

English 5340 (online): Summer II 2023
Masters of American Literature – Anne Bradstreet & Mary Oliver

Dr. Ann Beebe

Office: 903-565-5827

Cell: I will post it on our Canvas page

CAS 250

Email: abeebe@uttyler.edu

Welcome to English 5340 (Unexpected Author Pair – Anne Bradstreet & Mary Oliver). This semester we will be looking at a series of poems by two authors who might appear to be an unlikely pairing. Anne Bradstreet was a 17th-century America Puritan who removed to what became the United States during the Great Migration. Mary Oliver was born in Ohio in the 20th-century and raised in an abusive family. The poetry of both women became bestsellers for their era. At the heart of both women's poetry is a love of nature and an inquiry into humanity's place in the world.

NOTE: This Bradstreet - Oliver section of ENGL 5340 can be used in either the Early or the Modern section of your degree plan. Let the Graduate Director know where you would like the course placed.

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.

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 texts. I expect you to read each week with the goal of developing your own critical understanding of these authors.

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 in my office, on Canvas, over Patriots email, or over the phone.

Required Texts:

Please use these editions – print or electronic versions. [Page numbers coincide with print copies.]

Required:

1. *The Works of Anne Bradstreet* (Jeannine Hensley, ed; Harvard) 978-0674050273
2. *Devotions: The Selected Poems of Mary Oliver* (Penguin) 978-0399563263
3. *Upstream: Selected Essays* (Mary Oliver) 978-0143130086

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:

July 3 – M

If you have not done so, please set up your **Canvas notifications** to forward all announcements to your Patriots email.

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

Please **listen** to the Week One audio lectures during the first week. [Note: You are adults. If you do not like audios or if you just hate the sound of my voice, don't listen to the audios.]

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

Read: **Anne Bradstreet**, “Chronology of AB’s Life” (xlv-li)
“Epistle to the Reader, by John Woodbridge” (1-2)
“Introductory Verses” (3-12)
“The Prologue” (15-17)
“The Author to Her Book” (238-239)
PDF – Patricia Caldwell article

[No Class – Tuesday, July 4]

July 5 – W

Read: **Anne Bradstreet**, “An Elegy Upon Sir Philip Sidney” (201-204)
“In Honour of Du Bartas” (205-208)
“In Honour of Queen Elizabeth” (209-213)
PDF – Bethany Reid article

July 6 – R

Read: **Anne Bradstreet**, “A Dialogue Between Old England and New” (191-200)
“To Her Most Honoured Father” (13-14)
“To the Memory of Thomas Dudley Esq.” (216-218)
“To Her Father with Some Verses” (252)
“An Epitaph on Mrs. Dorothy Dudley” (219)
PDF – Margaret Thickstun article

Sign up for Article Summary Evaluation Articles: You can request article assignments starting Thursday, July 6th. [Please do not send your requests before Thursday.] All students should email their article requests by noon (CT) on Saturday, July 8th. 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 Bradstreet articles. [There will be one student per article, so please don't dawdle. Email me your top 5 possible articles on Thursday or Friday.] The list of available articles can be found on the ASE Assignment Sheet.

Census Day for Summer 2 classes

July 7 - F

Read: **Anne Bradstreet**, “Contemplations” (220-230)
“The Vanity of All Worldly Things” (235-237)

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.] BTW – **If you have completed a graduate course with me, I expect you to take a leadership role in Week 1 on the Discussion Boards.** Please act as a mentor to the newer students.

Response 1 is due by midnight on Sunday (CT). The Response Announcement with the Essay Prompt Options should open on Canvas on Thursday morning. Upload your Response Essay by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.). I will post three question prompts. Select one and write an essay response. You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response essay from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas. **NOTE:** I am limiting each Response to 1000-word answers. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [See the section on cheating and plagiarism below and note the consequences. The use of AI (open or paid) is considered cheating in this course.] 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 TWO:

July 10 – M

Please **listen** to the Week Two audio lectures

Read: **Mary Oliver**, Selections from *Felicity* (3-14)
Selections from *Blue Horses* (17-28)
PDF – Janet McNew article

July 11 – T

Read: **Mary Oliver**, Selections from *Dog Songs* (31-42)
Sections from *A Thousand Mornings* (45-55)
PDF – Diane Bonds article

July 12 – W

Read: **Mary Oliver**, Selections from *Swan* (59-65)
Selections from *Evidence* (69-89)
PDF – Vicki Graham article

July 13 – R

Read: **Mary Oliver**, Selections from *The Truro Bear and Other Adventures* (93-97)
Selections from *Red Bird* (101-119)
PDF – Mark Johnson article

July 14 – F

Read: **Mary Oliver**, Selections from *Thirst* (123-141)
Selections from *New and Selected Poems* (145-159)

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.

