



## **CRWT 3351.501: Poetry Workshop**

Department of Arts & Humanities Fall 2021  
University of Texas at Dallas

Monday 7:00PM – 9:45PM CDT  
[TRADITIONAL CLASSROOM]

Instructor: Laura Neal  
Classroom Location: SCI 3.240  
Office Hours: MS Teams by Appointment  
Email: [Laura.Neal@utdallas.edu](mailto:Laura.Neal@utdallas.edu)

**NOTE: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students verbally during class and in writing via eLearning and/or email.**

\* \* \* \* \*

**Course Description:** Poetry Workshop (CRWT 3351) is an introductory course to poetry where students will learn the fundamentals of the genre. Students will gain experience planning, writing, revising, and critiquing poems. This course is designed to provide students an understanding of creative poetic practices and how to effectively communicate ideas. We'll focus much of our energy on technique and form and work to deconstruct the process of how a writer goes from an idea to final product. We will read and analyze poems, critical essays, and interviews in order to achieve the following goals: drafting new poems, constructive criticism, voice development, and a structural understanding of the poetic process.

### **Student Learning Objectives:**

- Students will acquire a basic understanding of the skill and craft involved in writing poetry.
- Students will develop their voice and aesthetic style drafting and revising poems.
- Students will learn to read poems critically in a workshop environment.
- Students will gain the ability to identify poetic techniques.
- Students will produce a final portfolio with exceptional poems.
- Students will gain exposure to authors styles and poetic processes.

### **Required Textbooks:**

Oliver, Mary. *A Poetry Handbook*, Houghton Mifflin, 1994.  
ISBN-13: 978-0156724005

### **Required Materials:**

A notebook and a pen and/or pencil

**Recommended Critical Texts / Anthologies (not required):**

- Writing Poems by Michelle Boisseau
- A Poet’s Glossary by Edward Hirsch
- The Art of the Poetic Line by James Logenbach
- The Art of Syntax by Ellen Bryant Voigt
- In the Palm of Your Hand: The Poet’s Portable Workshop by Steve Kowitz
- Norton Anthology of Poetry 5<sup>th</sup> Ed.

\*\*\*\*\*

**Classroom Safety and COVID-19**

To help preserve the University’s in-person learning environment, UT Dallas recommends the following:

- Adhere to the University’s [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status.
- Vaccinations are widely available, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. You are encouraged to [get a COVID-19 vaccine](#) and register your vaccination status through the [voluntary vaccine report form](#).

**Course Access and Navigation**

Parts of this course will need to be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

**Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable learning management 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 provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

**Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

## Assignment Categories:

### Discussion Board Assignments

Every week (except Week One) you will respond to a Discussion Board question in eLearning based on a critical essay. Responses should be a paragraph in length (5-7 sentences). All responses should be posted in eLearning each **Thursday by 11:59PM CDT**. In addition to your paragraph, you *must* respond to two other students' posts. This response doesn't have to be long, but it should be engaging. Feedback to those responses are not required. Late and incomplete submissions will not be accepted. *New Discussion Board forums will become available each Tuesday at noon.*

### Reading Assignments

Every week you will read a selection of poems and craft essays. Some weeks there will be a podcast or interview in lieu of an essay. All of these readings will be posted in eLearning with the exception of the readings in the textbook. We will discuss the readings together during class so please come prepared with notes. One of the most important parts of a writing course is the reading; therefore, the reading load is substantial.

**\*\*Special Assignment\*\***: During the first week of class students should visit the library and select a book of poems to read over the semester. Students will write any notes, observations, and thoughts on each of the poems. Plan to read (5) poems a week from the book. More details to follow in class.

### Vocabulary Assignments / Instructions

Every week you will complete a vocabulary worksheet on poetic terminology. The worksheet will be located in the corresponding weekly folder in eLearning. All vocabulary assignments are due each **Thursday by 11:59PM CDT**. *New Vocabulary Assignments will become available each Tuesday at noon.*

### In-Class Writing

I will often ask you to respond to a prompt during class hours. This activity would not be graded, however, participation will be expected.

