

English 5346: Spring 2023 (Online)*
American Literature through the Romantics: Early American Novels

Dr. Ann Beebe CAS 250 Office: 903-565-5827 Email: abeebe@uttyler.edu I will post my cell # to Canvas	<u>Office Hours:</u> MF 9-10am & T 1-4pm (virtual) and by appointment [Zoom OH Rooms set up – email me for URL for a specific day]
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* This class was created as an **asynchronous** online class. We do not have a standard meeting time, and there are currently no Zoom discussions scheduled for ENGL 5346.

Welcome to English 5346, The Early American Novel, 1789-1824. I think we have an exciting group of novels to read and discuss this semester. One note: the reading for this semester is significant. It is a class about early American **NOVELS**, and novels are just longer than poems or short stories. That said, many of the earliest novels were much shorter than 21st-century novels.

As we read these novels, here are some of the questions we might consider:

- ◆ In their prefaces, introductions, and notes, how do these authors create and define “American” literature? How do they distinguish it from British literature?
- ◆ What are the differences between these terms: *novel*, *romance*, *history*, *descriptive tale*, and *sketch*?
- ◆ What are the characteristics of the early American novel? (styles, subjects, characters, settings, etc.)
- ◆ What characteristics of the early American novel remained and evolved in the novels of the American Renaissance (1845-1865)? What characteristics disappeared?
- ◆ What are *seduction novels*? What function do they serve in early American literature?
- ◆ How do these novelists represent Americans and American society? How are Americans different from Europeans? What cultural knowledge do you gain from these novels (fashions, interior design, cooking, etc.)?
- ◆ How do these novelists represent class in America? How are different professions portrayed? (lawyers, doctors, merchants, politicians, farmers, soldiers, etc.)
- ◆ How are African-Americans presented in these early American novels? How visible are they? What effect does their absence have?
- ◆ How do these novels present Native Americans? Do they offer rationalizations for colonial settlement and Native American displacement? Do they ignore and effectively erase the Native American presence?
- ◆ Consider the epigrams at the beginning of each chapter of *The Pioneers* (1823) and *Hobomok* (1824). What is their purpose? What connection do they have with the text? What do they say about the authors?
- ◆ Are these novels written for an American reader? Are they written for Europeans? How can you tell?
- ◆ What role does religion (spirituality and organized religion) play in these novels?

- ◆ Forgery appears in several of these novels. Why?
- ◆ Do these novels enter into the debate of educating American children? What comments are made about female education? How important is this issue in these novels?
- ◆ What do these novels have to say about the individual in American society? What is the individual's responsibility to the community?
- ◆ How is the American family presented in these novels? What are the characteristics of the mother-daughter relationship? The father-son relationship? Of sibling relationships?
- ◆ What is the relationship between husband and wife in the new Republic? What statements about the purposes and needs of marriage are made by characters? What are the dangers of marriage?

This course relies heavily on class discussion over the Canvas discussion boards. I will not ask you to spit back at me my personal interpretations of these novels. I expect you to read each week with the goal of developing your own critical understanding of these authors. Learn to critical questions.

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 book 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 all questions about assignments in a timely manner.

Required Texts:

1. Cathy N. Davidson, *Revolution and the Word* (Expanded, 2004, Oxford UP) 9780195148237
2. Ezra Tawil, *Literature, American Style* (U of PA P, 2018) 9780812250374
3. Charles Brockden Brown, *Wieland* (Norton) 9780393932539
4. Susanna Rowson, *Charlotte Temple* (Norton) 9780393925388
5. Tabitha Gilman Tenney, *Female Quixotism* (Oxford UP) 9780195074147
6. Royall Tyler, *The Algerine Captive* (Random House) 9780375760341
7. Catharine Maria Sedgwick, *A New-England Tale* (Penguin) 9780142437124
8. James Fenimore Cooper, *The Pioneers* (Penguin) 9780140390070
9. Lydia Maria Child, *Hobomok* (Rutgers UP) 9780813511641

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.]

Week One Checklist: January 9-15

Listen to Week One audio. [NOTE: You are adults. If you don't like audios, don't listen to them.]

Post your Personal / Professional Intro to BB [If you do not wish to share personal information, only include your professional credentials and goals.]

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

Read Rowson, *Charlotte Temple* (Preface to Chapter 13, pages 5-39; Illustrations, pages 93-106)

Read Rust essay in Norton edition of *CT* (pages 493-509)

Read Davidson, *Revolution* ("Introduction," 59-72)

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.]

