

# FIS 497-1003 Genre Studies in Film

## The B-Movie SPRING 2020

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<p>FIS 497 BLDG FDH Room 109</p>	<p>Instructor : Office:</p>
<p><b>NOTE:</b> This syllabus functions very much like a living document; updates announced in class.</p>	
<p><b><i><u>SCREENING CONTENT:</u> Some of the screenings included in this course may contain sexually explicit, violent, and/or disturbing material, all of which will be discussed in an intellectually responsible manner. Such material will be flagged in advance of individual screenings, and alternative assignments will be provided for students who request them.</i></b></p> <p><b><i><u>REHEARSALS AND/OR SCREEN PERFORMANCES:</u> UNLV FILM is committed to creating an inclusive and respectful environment for all students. Whenever physical contact of any kind between performers is anticipated, individuals coordinating the shoot or rehearsal (directors, instructors, etc.) should outline the nature and rationale of the planned contact, ensure that participants are comfortable with the actions that will occur, and provide alternatives if requested.</i></b></p>	

*“Everything that I know...I know only because I love”  
Leo Tolstoy, War and Peace*

## DESCRIPTION

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### The B Movie

"Once the B movie was the Hollywood stepchild, the underbelly of the double feature. Today it is a more inclusive category, embracing films that fall outside the mainstream by dint of their budgets, their visions, their grit, and occasionally - sometimes essentially - their lack of what the culture cops call "good taste.""

*The B List: The National Society of Film Critics on the Low-Budget Beauties, Genre Bending Mavericks, and Cult Classics We Love*  
by [John Anderson](#) (Editor), [David Sterritt](#) (Editor)

1. A low-budget film shown as part of a **double bill** alongside a major studio release.
2. A second-best film comparing unfavourably with the main attraction. Associated with US cinema in the 1930s (though appearing from the late 1910s), the rise of the double bill was in part a consequence of Depression-era innovation, with filmmakers and exhibitors having to work harder to maintain their audience. B-movies were often but not always genre films, with the [western](#), [science fiction](#), the [crime film](#), and the [horror film](#) predominating. The term **B-actor** is sometimes used to refer to a performer who finds work primarily or exclusively in B-movies. The major Hollywood studios (see [studio system](#)) made some B-movies, which enabled resources to be used as efficiently as possible, with sets, costumes, etc., recycled from other higher-budget films. A number of dedicated B-movie studios were also established: these were known as the ‘B-Hive’ or **Poverty Row**, and included Republic Pictures, Monogram Productions, and Grand National Films.

Kuhn, A. and Westwell, G. (2012). "[B-movie](#)." In *A Dictionary of Film Studies*. : Oxford University Press. Retrieved 16 Feb. 2017.

## COURSE OBJECTIVES

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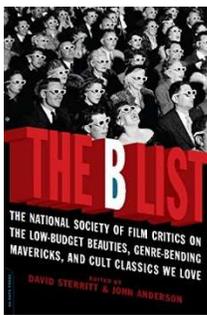
Students in the course work toward several goals: learning how to read film formally, contextually and ideologically and developing as critical thinkers and writers. By the end of the course, students should be able to:

**This course has three main objectives:**

1. To identify narrative and formal techniques that define The B Movie.
2. To analyze how filmmakers use artistic strategies and low budgets to achieve a narrative discourse with their audience.
3. To compose written and/or oral arguments focused on the artistic, industrial, or ideological significance of selected films that support the design of these genre bending mavericks and cult classics.

## REQUIRED TEXT

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	<p><i>The B List: The National Society of Film Critics on the Low-Budget Beauties, Genre-Bending Mavericks, and Cult Classics We Love</i></p>
	<p>by <a href="#">John Anderson</a> (Editor), <a href="#">David Sterritt</a> (Editor) ©2008 Da Capo Press</p>

## RECOMMENDED TEXTS

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*B-Movie Gothic: International Perspectives (Traditions in World Cinema) Reprint Edition*  
by [Justin D. Edwards](#) (Editor), [Johan Höglund](#) (Editor)  
©2018 Edinburgh University Press

*Crab monsters, teenage cavemen, and candy stripe nurses : Roger Corman : king of the B movie*  
Nashawaty, Chris.  
New York: Abrams, 2013

*The Battle for the Bs: 1950s Hollywood and the Rebirth of Low-Budget Cinema*  
Blair Davis  
©2012 Rutgers University Press

## Course Assignments and Requirements

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The class assignments add up to a total of 100 possible points.  
Your final grade is determined by adding up your grades for each assignment, adjusting for attendance, then applying the final number to the following scale.

