RWS 3359: Technical Communication

Agee • Course Syllabus • Spring 2016

Instructor Information

Instructor: Nikki Agee

Office: Hudspeth Hall, Room 211

Office Hours: T/R - 3:00-5:00 PM (and by appointment)

E-mail: naagee@utep.edu

Please use the above e-mail address to contact me. I respond within 24 hours.

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1 Contacting the Instructor

1.1 How do I contact the instructor and what is her response time?

E-mail me at naagee@utep.edu. (Do not use BlackBoard mail.)

I respond to e-mails within 24 hours unless

- questions asked are easily answered by looking at course materials (e.g. syllabus, calendar, text)
- students provide incorrect e-mail addresses or use names that are not officially listed at UTEP

1.2 What e-mail account should I use, and what information should I include?

Use your UTEP e-mail account for all correspondence. Include the following information:

- A salutation – (e.g. Dear Ms. Agee, or Hi Ms. Agee,)
- The context for writing — (e.g. I am writing to you about a question/concern about . . . .)
- Your message or question, written in complete sentences.
- Your first and last name as it is officially listed at UTEP
- Your course CRN or class time

Failing to include these basic elements may prevent a prompt response to your inquiry. Please make sure you have a working UTEP e-mail account.

1.3 How will the instructor contact me?

I will contact students in two ways:

- **BlackBoard Announcements:** Each week, I send out course updates through BlackBoard Announcements, which are posted in BlackBoard and are sent to your UTEP e-mail.

- **UTEP E-mail:** I will contact students individually through UTEP e-mail to address various issues during the term.

Please be sure to check your UTEP e-mail and BlackBoard daily.
2 Course Description

2.1 What is Technical Communication?

Technical communication is a field concerned with making complex, technical information understandable, accessible, and usable for non-experts. Technical communication includes:

- Providing usable instructions for non-experts
- Communicating clearly about specialized and technical topics
- Communicating with and about technology

2.2 Why do I have to take this course?

To be successful, you must clearly communicate complex, technical information to non-experts in order to:

- Ensure public safety
- Bid successfully on contracts
- Obtain project funding
- Collaborate productively on increasingly multidisciplinary teams
- Lead others effectively
- Advance in your careers

2.3 What will we study and do in this course?

This course teaches you how to effectively communicate complex, technical information to non-experts. We will read articles from rhetorical and technical communication theory, chapters from our technical communication textbook, and chapters from a grammar handbook to improve our writing technique. We will also examine technical communication from a rhetorical and design perspective to understand how writers strategically construct user-knowledge using discourse and design.

The “technical” component of our course will come from two sources:

- a medical, scientific, natural, or disciplinary process you research as a team and
- a 3D computer-generated imaging (CGI) software used to create a 3D CGI animation

2.4 How much time should I expect to spend working on this course?

Expect to spend (minimally) 6-10 hours working on this class each week. During some weeks, students may work more than this.
3 Course Learning Outcomes

3.1 What are our course learning objectives?

Table 1 below summarizes what you should know and be able to do by the end of the course.

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Learning Outcomes</th>
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</table>
| Technical writing         | • Differentiate between academic writing and technical writing in terms of audiences & contexts; needs & values; document types; writing style  
                            | • Identify characteristics of effective technical documents                                
                            | • Write different kinds of technical documents                                           
                            | • Understand the importance of technical writing to your careers                           |
| Rhetoric and rhetorical situation | • Apply concepts of audience, purpose, context of use                                        
                            | • Apply rhetorical questions to address audience/user needs                                 |
| Audience                  | • Identify different types of audiences: primary, secondary, tertiary, and gatekeeper; managerial, non-expert, expert, international, mixed  
                            | • Analyze audience needs, values, attitudes, and contexts of use                            
                            | • Differentiate between audience-centered/ writer-centered messages and between need-to-know and want-to-tell information |
| Genre                     | • Understand what a genre is and why its useful to technical communication                
                            | • Identify differences among technical writing genres in terms of content; structure/organization; style; citation methods |
                            | • Apply and adapt genres to suit audiences, purpose, and contexts                           |
| Source Citation           | • Cite sources correctly in APA or IEEE style                                            |
| Research                  | • Use primary and secondary sources to find information                                    |
| Graphic Design            | • Identify and apply the five principles of graphic design                                 
                            | • Apply principles for using graphics                                                     |
| Collaboration             | • Identify stages of team development                                                    
                            | • Design, develop, and produce collaborative documents and projects                        
                            | • Manage short-and-long-term assignments and projects                                      
                            | • Write, design, revise, and edit documents in long-term teams                             |
| Writing                   | • Learn and apply strategies for inventing ideas, organizing and drafting documents, revising and editing documents  
                            | • Write, revise, and edit multiple drafts                                                  
                            | • Use correct grammar and punctuation                                                     |
| Presenting                | • Learn and apply strategies for making effective presentations                           
                            | • Present both formal and informal presentations                                           
                            | • Evaluate your own and others’ presentations                                              |
| Technology                | • Use different technologies to design and develop documents and to create projects        |
| Additional Skills         | • Develop creativity, problem-solving, inquiry, critical thinking, and social skills      |
4 Course Philosophy & Etiquette

