

English 5348: Spring 2020 (online) American Renaissance (Emily Dickinson)

Dr. Ann Beebe

CAS 250

Office: 903-565-5827

Office Hours:

MWF 8:00-9:00am, 10:00-11:00am, & by app't.

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Welcome to English 5348 (American Renaissance: Emily Dickinson). I am looking forward to studying the works and critical reception of Dickinson's poetry over the next fifteen weeks with you.

I work hard to put together my classes, and I expect a great deal from my students. I expect all reading to be completed by the assigned date. I expect your reading to be active. Mark up your books and take notes as you read. I expect everyone to participate substantially in Canvas discussions and listen respectfully to classmates. And lastly, if you have any questions about class policies, assignments, or readings, I expect you to ask them.

In return there are certain things you can expect from me. I will complete all the readings and plan lessons by the assigned date. I will give all assignments in writing and sufficiently in advance. I will grade and return all assignments in a timely manner. I will answer questions about assignments over email or in my office. If I cannot answer a question when you ask it, I will have the answer by the next class period.

Required Texts:

1. *The Poems of Emily Dickinson: Reading Edition* (Ed. R. W. Franklin) Belknap Press **ISBN-13:** 978-0674018242
2. *Lives Like Loaded Guns: Emily Dickinson and Her Family's Feuds*. Lyndall Gordon. Penguin Books **ISBN-13:** 978-0143119142
3. *A Companion to Emily Dickinson* (Ed. Martha Nell Smith and Mary Loeffelholz) Wiley-Blackwell. **ISBN-13:** 978-1118492161
4. *White Heat: The Friendship of Emily Dickinson and Thomas Wentworth Higginson*. Brenda Wineapple. Anchor. **ISBN-13:** 978-0307456304
5. *Dickinson Unbound: Paper, Process, Poetics*. Alexandra Socarides Oxford UP **ISBN-13:** 978-0199380237
6. *Reading in Time: Emily Dickinson in the Nineteenth Century*. Cristanne Miller U of MA P. **ISBN-13:** 978-1558499515

Recommended: *All the Fun's in How You Say a Thing: An Explanation of Meter & Versification*. Timothy Steele. Ohio UP. **ISBN-13:** 978-0821412602

Note about Time Management & Online Classes: A 12-hour schedule is considered full-time for a university student. For every 3-credit class, a student is expected to spend 6 hours outside of the classroom reading and writing – 9 hours total per week for each 3-credit course. 12 hours in class + 24 hours outside of class = 36 hours = full-time student. You all maintain some sort of weekly calendar where you block out time for your F2F class meetings, job schedule, appointments, etc. Block out 9 hours each week for your ENGL 5348 online course **now**. An online course does not magically get finished. You can work on your own schedule with an online class, but you must set the time aside each week to complete the reading and writing.

Topics for Discussion – Emily Dickinson’s poems &:

- Music
- Colors (purple, gold, green, etc.)
- “Master”
- Religion (God, church, beliefs, the Bible, the soul, prayer, etc.)
- Animals (birds, bees, butterflies, etc.)
- Domestic Images (houses, cooking, sewing, cleaning, etc.)
- Death (dying, eternal life)
- Women (wives, mothers, sisters)
- Men (husbands, fathers, lovers, brothers)
- Poetry, Prose, Publication
- Style (dashes, exclamation points, italics, etc.)
- Volcanoes, Mountains
- Pain, grief
- Children, childhood
- Friendship
- Social customs
- Seasons, weather
- Dancing
- Moon, Sun, Sea
- Marriage
- Military language and references (Civil War)
- Wealth, Poverty
- Desire
- Loneliness, Exile
- Freedom, Confinement
- Silence, Words
- Shakespeare
- Other countries (Brazil, Brussels, etc.)
- Medicine, Doctors
- Language of Royalty, Aristocracy
- Food, Drink
- Science, Technology
- Joy, Happiness
- Visual Arts
- Definition poems
- Fascicles [You are NOT limited to the topics on this list. Brainstorm additional topics.]

Daily Schedule:

[This schedule includes all major readings and assignments. Small additions or changes may be made. I will make any such changes in writing.]

Students should complete all readings by Sunday at midnight each week. Substantial Canvas discussion posts (original and responses to classmates) should be completed by Sunday at midnight each week. For additional information about discussion board expectations, please see the Discussion Board Rubric.

