



**COLA 100LA, Sec. 1004**  
***First Year Seminar:***  
***Science Fiction and Philosophy***  
**Fall 2018**  
***MW 1pm-2:15pm***  
***CBC C235***

**Professor:** James Woodbridge

**Email:** james.woodbridge@unlv.edu

**Course Webpage:** WebCampus

and at <http://faculty.unlv.edu/jwood/unlv/COLA100LAF18syl.htm>

**Office Hours:** M 2:30pm-4pm, T 12:30pm-2pm, and by appointment

**Office:** CDC 426

**Office Phone:** 895-4051

**Dept. Phone:** 895-3433

**Course Description:**

This course is an introduction to philosophy with the specific long-term goal of helping you be a successful college student. To achieve this goal we will cover skills and information related to success in college, in the context of exploring some central philosophical issues, as they get raised in various works of science fiction. Science fiction (sci-fi) provides an accessible, informal platform for asking and attempting to answer certain questions that philosophy investigates in a more systematic way. In fact, philosophers throughout history have often considered “sci-fi” like scenarios (sometimes called “thought-experiments”) to lay out the issues they investigate. We will consider some interesting questions raised in various works of sci-fi, determine their philosophical underpinnings, and examine how various philosophers have investigated those underlying issues. Some of the questions we will consider include: Could the world around you just be an elaborate computer simulation? (What can you know about the world outside of your mind?) If my memories and consciousness were uploaded into a computer or a robot when my body died, would the result still be me? (What makes me the particular being that I am?) Could a very sophisticated robot or android count as a genuine person? (What are the criteria for personhood?) Should we punish someone for a crime he has not yet committed but is predetermined to commit in the future? (Do we have free will, and how does this issue relate to morality?) Would an alien species’ morality be just as legitimate as ours? (Are there universal moral principles?) What would you think if an advanced alien species came here and dictated how we are to live? (What responsibilities do the powerful have to the less powerful?) What sorts of problems with our own society might be revealed in reactions that we might have to alien (or long-isolated human) societies—and that they might have to us? (Where do we manifest racism, patriarchy, and other forms of oppression?) Should we worry about our relationship with technology and its consequences? What sort of life can someone have in a corporatized, resource-poor, dystopian setting? (What aspects of current society might threaten our future, and how might we resist them?)

A primary objective of this course is to introduce students to college life at UNLV. In the process, you will become familiar with the resources the university provides as well as the learning goals expected of all undergraduate students. The course will also promote the acquisition of critical thinking and study skills, as well as accessing and evaluating information from a variety of sources. Finally, emphasis will be placed on the importance of preparing yourself to function in a diverse world, as well as becoming an ethical and engaged citizen. As such, this course serves as preparation for both your academic career at UNLV and your future professional goals.

**Course Goals:** This course will introduce you to each of the University Undergraduate Learning Outcomes, skills and information related to college success, along with the general nature of philosophical thought and its basic methods and goals, by introducing classic philosophical questions through the format of science fiction.

**University Undergraduate Learning Outcomes (UULOs):**

1. **Intellectual Breadth and Life-Long Learning** - Integrate differing perspectives of the natural sciences, social sciences, humanities and fine arts, and develop skills and desire for life-long learning.
2. **Inquiry and Critical Thinking** - Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.
3. **Communication** - Communicate effectively in written, spoken, visual, and digital modes.
4. **Global/Multicultural** - Develop knowledge of global and multicultural societies and an awareness of one's place in and effect on them.
5. **Citizenship and Ethics** - Participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in one's personal and professional life.

**Other Learning Outcomes:**

6. **An overview of UNLV and the resources available to students**
7. **College success skills including how to study and manage your time effectively**

**Course-Specific Learning Goals. By the end of the course you should be able to:**

8. Define philosophical terms, concepts, and theories introduced in the course (UULOs: 1, 3).
9. Explain the major theoretical approaches in ethics and the challenges each faces (UULOs: 1, 2, 3, 5).
10. Recognize presuppositions/assumptions underlying a view or presented scenario (UULOs: 1, 2, 4, 5).
11. Formulate, defend, and critique arguments and theoretical positions (UULOs: 1, 2, 3—possibly 5).
12. Think critically about difficult and abstract issues (UULOs: 1, 2—possibly 5).

