONVERSATION 300 points**Comments and General Instructions will be provided no later than Week 3.

A graded Research Proposal will be submitted no later than Week 10. Papers will be due on Week 14.

We will reserve the last week of class for mandatory Final Research Topic Conversations.

**General Grading Rubric for Essays and Final Research Paper**

* Follow the instructions and respond to all parts of the prompt. Stay on topic and incorporate material covered in the readings and classroom discussion.
* Provide evidence that you have read and comprehend anthropological concepts and facts and can effectively communicate what you have learned. You can certainly incorporate external sources and personal anecdotes provided they are topically relevant.
* To earn full credit, students will be evaluated by the following criteria:
	+ Following Instructions
	+ Mechanics
	+ Content and Supporting Evidence – in other words, clearly demonstrate what you know!
	+ Intellectual Curiosity, Creative and Critical Thinking
* Students may refer to the rubric below for clarification in these four areas.

|   | **Levels of Achievement** |
| --- | --- |
| **Criteria** | **MAJORIMPROVEMENTNEEDED** | **SOME IMPROVEMENTNEEDED** | **MEETS PROFICIENCY** | **EXCEEDS PROFICIENCY** |
| **FOLLOWING INSTRUCTIONS****15pts** | Prompt is not effectively addressed; assignment is not submitted on time. | One or more parts of the prompt not effectively addressed. | All parts of the prompt adequately addressed. | All parts of the prompt fully addressed. |
| **MECHANICS****15pts** | More than two consistent errors in grammar, spelling, mechanics or citations. | Two consistent errors in grammar, spelling, mechanics or citations. | One consistent error in grammar, spelling, mechanics or citations. | No major grammar, spelling, mechanics or citation errors. |
| **CONTENT****40pts** | Does not demonstrate understanding about Lesson concepts and facts; lacking any supporting evidence. | Demonstrates some confusion about Lesson concepts and/or facts; lacks convincing or relevant supporting evidence. | Demonstrates basic understanding of Lesson concepts and/or facts; contains basic but relevant supporting evidence. | Demonstrates advanced understanding of Lesson concepts and facts; contains well-developed, convincing, or novel supporting evidence. |
| **CRITICAL THINKING****30pts** | Summarizes Lesson material only. | Demonstrates one of the following: intellectual curiosity, creative and/or innovative thinking, insightful analysis, synthesis of information. | Demonstrates two or more of the following: intellectual curiosity, creative and/or innovative thinking, insightful analysis, synthesis of information. | Demonstrates all of the following: intellectual curiosity, creative and/or innovative thinking, insightful analysis, synthesis of information. |

**You can expect to receive your grades and feedback no later than 7- 10 days following the due date.**

**GRADING**: 1500 possible points may be earned in this course by completing the abstracts, discussions, quizzes, and research paper. The point distribution is listed below.

Reading Abstracts:   **500 possible points**
5 required written assignments – to be submitted in Canvas
@ 100 points each
(*please note Canvas says “1300” because you have 13 opportunities to submit weekly abstracts*)

In-class Discussion Questions: **200 possible points**
4 required in-class Discussion Questions – to be submitted in class
@ 50 points each
(*please note Canvas says “820” because you have 8 opportunities to present discussion questions + extra credit*)

Mid-term Topics Quiz:  **200 possible points**
2 “take-home” essay questions – to be submitted in Canvas
@ 100 points each

Exit Topics Quiz: **300 possible points**
3 “take-home” essay questions – to be submitted in Canvas
@ 100 points each

Independent Research Paper and Classroom Conversation: **300 possible points**
1 written Research Topic Proposal– to be submitted in Canvas  = 50 points
1 written Research Paper – to be submitted in Canvas  = 200 points
1 informed/informal Conversation – to be conducted in class = 50 points

Extra Credit - In-class Discussion Question Early Submission: **up to 20 points**

Extra Credit - SPOT Course evaluation: **10 points**

**FINAL GRADE: 500 + 200 + 200 + 300 + 300 =  1500 possible points**

How to Calculate Your Grade: To calculate your grade at any point in time, divide the number of points you have earned by the number of points possible for required assignments. Do not rely on Canvas. Do not email me for your overall grade. I will refer you to this section of the syllabus.

HOW TO BE SUCCESSFUL IN THIS COURSE

* READ the required (and recommended) assignments and do your best to learn from them;
* Participate fully in the course, ie: get plenty of rest the night before and **stay engaged;**
* Ask questions in class *in addition* to those you receive credit for;
* Learning is a process. Don’tbe afraid to make mistakes or go out on a limb – there are no dumb questions – everyone (including your instructor) is here to learn!
* Log into Canvas and check your email frequently during the week to check announcements;
* Do not wait until the night before (or morning of) to work on assignments and submit them;
* Check the schedule if you are unsure of a due date. NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT A UNIVERSITY-APPROVED ABSENCE.
* **Seek assistance immediately if you are experiencing *any* difficulties.** If your problem is technical, start with the Student Help Desk (see below). If it is conceptual or practical, reach out to me.
* Share what you have learned with others! The ideas you and your classmates express in your assignments are important and valuable. Talking about what you are learning in class is a great way to retain what you have learned and to think critically about others’ perspectives!