Note about the texts: These novels are old, so the first editions are off copyright. You may find copies of the texts online in Google Ebooks or other locations. If you do elect to work with the off-copyright editions, please note that you will need to check your quotes against the scholarly editions and update the page references when you submit your paper to a journal. Since the Norton essays are under copyright, I cannot post copies on Canvas. Please work with a classmate to secure images of the assigned scholarly essays.

Week Two Checklist: January 16-22

Listen to Week Two audio

Read Rowson, *Charlotte Temple* (finish novel, ends on page 90)

Read Anonymous & Brown in Norton edition of *CT* (pages 197-204)

Read Evans essay in Norton edition of *CT* (pages 459-477)

Read Davidson, *Revolution* (Chapter 2, 73-100)

Sign up for Article Summary Evaluation Articles: You can request article assignments starting Tuesday, January 17. All students should send their article requests by noon (CT) on **Friday, January 20**. Assignments will be made on a first-come basis. Send me an email (abeebe@uttyler.edu) from your Patriots email address with your top 5 selections from the list of accepted early American novel 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.

Week 2 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.

Week Three Checklist: January 23-29

Listen to Week Three audio

Read Brown, *Wieland* (Advertisement to Chapter 18, pages 4-123)
Read Brown outline and letter in Norton edition of *W* (pages 307-313)
Read Waterman essay in Norton edition of *W* (pages 530-547)
Read Samuels essay in Norton edition of *W* (pages 393-406)

Week 3 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.

Week Four Checklist: January 30-February 5

Listen to Week Four audio

Read Brown, *Wieland* (finish novel, ends on page 181)

Read Anonymous pieces in the Norton edition of *W* (pages 320-345)

Read Shapiro essay in the Norton edition of *W* (pages 548-573)

Read Tawil, Introduction – Part 1 (1-20)

Week 4 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.

Week Five Checklist: February 6-12

Listen to Week Five audio

Read Tyler, *Algerine Captive* (Preface to Chapter 31, pages 5-101)

Read Davidson, *Revolution* (Chapter 3, 101-120)

Turn in your Article Summary / Evaluation (ASE Essay) by midnight on Sunday (CT). Upload a copy to Canvas – Assignments icon. Your paper will be run through the UniCheck – 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 Summary / Evaluation Discussion Board Forum. Thoughtful and substantial comments on a peer's ASE essay will be counted toward your weekly discussion board participation. See the section on cheating and plagiarism below and note the consequences. You are responsible for your own technology and internet access. Current MLA Format with in-text citation.

Week 5 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.

Week Six Checklist: February 13-19

Listen to Week Six audio

Read Tyler, *Algerine Captive* (finish novel)

Read "Introduction" in *AC* (pages xvii-xxxiii)

Read Tawil, Introduction – Part 2 (20-37)

Week 6 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.

Week Seven Checklist: February 20-26

Listen to Week Seven audio

Read Tenney, *Female Quixotism* (Chapters 1 in v1 – 6 in v2, 1-213) – con't

Read Davidson, *Revolution* (Chapter 4, 121-150)

Week 7 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.

Week Eight Checklist: February 27-March 5

Listen to Week Eight audio

Read Tenney, *Female Quixotism* (finish novel)

Read Tenney, *Female Quixotism* (“Introduction,” xiii-xxviii)

Midterm Exam is due by midnight on Sunday (CT). The Exam should open in Canvas on Thursday morning (6am) and close at 11:59 (CT) on Sunday, March 5. The exam is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, family member, Writing Center tutor, etc.). I will post four prompts. Select two prompts and write two short essays (6-8 well-developed academic paragraphs each). Each essay can earn up to 50 points. Secondary sources are required, but you need not go beyond Davidson, Tawil, your ASE article, and the sources in your Norton texts. Canvas will be set so you can open the exam more than once. If you wish, you can open the exam to read the prompts, write your answers in a Word document, and then copy & paste your answers in the Canvas text boxes. You are welcome to email me (abeebe@uttyler.edu) a back-up copy of your exam from your Patriots email account as a Word attachment. Like some of you, I do not trust technology. This exam format closely resembles the format for your Take-Home GIS Exam. I would like you to have some practice with a take-home exam essay before you take the GIS Exam. See the section on cheating and plagiarism below and note the consequences. You are responsible for your own technology and internet access.

MLA Format:

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

Week Nine Checklist: March 6-11

Listen to Week Nine audio

Read Sedgwick, *A New-England Tale* (Preface – Chapter 11, 3-123)

Read Davidson, *Revolution* (Chapter 5, 153-184)

Week 9 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.

