Course Description
This seminar focuses on the information processing aspect of consumer behavior. It complements the Consumer Behavior I doctoral seminar, which focuses on behavioral decision theory. Throughout the seminar, stress is laid on understanding current theoretical and methodological approaches to various topics of consumer behavior. We begin the seminar by following the traditional paradigm of information processing to study recent research on the key elements in information processing, including perception, learning, memory, and attitude formation. The sessions that follow examine research on how contextual factors, such as self-construal, power, thinking style, emotion, and self-control, affect consumers’ information processing. The seminar closes with student presentations of research proposals. The readings of the sessions cover substantive research areas in marketing, including product/brand evaluation, advertising, categorization, branding, new product development, impulsive behavior, and biases in decision making.

Learning Outcomes
(a) To acquire in-depth knowledge about research on information processing related topics.
(b) To develop the ability to critically evaluate research papers.
(c) To design an innovative research project that builds on the extant literature.
(d) To develop skills in effectively communicating academic research, both orally and in writing.

Course Materials
All readings can be downloaded from Dropbox.—Please note that Dropbox will be used only for access to the reading materials. For other communications and submissions, please go through canvas (https://uta.instructure.com/).

Course Format
This course follows a collaborative seminar format, where the learning objectives will be carried through a combination of lecture, class discussion, one-on-one coaching and presentations. Typically, the student discussion leader for the day will start the class by leading a discussion on each of the assigned articles. The professor will moderate the discussion, and end the class with a summary of key learning points. During the course of the semester, each student will develop his/her own research proposal in close collaboration with the professor. Finally, each student will present his/her research proposal to the rest of the class at the end of the semester. The specific requirements from each student are as follows:

i. Before every session (starting with Session 2), each student will have to email 3 discussion questions (see the “Discussion Questions” section below for detailed instructions about the content of the questions) from the assigned articles for that week to the professor. These discussion questions must be emailed before midnight of the Saturday preceding the class. The professor may reject one or more of your questions. In this case, it is your responsibility to re-submit the updated questions within 24 hours.
A subset of these questions will be selected by the instructor (and emailed to students one day before class) as a guide for class discussion.

ii. Each student will have to act as a discussion leader, on a revolving basis, during the course of the seminar.

iii. Each student will need to play the role as a reviewer for an article provided by the professor.

iv. Each student will have to prepare a written research proposal at the end of the semester.

v. Each student will have to present his/her research proposal in class at the end of the semester.

The discussion questions, discussion leadership, play reviewer, research proposal, and research presentation are described in detail below.

Discussion Questions
A list of articles has been assigned as reading for each session. Students must read the assigned articles in advance of each class, and (starting with the session on February 3) email three discussion questions to the professor before midnight of the Thursday preceding the class. If any of these questions is rejected by the professor, the student will have to re-submit all three questions (including those that do not need to revise) to the professor within 24 hours. These discussion questions can pertain to broad integrative issues across the articles for the session, as well as more specific aspects arising in particular articles in that session.

The questions can be clarifications, critiques, or new ideas on how to extend the work.—With time going, I would expect you to raise less clarification questions, but more critiques and new ideas.—No matter what type of question you raised, for each question I would like to see more than just a query. Some specific requirements are listed below:

1. Clarification questions:
   Going beyond a simple question of “I don’t understand what the article says about ….”—I need you to answer each of the questions on your own first (and put your answers along with the question into the email).—I’m not expecting yourself to resolve all the doubts by yourself. However, this Q&A process will eventually help you read the article in a greater depth and develop a competent “researcher” mindset.

2. Critiques
   Apart from pointing out a potential problem, please elaborate about (a) why it is a problem, (b) some existing literature that can support your argument, and (c) in your opinion, how the researchers can design a new experiment to resolve that problem.

3. New ideas to extend the paper
   One of the major purposes of this seminar is to help the students to learn about how to generate new ideas based on the extant knowledge. A common way to develop a new idea is to find a boundary condition of the findings in the article, which is also called moderator. With this new moderator being considered, the findings of the article may be disappeared or reversed.—When generating new ideas, please contain the following content in your discussion: (a) what your expected findings are, and (b) why you would expect such findings to happen (need to cite the existing literature to support your argument).

Examples of discussion questions will be provided and explained by the professor during the first two class sessions. The professor will email a selected subset of the discussion questions to all students by Tuesday midnight; these questions will be used as the basis for the in-class discussion on the next day (Wednesday).