4.1 What is our Course Philosophy?

Our course philosophy is “Learn by Doing.”

In-class activities require you to collaborate with peers; engage in small-and-large group discussions; practice writing, designing, revising, and editing; give informal and formal presentations; and problem-solve using technology.

I expect you to be able to problem-solve; to “learn how to learn”; and to teach others.

4.2 What Habits of Mind do we Embrace?

In this class, I ask you to be

- **Positive.** Keep a positive outlook; have a “can-do” attitude; and speak well of others, especially when things don’t go exactly as you’d like. Doing so will contribute to a better learning environment for everyone.

- **Productive.** Use class time wisely. If you finish your own work, help others on your team or get ahead on the next project.

- **Proactive and Problem-Solve.** With computers and internet access, we need not wait for others to teach us about what we want to know. Ask questions, and if you don’t get an answer that will help you, find the answers to your questions by networking with peers, asking subject matter experts and mentors, and searching online. You can teach yourself what you want to learn, and you can start assignments before they are assigned.

- **A Team Player.** Work (and play) well with others by being the kind of team member you’d want to work with. Listen to others’ ideas, share your own, and compromise.

- **Personable and Polite.** Be respectful in all your communications, whether written, verbal, or gestural. Be kind.

- **Responsible.** Be honest about and accountable for all of your actions (or inactions). Responsible people never say, “I didn’t know,” “Someone told me,” “It wasn’t clear,” “My understanding was,” “I thought you said,” “The computer was down,” “My files were destroyed,” etc.
4.3 What in-class etiquette is expected?

We will abide by the following in-class etiquette:

Do
- Arrive on time to class
- Silence your cell phones, MP3 players, and other devices

Do not
- Check e-mail, type assignments, or surf the web in class
- Make phone calls or text message
- Use the printer after class has started
- Bring food or drinks into the classroom

4.4 What online etiquette is expected?

When working online, follow these guidelines:

- Consider audience. Members of the class and the instructor will be reading all posting.
- Respect classmates and the instructor at all times. (Harassment and inappropriate postings will not be tolerated.)
- Address others' ideas and post only what anyone would comfortably state face-to-face.
5.1 What texts and materials are required?

We will use two texts in this course:


Copies of the Johnson-Sheehan text are also available at the Library Circulation Desk on Reserve for an hour-and-a-half check out.
6 Assignments & Grading

6.1 What are the major course assignments?

Major assignments are listed below in Table 2. Additional assignments in class may also be given and graded. A tentative grading scheme follows but may be adjusted as needed.