A+ 100-98,	A 97-93,	A- 92-90
B+ 89-88,	B 87-83,	B- 82-80
C+ 79-78,	C 77-73,	C- 72-70
D+ 69-68,	D 67-63,	D- 62-60
F <59		

### *PRESENTATION- 40 points*

You will give a 25-50 minute presentation on a B Movie filmmaker. The presentation should have this five-part structure:

- a. Hand out an info sheet on the director to all members of the class.
- b. Present a biographical overview of the director's career. You don't need to mention every film from the director's oeuvre, just the significant highlights that demonstrate the director's thematic interests and visual style {15 minutes}
- c. Screen a key scene selected to exemplify the director's style. The scene must be less than 15 minutes long. Practice before screening for the class and make sure it does not run over; if it does, I'll have to cut it off. Choose only one continuous scene. You must use a DVD or Blu-Ray and be prepared with the exact scene number and time where your clip starts. You won't be penalized for technical difficulties, but points will be subtracted if you're not properly prepared.
- d. Present an analysis of the scene. Choose 1-3 film elements and discuss in detail how each element functions in the clip. Replay selections from the clip, or pause on still images, to highlight key moments {15-18 minutes}
- e. Answer questions from the class and lead class discussion {10 min.}

### *EXAMS: @ 15 points each*

The mid-term is scheduled as a TBA and so is the final (You have up to 75 minutes for the mid-term and two hours for the final, if you want) You will receive the essay questions a week in advance so that you can think about and discuss your ideas with others and/or with me (if you want). The tests will require you to relate concepts from the readings and lectures/ Power Points to the films screened in class. DO try in advance to organize your answers. You will not be allowed to use notes during the exams.

### *WRITTEN COURSE WORK: 20 points for both*

The major writing assignment for the course will consist of two short papers on films screened in class. If you earn an "A" on the first set of two short papers and you would like to write an original 6-8 page research paper instead of the second set of short papers (on three films screened SINCE THE MIDTERM) you may do so. (You'll need to cite 4-6 outside academic sources in addition to our textbook) Be sure to coordinate the topic with me in advance. The first set of two short essays is due TBA and the second set of three short essays or paper is due

TBA. Each time I ask that you focus on one or two aspects of the films you choose that you find particularly interesting, and discuss each film in light of the assigned readings (articles or textbook).

Please make sure that all written work is in MSWORD or compatible word processed including PDF, 12 point font, double-spaced, standard margins.

#### GRADING:

In grading of both essays and exams, I look for:  
a well organized discussion (intro/thesis/conclusion)  
specific examples from the film (pay attention to camera angles, lighting, mise en scène, camera movements, costuming, production design, music etc., not just to story line or character references to applicable readings that support or contradict your argument. If you do not include references to the readings, if your entry is not organized, or if it does not include specific examples from the film, your grade drops, one letter grade for each missing element.

#### ATTENDANCE ADJUSTMENT:

As Woody Allen put it, “80 percent of success is showing up.” It’s less than that in this formula, but the bottom line is that you can’t contribute to the class if you’re not there. You’re allowed one unexcused absence for the semester. After that, each unexcused absence subtracts from your grade total.

Excused absences include medical and family emergencies. You will be expected to schedule any employment responsibilities around this class, or accept the consequences of missed classes for your grade. If you do need to miss a class, please contact me ahead of time, and make arrangements to catch up on missed material.

#### POLICIES:

##### Re-Writes and Makeup Tests:

Opportunities for revision and improvement will be available for the midterm, the presentation, and the short papers. In addition, I will consider extra-credit opportunities as they become available.

##### Late and Un-submitted Papers:

Late papers will be marked off by one letter grade for every week overdue unless an extension is agreed upon before the due date. Any un-submitted papers will receive a 0. Likewise, any unanswered exam questions will receive a Zero (0). So, if you answer only 2 out of 3 required exam questions, you will get a Zero (0) on the third question.

##### Course Schedule and Guest Policy:

The selection of films for this course will be an organic process. I will select films that I feel are cutting edge and often over-looked in courses of this type.

I encourage suggestions from you. Also, since we have a large auditorium type space, you may invite friends and other students in the film program to our class. Just let me know by e-mail or texting if you plan to invite guests.