Note that the value of this seminar depends on the extent to which participants are prepared to contribute in an informed, thoughtful, and critical manner. Hence it is imperative that students not only read, but also think about the readings before coming to class. A useful way to prepare for class is to make informal notes.
summarizing your responses to the discussion questions circulated by the professor on the Tuesday preceding the class. In addition, you can also make notes about other related research (beyond the assigned readings) that you would like to raise in class, so that your participation is organized and clear. Class participation will be measured by the quality of discussion questions submitted in advance of the class, and the quality of oral comments offered in class.

Discussion Leadership
Each student will act as the discussion leader, on a revolving basis, over the course of the seminar. On these occasions, the discussant leader will have to prepare two things in advance of the class and send the deliverables to the professor by the Thursday prior to the meeting:

a. The discussion leader will prepare a one page (single-spaced) summary of each of the articles assigned for that session, including the following elements:
   1. Existing knowledge on this topic (brief; no need for details);
   2. Gap in the literature
   3. Research question
   4. Theoretical development (provide some logic behind each hypothesis)
   5. Overall logic behind the sequence of experimental studies (see below)
   6. Method and results for EACH experiment
   7. Overall conclusion of the paper
   8. Potential contribution of this paper

   The discussion leader should also make photocopies of these summaries for the other students in the seminar, and pass out these summaries at the beginning of the class. These summaries will be very useful memory aid later, in quickly reviewing the main findings in this area of research.

b. The discussion leader will prepare a set of PPT slides for each assigned article. In addition to the key content of the paper, the slides need also to cover the following points (just like you present your own research paper in an academic conference):
   1. Existing knowledge on this topic (use bullet points and provide citations for these bullet points to lay out the history of this domain of research);
   2. Gap in the literature
   3. Research question
   4. Literature review
   5. Theoretical development (provide some logic behind each hypothesis)
   6. Overall logic behind the sequence of experimental studies, with a focus on:
      - Why do the authors need to conduct multiple experiments, rather than one? In other words, if one experiment can address the research question, why do we bother to use multiple studies?
      - Later studies are often used to: (1) replicate the findings in a new context; (2) rule out alternative explanations; and (3) provide direct evidence on the mechanism.—I want you to see through this logic, and present it to the audience upfront.
   7. Method and results for EACH experiment
      - Method: I need details for each experiment: purpose, design, sample, procedures, manipulation, and measures;
      - Results: Results need to be shown in tables or figures with actual numbers (you can use Excel to create), not simply repeat the wording. In the tables or figures, please indicate which numbers provide support (or non-support) for the hypotheses.
   8. Overall conclusion of the paper
      - Use bullet points to highlight the key findings
      - Theoretical contributions (note that this is not a reiterate of the findings)
      - Managerial implications (some novel actions that managers can take into their practice,
owing to the new findings in the paper)
- Limitations and future research directions: you don’t need to create your own……just follow whatever the authors identified in the paper.

In class, the discussion leader will circulate the article summaries to the other students, and then lead the discussion of each of the assigned articles. The discussion leader will ensure that the questions circulated in advance by the professor are covered in the class discussion.

**Play Reviewer**
Each student will have to play the role of a reviewer for a manuscript that is currently in the review process at a premier marketing journal (you will be blind to the author). Your review comments for the authors should be 2 to 3 pages, single-spaced (see [http://ejcr.org/instr-revs.htm](http://ejcr.org/instr-revs.htm) for JCR’s instructions to reviewers and reviewing criteria). You will also need to write a letter to the Editor with your recommendations. Your review comments should be critical and constructive, pointing out the theoretical and practical merits of the paper, the shortfalls, and how the manuscript could be enhanced.

**Research Proposal**
Each student will develop a research proposal during the course of the semester. The topic should be an issue related to any of the seminar topics of interest to you. The proposal should be approximately twenty pages, double-spaced (including references/appendices). The proposal will consist of the following sections:

i. The introduction section (suggested: 2 pages).
   This section should motivate the proposal by briefly discussing the general importance of the topic, the gap in the literature, and the likely contribution(s) of the proposed research.

ii. The theoretical development section (suggested: 8-10 pages).
   This section should summarize relevant past research, and use this summary as a base to build up testable hypotheses.

iii. The methodology section (suggested: 6-7 pages)
   This section should include details about three experiments, each containing experimental design, participants, procedure, measurement of variables, instructions to participants, manipulation checks, and analysis plan.—You don’t need to collect data, but you will have to describe your plan for data analysis.

iv. References (suggested: 2 pages).
   This section should contain the list of references, formatted as in JCR.