### Poetry Submissions + Writing Workshops + What is a "Workshop"?

Workshop is a Socratic dialogue between students used to provide insight and critique on a peers work with the goal of providing the author with useful feedback toward the revision process. Please note that poetry is NOT a medium to exercise racism, homophobia, xenophobia, or any form of discriminatory remarks. It is a violation of this safe creative space and the university code of conduct.

The first half of the semester will be dedicated to craft and foundations. Workshops will begin on Week Eight. The class will be in two groups; Group A and Group B. Each group will have four poems for workshop, however, everyone must submit a poem each week for a total of seven poems. Poems that aren't scheduled for workshop will still be required in the final portfolio.

Writers are required to post their work on eLearning on **Friday by 11:59PM CDT**. Please be sure to leave brief remarks on poems up for workshop before our Monday evening class.

**Additional note on writing workshops:** This is an important part of this course. You, the students are responsible for shepherding not only your work, but the work of your peers. You are expected to provide constructive criticism for the poems and short stories your peers submit. Come prepared with notes for the writers up for workshop. Always begin with the positive. Mention the strengths of the work. Make sure to ask questions, provide your thoughts, and offer revision suggestions. A healthy writing community is an important part of a well-developed creative work. All students should prepare a two to three sentence response for each student up for workshop and share it verbally in class.

**Report on a Poet**

All students are required to give a ten-minute presentation on an assigned poet. The contents of this presentation should include: a brief biography (including photograph), notable works, notable quotes, and two poems (one of which piqued your interest). Submit as either a Word/PDF document, PowerPoint, or a video link. **Presentation dates: TBD**

**Final Portfolio / Essay**

The final portfolio will tentatively be due **Monday December 13th by 11:59PM CDT**. The portfolio will consist of seven original and revised poems, and a 500-word essay explaining how the reading materials and lectures have impacted your knowledge and strategy of the poetic process. (You should do well to take good notes in class and during workshop as well as saving early drafts of your work). I will submit a few questions in eLearning toward the end of the semester for you to consider.

\*\*\*\*\*

**Contact Me**

Please feel free to email me anytime at [Laura.Neal@utdallas.edu](mailto:Laura.Neal@utdallas.edu)  
Expect a response within 24-48 hours (likely much sooner). For more in-depth discussions regarding your work or course progress, I'm happy to schedule a Microsoft Teams meeting.

\*\*\*\*\*

**Class Recordings**

In the event that a class is held on MS Teams, the instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student Accessibility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student Accessibility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

\*\*\*\*\*

**PREPARATION FOR CLASS:** Please come to class with specific observations and responses to both the assigned readings and work by fellow poets. Come prepared to reflect, speak, and discuss. Thank you!

## Fall 2021 Assignments and Course Calendar

Reading assignments will be denoted as the following: A Poetry Handbook (PH). All photocopies and/or links will be denoted as (eLearning).

**\*\*\*Note:** Reading material will be discussed the day it is listed on the schedule. There will be two breaks during class: 7:50-8:00 + 8:50-9:00

Week	Date	Readings	Assignments
1	Aug 23	<b>Introduction to the Course</b> Course Syllabus + Introductions + Navigating eLearning Read “The Transaction” (eLearning) Read “How to Read and Talk About Poetry” (eLearning) In-Class Video: Victoria Redel on Beginnings	→ In-class discussion: Why do you write or are interested in writing? What are your perceptions of the writer? → Post Self-Introduction in Discussion Board [Due: Aug 23]
2	Aug 30	<b>Reading + Imitation</b> Read chapter “Reading Poems” (PH) Read chapter “Imitation” (PH) Read “Learning the Poetic Line” (eLearning) Read Austin Segrest “Across the Street” (eLearning) Read Melissa Range “Of ermod” (eLearning) Read Eduardo C. Corral “To the Angelbeast” (eLearning) Read Emily Dickinson “Wild Nights” (eLearning) Read Inger Christensen “it’s very strange” (eLearning)	→ Respond to DB Two [Due: Aug 26] → Vocabulary Assignment [Due: Aug 26] → Write an Imitation of one of the assigned poems [Due: Aug 27]
3	Sept 6	<b>NO CLASS LABOR DAY</b>	
4	Sept 13	<b>Sound Study</b> Read chapters “Sound” + “More Devices of Sound” (PH) Read “Sound Makes Sense” (eLearning) Read Ezra Pound “In a Station of the Metro” (eLearning)	→ Respond to DB Three [Due: Sept 9] → Vocabulary Assignment [Due: Sept 9]