## *Presentation Info Sheet Template (with example) S A M P L E*

Director's name and date of birth:

**Tim Burton, b. 1958**

### **Biography**

His early film career was fueled by almost unbelievable good luck, but it's his talent and originality that have kept him at the top of the Hollywood tree. Tim Burton began drawing at an early age, going on to attend the California Institute of the Arts, studying animation after being awarded a fellowship from Disney, for whom he went on to work. Although he found that the mainstream Disney films he worked on ([The Fox and the Hound](#)) were far removed from his own sensibility, Disney let him have the freedom to work on his own personal projects, the six-minute animated black-and-white Gothic [Vincent Price](#) tribute [Vincent](#), and the 27-minute live-action [Frankenweenie](#), which was judged unsuitable for children and never released. However, [Paul Reubens](#) (aka Pee-Wee Herman) saw it and decided that Burton, still only in his mid-twenties, would be the ideal person to direct his feature debut, [Pee-wee's Big Adventure](#). An enormous (and surprise) box-office hit, it led to the supernatural comedy [Beetle Juice](#), which in turn led to Burton being entrusted with the reins on the hugely expensive [Batman](#). Although his least personal film, it was one of the most successful films of all time, and gave him unprecedented power in Hollywood considering the originality and adventurousness of his work thus far. [Edward Scissorhands](#), another hit, saw him at the peak of his creative powers and established a fruitful working relationship with actor [Johnny Depp](#). [Batman Returns](#) was a far darker and quirkiest film than the original, a reflection of how much creative freedom Burton had won (though Warner Bros were reputedly unhappy with the final result). And although [Ed Wood](#), his loving tribute to the life and work of the legendary Worst Director of All Time, [Edward D. Wood Jr.](#), was a box-office disaster, it garnered some of the best reviews of Burton's career, and suggests that he'll continue dazzling audiences for many years to come. **By Michael Brooke.**

Filmography (as director), with release years:

Alice in Wonderland (2010)  
Sweeney Todd (2007)  
Corpse Bride (2005)  
Charlie and the Chocolate Factory (2005)  
Big Fish (2003)  
Planet of the Apes (2001)  
Sleepy Hollow (1999)  
Mars Attacks! (1996)  
Ed Wood (1994)

Batman Returns (1992)  
Edward Scissorhands (1990)  
Batman (1989)  
Beetlejuice (1988)  
Pee-wee's Big Adventure (1985)  
Frankenweenie (1984)  
Vincent (1982)

Source of clip: Edward Scissorhands (DVD, 20<sup>th</sup> Century Fox)

Film elements for analysis:

Makeup, Setting and Production design: These elements juxtapose the gothic gloom of Edward's world with the day-glo, 1950s kitsch of the suburban town below creating an expressionistic tour de force.

# STUDY FILMS (THE B LIST)

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DETOUR - 1945  
GONE CRAZY – 1950  
PICK UP ON SOUTH STREET -1953  
KISS ME DEATHLY – 1955  
MURDER BY CONTRACT – 1958  
RESERVOIR DOGS – 1992  
THE LAST SEDUCTION – 1994  
ONE FALSE MOVE - 1992  
CRUPIER – 1998  
GRINDHOUSE – 2007  
PEEPING TOM - 1960  
THE CONVERSATION – 1974  
PRETTY POISE – 1968  
BROTHER FROM ANOTHER PLANET – 1984  
THE SPACE CHILDREN – 1958  
THE FLY – 1958  
I WALK WITH A ZOMBIE – 1943  
STRANGER THAN PARADISE – 1984  
TWO-LANE BLACKTOP – 1971  
PLATOON – 1986  
MAN ON A STRING – 1960  
THE GIRL CAN'T HELP IT – 1956  
VIDEODROME – 1983  
VIMPIRE'S KISS – 1989  
BEAT THE DEVIL – 1953  
PINK FLAMINGOES – 1972  
NIGHT OF THE LIVING DEATH – 1968  
ERASERHEAD - 1977

# GOALD'S GUIDE TO GRADING PAPERS

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## *"A" (excellent)*

- Essay addresses the assignment, **demonstrating both familiarity with pertinent critical issues and independent thought;**
- Essay shows careful development of related ideas in coherent, sequential paragraphs.
- Student has edited the essay, cutting away unrelated material, supporting ideas and unifying paragraphs, using transitional words and phrases.
- Student has edited the essay, ensuring that sentences are forceful and clear and logical, avoiding gratuitous abstraction, tortuously convoluted sentences and purple passages.
- Diction and English usage are appropriate to the subject and intended audience of the paper.