**Required Textbooks (Available at the UNLV Bookstore):**

Cuseo, J.; Thompson, A.; Campagna, M.; and Fecas, V. *Thriving in College and Beyond: Research-Based Strategies for Academic Success and Personal Development*. Fourth Edition. Dubuque: Kendall Hunt Publishing, 2016  
Nagel, T. *What Does it All Mean?* New York: Oxford University Press, 1987  
Perry, J. *A Dialogue on Personal Identity and Immortality*. Indianapolis: Hackett Publishing, 1978

You will also be required to read around **30 science-fiction short stories (labeled '[SF]')**, along with several **philosophy selections (labeled '[PH]')**, which will be made available through WebCampus.

In addition, you will be required to watch a few **science fiction movies**, as well as several **episodes of *Star Trek***, from The Original Series (*TOS*), The Next Generation (*TNG*), and Deep Space Nine (*DS9*). The movies will be set up to stream via WebCampus. The *Star Trek* episodes will be available via the course Netflix account, which I will activate in September.

**Attendance Policy:**

You must attend class and engage in discussion of the material. There is such a thing as an excused absence (when verified with me); if you know in advance that you will have to miss class for a legitimate reason (this does not include work—you must schedule work around school), email me to let me know what is happening. More than two **unexcused** absences lowers your final course grade by one level (i.e., a B becomes a B-). More than 4 unexcused absences lowers your course grade by a full letter (i.e., a B+ becomes a C+). More than 7 unexcused absences results in automatic failure of the course.

**Missed Class(es):**

If you miss a class, the **first** thing you need to do is **get notes** for that meeting from one of your classmates. Then, **after reviewing** the notes, come see me in office hours to discuss what you missed.

**Special Materials Needed:**

You need access to the Internet, in order to get the majority of the course readings and to stream the video assignments for the course.

## **Assignments, Projects, WebCampus Posts and Class Contributions**

You must satisfactorily complete all of the class assignments in order to pass the course.

### **Class Participation (UULOs: 1, 3)**

You are expected to attend every class, to have read and watched everything assigned for each meeting before that meeting, to have written down some notes about what you read and watched, and to be ready to discuss the material—by asking questions, answering other students' questions, making observations or suggestions, etc. This still applies when there is also an assignment you must turn in for the class. Everyone should contribute to the discussion of the material in every class meeting.

### **College Success Activities (UULOs: 1, 3)**

Throughout the term, mostly in the beginning, there will be a number of Activities you will engage in and verify, pertaining to chapters of *Thriving in College and Beyond*, as well as learning about other UNLV resources.

### **WebCampus Journal Entries (UULOs: 2, 3—sometimes 4, 5)**

Nearly every week you will need to make an entry to the journal section of your WebCampus page for the course. These entries will involve your reactions to, explanation and discussion of, and relating together some of the assigned readings or viewings. Each entry should be at 500-600 words. The focus is more on content than writing niceties.

### **Essays: Drafts and Rewrites (UULOs: 2, 3—sometimes 4, 5)**

You will write two 4-5 page (1200-1500 word) Essays during the term, both of which you will initially submit as a First (but complete) Draft and then revise in light of my comments (and advice from the Writing Center) to submit as a Rewrite. The First Essay Draft is due by noon on Wednesday, Oct. 3<sup>rd</sup>, with the Rewrite due by noon on Monday, Oct. 22<sup>nd</sup>. The Second Essay Draft is due by noon on Wednesday, Nov. 7<sup>th</sup>, with the Rewrite due by noon on Wednesday, Nov. 28<sup>th</sup>.

### **Class Group Presentation (UULOs: 1, 2, 3—possibly 4, 5)**

Starting in mid-November, most class meetings will include student group presentations. In these presentations, a 4-student group will introduce and summarize two different works of science fiction (a short story, novel, film, or TV-show)—outside of the works assigned for the class—that raise a common philosophical issue, explain the issue, explain the views of some philosopher on that issue, and explain how the issue arises and is covered in the sci-fi works. Each presentation should be about 30 minutes long and include some sort of visual aid (power-point, drawn posters, drawings on the classroom whiteboard). Each group must submit a **1200-1500 word** write up of their presentation.