Note on the Poems: We will be working our way through the poems chronologically. Please select at least 10 poems in each weekly reading section for personal analysis and explication. We will be using the Franklin reading edition of Dickinson's poems. All poems will be referred to using the Franklin (F) numbering system.

The reading assignment for each week will include some poems, a selection from one of the two biographies, and selection from one of our scholarly works. I will post three short (10-15 minute) audios in each weekly module.

1. Audio 1: Commentary and Discussion Questions on that week's historical / biographical reading
2. Audio 2: Commentary and Discussion Questions on one of that week's poems
3. Audio 3: Commentary and Discussion Questions on that week's scholarly criticism

Week One: January 13-19

Watch the Welcome to the Class Video

I will post the PPT from the Welcome video separately. You may wish to use it as a screensaver when you listen to the audios.

Review syllabus – schedule, assignment descriptions, policies. ASK questions if you are confused about a course requirement

Post your Personal / Professional Intro to Canvas – you can write your intro or record a video. [If you do not wish to share personal information, only include your professional credentials and goals.]

Please listen to all of the Week One audio lectures during the first week.

Read Gordon, pages 1-38 (Introduction & Chapter 1)

Read Socarides, pages 3-48 (Introduction & Chapter 1)

Read Dickinson poems Fr#1-127 [These numbers refer to the poem numbers, not the page numbers.]

Week 1 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to Grade Center by midnight on the following Tuesday. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Recommended website: Emily Dickinson Lexicon - <http://edl.byu.edu/>. You will need to set up a free account.

Week Two: January 20-26

Please listen to all of the Week Two audio lectures

Sign up for Article Summary Evaluation Articles: You can request article assignments starting Tuesday, January 21. All students should send their article requests by noon (CT) on Saturday, January 25. Assignments will be made on a first-come basis. Each student will be assigned two articles for the two ASE assignments. Send me an email (abeebe@uttyler.edu) from your Patriots email address with your top 5 selections from the list of accepted Emily Dickinson articles. [There will be one student per article, so please don't dawdle. The list of available articles can be found on the ASE Assignment Sheet. [See Pages – View all Pages icon.]

Read Gordon, pages 39-92 (Chapters 2 & 3)

Read Socarides, pages 49-104 (Chapters 2 & 3)

Read Dickinson poems, Fr#128-254

Week 2 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Census Day for SP19 – January 27. All online students must have participated in the course or be listed as

“non-attending.”

Week Three: January 27 - February 2

Please listen to all of the Week Three audio lectures

Read Gordon, pages 93-136 (Chapters 4 & 5)

Read Socarides, pages 105-171 (Chapter 4 – Afterword)

Read Dickinson poems, Fr#255-381

Week 3 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Turn in your Article Summary / Evaluation #1 (ASE Essay) by midnight on Sunday, February 2 (CT). Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] Post a second copy for your classmates to read in the ASE Discussion Board Forum. Thoughtful and substantial comments on a peer’s ASE essay will be counted toward your weekly discussion board participation. All essays should use MLA format. [See the section on cheating and plagiarism below and note the consequences. I take professional ethics very seriously.] You are responsible for your own technology and internet access. MLA format: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Week Four: February 3-9

Please listen to all of the Week Four audio lectures

Read Gordon, pages 137-193 (Chapters 6 – 8)

Read Miller, pages 1-48 (Chapters 1 & 2)

Read Dickinson poems, Fr#382-498

Week 4 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Week Five: February 10-16

Please listen to all of the Week Five audio lectures

Read Gordon, pages 197-230 (Chapter 9)

Read Miller, pages 49-117 (Chapters 3 & 4)

Read Dickinson poems, Fr#499-625

Week 5 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Turn in Explication #1 due by midnight on Sunday, February 16 (CT). Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] Post a second copy for your classmates to read in the Explications Discussion Board Forum. Thoughtful and substantial comments on a peer’s explication will be counted toward your weekly discussion board participation. All essays should use MLA format. [See the section on cheating and plagiarism below and note the consequences. I take professional ethics very seriously.] You are responsible for your own technology and internet access. MLA format: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Week Six: February 17-23

Please listen to all of the Week Six audio lectures

Read Wineapple, pages 3-62 (Chapters 1-3)

Read Miller, pages 118-146 (Chapter 5)

Read Dickinson poems, Fr#626-752

Week 6 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Week Seven: February 24 – March 1

Please listen to all of the Week Seven audio lectures

Read Wineapple, pages 63-98 (Chapters 4 & 5)

Read Miller, pages 147-195 (Chapter 6 – Coda)

Read Dickinson poems, Fr#753-891

Week 7 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Turn in your Article Summary / Evaluation #2 (ASE Essay) by midnight on Sunday, March 1 (CT).

Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] Post a second copy for your classmates to read in the ASE Discussion Board Forum. Thoughtful and substantial comments on a peer's ASE essay will be counted toward your weekly discussion board participation. All essays should use MLA format. [See the section on cheating and plagiarism below and note the consequences. I take professional ethics very seriously.] You are responsible for your own technology and internet access. MLA format: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Week Eight: March 2-8

Please listen to all of the Week Eight audio lectures

Read Wineapple, pages 101-160 (Chapters 6-8)

Read Companion, E. E. Heginbotham article, pages 288-308 (Chapter 15)

Read Dickinson poems, Fr#892-1019

Week 8 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Spring Break

Week Nine: March 16-22

Please listen to all of the Week Nine audio lectures

Read Wineapple, pages 161-213 (Chapters 9-11)

Read Companion, C. A. Kirk article, pages 334-347 (Chapter 17)

Read Dickinson poems, Fr#1020-1142

Week 9 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Turn in Explication #2 due by midnight on Sunday, March 22 (CT). Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] Post a second copy for your classmates to read in the Explications Discussion Board Forum. Thoughtful and substantial comments on a peer's explication will be counted toward your weekly discussion board participation. All essays should use MLA format. [See the section on cheating and plagiarism below and note the consequences. I take professional ethics very seriously.] You are responsible for your own technology and internet access. MLA format: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Week Ten: March 23-29

Please listen to all of the Week Ten audio lectures

Read Wineapple, pages 214-267 (Chapters 12-16)

Read Companion, E. L. Hart article, pages 348-367 (Chapter 18)

Read Dickinson poems, Fr#1143-1275

Week 10 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Week Eleven: March 30-April 5

Please listen to all of the Week Eleven audio lectures

Read Wineapple, pages 271-318 (Chapters 17-19)

Read Companion, M. L. Manson article, pages 368-390 (Chapter 19)

Read Dickinson poems, Fr#1276-1404

Week 11 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Turn in Abstract due by midnight on Sunday, April 5 (CT). Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] Post a second copy for your classmates to read in the Abstracts Discussion Board Forum. Thoughtful and substantial comments on a peer's abstract will be counted toward your weekly discussion board participation. All essays should use MLA format. [See the section on cheating and plagiarism below and note the consequences. I take professional ethics very seriously.] You are responsible for your own technology and internet access. MLA format:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Week Twelve: April 6-12

Please listen to all of the Week Twelve audio lectures

Read Gordon, pages 231-276 (Chapters 10 & 11)

Read Companion, T. Clement article, pages 415-436 (Chapter 21)

Read Dickinson poems, Fr#1405-1567

Week 12 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Week Thirteen: April 13-19

Please listen to all of the Week Thirteen audio lectures

Read Gordon, pages 279-312 (Chapters 12 & 13)

Read Companion, M. N. Smith article, pages 58-78 (Chapter 3)

Read Dickinson poems, Fr#1568-1683

Week 13 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Week Fourteen: April 20-26

Please listen to all of the Week Fourteen audio lectures

Read Gordon, pages 313-405 (Chapters 14-17)

Read Dickinson poems, Fr#1684-1789

Week 14 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation grades will be posted to Grade Center by midnight on the following Tuesday.

Week Fifteen:

Seminar papers due by midnight on **TUESDAY, April 28**. Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] All essays should use MLA format. [See the section on cheating and plagiarism below and note the consequences. I take professional ethics very seriously.] You are responsible for your own technology and internet access. MLA format:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

I will close the class Canvas on Wednesday morning.

Course Policies

Grading:

Article Summary Evaluation #1 (ASE1)	15%
Article Summary Evaluation #2 (ASE2)	15%
Explication #1 (E1)	13%
Explication #2 (E2)	13%
Participation (14 weeks)	14%
[Students will receive a weekly participation / performance grade worth 1% of the course grade.]	
Abstract	5%
Seminar Paper (15-18 pages)	25%

NOTE: The ‘F’ grade for missing work is a 0, not a 60.