Table 2. Major Course Assignments

<table>
<thead>
<tr>
<th>Collaborative Assignments</th>
<th>Individual Assignments</th>
<th>Total Collaborative Points</th>
<th>Total Individual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Final Copy: Team Writing, Designing, Revising, &amp; Editing Assignments</td>
<td>▪ Blender Labs (20 pts each)</td>
<td>200 pts</td>
<td>100 pts</td>
</tr>
<tr>
<td>- Proposal (100 pts)</td>
<td>- Navigation &amp; Interface</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Analytical Report (100 pts)</td>
<td>- Basic Modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Drafts: Team Writing, Designing, Revising, &amp; Editing Assignments</td>
<td>▪ Instructions</td>
<td>50 pts</td>
<td>25 pts</td>
</tr>
<tr>
<td>- Proposal (25 points)</td>
<td>- Final copy (100 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Analytical Report (25 points)</td>
<td>- Draft (25 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Team Contract &amp; Calendar</td>
<td>▪ Grammar Mini-lesson Presentation</td>
<td>25 pts</td>
<td>50 pts</td>
</tr>
<tr>
<td>▪ Final 3D Animation</td>
<td>▪ Discipline-specific Presentations</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>▪ Draft—3D Animation</td>
<td>▪ Peer Assessment</td>
<td>25 pts</td>
<td>100</td>
</tr>
<tr>
<td>▪ Team Presentation</td>
<td></td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Total Collaborative Points</strong></td>
<td><strong>Total Individual Points</strong></td>
<td><strong>500 pts</strong></td>
<td><strong>500 pts</strong></td>
</tr>
</tbody>
</table>
6.2 What does each collaborative assignment entail?

Students will collaborate on most major assignments, will be graded on that collaboration, and will have an opportunity at the end of the term to anonymously grade each other. Students will earn a team grade.

**Team Contract & Gantt Chart Calendar:** Students will choose a team of three or four. Teams will develop a contract that describes the terms for working together and the consequences that will result if students do not abide by those terms. Teams will also develop a Gantt Chart that identifies their meeting times as well as individual and collective assignment due dates. Students will earn a team grade for this assignment.

**Proposal:** Teams will write a proposal requesting to research a medical, scientific, or disciplinary process that interests them, and that they will focus on for the term. This topic will be the basis for nearly all of the other assignments, which will be scaffolded around the topic. Students will earn a team grade.

**Analytical Report:** Teams will write a formal completion report discussing 1) the problems that arose during the course of their collaboration, design, and production of the 3D object, 2) the strategies they used to resolve those problems, and 3) what they learned as a result. Students will earn a team grade.

**3D Animation:** This final team assignment requires students to either create a 3D animation video to show users how a complex medical, scientific, or disciplinary process works. Students will earn a team grade for this assignment.

**Team Presentation:** Teams will present their 3D final projects and will give oral presentations on the analytical report. Students will earn a team grade for this assignment although I reserve the right to grade students individually for the assignment if members are not prepared.
6.3 What does each individual assignment entail?

Students will earn individual grades for most minor assignments, which are described below.

**Class Reading Response Notes:** Students will take notes on course readings or video tutorials. Each class day, I will randomly collect five students’ notes for a grade.

**Blender Labs & Memos/Letters/E-mails:** This course requires that you learn the basics of Blender, a free, open source software for creating 3D computer-generated imaging objects. You will receive tutorials that you will view at home. We will spend time in-class on labs that require you to create something with the software and to write a memo, letter, or e-mail about your creation.

**Instructions:** You will write a short guide that shows novices how to create an object you created in Blender or how to use a feature of Blender that we have not learned.

**Student-Led Presentation on a Disciplinary Topic:** Students will give a 10 minute presentation on a topic related to their discipline. They should prepare visuals and expect to answer questions.

**Student-Led Grammar Mini-lessons:** We will start each class with a 10 minute mini-lesson and activity on grammar or punctuation. Individually, students will read about a grammatical concept and, using their own writing from past classes, will 1) ask classmates to revise the prose using concepts taught, and 2) show possible methods for revision. These mini-lessons are intended to help hone our writing.

**Peer Assessment:** Each team member will individually (and confidentially) grade other team members’ performance after each major collaborative assignment is submitted.
6.4 How are assignments graded?

Students are graded according to rubrics provided in assignment handouts posted on BlackBoard.

6.5 How can I determine my course grade?

The course grade is determined using a total points-system.

To determine your grade, add the points you earned, and divide that number by the total number of points for those assignments. (If you earned 800 points, divide this number by 1,00. You’d have an 80%.)