### **Final Exam (UULOs: 1, 2, 3, 5)**

At **1pm on Monday, Dec. 10, 2018**, in our regular classroom, we will have a timed, in-class, closed book **Final Exam** for the course. The exam will consist of some sort answer questions and some essay questions, pertaining to the course materials and the lectures and discussions about them.

### **Grade Breakdown:**

<b>Class Participation =</b>	<b>100 Points</b>
<b>College Success Activities =</b>	<b>150 Points (10 each)</b>
<b>WebCampus Journal Entries =</b>	<b>250 Points (25 each)</b>
<b>Essays =</b>	<b>500 Points (250 each)</b>
<b>Class Presentation =</b>	<b>200 Points</b>
<b>Final Exam =</b>	<b>300 Points</b>

**Total Points for Course = 1500.**

<b>Grade Ranges</b>	<b>A: 1390-1500</b>	<b>B+: 1300-1344</b>	<b>B: 1240-1299</b>	<b>C+: 1150-1194</b>	<b>C: 1090-1149</b>	<b>D+: 1000-1039</b>	<b>D: 940-999</b>	<b>F: 0-894</b>
	<b>A-: 1345-1389</b>	<b>B-: 1195-1239</b>	<b>C-: 1040-1089</b>	<b>D-: 895-939</b>				

### **Individual Study**

For this course, students are expected to engage in at least *five hours* per week of individual study outside the classroom (e.g., reading, writing, reviewing, researching, class preparation).

## Class Schedule

**The instructor reserves the right to amend this schedule. Any changes will be announced and/or distributed in class. It is your responsibility to keep abreast of changes.**

WK	Date	Class Topic	Readings	Assignment
1	Aug. 27	Introduction to class, syllabus, and WebCampus	N/A	N/A
	Aug. 29	Touching All the Bases—The “Big Picture”  Success strategies  Campus Resources  Self-Awareness  Philosophy, thought experiments, and science fiction	Introduction and Ch. 1, <i>Thriving in College and Beyond</i> [TICAB]  “Message to My Freshman Students” by Keith Parsons  “On the Study of Philosophy” by J. Perry and M. Bratman [PH]  Ch. 1, <i>What Does it All Mean?</i> by Thomas Nagel [PH]	College Success Activity 1: Email your professor to schedule a visit.  College Success Activity 2: Do the Exercises at the end of TICAB, Ch. 1 (pp. 24-26)
2	Sep. 3	<b>Labor Day—No Class!</b>  (But do the reading and problems assigned.)  What is a Liberal Arts Education?  Critical Thinking and Reasoning	Ch. 2, TICAB  Ch. 8, TICAB (esp. pp. 185-90)  “Critical Thinking: A Very Short Introduction” [Ch. 8, of <i>Achieving Success</i> ], by Ian Dove	College Success Activity 3: Do the Exercises at the end of TICAB, Ch. 2 (pp. 51-55) (turn in on Wed 9/5)  College Success Activity 4: Practice Problems from <i>Achieving Success</i> , Ch. 8 (turn in Wed)
	Sep. 5	Arguments and critical thinking  Appearance and Reality  What can we be sure of?	“The Allegory of the Cave” from <i>The Republic</i> by Plato [PH]  “The Electric Ant” by Philip K. Dick [SF]	Journal Entry #1: Discuss parallels between the Plato piece and the PKD story
3	Sep. 10	Academic Success Center presentation  Time Management  Belief and knowledge	Chs. 4 and 5, TICAB  Ch. 2 of Nagel [PH]  “Appearance and Reality” by Bertrand Russell [PH]	College Success Activity 5: complete the Exercises and Time-Management Plan from TICAB, Chs. 4 and 5  College Success Activity 6: come to my office hours by Fri 9/14
	Sep. 12	Knowledge of the world beyond experience  Skepticism	Ch. 6, TICAB  “Brain in a Vat” by Jonathan Pollock [SF]  Watch <i>The Matrix</i> [SF]	College Success Activity 7: visit another of your professors by 9/19 to discuss his/her course. Get the visit certified.
4	Sep. 17	Skepticism and solipsism  Could we be living in a simulation?  Would it be a bad thing if we were?	“They” by Robert Heinlein [SF]  “Meditations I and II” by Rene Descartes [PH]  “The Existence of Matter” by Bertrand Russell [PH]  “The Experience Machine” by Robert Nozick [PH]  Watch <i>Star Trek TNG</i> , “Ship in a Bottle” [S6:Ep12] [SF]	Journal Entry #2: Take one new [SF] work and one new [PH] reading assigned 9/10-17, and discuss why there is a problem about knowledge.

