



CMS 313M: ORGANIZATIONAL COMMUNICATION - WEB-BASED

73102 | July, 16 - August 20, 2018

Learning Objectives

To provide students with a firm grounding in organizational communication, while at the same time, highlighting the practical nature of this endeavor, this course is built around these objectives. Upon successful completion of this course, you will be able to:

- **Distinguish** among the major schools of thought and basic concepts in organizational communication theory.
- **Apply** theoretical perspectives to organizational settings and situations.
- **Identify and critically analyze** communication problems in diverse organizational contexts.
- **Use** current research and theory to further your understanding of organizational phenomena.

Instructional Team



Instructor

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Teaching Assistant

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Course Description from the Registrar

Communication processes within government, private, and volunteer organizations.

Course Overview

It is through organizations that members of a society achieve their collective goals—from making laws and building bridges, to the local and international trade of goods and services. Organizational communication is the study of how people accomplish these goals through the creation and exchange of messages within a network of interdependent relationships to cope with environmental uncertainty. Through including case studies, class activities, and online discussions, we will examine organizational communication practices within and across organizations and empower you to improve communication and organizations.

"A central puzzle that people face, from a design perspective, is how to make communication possible that was once difficult, impossible or unimagined. Communication design happens when there is an intervention into some ongoing activity through the invention of techniques, devices, and procedures that aim to redesign interactivity and thus shape the possibilities for communication" (p. 112).

Aakhus, M. (2007). Communication as design. Communication Monographs, 74, 112-117. doi: 10.1080/03637750701196383

How will I learn?

This class focuses on learning through experience. You will apply organizational communication research and theory to assess and generate insight about a real organization. To help you prepare, this class includes video/audio lectures, readings, self-directed activities, online group discussion, and periodic quizzes.

Awareness and Understanding	Application	Synthesis
You will learn the basics of course content (e.g., ideas, terminology, important research findings, theories) through video and audio lectures and quizzes.	During lectures, you will see/hear us applying ideas, and then you will practice applying them through individual activities and group discussions on SLACK.	The group discussions and major assignments will help you bring together what you have learned to make recommendations based on your analysis.

Class will be held exclusively on-line. All lectures, course materials, assignments, and quizzes will be available via CANVAS. Discussions and activities will occur via SLACK (see Required Course Resources). The instructional team will be available during virtual office hours and by appointment. Office hours will be held via Adobe Connect (see "How should we communicate, and what are my communication responsibilities as a student?" in policies below).

As an online, summer course, our pace will be quick and intense. **THIS CLASS WILL BE CHALLENGING, AND WE KNOW YOU CAN BE SUCCESSFUL.** Because the course moves at a quick pace, we encourage you to work on the course at least a couple hours each day and aim for about 12 hours per week or more if you need it.

Our typical routine will be to watch and listen to lectures and read on Mondays and Wednesdays and discuss important course concepts on Tuesdays and Thursdays. We will use Fridays to catch up, and weekly, 30-minute quizzes will be available through CANVAS on Friday through Saturday (see Assignments & Tentative Schedule).

In our experience with online classes...

- students and faculty love the flexibility in time, location, and mix of learning styles, but online classes can be isolating. We'll remedy that by working hard to build connection with each other via technology. **In this class, you will learn from**

each other as well as from the course materials. We will also host optional in-person and online meet-ups, so we can get to know each other.

- ...students can find it difficult to coordinate the sort of group work and discussion on which this class depends. We will address those difficulties in part with technologies like SLACK and also by designing a mix of individual and group assignments coordinated, step-by-step through CANVAS. **Staying organized will be key, and we've setup CANVAS to help.**
- ...students like the flexibility but can get caught behind without the structure of day-to-day meetings. We've organized the class to balance flexibility and structure while still give you as much autonomy as possible over how you learn. **Reflecting on and refining your own learning will be key too, so we've included assignments that ask you to reflect on your own learning.**

Expectations

We expect that you will...

- Take care of yourself, manage your time, and communicate with the teaching team and with others if things start to feel out of control or overwhelming
- Familiarize yourself with the syllabus including all of the course policies, due dates, and grading criteria
- Complete all required content for the course on deadline, including watching and/or listening to all lectures and completing all readings
- Participate in group projects effectively, fairly, and inclusively (e.g., attending all virtual team meetings, helping each other be successful, doing your fair share)
- Engage and help others engage during group discussions and class activities (e.g., bringing in articles/videos, personal experiences, additional academic ideas)
- Listen and post with academic charity and respect for others
- **Ask for help right away if you feel confused or lost**

You can expect that we will...