## *"B" (good)*

- **Essay addresses the assignment, both topic and strategies.**
- Essay shows careful development of related ideas in coherent, sequential paragraphs.
- While the student has edited the essay, some tangential ideas, unassimilated quotations, needless summary, and organizational flaws remain.
- While the student has edited the language of the essay, moderate stylistic and formal flaws and inappropriate usages remain.

## *"C" (adequate)*

**Subject is clear - although essay misses some element of assigned topic and/or strategies.**

- Sequence of ideas is traceable-- although paragraphing and structure are faulty.
- Incomplete editing is evident in excess (summary, unassimilated ideas and accessory information) and absence (support, transitions, flow).
- Incomplete editing is evident in moderate errors at sentence level (usage and punctuation).

## *"D" (marginal)*

**Subject is generally clear but not in keeping with assigned topic and/or strategies.**

- Essay relies on unsupported generalizations, vague argument, and uncertain information.
- Faulty editing shows in flawed sequence of ideas.
- Faulty editing shows in serious errors at sentence level (usage and punctuation).
- Expression is inappropriate to academic writing.

## *"D- AND BELOW" (unacceptable)*

- **Essay is not in keeping with assigned topic and/or strategies.**
- Essay is not coherent, showing little development of or relationship among ideas.
- Student has neglected to edit the paper for content or paragraph construction.

- Student has neglected to edit the language at the sentence level (usage and punctuation).

# ACADEMIC POLICIES

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## Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

## Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

## 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 only permitted 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 of the student from the course.

## 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 copyright policy information is available at <http://www.unlv.edu/provost/copyright>.

## Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will 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 on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

## Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy> which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

## Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the

course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade 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 the library staff questions via chat and text message at: <http://ask.library.unlv.edu/>.

## Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will 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 for missed classwork is to offer fair and equitable assessment 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 for the course.

This policy will 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 the instructor and the student to agree to a reasonable resolution. When disagreements

regarding this policy arise, decisions 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 by the Executive Vice President and Provost.

## Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, 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 also acceptable.

## 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, please visit the ASC website, <https://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, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

## UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

# INSTRUCTOR POLICIES

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## Accessibility

Did you know that you can make Microsoft Word documents accessible using the MS Word Accessibility Tips Sheet provided by the UNLV Office of Accessibility Resources, <https://www.unlv.edu/accessibility/>? To promote a culture of universal access, UNLV established the Office of Accessibility Resources, to provide technical assistance and training for everyone in the UNLV community who is developing or adopting digital content and technology.

## ADA Accommodations

For all accommodation determinations allowed under the Americans with Disabilities Act (ADA), please contact the Compliance Office, <https://www.unlv.edu/compliance/ada>, located in Frank and Estella Beam Hall (BEH), Room 555, 702-895-4055.

## Classroom Guidelines

Per UNLV General Counsel, instructors determine what is and what is not acceptable behavior in the classroom (e.g., late arrival, use of electronic devices). Instructors have the authority to determine who can be present during a class period, including whether visitors are allowed. Instructors should clearly communicate their expectations to the students at the start of the semester.

## Classroom Procedures

All instructors are expected to:

- Hold class meetings that are consistent with the class schedule. When instructors must miss an occasional class (e.g., for attending professional meetings, due to sickness, or for the observance of a religious holiday), they are expected to reschedule that class meeting or to arrange for a guest lecturer, or to provide alternative instruction or assignments. The complete Missed Classes for Teaching Staff Procedures policy is on the University Policies webpage, <https://www.unlv.edu/about/policies/current-policies>, in the Executive Vice President & Provost section.
- Maintain a predictable number of office hours that are posted, and during which the instructor will be available to students, colleagues, and others.
- Evaluate academic performance fairly.
- Counsel students.
- Carry through with their workload commitment in accordance with UNLV, College/School, and Department/unit bylaws. With the exception of emergencies, instructors should have prior approval from their supervisor before missing/rescheduling classes and/or missing other scheduled duties.
- Continue their professional development.
- Meet their obligations to the University community.

## Consensual Relationships

UNLV prohibits romantic or sexual relationships between members of the University community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see UNLV Consensual Relationships Policy, <http://www.unlv.edu/hr/policies/consensual>.