	<b>Sep. 19</b>	What am I? A mind (soul)? A body?  Could I continue to exist after death?	<p>"The Meeting" by F. Pohl and C.M. Kornbluth <b>[SF]</b></p> <p>Ch. 4 of Nagel <b>[PH]</b></p> <p>"The First Night" from <i>A Dialogue on Personal Identity and Immortality</i> by John Perry <b>[PH]</b></p> <p>"Where am I?" by Daniel Dennett <b>[SF]</b></p>	College Success Activity 8: Learn about Financial Aid (download a FAFSA form) and scholarships. Turn in the first page of the FAFSA with just your name filled in, along with a list of scholarships you can apply for.
<b>5</b>	<b>Sep. 24</b>	Personhood and Personal Identity through time	<p>Ch. 7, <i>TICAB</i> (esp. pp. 160-9 top)</p> <p>"The Second Night" and "The Third Night" from the Perry book. <b>[PH]</b></p> <p>Ch. 9 of Nagel <b>[PH]</b></p> <p>"Learning to Be Me" by Greg Egan <b>[SF]</b></p> <p>Watch <i>Star Trek TNG</i>, "Second Chances" [S6:Ep24] <b>[SF]</b></p>	<p>Journal Entry #3: Pick one [SF] work and one [PH] reading assigned 9/19-24 and explain, discuss, and relate them</p> <p>College Success Activity 9: Complete Exercises 7.1-7.4 from <i>TICAB</i>, Ch. 7</p>
	<b>Sep. 26</b>	Critical Essay Writing Writing Center visit  What does it take to be a person?  Could a robot or android count as a person?  The Turing Test	<p>"The Bicentennial Man" by Isaac Asimov <b>[SF]</b></p> <p>"Turing Test" in <i>Wikipedia</i> <b>[PH]</b></p> <p>Ch. 3 of Nagel <b>[PH]</b></p> <p>Watch <i>Star Trek TNG</i>, "The Measure of a Man" [S2:Ep9] <b>[SF]</b></p>	College Success Activity 10: Make an appointment to visit the Writing Center by 10/1 to discuss your First Essay.
<b>6</b>	<b>Oct. 1</b>	Artificial intelligence (AI) and synthetic persons  Against the Turing Test and the possibility of AI	<p>"Evidence" from <i>I, Robot</i> by Isaac Asimov <b>[SF]</b></p> <p>"Searle and the Chinese Room Argument: Parts I and II" Webpages by D. Anderson <b>[PH]</b></p> <p>Watch <i>Ex Machina</i> <b>[SF]</b></p>	<p>Journal Entry #4: Pick one [SF] work and one [PH] reading from 9/26-10/1 and explain, discuss, and relate them.</p> <p>Find a chatbot online and have a "conversation". Report a bizarre reply it gives you.</p>
	<b>Oct. 3</b>	Free will, foreknowledge, and determinism	<p>"The Minority Report" by Philip K. Dick <b>[SF]</b></p> <p>Ch. 6 of Nagel <b>[PH]</b></p>	Submit First Essay via Turnitin through WebCampus by noon.
<b>7</b>	<b>Oct. 8</b>	Lied Library visit  What if determinism were true?	<p>Ch. 3, <i>TICAB</i></p> <p>"What's Expected of Us" by Ted Chiang <b>[SF]</b></p> <p>"Please Don't Tell Me How the Story Ends" by Thomas Davis <b>[SF]</b></p>	College Success Activity 11: Do Ex. 3.1-3.6 from <i>TICAB</i>
	<b>Oct. 10</b>	Why be moral? Does might make right?  What is the basis of morality? Is morality based on religion?	<p>"The Ring of Gyges," from <i>The Republic</i> by Plato <b>[PH]</b></p> <p>Watch <i>The Invisible Man</i> (1933). <b>[SF]</b></p> <p>Ch. 7 of Nagel <b>[PH]</b></p> <p>"Does Morality Depend on Religion?" by James Rachels <b>[PH]</b></p>	Journal Entry #5: Pick one [SF] work and one [PH] reading from 10/3-10/10 and explain, discuss, and relate them.