- Design and execute a class that is fair, fun, and focused on your learning and that supports your mental and physical wellness
- Facilitate discussions that are respectful and inclusive and that protect your right to express yourself
- Provide and guide discussions, post content and assignments, and give feedback in a timely fashion
- Provide sufficient guidance and structure to help make sure you are successful
- Engage during group discussions and class activities (e.g., bringing in external articles popular press articles/videos, personal experiences, additional academic articles; listening and posting with academic charity and respect)
- Answer questions within 48 hours

Required Course Resources

- As this is an online class, you will need to have reliable, high-speed Internet access. (It's available in all spaces on campus.) You will also need access to technology needed to complete the assignments. For example, to complete the quizzes, you will need access to a Windows or MacOS computer with a webcam that can run the Chrome browser.
- Please secure access to the courses electronic textbook: Miller, K. I. & Barbour, J. B. (2018). *Organizational communication: Approaches and processes*. (Seventh Enhanced Edition.) Boston, MA: Cengage Learning. You will be able to create an account and purchase access through CANVAS. Once you have done so, be sure to check out the Cengage mobile applications (free with your textbook), which will let you access the text and other resources on the go.
- Please register with the Proctorio service through CANVAS. The cost should be approximately \$20 for the semester. While taking quizzes, you will need to use the Google Chrome browser, which is available here: <https://www.google.com/chrome/>. When you first access the quiz functionality, you will be prompted to download the Proctorio extension for Chrome and test your computer to make sure it will work come quiz time.
- Please access our SLACK page at 313m-summer18.slack.com. Create a free account, and consider downloading one of the many free SLACK applications at <https://slack.com/downloads/>. When you join SLACK, be sure to use your "@utexas.edu" email.
- To visit our virtual office hours, download one of the free Adobe Connect Mobile and Desktop applications: <https://helpx.adobe.com/adobe-connect/connect-downloads-updates.html> (instructions for attending virtual office hours are given in the policies section, "'How should we communicate, and what are my communication responsibilities as a student?").
- All additional readings, videos, podcasts, and so forth will be made available through CANVAS. <http://canvas.utexas.edu>. Be sure to check out the CANVAS mobile application for students too.

Grading for this Course

Grade	Assignment Grading Scale	Overall Course Grading Scale	Expectations
A	94.0-100.0%	940 – 1000 points	A-level work is excellent in all or nearly all aspects, and is marked by the originality of ideas and insight.
A-	90.0-93.9%	900 – 939 points	
B+	87.0-89.9%	870 – 899 points	
B	84.0-86.9%	840 – 869 points	B-level work is competent and generally good with a lapse here and there.
B-	80.0-83.9%	800 – 839 points	
C+	77.0-79.9%	770 – 799 points	
C	74.0-76.9%	740 – 769 points	C-level work meets all assignment minimum requirements. It is competent but not yet good.
C-	70.0-73.9%	700 – 739 points	
D+	67.0-69.9%	670 – 699 points	
D	64.0-66.9%	640 – 669 points	D-level work shows that some effort was made but there are many flaws. Important elements of the assignment may have been ignored.
D-	60.0-63.9%	600 – 639 points	
F	0.0-59.9%	0 – 599 points	

Assignments

Each week, you will participate in approximately 2-3 small group discussions via SLACK. These **SLACK discussions** will provide space for you to develop your understanding and apply course material. Discussions will focus on engaging important philosophical and practical questions, debriefing class activities, and analyzing cases. Typically, each SLACK discussion will ask you to make an initial post and then reply to others' posts all over the course of a couple of days. Because this class is online, it is essential that you are active and engaged in discussions on SLACK.