## Credit by Examination for Undergraduate Courses

Credit by Examination (CBE) for undergraduate courses offers students the opportunity to demonstrate previous mastery of college-level learning, and accelerates progress toward completion of their degrees, while decreasing tuition costs. CBE benefits the Department and UNLV by freeing up seats in classrooms and increasing completion rates with a relatively low

impact on faculty workload. In an effort to ensure that CBE is administered consistently across Campus, the following best practices are suggested as a list of minimal criteria for the creation/review of these exams.

### **Credit by Examination Will**

- Benefit students (e.g., remove barriers to completion, provide flexibility).
- Benefit the Department/UNLV (e.g., free up seats in high-demand courses, increase Retention, Progression, and Completion metrics.)
- Match the course in academic quality and rigor.
- Demonstrate mastery of course Student Learning Outcomes.
- Demonstrate appropriate college-level learning.
- Not duplicate a course already completed by the student.
- Not be in opposition to Northwest Commission on Colleges and Universities or discipline-specific accreditation policies.
- Not be used to replace a failing grade.
- Not be permitted if the student has previously received credit for a more advanced course covering the same subject matter (e.g., CBE will not be permitted to satisfy Art History I if the student has already received credit for Art History II).
- Not apply toward satisfying the minimum on-Campus resident credit requirement of the institution from which graduation is sought, and does not constitute an interruption of the resident credit requirement.

### **Departments, Schools, and Colleges Will**

- Have documented policies/procedures for awarding credit that are made available to undergraduate students, and that are universally and consistently enforced.
- Verify that the student is eligible to take CBE:
  - Student is fully admitted and enrolled.
  - Student is in good academic standing.
  - Student has completed all prerequisites required for the course in which they are requesting CBE.
- Ensure that the student does not use CBE to surpass 25% of the total credits required for graduation.
- Ensure that native speakers of languages other than English do not receive lower-division foreign language credit for courses in their native tongue.
- Ensure that CBE for variable unit courses does not exceed 5 credits. Exceptions may be granted with Dean and Provost approval.
- Request that the Registrar's Office post the satisfactorily completed CBE to the student's permanent academic record and clearly identify that the credit was earned by examination. The only acceptable grades for CBE are S (Satisfactory) or U (Unsatisfactory).

## **Disability Resource Center Accommodations**

Instructor compliance in collaborating with the Disability Resource Center (DRC), <https://www.unlv.edu/drc>, is critical to upholding the University's federal mandate to provide equal access to students with disabilities. If instructors believe that accommodations may

fundamentally alter course requirements, such concerns must be discussed with the DRC in a timely manner. Failure to comply with DRC academic accommodation plans given to instructors by students may put the instructor and the University at risk for litigation, and may subject an instructor to discipline under the Nevada System of Higher Education (NSHE) Code, Title 2, Chapter 6.

Notetaking Services: It is mandatory that instructors assist in the recruitment of notetakers for their classes should notetaking accommodations be requested by the DRC. Instructors are legally obligated to assist the DRC in the recruitment process, and to actively ensure that the accommodation need for notetaking is being met consistently. In partnership with the DRC, if you receive an email notification from the Rebel Access Portal (RAP) system that a notetaker is needed for your class, please follow the detailed instructions contained in that email. Please always refer any students interested in notetaking to the DRC. If a DRC student asks you about their notetaking services, please refer them to the DRC notetaking unit, [notetaking@unlv.edu](mailto:notetaking@unlv.edu).

Adaptive Furniture: If you see tables and chairs with DRC identification on them placed in your classroom, please do not move, remove, or alter their placement in your class. The furniture is placed in the room for a student whose disability precludes them from sitting in a conventional table/chair or at a tablet desk, and is considered an official DRC accommodation. The furniture may or may not be used by a student in your class; however, the student who needs that furniture has a class in that same classroom. If there are issues regarding furniture placement, please contact the DRC immediately; they will do their best to remedy any issues.

Testing Accommodations: To expedite and streamline the process for administration of examinations and quizzes for students requiring testing accommodations, it is imperative that instructors do their best to adhere to the procedural guidelines of the DRC for the provision of examinations and associated materials. We wish to emphasize that instructors are partners with the DRC in the accommodation obligations. To that end:

- Testing Accommodation Forms (TAFs) must be completed in their entirety by the instructor of record, and submitted through the Rebel Access Portal (RAP) within one business day of receipt of the link on the Faculty Notification Letter (FNL). For purposes of mandated access, it is necessary that the DRC has a means to contact the instructor or responsible Department/School official, should a student have questions, or if there are issues with the examination. Please consider providing a mobile number for calling/texting to the DRC Testing Coordinator, or on the TAF, in case there is a problem or question during testing.
- Examinations/Quizzes must be received by the DRC a minimum of 24 hours in advance of the assessment date, by uploading them to the RAP portal, sending them by email to [drctest@unlv.edu](mailto:drctest@unlv.edu), or by dropping them off at the DRC, located in Student Services Complex - Building A (SSC-A), Room 143. If due to extenuating circumstances an instructor is unable to provide the exam at least 24 hours in advance, the instructor must notify the DRC immediately. The DRC may contact the appropriate administrator (Chair, Dean, etc.) to request assistance to obtain an exam.
- If there are any changes to the exam (such as allowing a longer time for the class to complete the test once it has commenced; placing information needed by the students

- to complete the exam on a board in the room; providing formula sheets to students upon their arrival to the test); it is essential that the DRC student who is testing away from the classroom location be afforded the same access to any additional information, as well as to any assistance that the instructor provides the class during the exam. Not providing to the DRC student any information that is provided to the class could place the DRC student at a disadvantage. For this reason, it is incumbent upon the instructor to notify the DRC of any such changes that occur while administering an exam.
- The DRC will assist instructors in facilitating the accommodation process. Instructors should not hesitate to contact the DRC with questions or concerns about policies, procedures, service provision, and/or any issues with students.

## Early Alert Progress Reporting

The Office of the Vice Provost for Undergraduate Education is actively engaged in implementing best practices for student success at UNLV. As part of this effort, the University is working with instructors to provide formative feedback to primarily first-year students through Early Alert Progress Reporting. Instructor participation in this program is not mandatory, but it is strongly encouraged.

During the first six weeks of the semester, Early Alert Progress Reports will be distributed via email to instructors of select, high-impact courses using the Campus Connect platform, <https://www.unlv.edu/provost/rpc/campusconnect>. This email will include instructions and a link to the class roster, where instructors can identify students who may be “at-risk” in the course, and select the reason(s) for the student being marked as at-risk (e.g., attendance, missing assignments, etc.). Fields for Absences and Current Grade are optional.

Following submission, students marked at-risk will automatically receive an email regarding their course status, available resources, and other relevant information. Students not marked at-risk will not receive any correspondence. Academic advisors in each College will have access to the Progress Report results, so that they can reach out to at-risk students.

Please address any questions about Early Alert Progress Reports to RPC Initiatives & Analytics Coordinator, Pete Rinto ([peter.rinto@unlv.edu](mailto:peter.rinto@unlv.edu)).

## Electronic Educational Learning Tools

Instructors using electronic educational learning tools (e.g., Pearson Publishing, Socrative, Top Hat, Turning Technologies) designed to enhance student learning may not market their own materials for sale through any of those systems. Additional costs to students for the use of these tools, or for additional materials available within them must be disclosed in the course registration system (MyUNLV), and clearly labeled as required materials in the course syllabus, so that students may use financial aid awards to obtain them.

## Final Examinations and Study Week

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month

before the end of the semester. See the Final Exam Schedule, <http://www.unlv.edu/registrar/calendars>. Final exams cannot be given during Study Week, as to do so shortens the length of the semester by one week, and thereby results in a course having fewer than the minimum required number of contact hours.

## Grading

All syllabi should clearly indicate processes for administering exams, grading, and reporting grades. In keeping with the Family Educational Rights and Privacy Act (FERPA), grades should not be posted publicly, unless complete confidentiality for individual students is ensured. The preferred method for posting grades is to use WebCampus. Final course grades must be submitted in the MyUNLV Faculty Center by 4:00 p.m. on the first Tuesday after the end of the academic semester. For the few courses that end after that date, the due date to submit final grades is the Tuesday following course completion. Beyond the professional responsibility to provide final grades to students in a timely manner, late grades have a negative impact on UNLV's share of the NSHE performance funding formula. It is ultimately the Department/School and College's responsibility to have all final grades posted on time. The grade submission deadlines for the upcoming academic year are:

Fall 2019.....	December 17
Spring 2020.....	May 19
Summer I 2020.....	June 9
Summer II 2020.....	July 14
Summer III 2020.....	August 18

## Grading, Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reasons beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

## Grading, Recording Date of Last Attendance for Incomplete and "F" Grades

Under NSHE and UNLV policy, instructors are not required to take attendance, as defined under federal financial aid guidelines. However, both federal financial aid and NSHE policy require instructors to record (i) a measure of a student's educational engagement at the beginning of the semester, and (ii) when assigning an Incomplete or "F" grade, a student's "date of last attendance," to determine whether the student completed more than 60% of the instruction of a course. Individual instructors may, at their discretion, record an "FN" grade (F for non-attendance) in the case of a student who did not complete more than 60% of

instruction and did not withdraw from the course. In all of these instances, the percent of instruction achieved is based upon the student's date of last attendance, defined as the "last date of attendance at an academically related activity" associated with the course, based upon federal financial aid guidelines. This date could be later than the last date of physical classroom attendance.