The **Census Date** for this semester is January 27th.

The last day to **file for graduation** is March 2nd.

Registration for the summer starts on February 3rd.

Registration for the fall starts on April 1st. [Please see your advisor in March.]

The **last day to withdraw** from a class with a “W” is March 30th.

Article Summary Evaluation (ASE):

All of the article options were published in academic journals. Most of them can be accessed through the UTT library databases, but some of them will need to be ordered through ILL. It is your responsibility to obtain copies of your articles in time to write your ASE essays. You will request articles in Week 2 of the semester, starting at 8am on that Tuesday. Send me an email (abeebe@uttyler.edu) from your Patriots email with your top 5 selections. The articles will be assigned on a first come / first serve basis. Each student will need two articles.

Your ASE essay (5-7 pages, double spaced, Times New Roman, 1-inch margins) should list the full citation in MLA format, author background, the subjects covered, the strengths and limitations of the article, and a few key quotes (provide page numbers). You may feel the need to provide additional background information or a chronology to the class. Make clear who would find the article useful.

Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism

software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] **Post a second copy on Canvas for your classmates to read in the ASE Discussion Forum.** Thoughtful and substantial comments on a peer's article essay would be counted toward your discussion board participation. You are responsible for your own technology and internet access.

Your essay should make clear:

- ◆ Factual details – subject of article: the who, what, where, and when of the topic and publication.
- ◆ The author's thesis – what is the point of the article?
- ◆ Critical background of the author (new critical, new historical, feminist, cultural, formalist, psychoanalytic, etc.)
- ◆ Contribution to the field – is the critic arguing new ideas or repeating old criticism?
- ◆ Balance of the paper – are some paragraphs weak or incomplete? How do they work together to advance the argument?
- ◆ Quality of research – what is the depth of background and analysis?
- ◆ Who would find this article useful? Why?
- ◆ How does this article help you read the works of Dickinson?
- ◆ Your scholarly opinion of the article (no trash talk or fan mail)

There should be four sections in your essay:

1. **Author Background** [1 page – Who is the critic? What are his or her credentials? What are some key publications by the critic? You will need to do some research to find this information.]
2. **Summary** [1-1.5 pages – What are the main claims and sections?]
3. **Discussion** [3-4 pages – Unpack the main claims. How does the author reason and support the ideas? Please do not confuse the summary and discussion sections.]
4. **Evaluation / Analysis** [1-2 pages – Be a critic. Where do the arguments succeed / fail and why? I will be looking to see strong analysis skills in this section.]

Please control your essay with tight organization. Use transitions in and between your paragraphs.

Plagiarism of any paper (draft or final version) in this class will result in failure of the assignment. I will also turn in an Academic Dishonesty Report.

NOTE: I have attached 4 sample ASE essays to Canvas for you to review. Returning students, please post your recommendations / suggestions for this assignment for students new to the assignment. [The sample ASE essays use Chicago format; you will use MLA format.]

Explications:

You will turn in two explications of Dickinson poems this semester. All of you should have completed ENGL 3308 (or its equivalent) at the undergraduate level. You should know how to write a standard explication. But, to review, your explication should *explain* or *interpret* the poem. It should identify the poem's meter, rhyme, images, figures of speech, etc. It should offer an interpretation of the thematic significance of these elements. Your explications should consist of 6-9 full paragraphs. Each explication should have a thesis in which you make your overall claim about the poem. Please endeavor to use poetic terms appropriately. You may want to consult a handbook of literary terms or your 3308 text to review these terms and process of explication. You may write strictly New Critical explications. You may also use the explication tools of New Criticism to support a thesis from another critical approach (Feminist, Psychoanalytical, etc.)

Please remember - We explicate a text in order to help future readers understand it. We review past

interpretations and ask, what are other critics overlooking or misinterpreting? Our focus is always on the text. If we introduce biographical or historical detail, it is always to springboard us into a discussion of the text. We never use a text to speculate about an author's life or to make sweeping generalizations about a historical time period. We are literary critics, not gossip columnists. We seek to help future readers understand and analyze a text.