Course Assignments	Point Value
SLACK Discussions	300
Class Activities	110
Organizational Assessment	350
Quizzes	240
Total points possible	1000

The SLACK discussions will be graded on content and timeliness. If you wait until close to the deadline to post in each discussion or if you are not fully participating in a conversation, your

score will be lowered. If you do not post by a deadline for a discussion you will receive a zero for participation in that discussion (see the late-work policy below). If something comes up such as a technology failure or an emergency and you are unable to post, please contact the us as soon as possible. Because this class is only five weeks long these SLACK discussions will come quickly. We will use Fridays to catch up and catch our breath. Each week's participation in the SLACK discussions will be worth 60 points. We ask that you participate in discussions via SLACK and record your participation in CANVAS. Life happens, so if you miss a discussion, consult the late-work policy.

Good SLACK posts effectively address the discussion prompt, and good SLACK responses make a substantive contributions that build on your colleagues ideas. You should ask questions, highlight key ideas, give your take, and bring in ideas from what we are reading and from outside the class.

Once you complete your posts, we ask that you submit a one sentence assignment via CANVAS (e.g., "I nailed this assignment." or "I'm all done!").

Note that we will use the timing of your SLACK posts to assess if you were on time. Having that additional step of submitting a CANVAS assignment will help keep us organized. SLACK is an excellent discussion and collaboration platform, but we also need to use CANVAS to make sure that you have a to do list and clarity about deadlines. We will also use CANVAS to record and post your grades, so we need a placeholder to keep track.

Throughout the semester we will also complete short individual **activities** via CANVAS. The course requires that you complete 110 points worth of these activities, but there will be more than 110 points available. Any points received above the 110 required will be treated as extra credit up to a total possible of 130 points out of 110. Make sure you complete them by the deadline to get the points.

At the end of each week, you will take a **quiz** covering the material from the previous week. We will post a study guide by Friday morning, and the quiz will be available over the weekend. You will have Friday through Sunday to complete the 30-minute quiz, which will be a mix of short answer and multiple choice questions. Quizzes will be monitored by the Proctorio service. Learn more about it at <https://proctorio.com/students>. At the end of the semester, we will keep your four highest quiz scores.

Over the course of the semester, you will work toward completing an **organizational assessment**. You and your team will conduct primary research in an

organization of your team's choosing. You will apply organizational communication theory to compare, contrast, and draw conclusions about (a) your organization's espoused values and commitments and (b) the organization's functioning in practice. Your team will work together to draft a written report of your assessment and a digital media deliverable pitching your findings. The class will discuss these through our Assessment Fair. You will share your digital media deliverable, view other teams' deliverables, and ask and respond to follow-up questions. Throughout you will be prompted to reflect on this assignment and what you are learning. To help you manage such a large undertaking, we include lots of smaller submissions that you and your team will complete over the course. See the organizational assessment assignment description on CANVAS for details.

Because this class depends on your meaningful engagement as a class member, each week you will also complete periodic assessments of your performance and your group members' performance. If we come to believe you are not pulling your weight as a group member, the instructional team may (a) warn you that you need to improve, (b) penalize your scores on team assignments, and/or (c) fire you from your team leaving you to complete all assignments on your own.

At the end of the semester, we will total the points you have earned across all the assignments to determine your final grade. We do not apply a curve to these calculations.

Tentative Course Schedule

If we make changes to the schedule, we will post an updated schedule on CANVAS. We may make minor changes to content, and we may delay deadlines. We will not move deadlines up without at least 48 hours notice. Note that the assignments include activities (A), which you will do mostly as an individual, and SLACK discussions (SD), which you will complete with a group of your colleagues. We may modify the activities listed here by making additional ones available.

Be sure to check CANVAS for deadlines, announcements, and email. Unless specified as otherwise, all deadlines will occur at 11:59 PM on the day the assignment is due. Typically, activities will be due at the end of the week. SLACK discussions will be due Tuesdays, Wednesdays, Thursdays, and Fridays. **Check CANVAS for specific deadlines.**

Week 1	Chapter/Discussion Topic	Assignment(s)
M 7/16 T 7/17	Why study organizational communication? <ul style="list-style-type: none"> • Read the syllabus! • Join SLACK • Read Miller and Barbour (M&B, 2018) CH 1 • Watch Screencasts: <ul style="list-style-type: none"> • Welcome to class • Getting to know SLACK • Importance of organizational communication • Watch “What is organizational communication?” 	SD: Self-Introduction Videos A: 10 for 10 A: Count the organizations A: <i>What is organizational communication?</i> Worksheet
W 7/18 R 7/19	Classical Approaches <ul style="list-style-type: none"> • Read M&B (2018) CH 2 • Watch Screencasts: <ul style="list-style-type: none"> • Machine metaphor and bureaucracy • Scientific management 	SD: Paper Plane A: Classical Clips A: <i>Analyzing Modern Times</i>
F 7/20	Work Day	
S 7/21 S 7/22		Quiz 1