"Academically related activity" is defined at UNLV as any of the following actions, all of which are taken from Title VI federal financial aid guidelines:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the academic unit;
- participating in an online discussion about academic matters; or
- initiating contact with an instructor to ask a question about an academic topic studied in the course.

Academically related activities do not include activities where a student may be present, but not academically engaged, such as:

- living in institutional housing;
- participating in the University's meal plan;
- logging into an online class without active participation; or
- participating in academic counseling or advisement.

Note about (c), above: logging into an online course without active participation. The acceptable standard is that an institution can demonstrate "that a student participated in class or was otherwise engaged in an academically related activity, such as contributing to an online discussion or initiating contact with an instructor to ask a course-related question."

## International Activities

UNLV instructors and staff who initiate activities with an international component that includes accompanying students or guests must contact the Office of International Programs (located in CBC-B 325, telephone 702-895-3896) during the initial planning stages of the activities, to obtain information regarding UNLV and NSHE policies for foreign study, research, or travel. UNLV employees have a contractual obligation to comply with UNLV policies and the NSHE Code.

The Office of International Programs is the centralized academic support unit that assists UNLV in the planning and development of cooperative agreements, programs abroad, instructor exchange, field study projects, and other initiatives fostering internationalization. Instructors or staff considering the development of international programs must contact International Programs.

Failure to work within UNLV and NSHE policies for the development and approval of international travel may result in employee noncompliance with institutional policy. Employees may not be provided institutional support to cope with any professional or legal

consequences that arise from out-of-compliance activities, which may be the sole responsibility of the instructor or staff member.

## Mid-Semester Courses

Mid-semester courses allow five weeks of instruction before the start of the final exams for semester-long courses. Mid-semester courses should include a minimum of 750 minutes of classroom instruction per credit. Mid-semester courses are designed, approved, and built within academic Departments and Colleges. This process should be completed as early as possible, to allow for proper scheduling and advertising. Please note that these courses are FTE-generating courses, just as any others that are taught in an academic unit. Thus, each Department/School needs to complete any necessary employment documents for instructors teaching mid-semester courses. If the week-long Spring Break Recess falls within a mid-semester course, Spring Break does not count as part of the five weeks of instruction.

The start dates for mid-semester courses are:

Fall 2019.....November 4  
Spring 2020.....April 6

## Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will 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 for missed classwork is to offer fair and equitable assessment 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 for the course.

This policy will 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 the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions 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 by the Executive Vice President and Provost.

## Online Proctoring Service

Instructors who use the ProctorU online proctoring service should include the following statement in their syllabi:

This course has proctored exam(s), and therefore verification of identity and additional charges are required (average cost is \$50 per course). Before registering with ProctorU, please make sure that the devices you use meet the ProctorU system requirements. For more information visit ProctorU Resource Center, <https://www.proctoru.com/proctoru-live-resource-center>.

## Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Students' email prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is also acceptable.

## Saturday Classes Holiday Schedule

In general, if a holiday falls on a Monday, then Saturday classes meet. If a holiday falls on a Friday, then Saturday classes do not meet. To review the Faculty Senate policy detailing when Saturday classes meet, please see Saturday Class Policy on Current Policies, on the University Policies webpage, in the Executive Vice President and Provost section, <https://www.unlv.edu/about/policies/current-policies>.

## Students of Concern

Instructors may come in contact with students whose behavior may cause concern. Training to deal with such situations can be arranged by contacting the Office of Student Conduct at 702-895-2308. Additional resources can be found on the Student Wellness Center's Mental Health Resources webpage, <https://www.unlv.edu/studentwellness/caps/mental-health-resources>. To report a disturbing situation, go to the Office of Student Conduct webpage, <https://www.unlv.edu/studentconduct>. For immediate emergency assistance from UNLV Police Services, dial 911 on a UNLV land-line phone, or 702-895-3669 from a mobile phone.