6.6 What are the missed and late-work policies?

With my permission, you may submit major assignments one class day late (i.e. If the assignment is due Tuesday at 9:00 a.m., you must submit it by 9:00 a.m. on Thursday). However, you must submit late work to the Assignments Due section of BlackBoard.

Major assignments submitted one day late will earn a maximum grade of 60%, provided the assignments are not plagiarized, and students will not receive feedback on late assignments. If late assignments are plagiarized, students will be reported to the Dean of Students, and the grade recorded will remain pending until that office adjudicates the case.

You may not submit late or make up presentations, in-class activities, or reading notes.

I will not grade late work submitted to me via e-mail, through BlackBoard mail, or posted to the discussion area of BlackBoard.
6.7 Can I revise work for a better grade?

Students who earn below a 70% on a major assignment may redo the assignment for a maximum grade of 70%. Major writing assignments include the following: Proposal, Analytical Report, and Instructions. You may not redo the following assignments: Presentations, Notes, Blender labs & memos, Team Contract & Calendar, or 3D Object/Animation.

Assignments submitted late may not be redone.

Before rewriting a draft, you must conference with me. You will have one week to redo the assignment. (i.e. If a draft is returned to you on Monday in class, you must meet with me and submit the redo before the following Monday.) Revisions should be submitted to the “Revisions” link under “Assignment Submissions.” Attach a copy of previous drafts with my comments and all your revisions.

I reserve the right to deny requests to redo assignments. Additionally, the resubmission of an assignment does not guarantee a higher grade.

Revisions are graded only after I grade all major assignments in all classes. While I try to return revised work within a week, on occasion, it may take me longer to do so.

6.8 In what format should I submit assignments?

Submit assignments electronically to the “Assignments Due” section of BlackBoard by due dates and times listed in the course schedule. Assignments not correctly uploaded or not uploaded by the due date and time will not be graded. The deadline for most, but not all, assignments is 11:59 p.m. MST except course notes and drafts, which are due by class time. Since the time features on University and home computers are not synched, consider submitting work at least one day prior to the deadline.

Please do not send assignments to me via e-mail. If you have trouble uploading an assignment several hours before the due date and time, e-mail to notify me that you’re having difficulty. In some cases, I may just need to make minor adjustments to settings in BlackBoard.

Use Microsoft WORD for all documents, and use a .doc, .docx, .rtf, or .pdf format. Students who submit assignments in other formats (e.g. .lnk, used with UTEP’s MySpace, or .wps, used with WORKS) will receive a zero for the assignment. I cannot open or read these formats.
7.1 What is the course attendance policy?

Attendance is mandatory. I take attendance and mark students as present, absent, or tardy. Students who are tardy to or absent from class cannot make-up the in-class assignments they missed.

**What constitutes a tardy?**
Students are counted tardy if they

- walk in after class begins and the door is closed
- leave early without notifying me prior to class

**What constitutes an absence?**
Students are counted absent if they

- have two tardies
- fail to attend a mandatory student-teacher conference
- fail to attend class
- walk into class 10 (or more) minutes late

Please notify me before class if you must leave early or be absent for any reason.

7.2 What does the University attendance policy say?

The attendance policy in the UTEP catalog is as follows and is in alignment with course policies:

“The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses. It is the responsibility of the student to inform each instructor of extended absences. **When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline.”**

For more information regarding excused absences for university-recognized activities, absences for religious holy days, and military leave refer to UTEP’s Catalog Curriculum and Classroom Policies: [http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/](http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/).
7 Attendance & Withdrawals

7.3 Under what conditions will the instructor drop me from the course?

Students will be dropped from the course under the following conditions:

- They have 4 absences or 8 tardies
- They fail to submit course work or team assignments

Students dropped before the course drop deadline (April 1) will earn a grade of \( W \), and students dropped after that time will earn a grade of \( F \).

7.4 If I decide to drop the course, what should I do?

If you decide to drop the course, see your advisor to fill out the appropriate paper work.

Please also notify me via e-mail that you have dropped the course so that I can let your team members know and can make appropriate team adjustments.