In addition, the proposal should contain an upfront, one-page, double-spaced abstract that clearly states the conceptual, methodological and practical implications of the proposed research.

You must submit a two-page preliminary outline of the research proposal to the professor on or before our meeting for Session 9, and get the approval from the professor for the outline before Session 10. Each student must then meet with the professor individually to discuss the preliminary outline and clarify any outstanding issues, before moving forward to develop the full proposal. The final and complete version of the proposal must be turned in to the professor in an electronic form no later than 2:00pm on May 8 [last day of class]. The quality of the proposal will be measured primarily by the conceptual, methodological and analytical thoroughness of the paper. In addition, the proposal must be written clearly and in a scientific style, as exemplified by JCR articles.

**Research Presentation**
Each student will present his/her paper in class [date needs to be determined]. The slides for the proposal must be turned in to the professor in an electronic form no later than 4:00pm on the previous day. You will have 18 minutes to present, followed by 5 minutes for question and answer. The quality of the presentation will depend on the clarity with which the proposal is orally presented, and the presenter’s ability to concisely answer audience questions.
Evaluation and Grading
The grades for this course are distributed as follows:

Class participation (thoughtful questions, and discussion frequency and quality) 30%
Discussion leadership 20%
Play reviewer 8%
Term paper (Oral presentation and) 10%
Term paper (Written presentation/content and style) 32%

Grade Scale
A (90-100%); B (80-89%); C (70-79%); D (60-69%); F (below 60%).

Tentative Course Schedule
The following is a tentative schedule for the semester. The instructor reserves the right to make any changes necessary to this schedule, and will announce any necessary changes ahead of time. You are responsible for being aware of any changes that may occur.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>1/27</td>
<td>ORIENTATION [30 minutes]</td>
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<tr>
<td></td>
<td></td>
<td>Let us meet for 1.30 hours this week to briefly go over orientation issues [we can discuss what time works but maybe Thursday morning?]</td>
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<tr>
<td>2</td>
<td>2/3</td>
<td>PERCEPTION AND INFERENCES</td>
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<tr>
<td>3</td>
<td>2/10</td>
<td>LEARNING, PREFERENCE FORMATION AND KNOWLEDGE</td>
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<td>4</td>
<td>2/17</td>
<td>ATTITUDE FORMATION AND CHANGE</td>
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<td>5</td>
<td>TBD</td>
<td>CATEGORIZATION</td>
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<tr>
<td>6</td>
<td>TBD</td>
<td>MEMORY AND JUDGMENT</td>
<td>Receive the paper for review</td>
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<tr>
<td>7</td>
<td>TBD</td>
<td>CONTEXT-BASED JUDGMENTS</td>
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<tr>
<td>8</td>
<td>3/23</td>
<td>SOCIAL INFLUENCE</td>
<td>“Play reviewer” due</td>
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<tr>
<td>9</td>
<td>3/30</td>
<td>CULTURAL INFLUENCE</td>
<td>Outline of the research proposal due</td>
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<tr>
<td>10</td>
<td>4/6</td>
<td>AFFECT AND MOOD</td>
<td>Receive comments on the outline</td>
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<tr>
<td>11</td>
<td>4/13</td>
<td>SPECIFIC EMOTIONS</td>
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<tr>
<td>12</td>
<td>4/20</td>
<td>NON-CONSCIOUS PROCESSES</td>
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<tr>
<td>13</td>
<td>4/27</td>
<td>SELF-CONTROL</td>
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<tr>
<td>14</td>
<td>5/4</td>
<td>COURSE REVIEW</td>
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<tr>
<td>15</td>
<td>TBD</td>
<td>TERM PAPER PRESENTATIONS</td>
<td>Term paper due 2:00pm May 8</td>
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## DISCUSSION LEADERS