Instructors and staff can play an invaluable role helping students who are in distress. An expression of interest, concern, and compassion is an important factor for a student seeking assistance. The Mental Health and Suicide Prevention Task Force offers a 50-minute presentation to instructors/staff groups on identifying signs of distress, approaching students they are worried about, and referring students to support services. The presentation includes information about an online training program aimed at increasing the safety net for our students. In this course, titled At-Risk for Faculty & Staff, you also will learn effective listening skills.

To take the free, online, 45-minute course, follow the instructions online.

- Create a new account
- Use enrollment key: unlasvegas
- Follow the on-screen instructions
- Choose your course and click “Launch”

## Teaching Evaluations

As one component of evaluating the effectiveness of teaching activities at UNLV, course evaluations are required to be administered at the end of each course. Teaching evaluations are an essential component of assessment data, and therefore it is crucial to maintain the reliability, validity, and legitimacy of these instruments. The minimum standards for administering these evaluations (Anonymity, Objectivity, and Post-Evaluation Procedures) are outlined in the document Minimum Standards for Teaching Evaluations by Students, <https://www.unlv.edu/about/policies/current-policies>, in the Executive Vice President and Provost section. This document has been approved unanimously by the Academic Council of Deans and the Executive Vice President & Provost, and reflects the minimum standards that apply to all Departments/Schools/units when administering student evaluations of teaching. The Office of the Executive Vice President and Provost recommends use of the Blue Explorance teaching evaluation tool, <https://ir.unlv.edu/IAP/decisionsupport/Content/Blue+eXplorance+Course+Evaluations.aspx>.

## Textbooks/Instructors Requiring Own Textbook(s) for Class

In order for instructors to assign their own textbook for use in one of their courses, a request must be approved by the instructor's Dean. The guidelines Textbook Selection & Faculty Using Their Own Textbook are on the University Policies webpage, <http://www.unlv.edu/about/policies/current-policies>, in the Executive Vice President & Provost section. These guidelines were developed to protect both instructors and students. The Dean must approve the instructor's request before the instructor submits the book order to the book store. An approval is valid for three years, and the Dean's office maintains these records.

The requirements specified by the NSHE attorneys for instructors to require their own textbooks in the courses are: 1) published books must be properly copyrighted by the authors; 2) published books are available for open sale; 3) UNLV instructors do not make sales directly to students; and 4) the request is approved by the Dean of the appropriate College/School. NOTE: This policy does not apply to course packets produced by Reprographics/Design Services and available at the UNLV Bookstore.

## Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including hiring, on the basis of sex or gender. Please refer to the Office of Compliance Title IX Resources webpage, <https://www.unlv.edu/compliance/TitleIX-resources>, for additional information.

Anyone in a supervisory, managerial, administrative or executive role or position (such as a supervisor, Department Chair/Unit Director) who receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it, and/or to report the action taken. Title IX complaints must be immediately communicated to the Title IX Coordinator.

## UNLV Today

This is a daily e-newsletter that delivers information to UNLV instructors and staff via their UNLV e-mail accounts. Information shared in UNLV Today includes upcoming events, training opportunities, and organizational and benefit changes. You can submit an entry for consideration via UNLV Today, <http://news.unlv.edu/unlvtoday>.

## UNLV Official

This is an electronic mail list that disseminates information that the entire Campus must receive. Subscription to the UNLV Official list is automatic, and occurs at the time an employee email account is established. All employees are expected to read these communications upon receipt.

Thank you for your compliance with these important policies. Have a great year!

Revised July 2019

# LAPTOP POLICY:

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Laptops can be a useful tool in the service of teaching and learning; however, we ask that you use them productively and respectfully. A few common sense rules:

- 1) Always set up your laptop computer before the beginning of class. Setting up the computer and booting it up can take up a few minutes depending on what applications are set to open at start up.
- 2) Disable sound.
- 3) During lecture and classroom discussion, you should not be connected to network resources. To do so invites many distractions – web surfing, email, chats, etc... Chatting or emailing during class is no more acceptable than talking on a cell phone during class time. Additionally, your network screens are distracting those sitting near and behind you.
- 4) Turn off all other mobile devices before lecture begins.
- 5) **Please keep laptops closed during screenings.**

Laptop users are requested to sit in the first three rows of the classroom. If you are found to be doing anything other than note-taking (or sanctioned network activity) you will be asked to leave the class immediately and you will be marked as absent for that day.