

THE UNIVERSITY OF TEXAS AT TYLER
Phil 2306: Introduction to Ethics
Spring 2025
Course Syllabus

Instructor: Matt Deaton, Ph.D.

Office: Home office; contact info below

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Secretary Phone: 903.566.7373

Office Hours: Flexible and by appointment via phone or Zoom (I'm sure we can work out a mutually convenient time to speak – email, call or text and we'll set something up)

Supervisor: Dr. Greg Bock: 903.566.7456 or gbock@uttyler.edu

Required Readings

- ***Ethics in a Nutshell: The Philosopher's Approach to Morality in 100 Pages*** by Matt Deaton
 - This will be provided on the course site in PDF for Tyler student use, but if you prefer a physical paperback or Kindle eBook copy, both are [available at Amazon here](#) – now also available on audiobook at Amazon, Audible and iTunes, and for [free at YouTube here](#)
- ***Abortion Ethics in a Nutshell: A Pro-Both Tour of the Moral Arguments*** by Matt Deaton
 - This will be provided on the course site in PDF for Tyler student use, but if you prefer a physical paperback or Kindle eBook copy, both are [available at Amazon here](#) – now also available on audiobook at Amazon, Audible and iTunes, and for [free at YouTube here](#).
- Various articles posted to the course site in PDF (see reading schedule below)

Catalog Course Description

A study of moral theory and ethical decision-making including a critical analysis of practical and professional cases.

Prerequisites/Co-requisites

None

Course Outcomes

1. Explain and critique the ethical theories of the world's most influential philosophers.
2. Apply various ethical theories to contemporary moral problems.
3. Assess philosophical arguments with the tools of logic.
4. Demonstrate competent writing skills in an argumentative and philosophical essay.
5. Demonstrate competent oral communication skills in a class presentation.
6. Describe how theories of morality apply to the self.

Withdrawal Deadlines (if interested, please confirm this information and coordinate with UT-Tyler)

- Last day to withdraw without penalty (census date): **January 27, 2025**
- Last day to withdraw from one or more classes (financial and/or grade-related penalties apply – please confirm specifics with UT-Tyler): **March 31, 2025**

Readings and Assignments Schedule

In most cases organized by Thursdays, when new lecture videos and notes will be posted, through Wednesdays, when reflection posts will be due by midnight (not accepted late, so please plan accordingly), unless otherwise noted (look for underlined and bolded dates in the list below for deviations from that norm).

M Jan 13 – **F** Jan 17: “How to Study Philosophy,” “The Fundamentals of Critical Thinking” and “If They Only Knew”

Sat Jan 18 – **W** Jan 22: *Ethics in a Nutshell* **Chapter 1**: Introduction and *Ethics in a Nutshell* **Chapter 2**: Ethics, Religion & Public Discourse

R Jan 23 – **W** Jan 29: *Ethics in a Nutshell* **Chapter 3**: Why Ethics Isn’t Ice Cream and **Chapter 4**: Three Key Distinctions

R Jan 30 – **W** Feb 5: *Ethics in a Nutshell* **Chapter 5**: The Four Dominant Ethical Theories and **Chapter 6**: All Things Considered

R Feb 6 – **W** Feb 12: *Ethics in a Nutshell* **Chapter 7**: Argument by Analogy, **Chapter 8**: Moral Intuitions and Coherence, and **Chapter 9**: Conclusion

Sat Feb 15: EXAM ONE **DUE BY MIDNIGHT** (take it without penalty anytime **M** Feb 10 through **Sat** Feb 15 – note that while the exams will show as technically available in the course website through the Thursday after they are due, each day taken after the due date triggers worsening point deductions – please see Exams and Make-Up Policies sections below for additional details)

R Feb 13 – **W** Feb 19: “On the Virtues of Inhospitality” by Torcello and “Sport, Parental Autonomy, and Children’s Right to an Open Future” by Dixon

R Feb 20 – **W** Feb 26: “A Defense of Compulsory Vaccination” by Flanigan and “An Ontological Argument Against Mandatory Face-Masks” by Kowalik

R Feb 27 – **W** Mar 5: “Against the Death Penalty” by Jeffry Reiman and “The Liberal Basis of the Right to Bear Arms” by Hughes and Hunt

R Mar 6 – **W** Mar 12: “The Singularity: A Philosophical Analysis” by Chalmers pages 24-29 only (section entitled “Internal Constraints: Constraining Values”) and “Artificial Pain may Induce Empathy, Morality and Ethics in the Conscious Mind of Robots” by Asada

