

English 4368 / 5340 (online): Summer II 2024 Henry David Thoreau and Robert Frost

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Welcome to English 4368 / 5340 (Influence Study – Henry David Thoreau & Robert Frost)!



NOTE: This Thoreau - Frost section of ENGL 4368 / 5340 can be used in either the Early or the Modern section of your undergraduate / graduate degree plan. Let your faculty advisor / 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 regurgitate 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.

The readings and assignments for this cross-listed ENGL 4368 / 5340 class are the same. The expectations for the undergraduate students in ENGL 4368 will be slightly lower. To streamline announcements, audios, handouts, grade centers, discussion boards, etc., I have requested that the cross-listed classes have a common Canvas shell. The ENGL 4368 Canvas shell should be the “child” of the

ENGL 5340 Canvas shell on your Canvas Dashboard.

Required Texts:

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

Required:

1. *The Essays of Henry David Thoreau* (ed. Lewis Hyde, ISBN: 978-0865476462)
2. *Robert Frost: Collected Poems, Prose, & Plays* (ed. Richard Poirier, ISBN: 978-1883011062)
3. *Thoreau's Wildflowers* (ed. Geoff Wisner, ISBN: 978-0300214772)
4. *The Road Not Taken: Finding America in the Poem Everyone Loves & Almost Everyone Gets Wrong* (David Orr, ISBN: 978-0143109570)
5. *Henry David Thoreau: A Life* (Laura Dassow Walls, ISBN: 978-0226344690)
6. *Robert Frost: A Life* (Jay Parini, ISBN: 978-0805063417)

Recommended:

- *Thoreau's Animals* (ed. Geoff Wisner, ISBN: 978-0300223767)
- The Walden Woods Project has free PDF versions of the complete HDT *Journal*:
<https://www.walden.org/collection/journals/>
- *Walden* – if you have read *Walden*, you are encouraged to incorporate this text into your understanding of the connection between HDT and RF.

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 8 – 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, then 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: HDT, “A Winter Walk”
HDT, *Thoreau's Wildflowers*

[I am going to give you complete freedom over your reading in the Wisner book. Review the Index to the collection. Review the titles and topics of the RF poems. Keep a running list of the influences you are seeing. I strongly encourage you to select and read a minimum of 10 entries from Wisner each Thoreau week. Search out entries that interest you or that you suspect may be helpful to your influence paper topics. A familiarity with the Wisner text will be required for your three Responses. And I expect to read discussion board posts from every student about entries in the Wisner collection. If you like the collection on wildflowers, please note that Wisner has another illustrated compilation, *Thoreau's Animals*.]

July 9 – T

Read: Walls, Introduction (3-19) Note: I will not be assigning all of the fine Laura Dassow Walls biography of Thoreau. But I do think it is important for you to have a sense of his time period and the factors that contributed to his early career.

July 10 – W

Read: HDT, “Ktaadn”
HDT, *Thoreau’s Wildflowers* [See note on July 8]

July 11 – R

Read: HDT, *Thoreau’s Wildflowers* [See note on July 8]
Walls, Chapter 1 (23-49)

Sign up for Article Summary Evaluation Articles: You can request article assignments starting Thursday, July 11th. [Please do not send your requests before Thursday.] All students should email their article requests by noon (CT) on Saturday, July 13th. 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 Thoreau / Frost 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. [Note: I have two published articles on Thoreau’s work, but I have not included them as options for the ASE assignment. I am NOT that brave. I have posted PDFs of the articles in your Modules for reference, but you are NOT required to view them.]

Census Day for Summer 2 classes

July 12 - F [Henry David Thoreau’s Birthday]

Read: HDT, “Walking”
HDT, *Thoreau’s Wildflowers* [See note on July 8]

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 an undergraduate / 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.). The use of AI – paid or unpaid – for any stage of the Response writing process is not allowed and will be considered cheating. 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.] 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 15 – M [We have 10 regular RF days. I will assign about 5 poems each day.]

Please **listen** to the Week Two audio lectures during the second week.