Week 2	Chapter/Discussion Topic	Assignment(s) Due
M 7/23 T 7/24	Human Relations and Human Resources Approaches <ul style="list-style-type: none"> • Read M&B (2018) CH 3 and CH 8: 8-2b, 8-2c, & 8-3 only • Watch Screencasts: <ul style="list-style-type: none"> • Organizations as families • Team management • Giving feedback • Watch the three Faculty Innovation Center short videos on how to be a good team member (made by Longhorns!) 	SD: What makes teamwork work? A: Soliciting Your Input A: Applying the Grid A: Score Your Feedback
W 7/25 R 7/26	Systems Approaches <ul style="list-style-type: none"> • Read M&B (2018) CH 4: 4-1, 4-2, & 4-4 only • Watch Screencasts: <ul style="list-style-type: none"> • Systems concepts • Social network analysis • Sensemaking 	SD: Systems Discussion A: <i>Water of Ayole</i> - Components, processes, properties A: Emergence OA: Conduct a Brief Informal Interview
F 7/27	Work Day	
S 7/28 S 7/29		Quiz 2

Week 3	Chapter/Discussion Topic	Assignment(s) Due
M 7/30 T 7/31	Culture Approaches <ul style="list-style-type: none"> • Read M&B (2018) CH 4: 4-3 & 4-4 only • Read Schein’s Model of Culture • Read Organizational Culture Indicators • Watch Interview with Dr. Dawna Ballard • Watch Screencasts: <ul style="list-style-type: none"> • Pulling it all together: Organizational assessment • Organizations have/are culture • Cultural indicators 	SD: Organizational Assessment Discussion A: Seeing How They Make the Sausage A: Looking for Indicators of Culture OA: Select an Organization
W 8/1 R 8/2	Critical and Feminist Approaches <ul style="list-style-type: none"> • Read M&B (2018) CH 6 • Watch Screencasts: <ul style="list-style-type: none"> • Power imbalances • Control 	SD: Finding Your Power A: Flair OA: Complete the mid-semester team progress report
F 8/3	Work Day	
S 8/4 S 8/5		Quiz 3

Week 4	Chapter/Discussion Topic	Assignment(s) Due
M 8/6 T 8/7	Decision Making and Managing Conflict <ul style="list-style-type: none"> • Read M&B (2018) CH 8 (all) and CH 9-1 & 9-3 • Watch Screencasts: <ul style="list-style-type: none"> • Decision making models • Dialogue • Managing conflict 	SD: Moon Landing A: Reflecting on Conflict A: Debate, Discussion, and Dialogue in <i>12 Angry Men</i>
W 8/8 R 8/9	Project Work Time	SD: Progress Discussion
F 8/10	Work Day	
S 8/11 S 8/12		Quiz 4

Week 5	Chapter/Discussion Topic	Assignment(s) Due
M 8/13 T 8/14	Organizational Assessment	OA: Written Report OA: Digital Media Deliverable SD/OA: The Assessment Fair
W 8/15 R 8/16	Technology <ul style="list-style-type: none"> • Read M&B (2018) CH 13 • Watch Interview with Dr. Keri Stephens • Watch Screencasts: <ul style="list-style-type: none"> • Changes in workplace technology • Theories of technology use • Technology effects • Course Wrap and Key Takeaways 	SD: Reflecting on the Semester - Writing a letter to the next class A: How Distracted Are You? A: Lenses on Technology A: Posting Screenshots OA: Complete a Post Assessment Reflection
F 8/17	Work Day	
Final 8/20		Quiz 5

Course and University Policies

How should we communicate, and what are my communication responsibilities as a student?

Most of the time, we will stay in touch via email and SLACK.

You should check your email regularly, and let us know if know emails are not reaching you. Per University policy:

“All students should become familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>”

You should also regularly check CANVAS and SLACK for information and updates about the course. Because this is an online, summer class, we ask that you check your email each and every day.