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<thead>
<tr>
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<th>Discussion Leader</th>
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<tbody>
<tr>
<td>1</td>
<td>TBD</td>
<td>ORIENTATION</td>
<td>Dr. Narayan Janakiraman</td>
</tr>
<tr>
<td>2</td>
<td>2/3</td>
<td>PERCEPTION AND INFERENCE</td>
<td>Ray Everett</td>
</tr>
<tr>
<td>3</td>
<td>2/10</td>
<td>LEARNING, PREFERENCE FORMATION AND KNOWLEDGE</td>
<td>Shashi Minchael Yi Zheng</td>
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<tr>
<td>4</td>
<td>2/17</td>
<td>ATTITUDE FORMATION AND CHANGE</td>
<td>Abigail Torres</td>
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<tr>
<td>5</td>
<td>TBD</td>
<td>CATEGORIZATION</td>
<td>Olamide Olajuwon Ige</td>
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<tr>
<td>6</td>
<td>TBD</td>
<td>MEMORY AND JUDGMENT</td>
<td>Ray Everett</td>
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<td>CONTEXT-BASED JUDGMENTS</td>
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<td>3/23</td>
<td>SOCIAL INFLUENCE</td>
<td>Yi Zheng Abigail Torres</td>
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<td>TERM PAPER PRESENTATIONS</td>
<td>N/A</td>
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</tbody>
</table>
SESSION #1: ORIENTATION

The purpose of this session is to: (a) provide an overview of the seminar, (b) discuss Baron and Kenny (1986) and Zhao et al. (2010), and (c) answer your questions about the content and organization of the seminar.

Mediation Tests:

Moderation Tests (when the moderator is a continuous variable)

The Meaning of “Research Contribution”

Paper Writing Tips

SESSION #2: PERCEPTION AND INFERENCES

Mere Exposure:

Selective Exposure:

Distorted Interpretation:
SESSION #3: LEARNING, PREFERENCE FORMATION AND KNOWLEDGE

**Classical Conditioning:**

**Operant Conditioning:**

**Preference Formation:**

**Knowledge and Memory:**


SESSION #4: ATTITUDE FORMATION AND CHANGE

**How Consumers Make Choices:**

**Source Characteristics:**

**Appeal Characteristics:**

**Message Framing:**

**Individual and Situational Characteristics that Influence Attitude Change:**
SESSION #5: CATEGORIZATION


SESSION #6: MEMORY AND JUDGMENT

*Accessibility-Diagnosticity Framework:*


*Effects of Ease-of-Retrieval vs. Content-of-Information on Judgments:*


*Overview:*

SESSION #7: CONTEXT-BASED JUDGMENTS


Mehta, Ravi, and Rui Zhu (2009), “Blue or Red? Exploring the Effect of Color on Cognitive Task Performances,” *Science*, 323, 1226-1229. (Also read and present the supporting online material for the paper)


Williams, Lawrence E., and John A. Bargh (2008), “Experiencing Physical Warmth Promotes Interpersonal Warmth,” *Science*, 322(5901), 606-607. (Also read and present the supporting online material for the paper).


SESSION #8: SOCIAL INFLUENCE


SESSION #9: CULTURAL INFLUENCE

*Country-Of-Origin Effect:*

Ethnicity:

Self-Construal:


SESSION #10: AFFECT AND MOOD


SESSION #11: SPECIFIC EMOTIONS


SESSION #12: NON-CONSCIOUS PROCESSES


SESSION #13: SELF-CONTROL


SESSION #14: COURSE REVIEW (read articles in the order listed below)


SESSION #15: TERM PAPER PRESENTATIONS
Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance sporadically. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations:
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.
**Title IX Policy:**
The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**Academic Integrity:**
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/).

**Electronic Communication:**
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Campus Carry:**
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).

**Student Feedback Survey:**
At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).
Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

| Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381 |

Library Home Page library.uta.edu

Resources for Students

Academic Help

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/
Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Subject Librarians library.uta.edu/subject-librarians

Resources

A to Z List of Library Databases libguides.uta.edu/az.php

Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do

FabLab fablab.uta.edu/

Special Collections library.uta.edu/special-collections

Study Room Reservations openroom.uta.edu/

Teaching & Learning Services for Faculty

Copyright Consultation library-sc@listserv.uta.edu

Course Research Guide Development, Andy Herzog amherzog@uta.edu or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson peace@uta.edu

Digital Humanities Instruction, Rafia Mirza rafia@uta.edu

Graduate Student Research Skills Instruction, Andy Herzog amherzog@uta.edu or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay gtrkay@uta.edu

Undergraduate Research Skills Instruction, Gretchen Trkay gtrkay@uta.edu or your subject librarian.