Read: RF, “Address to the Amherst Alumni Council” (698-700)
RF, “To *Books We Like*” (738)
RF, “The Pasture” (All the RF poems can be found in the Library of America edition.)
RF, “Storm Fear”
RF, “Flower-Gathering”
RF, “Rose Pogonias”
RF, “Mowing”

July 16 – T

Read: RF, “What Became of New England?” (755-758)
RF, “Poverty and Poetry” (759-767)
RF, “The Tuft of Flowers”
RF, “The Demiurge’s Laugh”
RF, “My Butterfly”
RF, “Mending Wall”
RF, “The Death of the Hired Hand”
Parini, Chapters 1 & 2 (3-37) Note: I will not be assigning all of the fine Jay Parini biography of Frost. But I do think it is important for you to have a sense of his time period and the factors that contributed to his early career.

July 17 – W

Read: RF, “The Figure a Poem Makes” (776-778)
RF, “The Constant Symbol” (786-791)
RF, “The Mountain”
RF, “Blueberries”
RF, “After Apple-Picking”
RF, “The Self-Seeker”
RF, “The Wood-Pile”

July 18 – R

Read: RF, “Speaking of Loyalty” (796-801)
RF, “The Road Not Taken”
RF, “The Oven Bird”
RF, “Birches”
RF, “The Sound of Trees”
RF, “The Ax-Helve”
Parini, Chapters 3 & 4 (38-72)

July 19 – F

Read: RF, “On Emerson” (860-866)
RF, “New Hampshire”
RF, “The Grindstone”
RF, “Wild Grapes”
RF, “Nothing Gold Can Stay”

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.). The use of AI – paid or unpaid – for any stage of the Response writing process is not allowed and will be considered cheating. 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.] You are responsible for your own technology and internet access.

WEEK THREE:

July 22 – M

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

Read: HDT, “Life Without Principle”

HDT, *Thoreau’s Wildflowers* [See note on July 8]

Walls, Chapter 2 (50-81)

July 23 – T

Read: HDT, “Civil Disobedience”

HDT, *Thoreau’s Wildflowers* [See note on July 8]

Commit to a topic for your influence paper by midnight on Tuesday (CT). Email me the titles of the HDT text(s) and RF poem(s) you will address in your paper as well as a 1-sentence description of the influence topic. [Yes, you may change your titles / topic over the next week. Please update me.]

July 24 – W

Read: HDT, “Autumnal Tints”

HDT, *Thoreau’s Wildflowers* [See note on July 8]

Walls, Chapter 3 (82-123)

July 25 – R

Read: HDT, *Thoreau’s Wildflowers* [See note on July 8]

Walls, Chapter 4 (124-178)

July 26 – F

Read: HDT, “Wild Apples”

HDT, *Thoreau’s Wildflowers* [See note on July 8]

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. The use of AI – paid or unpaid – for any stage of the writing process is not allowed and will be considered cheating. [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.] You are

responsible for your own technology and internet access.

WEEK FOUR:

July 29 – M

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

Read: RF, “The Aim Was Song”
RF, “Stopping by Woods on a Snowy Evening”
RF, “For Once, Then, Something”
RF, “Blue-Butterfly Day”
RF, “Good-by and Keep Cold”
Parini, Chapter 5 (73-91)

July 30 – T

Read: RF, “Gathering Leaves”
RF, “The Need for Being Versed in Country Things”
RF, “Once by the Pacific”
RF, “Tree at My Window”
RF, “The Last Mowing”

July 31 – W

Read: RF, “The Bear”
RF, “The White-Tailed Hornet”
RF, “A Blue Ribbon at Amesbury”
RF, “A Drumlin Woodchuck”
RF, “Leaves Compared with Flowers”
Parini, Chapters 6 & 7 (92-131)

August 1 – R

Read: RF, “A Leaf Trader”
RF, “Design”
RF, “On a Bird Singing in Its Sleep”
RF, “Unharvested”
RF, “Come In”
Parini, Chapters 8 & 9 (132-176)

August 2 – F

Read: RF, “The Gift Outright”
RF, “To a Moth Seen in Winter”
RF, “A Young Birch”
RF, “Directive”
RF, “Why Wait for Science”

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.). The use of AI – paid or unpaid – for any stage of the Response writing process is not allowed and will be considered cheating. 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.] You are responsible for your own technology and internet access.