One other note: We may also sometimes communicate via the assignment comment feature of CANVAS; however, the comment notifications can be spotty. If you don’t hear back from us within 48 hours, please follow up with an email.

Because this is an online class, staying on top of email, CANVAS, and SLACK will be especially important. We will also periodically need to have virtual meetings for office hours using a video conferencing service Adobe Connect. You are also welcome to visit us in person if you are nearby. Be sure to email us to arrange a time to visit, so that we will be in the office or online. For virtual office hours, we will use Adobe Connect. Download one of the free Adobe Connect Mobile and Desktop applications: <https://helpx.adobe.com/adobe-connect/connect-downloads-updates.html> Once you have the Adobe Connect software, you’ll use this link to login: <https://meeting.austin.utexas.edu/c313wbs18/> Join as a guest.

What if I learn differently and need accommodations?

Our principal goal is that you learn. If you learn differently or struggle to learn in a typical classroom setup, you should consider requesting accommodations through the Division of Diversity and Community Engagement, Services for Students with Disabilities at 512-471-6259 or at <http://www.utexas.edu/diversity/ddce/ssd/> **Please be in touch as soon as possible if you are struggling with course material.**

Even if you do not qualify for accommodations under the ADA, we will try to make adjustments to help you learn as effectively as you can. Furthermore, all necessary and appropriate academic accommodations will be made for students in accordance with University policy:

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation. The University of Texas at Austin offers support services for students with documented physical or psychological disabilities.”

“The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.”

After doing so, please contact us. We cannot make accommodations retroactively, so please meet with us as soon as possible. SSD letters should be emailed to the instructor in PDF, but sending the letter does not in and of itself constitute a request for accommodation or substitute for a meeting to discuss your needs. We must meet and discuss how to fit the course to your needs.

What if I need to miss a “class,” an assignment, or an exam?

Because this class is online, we do not have class meetings per se; however, we do have deadlines for participation in SLACK discussions and assignments. You may need to be late or miss a post due to illness, religious holiday, compulsory military service, or an emergency beyond your control. According to University policy, you should provide notification of a pending absence as soon as possible prior to the date of observance of a religious holy day or absence for military service. We ask

that you contact us at least two weeks ahead of time. If you need to miss a deadline due to an emergency, please consult with us as soon as possible.

Should you begin to have trouble keeping up during the class due to personal circumstances (e.g., personal illness, death in the family), please speak with your academic advisor or the Dean of Students. The University has many options to help, including Q-drops, reduced workloads (reducing the number of hours you are enrolled in), temporary X grades, and emergency withdrawals. For example, here is the University's policy related Q-drops:

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

The sooner you seek help, the sooner we can help you.

Here is our late-work policy for the course:

We will treat categories of assignments accordingly: First, because of the pace of the intensive summer class and the nature of group discussion, we cannot accept late participation in SLACK discussions or assignments that require responses from other members of the class. If circumstances merit it, we can provide make-up assignments to replace SLACK discussion points on a limited basis.

Second, for individual and team assignments that are independent of class discussion, the first time you or your team are late, we will give you a 24-hour grace period followed by a one-letter-grade penalty per day late. Any late work after the first time will be penalized one letter grade per day late.

Third, quizzes may not be taken early under circumstances. You may not take quizzes outside of their window of availability unless you are unable to complete an exam due to documented illness, religious holiday, compulsory military service, or an emergency beyond your control. Make-up quizzes will be scheduled only once we receive documentation, and conducted through CANVAS using Proctorio. If you are unable to complete it during the designated time please contact us as soon as possible to make accommodations.

An assignment is late if it is turned in on CANVAS more than a minute beyond the deadline. All work, regardless of the late-work policies, must be submitted by the

final exam time. Any work not yet received by the end of the final exam, will be scored as zero.

What if CANVAS eats my homework or some other technology prevents me from completing an assignment ?

It is your responsibility to learn to use the technology we are using in this class and check that your assignments have been received. For example, you should be able to view your submissions using the CANVAS system and verify your posts in SLACK. For example, if CANVAS won't let you post, send us an email with your work attached. That way, you still get credit, and we can troubleshoot together.