COURSE POLICIES
**1) Technical Difficulties:** Abstracts Topic Quizzes and Research Paper**. If you have ANY technical difficulties, follow these steps:**

* 1. Capture an image of the issue using “printscreen” or other capture features
	2. Contact the Canvas Help Desk <https://unt.instructure.com/> using the link at the bottom of the global navigation menu.
	3. Give the nice folks at the Helpdesk the following info: your Student EUID; Name & Section of the Course: Anth 4021 Development of Anthropological Thought
	4. Once you have a ticket number from the HelpDesk, email me (see contact info above)

**If you contact me without first completing this process, you will be kindly redirected to this section of the syllabus and the matter will remain unresolved.**

**2) Server Unavailability:** The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time window and provide an appropriate accommodation based on the situation. Students should immediately **report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324**.

**3) Make-up assignments and quizzes:** Make-up work will **not** be allowed unless you or your representative emails and/or calls me with a **University-Approved excuse** by 5:00pm CST on the day the work is due. Exceptions will be granted to those who provide legitimate documentation signed by a medical professional within 24 hours of the due date. The key here is to stay in contact with me!

**4) Questions about Assignments and Quizzes:** Questions about grades – including grade appeals – must be presented to the Instructor within 3 days following the quiz. I am happy to go over what you missed in office hours. My goal is for you to succeed!

**5) Extra Credit:** Raise your Discussion Questions in advance of the due date for up to 20 extra points. Complete the **SPOT Course Evaluation** at the end of the semester for 10 extra credit points. Watch for announcements about upcoming activities! I may offer additional extra credit.

**6) Class Participation:** While I do not take daily attendance, I reserve the right to deduct up to 150 points from your Final Grade for excessive absences OR tardies. The “rules” are as follows:

1 unexcused absence = - 10 points and email from Instructor
2 unexcused absences = - 50 points and “Early Alert” notification
3 unexcused absences = - 100 points and mandatory instructor meeting
4+ unexcused absences = - 150 points (1 full letter grade) and email to Dean of Students

Tardiness(arriving to class between 5 - 10 minutes late without notice)

First tardy gets you noticed …
Second tardy earns you a “warm welcome to the class” *and* requires you to lead the class in an opening statement
 about the assigned reading to be discussed
Third tardy earns you “the frown of disapproval” *and* - 10 points from your Final Grade in the class
Fourth tardy earns you an “Early Alert” notification *and* - 50 points from your Final Grade in the class

**7) Classroom Citizenship:** Please exercise professionalism, common courtesy, IQ and EQ when interacting with class members and the professor. I expect you to debate with poise and grace. I absolutely will not tolerate distractions and disruptions, especially those which might be deemed bigotry, sexism, racism, misogyny, anti-Semitism, militant nativism (anti-immigrant), ableism, ageism, bullying or **any other** forms of harassment in my classroom. Students who have witnessed or experienced *any* forms of discrimination or hatred at UNT are encouraged to contact me and we will determine an appropriate response.

**8) Copyright Notice:** Some or all of the materials in use may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. You MUST use proper citation styles (provided in the Navigation tab) when citing course material and any external sources. Egregious and/or intentional failure to cite sources is grounds for failure on assignments with no makeup opportunity.

**9) Important Registrar Dates, Drops, and Withdraws:** You are responsible for your timely admission, registration, payment, and withdraws/drops. Withdrawing from a course is a formal procedure that the student must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F.”

**UNIVERSITY POLICIES**

**1) Academic Integrity:**

**Papers:** Once again, cite your sources! This cannot be stressed enough. Students found plagiarizing their own or others’ materials (incl. Canvas, the textbook, articles, online resources, etc.), will first be given an opportunity to explain themselves. If it is determined that the student unknowingly copied work without giving proper credit, that student will be given the opportunity to re-write their assignment. All make-up work deadlines apply – one week from due date is standard. If it is determined that the student knowingly copied work without giving proper credit, that student will be given a ‘0’ (‘F’) for that assignment and their work may be subject to additional scrutiny.

<https://www.insidehighered.com/news/2017/11/14/could-groupme-lead-cheating-guilt-association>

You will be part of an academic community in which honesty and integrity of character are central. The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat (collusion). I DO NOT TOLERATE CHEATING, COLLUSION OR BLATANT PLAGIARISM. Any intentional academic misconduct will be swiftly and harshly dealt with.

**Quizzes:** ONLINE QUIZZES MUST BE COMPLETED ALONE.Students suspected of academic dishonesty will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the Student Code of Conduct <http://www.unt.edu/csrr/>.

**3) ODA Policy:** The University of North Texas and the Department of Anthropology makes reasonable academic accommodation for students with disabilities. I personally go out of my way for physically and neuro-diverse students. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. **It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course.** You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/> . You may also contact them by phone at 940.565.4323.

**4) Sexual Discrimination, Harassment and Assault:** UNT is committed to providing an environment free of ALL forms of discrimination, harassment and assault, *particularly* those of a sexual nature, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) is a victim of any acts of aggression, WE ARE HERE FOR YOU. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources_0>.  Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.  You are not alone.  We are here to help.

**HELPFUL RESOURCES**

**1) Veteran Students:** For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>

**2) UNT Learning Center:** The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer *free of charge* a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>

**3) UNT Writing Lab**: Another AWESOME resource available to students is the UNT Writing Lab.

Need a refresher course in academic writing or some quick links for your next paper: <https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>

**4) Life happens!** If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>

If you have fallen behind in course work and need help, ***please*** do not wait until it is too late!! The sooner you email me: jamie.johnson@unt.edu the sooner I can put you in touch with the appropriate contacts and get you back on track for the remainder of the course.