8	Oct. 15	Ethics: the right and the good Is morality subjective? Do the ends justify the means?	"Axiomatic" by Greg Egan [SF] Watch <i>Star Trek DS9</i> , "In the Pale Moonlight" [S6:Ep19] [SF]	College Success Activity 12: Visit the Writing Center over the next 5 days to discuss revising your First Essay.
	Oct. 17	What conclusions should we draw about morality because of moral difference?	"The Monsters" by R. Sheckley [SF] "Cold-Blooded" by Margaret Atwood [SF]	Work on your First Essay Rewrite, due via email by noon on Mon 10/22.
9	Oct. 22	Is morality relative? Could there be general universal moral principles?	"Three Worlds Collide" by E. Yudkowsky [SF] "The Challenge of Cultural Relativism" by James Rachels [PH] Watch <i>Star Trek: TOS</i> , "The Devil in the Dark" [S1:Ep25] [SF]	Submit First Essay Rewrite via Turnitin through WebCampus by noon.
	Oct. 24	International Programs Visit Could morality be a matter of purely rational duties? Do universal moral principles apply absolutely?	"Kant's Duty Ethics" Webpage by Jan Garret [PH] "The Cold Equations" by Tom Godwin [SF] Watch <i>Star Trek: TOS</i> , "Journey to Babel" [S2:Ep10] [SF]	Journal Entry #6: Pick one [SF] work and one [PH] reading from 10/10-10/24 and explain, discuss, and relate them. College Success Activity 13: Search for and report on (to hand in on 12/3) two different Study Abroad programs that interest you.
10	Oct. 29	Wilson Advising Center visit Are there universal and absolute rights?	Ch. 11, <i>TICAB</i> "The Sharing of Flesh" by Poul Anderson [SF] Watch <i>Star Trek: TNG</i> , "Pen Pals" [S2:Ep15] [SF]	College Success Activity 14: Pick <b>3 possible majors</b> from the UNLV Catalog and complete the form in Ex. 11.5 for each of them.
	Oct. 31	Are consequences what determine the morality of actions?	Ch. 1-2, <i>Utilitarianism</i> by J.S. Mill [PH] "The Ones who Walk Away from Omelas" by Ursula K. LeGuin [SF]	Journal Entry #7: Pick one [SF] work and one [PH] reading from 10/24-10/31 and explain, discuss, and relate them.
11	Nov. 5	The Intersection visit Prejudice and oppression: Individual vs. Structural/Institutional Racism	Chap. 10, <i>TICAB</i> <i>The Racial Contract</i> , Intro and Ch. 1, by Charles Mills [PH] "Out of All Them Bright Stars" by Nancy Kress [SF] "The Space Traders" by Derrick Bell [SF]	College Success Activity 15: Do the Exercises from <i>TICAB</i> , Ch. 10 Work on Second Essay, due via email by noon Wednesday 11/7.
	Nov. 7	Prejudice, oppression, and social construction	"The Uncompleted Argument: Du Bois and the Illusion of Race" by Kwame Anthony Appiah [PH] Watch <i>Star Trek: TOS</i> , "Let That Be Your Last Battlefield" [S3:Ep15] [SF]	Submit Second Essay via via Turnitin through WebCampus by noon.
12	Nov. 12	<b>Veterans Day—No class!</b>	Watch <i>The Man in the High Castle</i> [S1:Ep1] [SF]	