7.5 What do I need to know about the six-course drop limit?

According to the Texas Education Code, "all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals."
8 Technology Use & Assistance

8.1 What technologies will we use in class?

We will use two types of technologies in this course:

- **BlackBoard.** Course content is delivered through BlackBoard. To access BlackBoard, follow these steps:
  1. Go to [http://my.utep.edu](http://my.utep.edu)
  2. Login is e-mail ID. Password is e-mail password.
  3. Click on the link to Blackboard
  4. Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
  5. Click on the course title to access the course.

- **Blender.** We will use Blender to create our 3D projects, and several workshops will be given to students.

8.2 Where can I go on campus to get help with the technology?

Students can get technology assistance from the following places:

- **BlackBoard Assistance.**
  - HelpDesk, Library Room 300.
  - Phone number: 747-4357
  - Hours:
    - Monday-Thursday 7:00AM - 9:00PM
    - Friday 7:00AM - 8:00PM
    - Saturday 9:00AM - 2:00PM
    - Sunday 12:00PM - 5:00PM
  - E-mail: helpdesk@utep.edu

- **Blender**
  - If you have difficulty with Blender, I will try to help you. However, you will also need to problem-solve on your own by going to various Blender websites including

    - Blender.org: [https://www.blender.org/](https://www.blender.org/)
8.3 What technology use policies will we follow?

This class relies heavily on technology. For that reason, we will abide by the following technology policies:

- **Computer Access.** Students should have access to the Internet from home and should be comfortable using a computer. If home access is not possible, students must use campus computers to complete the work. Student computer labs, such as ATLAS, are often available until midnight, but schedules do vary. It is the student’s responsibility to work around lab hours to submit work on time.

- **Problem-Solving.** Students are expected to problem-solve (and resolve) their own technology issues.

- **Collaboration.** Since students will collaborate on course assignments, they will also be expected to be familiar with and use technologies such as GoogleDocs or GoogleDrive.

- **Saving Work.** Save your work in multiple places: on USB drives, hard drives, to clouds.

- **Responsibility for Technology Use.** Lack of access to the Internet or to a computer does not constitute an excuse for incomplete or late assignments. Technology problems are also not an excuse for work that is late or missing. Expect that, at some time, the network will be down, computers will crash, or some other small catastrophe will occur. Plan for these incidents by starting work early.

- **BlackBoard Privacy.** Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Do not copy documents and paste them to a publicly accessible website, blog, or other space.
9 Writing Assistance

9.1 Where can I get help on my writing?

You can get help on your writing in two places:

- **Come to my office hours, or schedule an appointment to discuss your writing with me.**

- **Go to the University Writing Center (UWC).** The University Writing Center (UWC) offers free writing assistance, including face-to-face and online tutoring. Contact the UWC, in the Library, Rm 227 at
  
  - (915) 747-5112 or
10.1 What is academic dishonesty?

According to UTEP policy, academic dishonesty includes, but is not limited to, plagiarism, cheating, and collusion.

- **Plagiarism.** Plagiarism is
  - Using another person’s ideas or words without giving them proper credit
  - Using the “copy” function on computer programs and then “pasting” information from one or multiple sites into *Word* documents without citing sources properly or putting the information in quotation marks
  - Quoting, paraphrasing, or summarizing without citing correctly
  - Plagiarism occurs whether the work is taken from a book, an article, a website, a reader’s guide, another student’s paper, or any other source. An entire essay is considered fraudulent even if only a single sentence is plagiarized.

- **Cheating.** Cheating is
  - Possessing and/or using unauthorized materials (books, notes, etc.) during a test
  - Copying from the paper of another student
  - Engaging in communication (written, oral, electronic etc.) with other students during a quiz or test
  - Falsifying research or project data
  - Using papers or projects written for other courses in this course

- **Collusion.** Collusion is collaborating with others to engage in academic dishonesty.

10.2 What are the consequences for being academically dishonest?

Students suspected of academic dishonesty will

- be reported to the Dean of Students
- earn an *I* on assignments until the Dean investigates and determines appropriate sanctions

Sanctions include failing the assignment, failing the class, or receiving disciplinary probation and expulsion. Please see UTEP’s Dean of Students’ guidelines at [http://www.utep.edu/dos/acadintg.htm](http://www.utep.edu/dos/acadintg.htm) for more information.
10.3 How can I avoid academic dishonesty?