		<p>Read A.E. Stallings "Chairs" (eLearning)</p> <p>Read Robert Creeley "I Know a Man" (eLearning)</p> <p>Read Theodore Roethke "The Waking" (eLearning)</p> <p>Read Jorie Graham "Evolution" (eLearning)</p>	<p>→ See Assignment Folder for Homework [Due: Sept 10]</p>
5	Sept 20	<p><b>Metrics + The Poetic Line</b></p> <p>Read chapter "The Line" (PH)</p> <p>Read "Two Lines" (eLearning)</p> <p>Read Camille Rankine "Ways to Disappear" (eLearning)</p> <p>Read Donika Kelly "The moon rose over the bay. I had alot of feelings" (eLearning)</p> <p>Read Kay Ryan "Thin" (eLearning)</p> <p>Read Robert Hass "Meditation at Lagunitas" (eLearning)</p> <p>Read Kevin Young "Banjo" (eLearning)</p>	<p>→ Respond to DB Four [Due: Sept 16]</p> <p>→ Vocabulary Assignment [Due: Sept 16]</p> <p>→ See Assignment Folder for Homework [Due: Sept 17]</p>
6	Sept 27	<p><b>Diction, Tone, + Voice</b></p> <p>Read chapter "Diction, Tone, Voice" (PH)</p> <p>Read "Learning About Figurative Language" (eLearning)</p> <p>Watch Video Poem: Walt Whitman (eLearning)</p> <p>Read Bro Yao "I thought my mama was god" (eLearning)</p> <p>Read Rebecca Lindenberg "Letter To A Friend, Unsent" (eLearning)</p> <p>Read Tim Seibles "Ode to My Hands" (eLearning)</p> <p>Read Ada Limon "Late Summer after a Panic Attack" (eLearning)</p>	<p>→ Respond to DB Five [Due: Sept 23]</p> <p>→ Vocabulary Assignment [Due: Sept 23]</p> <p>→ See Assignment Folder for Homework [Due: Sept 24]</p>
7	Oct 4	<p><b>The Image + Free Verse</b></p> <p>Read chapters "Imagery" + "Verse That is Free" (PH)</p> <p>Read "Invisible Architecture" (eLearning)</p> <p>Read Franny Choi "Second Mouth" (eLearning)</p> <p>Read Sharon Olds "Fear of Oneself" (eLearning)</p> <p>Read Jane Kenyon "Let Evening Come" (eLearning)</p>	<p>→ Respond to DB Six [Due: Sept 30]</p> <p>→ Vocabulary Assignment [Due: Sept 30]</p> <p>→ See Assignment Folder for Homework [Due: Oct 1]</p>