Response 2 is due by midnight on Sunday (CT). The Response Announcement with the Essay

Prompt Options should open on Canvas on Thursday morning. Upload your Response Essay by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.). I will post three question prompts. Select one and write an essay response. You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response essay from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas. NOTE: I am limiting each Response to 1000-word answers. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [See the section on cheating and plagiarism below and note the consequences. The use of AI (open or paid) is considered cheating in this course.] You are responsible for your own technology and internet access.

WEEK THREE:

July 17 – M

Please **listen** to the Week Three audio lectures during the third week.

Read: **Anne Bradstreet**, “To My Dear and Loving Husband” (245)

“A Letter to Her Husband” (246-247)

“Another” (I) (248-249)

“Another” (II) (250-251)

“For the Restoration of My Dear Husband” (284)

“Upon My Dear and Loving Husband” (288-289)

“In My Solitary Hours in My Dear Husband His Absence” (290-292)

“In Thankful Acknowledgment for the Letters I Received from My Husband Out of England” (293)

“In Thankful Remembrance for my Dear Husband’s Safe Arrival. Sept. 3, 1662” (294)

July 18 – T

Read: **Anne Bradstreet**, “Before the Birth of One of Her Children” (243-244)

“In Memory of Elizabeth Bradstreet” (257)

“In Memory of Anne Bradstreet” (258)

“On Simon Bradstreet” (259)

“In Memory of Mrs. Mercy Bradstreet” (260- 261)

PDF – Louisa Hall article

Commit to a poem for your explication by midnight on Tuesday (CT). Email me the title of the Bradstreet or Oliver poem you will analyze in your explication. [Note: Please email me 3 options, ranked. Since I hope many of you will submit these essays to *The Explicator*, we shouldn’t have two students working on the same poem. It decreases the likelihood of your essay being accepted.]

July 19 – W

Read: **Anne Bradstreet**, “Upon a Fit of Sickness” (240-241)

“Upon Some Distemper of Body” (242)

“By Night When Others Soundly Slept” (268-269)

“For Deliverance from a Fever” (270)

“Another Sore Fit” (271)

“Deliverance from a Fit of Fainting” (272)

“Meditations” (273)

“July 8, 1656” (274-276)
“August 28, 1656” (277)
“May 11, 1657” (278)
“May 13, 1657” (279)
“September 30, 1657” (280)

July 20 – R

Read: **Anne Bradstreet**, “In Reference to Her Children” (253-256)
“To My Dear Children” (262-267)
“Upon My Son Samuel” (281)
“Upon My Daughter Hannah Wiggin” (285)
“On My Son’s Return” (286-287)
“Upon The Burning of Our House” (318-320)
“As Weary Pilgrim” (321-322)
PDF – Zachary Hutchins article

July 21 – F

Read: **Anne Bradstreet**, “For My Dear Son Simon Bradstreet” (295)
“Meditations Divine and Moral” (296-317)
PDF – Samuel Fallon article

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.

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 a plagiarism software program. [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. All essays should use current MLA format. [See the section on cheating and plagiarism below and note the consequences. The use of AI (open or paid) is considered cheating in this course.] You are responsible for your own technology and internet access.

WEEK FOUR:

July 24 – M

Please **listen** to the Week Four audio lectures during the fourth week.

Read: Mary Oliver, Selections from *Blue Iris* (163-168)
Selections from *Why I Wake Early* (171-187)
Selections from *Long Life* (191-195)
PDF – Todd Davis article

July 25 – T

Read: Mary Oliver, Selections from *Owls and Other Fantasies* (199-206)
Selections from *What Do We Know?* (209-223)
Selections from *The Leaf and the Cloud* (227-241)
PDF – Kristin H. Zona article

July 26 – W

Read: Mary Oliver, Selections from *West Wind* (245-259)
Selections from *White Pine* (263-277)
Selections from *New and Selected Poems* (281-310)

PDF – Paola Loreto article

July 27 – R

Read: Mary Oliver, Selections from *House of Light* (313-339)
Selections from *Dream Work* (343-361)
Selections from *American Primitive* (365-390)

July 28 – F

Read: Mary Oliver, Selections from *Three Rivers Poetry Journal* (393-399)
Selections from *Twelve Moons* (403-425)
Selections from *The River Styx, Ohio* (429-431)
Selections from *No Voyage and Other Poems* (435-442)

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.

Response 3 is due by midnight on Sunday (CT). The Response Announcement with the Essay Prompt Options should open on Canvas on Thursday morning. Upload your Response Essay by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.). I will post three question prompts. Select one and write an essay response. You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response essay from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas. NOTE: I am limiting each Response to 1000-word answers. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [See the section on cheating and plagiarism below and note the consequences. The use of AI (open or paid) is considered cheating in this course.] You are responsible for your own technology and internet access.

WEEK FIVE:

July 31 – M

Please **listen** to the Week Five audio lectures during the fifth week.

Note: In recent years I view the Week 5 readings in a summer class as “good companion” readings. On this syllabus I think the Oliver essays will help you stay focused as you explicate your selected poet.