SPRING BREAK

Week Ten Checklist: March 20-26

Listen to Week Ten audio

Read Sedgwick, *A New-England Tale* (finish novel)

Read Sedgwick, *A New-England Tale* (“Introduction,” vii-xx)

Read Davidson, *Revolution* (Chapter 6, 185-232)

Read Tawil, Chapter 3 (121-148)

Week 10 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.

Week Eleven Checklist: March 27-April 2

Listen to Week Eleven audio

Read Cooper, *Pioneers* (Chapters 1-10, 15-121)

Read Tawil, Chapter 4 (149-181)

Turn in Abstracts for Seminar Papers – Canvas Upload.

Post a second copy for your classmates to read in the Abstracts Discussion Board. Thoughtful and substantial comments on a peer's abstract would be counted toward your discussion board participation.

Week 11 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.

Week Twelve Checklist: April 3-9

Listen to Week Twelve audio

Read Cooper, *Pioneers* (Chapters 11-31, 122-346)

Read Davidson, *Revolution* (Chapter 7, 233-305)

Week 12 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.

Week Thirteen Checklist: April 10-16

Listen to Week Thirteen audio

Read Cooper, *Pioneers* (finish novel)

Read Cooper, *Pioneers* ("Preface" & "Introductions," vii-11)

Read Davidson, *Revolution* (Chapter 8, 306-355)

Week 13 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.

Week Fourteen Checklist: April 17-23

Listen to Week Fourteen audio

Read Child, *Hobomok* (finish novel)

Read Child, *Hobomok* ("Introduction," ix-xlv)

Read Davidson, *Revolution* ("Expanded Introduction," 3-56)

Week 14 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.

Week Fifteen Checklist: April 24

Turn in your Seminar Paper by midnight (CT) on Monday, April 24. I encourage you to

email me a back-up copy before the deadline. (abeebe@uttyler.edu)

Canvas for the course will **CLOSE** on Tuesday, April 25 at 12:05am. Please check your course grade in MyUTTyler. The grades in Canvas are not official. Instructors must enter grades into MyUTTyler; always check for errors.

NOTE: There is no Final Exam for this section of ENGL 5346.

Additional Information & Course Policies

Grading:

Weekly Canvas Participation	30%
[Weeks 1-7; 9-14 – individual grades posted the following Tuesday]	
Midterm Exam [Week 8]	20%
ASE Essay [Week 5]	15%
Seminar Paper Abstract [Week 11]	5%
Seminar Paper [Week 15, Monday]	30%

Key Dates:

The **Census Date** for this semester is January 23.

The last day to **Apply for Graduation** is March 1.

Registration for next semester starts on April 3. [Please see the Graduate Director in March.]

The **last day to withdraw** from a class with a “W” is March 23.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Reproduce a timeline of American literature from the 1790s to the 1840s that includes key genres, styles, topics, and authors – with special influence on the novel genre
- Articulate the themes and ideas representative of American literature from the 1790s to the 1840s
- Recognize how historical, political, and social events shape our analysis and appreciation of literature
- Argue independent interpretations of canonical and non-canonical texts in the American literary tradition
- Write persuasive close readings / explications of passages from novels
- Use the terms related to literary study and literary theory appropriately in discussion and in writing
- Enter the critical interpretation of literary texts with published scholars in their own essays
- Understand literature’s significance in creating and shaping an evolving American identity

Midterm Exam:

You will have a midterm exam. The exam will go beyond memorization and ask you to do some interpretation and argumentation. If you have read the assignments, taken notes, participated in the online discussions, and paid attention to the development of themes, you should pass the exam. [NOTE: This section of ENGL 5346 does not have a Final Exam.]

The exam will be available Thursday to Sunday of Week 8. The exam must represent your work alone. I will post four prompts. Select two prompts and write two short essays (6-8 well-developed academic paragraphs each). Please follow academic conventions for essay answers: introduction, thesis statement, body paragraphs tied to thesis, transitions, integrated quotes, conclusion, Works Cited, complete sentences, & correct GSP. Each essay can earn up to 50 points.

Secondary sources are required, but you need not go beyond Davidson, Tawil, your ASE article, and the sources in your Norton texts.

Canvas will be set so you can open the exam more than once. If you wish, you can open the exam to read the prompts, write your answers in a Word document, and then copy & paste your answers in the Canvas text boxes. You are welcome to email me (abeebe@uttyler.edu) a back-up copy of your exam from your Patriots email account as a Word attachment. Like some of you, I do not trust technology.

This exam format closely resembles the format for your Take-Home GIS Exam. I would like you to have some practice with a take-home exam essay before you take the GIS Exam.