		<p>Read Jenny Xie “Long Nights” (eLearning)</p> <p>Read Linda Pastan “To a Daughter Leaving Home” (eLearning)</p>	
8	Oct 11	<p><b>Workshop + The Sonnet</b></p> <p>Read chapter “Workshops + Solitude” (PH)</p> <p>Read “Learning the Sonnet” (eLearning)</p> <p>Read Milton “When I Consider How My Light is Spent” (eLearning)</p> <p>Read Gerard Manley Hopkins “Pied Beauty” (eLearning)</p> <p>Read Jericho Brown “The Tradition” (eLearning)</p> <p>Read Ada Limon “Instructions on Not Giving Up” (eLearning)</p> <p>Read Gwendolyn Brooks “sonnet-ballad” (eLearning)</p> <p>[Workshop Group A] + Poet Reports</p>	<p>→Mid-Term Conferences [TBA]</p> <p>→Special Assignment Check-In</p> <p>→Respond to DB Seven [Due: Oct 7]</p> <p>→Vocabulary Assignment [Due: Oct 7]</p> <p>→Submit Free Verse Poem in eLearning [Due: Oct 8]</p>
9	Oct 18	<p><b>The Haiku</b></p> <p>Read “Haiku Form” (eLearning)</p> <p>Read “Haiku Economics” (eLearning)</p> <p>Read Sonia Sanchez “I count the morning” (eLearning)</p> <p>Read Rachel Wetzsteon “Blue Octavo Haiku” (eLearning)</p> <p>Read Matsuo Basho “the cry of the cicada” (eLearning)</p> <p>Read Kobayashi Issa “mosquito at my ear” (eLearning)</p> <p>Read Sonia Sanchez “Blues Haiku” (eLearning)</p> <p>[Workshop Group B] + Poet Reports</p>	<p>→Respond to DB Eight [Due: Oct 14]</p> <p>→Vocabulary Assignment [Due: Oct 14]</p> <p>→Submit Sonnet Poem in eLearning [Due: Oct 15]</p>
10	Oct 25	<p><b>The Persona</b></p> <p>Read "Learning the Persona Poem" (eLearning)</p> <p>Watch “Learning with Laureates” (eLearning)</p> <p>Read May Yang "To All My Friends" (eLearning)</p> <p>Read Sachiko Murakami "He Said She Said" (eLearning)</p> <p>Read Brenda Hillman “Wood’s Edge” (eLearning)</p>	<p>→Respond to DB Nine [Due: Oct 21]</p> <p>→Vocabulary Assignment [Due: Oct 21]</p> <p>→Submit Haiku Poem in eLearning [Due: Oct 22]</p>

		<p>Read Margaret Atwood “Pig Song” (eLearning)</p> <p>Read James Tate “The Motorcyclists” (eLearning)</p> <p>[Workshop Group A] + Poet Reports</p>	
11	Nov 1	<p><b>The Pantoum</b></p> <p>Read “Pantoum” (eLearning)</p> <p>Read Kiandra Jimenez "Halcyon Kitchen" (eLearning)</p> <p>Read Natalie Diaz "My Brother at 3 a.m." (eLearning)</p> <p>Read Evie Shockley "pantoum: landing 1976" (eLearning)</p> <p>Read A.E. Stallings “Another Lullaby for Insomniacs” (eLearning)</p> <p>Read Natasha Trethewey “Incident” (eLearning)</p> <p>[Workshop Group B] + Poet Reports</p>	<p>→ Respond to DB Ten [Due: Oct 28]</p> <p>→ Vocabulary Assignment [Due: Oct 28]</p> <p>→ Submit Persona Poem in eLearning [Due: Oct 29]</p>
12	Nov 8	<p><b>The Ode</b></p> <p>Read “Ode” (eLearning)</p> <p>Read Ellen Bass "Ode to Fat" (eLearning)</p> <p>Read Marcus Jackson "Ode to Kool-Aid" (eLearning)</p> <p>Read Elizabeth Acevedo "Ode to the Head Nod" (eLearning)</p> <p>Read Francisco X. Alarcon “Ode to My Shoes” (eLearning)</p> <p>Read Jamila Woods “Ode to Herb Kent” (eLearning)</p> <p>[Workshop Group A] + Poet Reports</p>	<p>→ Respond to DB Eleven [Due: Nov 4]</p> <p>→ Vocabulary Assignment [Due: Nov 4]</p> <p>→ Submit Pantoum Poem in eLearning [Due: Nov 5]</p>
13	Nov 15	<p><b>The Inventive Forms</b></p> <p>Read Terrance Hayes "The Golden Shovel" (eLearning)</p> <p>Read Jericho Brown "Duplex" (eLearning)</p> <p>Read A. Van Jordan "from" (eLearning)</p> <p>Read Mary Ruefle "a little white shadow" (eLearning)</p> <p>Read Michael Kleber-Diggs "America is Loving Me to</p>	<p>→ Respond to DB Twelve [Due: Nov 11]</p> <p>→ Vocabulary Assignment [Due: Nov 11]</p> <p>→ Submit Ode Poem in eLearning</p>