WEEK FIVE:

Aug 5 – M

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

Read: Orr, Introduction & “The Poet” (1-64)

Aug 6 – T

Read: Orr, “The Poem” & “The Choice” (65-130)

Aug 7 – W

Read: Orr, “The Chooser” & Epilogue (131-172)

Aug 8 – R – Writing Day [No assigned reading]

Aug 9 – F

Turn in the Final Version of your Influence Paper by midnight on Friday (CT). You are responsible for your own technology and internet access. The use of AI – paid or unpaid – for any stage of the writing process is not allowed and will be considered cheating.

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 course grades in MyUTTyler. The grade on MyUTTyler appears on your transcript; Canvas is not connected to the Registrar’s computer system.

Grading:

Response 1	15%
Response 2	15%
Response 3	15%
Article Summary Evaluation (ASE) Essay	15%
Influence Paper	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 4368 / 5340. The Response Announcement with the Essay Prompt Options should open on Canvas on Thursday morning of the assigned week. 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.). The use of AI – paid or unpaid – for any stage of the Response writing process is not allowed and will be considered cheating.

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 4368 / 5340 will result in failure of the assignment.

Influence Paper:

For this summer undergraduate / graduate class I will not be asking you to write a 15-20-page seminar paper. I will be asking you to submit a study of influence focused on the connection between a specific HDT text and a specific RF poem (5-7 pages) with appropriate academic research. The use of AI – paid or unpaid – for any stage of the writing process is not allowed and will be considered cheating.

NOTE for 5340 Students: This influence paper could be easily recast as an explication of the RF poem and submitted to *The Explicator*. Moreover, the Thoreau Society puts out two publications. The *Thoreau Society Bulletin* accepts shorter pieces. [I am on the Editorial Board for this publication, so I would likely recuse myself from consideration of any submission from students in this course.]

Several of my graduate students over the last 10 years have published in *The Explicator*, *The Thoreau Society Bulletin*, and other publications. 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.

Both of the following published articles started as papers in my summer class on Thoreau & Frost:

Amy Gaden. “Thoreau’s Philosophy of Work in Frost’s ‘Mowing.’” *The Explicator*, vol. 81, no. 2, 2023, pp. 73-76.

Justine Pojanowski-Todd. “The Commercial Spirit and Changing New England: Thoreau’s Philosophy of work in Frost’s ‘The Death of the Hired Man.’” *The Robert Frost Review* 30, 2020, Article 10.

Please consult recent issues of *The Explicator* to get a sense of the format and general expectations. You should also consult their Guidelines for Submission:

<https://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=vexp20> Use your common sense. Do not select a RF poem that has already been the subject of several published explications unless your thesis is very different.

Here is the URL for information about the *Thoreau Society Bulletin*:

<https://www.thoreausociety.org/reading-room/thoreau-society-bulletin>

Cheating / Plagiarism on an assignment for English 4368 / 5340 will result in failure of the assignment.

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. The use of AI – paid or unpaid – for any stage of the writing process is not allowed and will be considered cheating. [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 Thoreau or Frost?
- ◆ 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 4368 / 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 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. 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. Avoid posting only on Sundays; try to post throughout the week as you read. The posts do not need to be posted on a specific thread. You do not need to reply to every post by every classmate. You can create your own lines of inquiry.** This is your opportunity to talk to each other, not to me. I will not be an active 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 so that your classmates will benefit from reading your interpretations.

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 Thoreau or Frost. 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 or **LinkedIn** before 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.utt Tyler.edu/litlang/>). Please send me column ideas for future issues, if you wish.]

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.utt Tyler.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)