You are responsible for your own technology and internet access. MLA Format:

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

After the exam opens, you are not allowed to discuss the questions or your answers with anyone – classmate, friend, family member, or tutor. Do not consult the Writing Center for this exam. Do not permit anyone else to proofread or revise your exam answers. Please remember the rules and consequences of cheating and plagiarism at UTT. Cheating on the exam will result in failure of the course. I am required to submit an Academic Dishonesty Report to UTT's Administration for any instance of cheating or plagiarism.

Article Summary / Evaluation:

Before you sign-up for an ASE article, please be sure that you can get a copy (library databases or ILL) BEFORE the due date. You will request articles in the 2nd week of the semester. 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.

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 UniCheck – 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 appropriate Summary / Evaluation 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 early American novels?
- ◆ Your scholarly opinion of the article (no trash talk or fan mail)

There should be four sections in your essay separated by headers:

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.

NOTE: I have attached some sample ASE essays to Canvas as PDF files for you to review. Returning students, please post your recommendations / suggestions for this assignment for students new to the MA program.

Cheating / Plagiarism on a writing assignment for English 5346 will result in failure of the course.

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.

I will post the Paper Topics Checklist I use in my undergraduate classes. This checklist format has helped some graduate students as well.

Seminar Paper:

Your seminar paper (12-15 pages) should offer a unique contribution to the study of early American novels. The paper should include significant scholarly research from credible books and journals (1995-2023) cited in MLA format. Older secondary sources need prior approval. You can use primary sources (letters, contemporary—1790 to 1845—reviews) without 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, SEE 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 am required to turn in an Academic Dishonesty Report.

UTT Library Databases of Interest:

MLA International Bibliography

J-Stor

Project Muse

19th-Century American Newspapers

African American Newspapers

American Indian Newspapers

North American Women's Letters & Diaries

American Periodicals

Chronicling America

British Periodicals

Early Encounters in North America

Eighteenth Century Collections Online

European Views of the Americas, 1493-175

Gender: Identity & Social Change (New – Trial Basis Database)

Humanities Full Text

OED: Oxford English Dictionary

Academic Search Complete

Periodicals Archive Online

WorldCat

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. I urge all of you to revise your abstracts after you have finished your papers and send them to likely conference panels. The website: <http://cfp.english.upenn.edu/index.html>.

Writing Center:

Located in BUS 210, 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 / Performance:

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

For this 15-week (3 graduate credits) class we have 42 “class meetings” (15 weeks, 3 meetings/week if MWF class = 45 meetings). I expect every student to make at least one original post and one response post per class meeting. [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 course. Why would I encourage silence in an online course?]

Here is the math:

One week = 3 classes

Two comments per class = **6 posts per week for a passing participation / performance grade** (B in graduate school)

If you wish to earn an “A” for participation, you have two options. If you post the minimum number of weekly posts, they should all be substantial and interesting contributions. If you are uncertain about the superior quality of a post, you should contribute beyond the minimum number for each week.

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 and your classmates. Your contributions 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. You can 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 10 posts per week; that is a minimum requirement for a passing grade.] Please note the rubric for discussion board posting assessment. Promptness is one factor I will consider, so don't develop the habit of making all your weekly posts on Sunday night. You should try to post through the week and participate in the course discussion.

Participation Option:

First, none of you are required to fulfill this participation option. Many of you have Facebook or Instagram accounts. On Monday morning of each week, post a quote from one of our readings by one of our authors. Ask your followers 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. [I am on Facebook if you would like to send me a friend request, but that is not a requirement for this participation activity.]

Looking ahead, I ask that you consider sending me a friend request on FB when you graduate. I

put out the **department newsletter** every year, and I contact alumni through social media. We want to celebrate your many accomplishments in the newsletter. You can read past newsletters on our department webpage (<http://www.uttyler.edu/litlang/>). Please send me column ideas for future issues, if you wish. I also encourage you to join our department's career development closed group on FB now: "UT Tyler Professional Development Cohort."

I assume you all have LinkedIn profiles. I encourage you to "connect" with all your faculty members. I have a profile, and I post regularly. Please send me a connect request.

Late Work:

Late work will not be accepted. [**NOTE:** If you experience a life-changing event (serious illness, serious accident, tragedy in your family), please contact me as soon as possible. With documentation to substantiate the event, I am always willing to make schedule adjustments to help my students successfully complete my courses.]

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

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.

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 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.

The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student Application. For more information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> 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.

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.

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 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.

- i. “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.
- ii. “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.
- iii. “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. iv. 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)