		Death" (eLearning) [Workshop Group B] + Poet Reports	[Due: Nov 12]
14	Nov 22	<b>NO CLASS THANKSGIVING BREAK</b>	
15	Nov 29	<b>Revision</b> Read chapters "Revision" + "Conclusion" (PH) Read "The Warmth of the Messy Page" (eLearning)  Read Andrew Solomon "The Middle of Things: Advice for Young Writers" (eLearning)  Watch Video: C.D. Wright "The Art of Revision" (eLearning)  Read Richard Hugo "Triggering Town" (eLearning)  Read Vievee Francis "Still Life w/ Summer Sausage, A Blade, and No Blood" (eLearning)  [Workshop Group A + B]	→Submit Inventive Poem in eLearning [Due: Nov 27]
16	Dec 6	<b>Last Day of Class</b>	→Final Conferences →Special Assignment Due

\*\*\*FINAL PORTFOLIO DUE MONDAY DECEMBER 13<sup>TH</sup> 11:59PM CDT\*\*\*

**Grading Policy:** This course consists of shared readings, video clips, lectures, discussion boards, group activities, workshops, and the completion of writing assignments. Your final grade will be a mixture of assessments for each of these components. Your success in this course will be a direct result of timely submission and participation.

**A note on participation:** Participation is graded in all of your assignments. This includes active participation in workshop and discussion; completion of assigned readings / discussion boards; in-class assignments; homework; level of class preparation; volunteerism; (Teams chat; and Teams meetings - should a class be held virtually).

### Assignments and Percentages

Final Portfolio	35%
Discussion Board	20%
Poetry Submissions	20%
Vocabulary Assignments + Special Assignment	15%
Poet Report	10%
<b>TOTAL</b>	<b>100%</b>

## Grading Scale

93-100	A	73-77	C
90-92	A-	70-72	C-
88-89	B+	68-69	D+
83-87	B	63-67	D
80-82	B-	60-62	D-
78-79	C+	Below 60	F

## Course + University Policies

<p><b>Participation</b></p>	<p>Your success in this course (CRWT 3351) is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings and prior research and/ or study when responding orally in class, and please be prepared to back up any points you make.</p> <p>Because each class period will consist of a mixture of lecture, discussion, group work, and free writing, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). Please be on time - class will start promptly at 7PM CDT. Leaving early is not encouraged unless the instructor has been informed. <b>If you are unable to attend class please let me know via email, especially if you're up for workshop. Thank you.</b></p>
<p><b>Late Work</b></p>	<p>All drafts, including final, must be submitted when and as required in order to successfully complete this course. <b>Late or incomplete assignments will not be accepted.</b></p>
<p><b>Personal Communication Devices</b></p>	<p>If possible, turn off or silence all cell phones, pagers, and other personal communication devices before the start of class. <b>Please help keep our class meetings distraction free.</b> Do not use them during class.</p>
<p><b>Student Conduct and Discipline</b></p>	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are</p>

	<p>defined and described in the Rules and Regulations, Board of Regents, The University of Texas System Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students.</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<b>Academic Integrity</b>	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in scholastic work.</p> <p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism. This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
<b>Email Use</b>	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. The university encourages all official student email correspondence be sent only to a student's UTD email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UTD provides a method for students to have their UTD email forwarded to other accounts.</p>
<b>Withdrawal from Class</b>	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed.</p>

	<p>It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
<p><b>Student Grievance Procedures</b></p>	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.</p>
<p><b>Disability Services</b></p>	<p>The contact information for the Office of Disability Services is:  The University of Texas at Dallas, SU 22  PO Box 830688  Richardson, Texas 75083-0688  (972) 883-2098 (voice or TTY)</p> <p><u>It is the student's responsibility to notify professors of the need for such an accommodation.</u></p> <p>Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
<p><b>Religious Holy Days</b></p>	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p>
<p><b>Helpful UTD Resource Links</b></p>	<p>Behavior Assessment and Intervention Team (B.A.I.T)  Student Success Center  Graduation Help Desk</p>

**END OF SYLLABUS**