	<b>Nov. 14</b>	Society, gender roles, patriarchy  Student presentations	"When it Changed" by Joanna Russ <b>[SF]</b>  "Understanding Patriarchy" by bell hooks <b>[PH]</b>  "The Metaphysics of Gender" by Elizabeth Barnes <b>[PH]</b>	Journal Entry #8: Pick one [SF] work and one [PH] reading from 11/5-11/14 and explain, discuss, and relate them.
<b>13</b>	<b>Nov. 19</b>	Peer Educator from Jean Nidetch Women's Center "Bystander Intervention and Consent"  Prejudice and oppression	Watch <i>Steven Universe</i> clips  "The World Well Lost" by Theodore Sturgeon <b>[SF]</b>	Work on your Second Essay Rewrite, due via email by noon on Wed 11/28.
	<b>Nov. 21</b>	YES, we have Class!  Inequality and justice  Student presentations	"Beggars in Spain" by Nancy Kress <b>[SF]</b>  Ch. 8 of Nagel <b>[PH]</b>	
<b>14</b>	<b>Nov. 26</b>	The limits of equality  Student presentations	"Harrison Bergeron" by Kurt Vonnegut <b>[SF]</b>  "Justice as Fairness," Charles Kay (Webpage) <b>[PH]</b>  "Rawls and Nozick," Gaura Rader (Webpage) <b>[PH]</b>	Journal Entry #9: Pick one [SF] work and one [PH] reading from 11/19-11/26 and explain, discuss, and relate them.
	<b>Nov. 28</b>	Technology and society  Student presentations	"The Machine Stops" by E.M. Forster <b>[SF]</b>  "The Future of Humanity" by Nick Bostrom <b>[PH]</b>  "Cultivating Humanity: Towards a Non-Humanist Ethics of Technology" by Peter-Paul Verbeek <b>[PH]</b>	Submit Second Essay Rewrite via Turnitin through WebCampus by noon.
<b>15</b>	<b>Dec. 3</b>	Society, the environment, and resources  Student presentations	"The Calorie Man" by Paolo Bacigalupi <b>[SF]</b>  "The Tamarisk Hunter" by Paolo Bacigalupi <b>[SF]</b>  "Aldo Leopold, Environmental Ethics, and the Land Ethic" by Michael Nelson <b>[PH]</b>  "The Land Ethic" by J. Baird Callicott <b>[PH]</b>	
	<b>Dec. 5</b>	The Big Picture  Student presentations	"The Last Question" by Isaac Asimov <b>[SF]</b>  Ch. 10 of Nagel <b>[PH]</b>	Journal Entry #10: Pick one [SF] work and one [PH] reading from 11/28-12/5 and explain, discuss, and relate them.
<b>16</b>	<b>Dec. 10</b>	Final Exam at 1pm in our regular classroom.	Study your notes! Go over the readings! Form study groups!	Bring an Exambook! Bring an extra one for a classmate!

## **University of Nevada, Las Vegas Additional Information**

**Academic Misconduct** -- Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Classroom Conduct** -- Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

**Copyright** -- The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)** -- The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations** -- The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Incomplete Grades** -- The grade of "I" -- Incomplete -- can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of "F" will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the "I" grade.

**Library Resources** -- Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website: <http://guides.library.unlv.edu/appointments/librarian>. You can also ask questions via chat and text message at <http://ask.library.unlv.edu/>.

**Rebelmail** -- By policy, faculty and staff should email students' Rebelmail accounts only. Rebelmail is UNLV's official email system for students. As such, it is a primary way students receive official university communications such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Emailing within WebCampus is acceptable.

**Missed Classwork** -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the UNLV Faculty Senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy is to offer fair and equitable opportunities to all students, including those representing the university in extracurricular activities. Instructors should consider, for example, that in courses which offer a "drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work and fairly earn her or his grade in the course.

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be a good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

**Transparency in Learning and Teaching** -- The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: [https://www.unlv.edu/sites/default/files/page\\_files/27/TILT-Framework-Students.pdf](https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf).

**Tutoring and Coaching** -- The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC-A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center** -- One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.