Nonetheless, no technology or learning management system is perfect. **Everyone gets one technology-hiccup pass per semester so long as you complete all the required work to turn in your assignments using other means and let us know as soon as possible that you have run into trouble.** Please also take a screenshot of the error, and include the URL, date, and time of the error.

What if my assignment was not scored correctly or I want to have my work re-evaluated?

We make mistakes too. If we have incorrectly scored your work, please let us know. We will make corrections right away. If you want to have your work re-evaluated, we require you take the following steps: First, review the feedback carefully and consult all relevant the assignment descriptions and grading rubrics. Second, contact the person who evaluated your work to have them explain their scoring. Third, send an email to the lead instructor describing what we missed making specific reference to relevant assignment descriptions and grading rubrics and your submission. You must let us know you plan to request a re-evaluation within 3 days of the grade being posted, and we must receive your email with a day of us discussing your assignment. Your grade may go up or down as a result of re-evaluation.

Can I earn extra credit in this course?

See the description of course activities above. We will also participate in the Communication Studies SONA extra credit system. <https://commstudies.utexas.edu/undergraduate/extra-credit-opportunities>. The maximum extra credit students may earn in this class is 2% of the their course grade. That can come completely from earning extra activity points or from a mix of SONA and activity points, but the max extra credit possible is 2%.

What are our standards of academic conduct and how do they apply?

Each student in the course is expected to abide by the University of Texas Honor Code, which reads, “**As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.**” You are responsible for understanding UT’s Academic Honesty Policy which can be found here: http://deanofstudents.utexas.edu/sjs/acint_student.php

This Code means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. It also means that you cannot recycle or reuse work from other classes without (a) building on it substantially AND (b) getting permission beforehand. We will make it clear for each assignment whether collaboration is encouraged or not. **When in doubt, ask.** Always cite any work that is not your own or was not produced by you for this class. In this class, academic dishonesty and other failures to act consistently with the Code may result in (a) a zero for the assignment or (b) a failing grade in the course, at the instructors’ discretion, and will be reported to Student Conduct and Academic Integrity.

In our experience, students run into troubles with these issues when they are under stress or have run out of time on an assignment. Rather than risking your integrity, we prefer that you ask for help.

Should I share my personal pronoun preference?

Sure! Professional courtesy and sensitivity are important, and we may tackle topics you find difficult to discuss in this class (e.g., race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities). Respecting people’s names and identities is one way that we can tackle these difficult topics effectively. Dr. Barbour’s personal pronouns are he/him/his, and Ms. Aguilar’s are she/her/hers. The University provides rosters that give us your legal name, and we will gladly honor requests to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please do share your preference with us, and feel free to email us before class starts.

How does Title IX apply to our class?

The University describes Title IX like this:

“Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/ domestic violence and stalking at federally funded educational institutions.

UT Austin is committed to fostering a learning and working environment free

from discrimination in all its forms. When sexual misconduct occurs in our community, the University can:

- Intervene to prevent harmful behavior from continuing or escalating.
- Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
- Investigate and discipline violations of the University's relevant policies."

We are "Responsible Employees" or "Mandatory Reporters," which means that we must report violations of Title IX to the Title IX Coordinator. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Additional University Resources

The Sanger Learning Center

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

The Moody College Writing Support Program

Check out the the Moody College Writing Support Program. **Take note that the Moody College Writing Support Program will work with students online.** Here's a blurb about their many helpful services:

"The Moody College Writing Support Program (<http://sites.utexas.edu/moodywriting/>) located in BMC 3.322, offers one-on-one assistance without charge to undergraduates seeking to improve their professional writing in all fields of communication. We have student specialists in Journalism, RTF, CSD, CMS, Communication & Leadership and PR & Advertising. In addition, we offer workshops to strengthen core writing skills in each field and to inspire students to strive for excellence. Students may guarantee their time by booking half-hour appointments on our website for assistance during all stages of the writing process. Writing coaches also will take drop-ins if they are not working with appointments."

The University Writing Center

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students' resourcefulness and self-reliance. <http://uwc.utexas.edu/>

Counseling and Mental Health Center

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

Canvas Help

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Important Safety Information- BCAL

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

Evacuation Information

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

"Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency."

Student Emergency Services

<http://deanofstudents.utexas.edu/emergency/>

Libraries

Need help searching for information? <http://www.lib.utexas.edu/>