Use the UTT Library databases to consult recent issues of *The Explicator* to get a sense of the format and general expectations. You should also consult their Guidelines for Submission: <http://www.tandfonline.com/action/authorSubmission?journalCode=vexp20&page=instructions#.U578W5XjgiQ> Use your common sense. Do not select a poem that has already been the subject of a published explication. I would like to see all of your submit your revised explications to this journal before the end of the year. Set yourself this goal.

Plagiarism of any paper (draft or final version) in this class will result in failure of the assignment. I will also turn in an Academic Dishonesty Report.

NOTE: I have attached 4 sample explications from former students to Canvas for you to review. One of these explications was revised and published in *The Explicator* last year. Returning students, please post your recommendations / suggestions for this assignment for students new to the assignment.

Abstract:

You will turn in a 350-500 word abstract of your seminar paper. These abstracts should get the reader interested in your general topic, give a sense of your critical approach, establish your credibility as a scholar, and provide a working title and thesis.

Plagiarism of any paper (draft or final version) in this class will result in failure of the assignment. I will also turn in an Academic Dishonesty Report.

NOTE: I have attached 5 sample abstracts from projects I have had accepted / published to Canvas for you to review.

Seminar Paper:

Your seminar paper (12-15 pages) should offer a unique contribution to the study of Emily Dickinson's poetry. The paper should include significant scholarly research from credible books and journals (1990-2020) cited in MLA format. Older secondary sources need prior approval. One of the topic areas listed on the syllabus may provide a starting point for your seminar paper.

If you have any citation questions, CONTACT ME. Once a paper has been turned in for a grade, I take potential plagiarism very seriously. Plagiarism of any paper (draft or final version) in this class will result in failure of the assignment. I will also turn in an Academic Dishonesty Report.

Your Future as a Scholar:

I encourage all of you to visit the University of Pennsylvania's Call for Papers website regularly. It publishes calls for conferences that take place around the world as well as journal / essay collection CFPs. I urge all of you to revise your paragraph proposals into abstracts after you have finished your projects and send them to likely conference panels. The website: <http://cfp.english.upenn.edu/index.html>.

Writing Center:

Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning--you will be expected write and/or discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix your paper for you. Appointments: 903-565-5995. More information: www.uttyler.edu/writingcenter.

Canvas Participation:

Please use the discussion boards to discuss the readings and essays. [A posting = a developed paragraph.] See Discussion Board rubric for more information. Students will receive a weekly participation grade.

Options for the Discussion Boards:

Comment on a reading before class.

Comment on a reading and class discussion after class.

Post your notes from class.

Respond to a classmate's posting

Post link and commentary to relevant website (including relevant YouTube links)

Post questions about readings, quizzes, or exam.

Post thesis statements or drafts for optional peer review.

Post comments or recommendations about additional works (and relevant films).

I expect every student to make at least three original posts and three response posts per week for a passing weekly grade. [If this was a face-to-face graduate class I would expect each student to contribute a minimum of one idea and one response to the discussion per meeting. I do not permit student to lurk silently in a physical classroom in a graduate class. Why would I encourage silence in an online course?]

I am looking for posts that directly address aspects of the week's reading. I want to see analysis and interpretation of the writing. I want to see you engaged in the ideas presented by the critics. I am looking for enough posts to justify participation in a 14-week class. The posts do not need to be posted on specific days, but by the end of the week. They do not need to be posted on a specific thread, but please post to the correct weekly forum. You will create your own lines of inquiry. I will evaluate a student's group of posts for each week after the forum closes on Sunday night. [Note – students are not limited to 6 posts per week; that is a minimum requirement for a passing weekly grade.] Please note the rubric for discussion board posting assessment. **Promptness** is one factor I will consider, so please don't develop the habit of making all of your weekly posts on Sunday night.

Participation Option:

First, none of you are required to fulfill this participation option. Many of you have Facebook accounts. On Monday morning of each week, post a quote from one of our readings by Dickinson or one of the critics. Ask your FB friends to respond to the quote. Before midnight on Sunday, write a post with a copy of the quote and a summary of the comments the quote received. Analyze the trends in the responses. What do the trends reveal? Again, this option is not required. [Note: I am on Facebook if you would like to send me a friend request, but that is not a requirement for this participation activity.]

Late Work:

Late work will not be accepted.

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN

EACH COURSE SYLLABUS

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

UT Tyler Honor Code:

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities:

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment

- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Revised 05/17

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing

academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)