Read: Mary Oliver, *Essays, Section 1* (3-30)

Aug 1 – T

Read: Mary Oliver, *Essays, Section 2* (33-61)

Aug 2 – W

Read: Mary Oliver, *Essays, Section 3* (65-114)

[You have the entire book. Please read Sections 4 & 5 after the course ends.]

Aug 3 – R – Writing Day [No assigned reading]

Aug 4 – F

Turn in the Final Version of your Explication by midnight on Friday (CT). . [See the section on cheating and plagiarism below and note the consequences. The use of AI (open or paid) is considered cheating in this course.] You are responsible for your own technology and internet access.

Week 5 Discussion Board Postings are due by midnight on Friday (CT).

I will close the class Canvas page on Saturday morning. Always check your official course grades in MyUTTyler.

Grading:

Response 1	15%
Response 2	15%
Response 3	15%
Article Summary Evaluation (ASE) Essay	15%
Explication	25%
Canvas <u>Participation / Performance</u> (not attendance)	15% (total)
Each week is worth 3% -- See explanation below	

Responses:

You will turn in three Responses for this section of ENGL 5340. The Response Announcement with the Essay Prompt Options should open on Canvas on Thursday morning. You will pick one prompt. Upload your Response Essay by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.).

You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response essay from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas.

NOTE: I am limiting each Response to 1000-word answers. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [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_formatting_and_style_guide/mla_formatting_and_style_guide.html

Cheating / Plagiarism on an assignment for English 5340 will result in failure of the assignment.

Seminar Paper:

For this summer graduate class I will not be asking you to write a 15-20 page seminar paper. I will ask you to submit a publication-ready explication of the Wheatley OR Clifton poem of your choice (5-7 pages) with appropriate research. You will be required to commit to a poem by the beginning of Week 3. Email your choice to me. [Note: Please have 3 options.]

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 several published explications unless your thesis is very different.

I have attached sample graduate student explications to Canvas for you to review. Returning students, please post your recommendations / suggestions for this assignment for students new to the MA program.

PUBLICATION NOTE: Explications written in my summer courses have been published in *The Explicator*, including one on a Phillis Wheatley poem. Three essays written in my summer courses were published in the *Thoreau Society Bulletin* in 2018-2019. One of the short papers for my summer Thoreau / Frost class in 2019 was expanded and published by the *Robert Frost Review*. One of the Hawthorne explications from my 2020 summer class has been published by *The Explicator*. Let's not play around. Set your publication goal today. I would like to see at least FOUR of your Bradstreet / Oliver explications from this 2023 class published in *The Explicator* (or another peer-reviewed journal) in the next 2-3 years. Yes, you are graduate students – professional scholars. Do not approach ANY paper in graduate school like a student. Always brainstorm topics & write like a scholar with a specific journal in mind for a future submission.

Cheating / Plagiarism on a writing assignment for English 5340 will result in failure of the assignment. The use of AI (open or paid) is considered cheating in this course.

Article Summary / Evaluations (ASE):

Before you sign-up for an ASE article, please be sure that you can get a copy (databases or ILL) BEFORE the due date. You will request articles on the first Thursday of the semester, starting at 8am. 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 current 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. Make clear who would find the article useful.

Upload a copy to Canvas – Assignments icon. Your paper will be run through a plagiarism software program. [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 Discussion Board 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 Bradstreet?
- ◆ Your scholarly opinion of the article (no trash talk or fan mail)

There should be four labeled 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? Is the author credible on this topic? You will need to do some research to find this information.]
2. **Summary** [1-1.5 pages – What are the main claims and sections? No evaluation here.]
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. No evaluation here.]
4. **Evaluation / Analysis** [1.5-2 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 a few 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 an assignment for English 5340 will result in failure of the assignment.

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 5-week (3 graduate credits) class we have 25 “class 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?]

Just in case you need help with the math: one week = 5 classes. Two comments per class = 10 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 every post, you should contribute beyond the minimum number for each week to earn an A in participation / performance.

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. This is your opportunity to talk to each other, not to me. I will not be a presence in your discussion boards; those discussions belong to you. I will evaluate a student's group of posts for each week after the forum closes on Sunday night.

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.

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 Bradstreet or Oliver. Ask your FB / Instagram 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.

I am on Facebook and Instagram if you would like to send me a friend request (FB) or follow (I), 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 department newsletters on our department webpage (<http://www.uttyler.edu/litlang/>). Along the left side you should see a link to “newsletters.” 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 Facebook now: “UT Tyler Professional Development Cohort.”]

Writing Center:

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: 565-5995. More information: www.uttyler.edu/writingcenter. [They do make online appointments.]

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>.

Late Work:

Late work will not be accepted. [If you become severely ill or suffer a family tragedy, **please contact me**. Faculty members are always willing to work with students who face unexpected life challenges. PLEASE contact me if there are circumstances I should know.]

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)