To avoid academic dishonesty,

- Ask me or a writing center tutor for help
- Cite properly (For guidance, go to [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/))
- Avoid procrastination
- Develop your own ideas
- Refuse to help students who engage in academic dishonesty

10.4 What is Fair Use?

The University requires all members of its community 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 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.
11.1 Is extra credit offered, how do I submit it, and when is it due?

Students can earn **up to 200 points** of extra credit in two ways:

- **Go to the University Writing Center (UWC).** For each visit, you will earn 5 points (for a maximum of 100 points). After each visit, request from the tutor an official UWC feedback form. Scan feedback forms provided to you and **compile them into one PDF document**, which you should submit to “Assignment Submission” in BlackBoard before the last class day.

- **Go to the University Career Center (UCC).** Students can earn 100 points by writing a resume and cover letter and then meeting with a University Career Center counselor for a mock interview. Students will receive feedback from the UCC counselor on the resume and cover letter, and they will receive an official form regarding performance on the mock interview. Scan these documents and **compile them into one PDF document**, which you should submit to “Assignment Submission in BlackBoard” before the last class day. Students must complete the resume, cover letter, and mock interview to earn the 100 points.

11.2 Can I take this course for Honors Credit?

No, this course may not be taken for honors credit.

11.3 What is your policy for writing letters of recommendation?

I am happy to write letters of recommendation at the end of the term for students, provided they meet all of the criteria below:

Students must

- Earn an A in the course
- Have an exemplary attendance record (i.e. no absences or tardies)
- Have an exemplary assignment submission record (i.e. no late or missed work)
- Demonstrate excellence in coursework (i.e. It is held as an example to others)
- Demonstrate an outstanding work ethic
- Demonstrate exemplary character (i.e. the habits of mind discussed in this document)
- Participate in class
12 Additional University Services

12.1 If I need learning accommodations, what do I do?

Contact the Center for Accommodations and Support Services (CASS) office:

- Location: Union East Room 106
- Website: http://sa.utep.edu/cass/
- Phone: (915) 747-5148
- E-Mail: cass@utep.edu

12.2 If I feel overwhelmed and need emotional support, where can I go?

The University Counseling Center provides confidential, free counseling services to students.

If you are having difficulty dealing with the stress of course work; need emotional support because of family issues or break-ups; have addictions that are interfering with home, work, or school life; or need to talk to someone, contact the University Counseling Center:

- Location: Union West Room 202
- Phone: (915) 747-5302
- Hours:
  - Mondays & Tuesdays 8am-7pm
  - Wednesdays – Fridays 8am-5pm
- Website: http://sa.utep.edu/counsel/

12.3 In an emergency, who should I call?

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<th></th>
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<tbody>
<tr>
<td>EL PASO POLICE DEPARTMENT</td>
<td>911</td>
</tr>
<tr>
<td>UTEP POLICE DEPARTMENT</td>
<td>(915) 747-5611</td>
</tr>
<tr>
<td>MENTAL HEALTH CRISIS LINE</td>
<td>(915) 779-1800</td>
</tr>
<tr>
<td>NATIONAL SUICIDE PREVENTION HOTLINE</td>
<td>1-800-273-8255</td>
</tr>
<tr>
<td>TEXAS ATTORNEY GENERAL CRIME VICTIMS SERVICE DIVISION</td>
<td>(915) 834-5815</td>
</tr>
<tr>
<td>CHILD/ADULT PROTECTIVE SERVICES</td>
<td>1-800-252-5400</td>
</tr>
<tr>
<td>VETERANS CRISIS LINE</td>
<td>1-800-273-8255</td>
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13 Emergency Plans

13.1 What is the UGLC fire evacuation plan?

In the event of a fire (or drill), we will rally in front of Hudspeth Hall, across the street from the UGLC, so that I can make sure all students safely leave the building. Figure 1 below provides evacuation routes from the second floor of the UGLC.

![Figure 1. Undergraduate Learning Center Fire Evacuation Routes, 2nd Floor.]

13.2 What is protocol for a shooter in the building?

A document with the protocol for shooters in the building will be provided to you.