Sat Mar 15: EXAM TWO **DUE BY MIDNIGHT** (take it without penalty anytime **M** March 10 through **Saturday** March 15 – note that while the exams will show as technically available in the course website through the Thursday after they are due, each day taken after the due date triggers worsening point deductions – please see Exams and Make-Up Policies sections below for additional details)

Mar 17 – Mar 23: **NO ASSIGNMENTS DUE – ENJOY SPRING BREAK**

M Mar 24 – **W** Mar 26: *Abortion Ethics in a Nutshell* **Introduction**: A Better Way, **Chapter 1**: What to Call It..., **Chapter 2**: Is It Alive? and **Chapter 3**: Does It Have a Soul?

R Mar 27 – **W** Apr 2: *Abortion Ethics in a Nutshell* **Chapter 4**: Rate That Abortion, **Chapter 5**: The Nature of the Conception and **Chapter 6**: The Mother's Interests

R Apr 3 – **W** Apr 9: *Abortion Ethics in a Nutshell* **Chapter 7**: The UDH's Value and **Chapter 8**: The Child's Quality of Life

R Apr 10 – **W** Apr 16: *Abortion Ethics in a Nutshell* **Chapter 9**: The Father's Autonomy and **Chapter 10**: Third Parties

R Apr 17 – **W** Apr 23: *Abortion Ethics in a Nutshell* **Chapter 11**: Abortion Solved?, **Chapter 12**: A Right to the UDH's Death? and **Chapter 13**: Pro-Both

Sat Apr 26: EXAM THREE DUE BY MIDNIGHT (take it without penalty anytime **M** Apr 21 through **Sat** Apr 26 – note that while Exam 3 will show as technically available in the course website through the Wednesday after it is due, each day taken after the due date triggers worsening point deductions – please see Exams and Make-Up Policies sections below for additional details)

Wed Apr 30: COURSE PROJECT DUE BY MIDNIGHT in .doc, .docx or .rtf only (early submissions welcome)

Grading Scale Percentages

A = 90-100% B = 80-89.99% C = 70-79.99% D = 60-69.99% F = 59.99% or below

Grade Distribution

Weekly Video/Written Reflection Posts: 30% Final grade

Exam One: 20% Final Grade

Exam Two: 20% Final Grade

Exam Three: 20% Final Grade

Course Project: 10% Final Grade

Assignments

Weekly Reflection Responses

- Each week I'll release a reflection prompt (or prompts) on the course website Discussion Board. When there's more than one prompt, answer all in full. You can answer the assigned prompt(s) in one of two ways: 1) via a link to a YouTube (or Vimeo or whatever) video of **3-5 minutes**, or 2) via a written post of **300-500 words**. Meeting and staying within the minute/word requirements allows me to both better plan my grading and better compare the quality of and fairly grade submissions – thank you for planning and editing your videos and/or posts such that they're between 3 and 5 minutes or 300-500 words. ***These weekly posts will be due each week by midnight Wednesday unless otherwise noted in the schedule or on the course website in writing.***

- So long as your post indicates you read, reflected on and seriously engaged the assigned reading(s), you fully answer all aspects of the prompt(s), and it falls within the minute or word count requirements above, you will receive full credit – 10/10. I’m not asking for perfection, just engagement, thought and honest reflection – meaning it’s obvious from your post that you read the assigned material and thought a bit about the assigned question(s) before replying, and actually answered all aspects. Demonstrate that, and you’ll get 10/10. (The exams and course project are another story!)
- **Be sure to follow the directions.** Sometimes rather than only responding to a prompt, I’ll ask you to complete specified exercises, such as diagram an argument or identify reasoning fallacies. Be sure to always read the directions to ensure you understand what’s expected, and how your post will be graded.
- **Don’t plagiarize.** This is easy to spot and confirm, and you can do better. (Only one or two people in each class need to hear this, so apologies for mentioning it all.)
- **When aspects of the prompts are numbered, number your responses as well, and do not include the prompt itself in your post.** In other words, if the prompts says, “Paragraph 1: Concisely summarize Hardwig’s argument in your own words. Paragraph 2: Explain Hardwig’s distinction between ‘owning’ and ‘possessing’ a thing, you would reply: “1: Hardwig argues that..... [new paragraph] 2: While simply possessing a thing means blah blah blah...” Failing to adhere to this convention will result in a deduction of points. Taking a second to do this not only helps you better organize your ideas, it also makes my review of your posts much easier. So thanks in advance.
- While **late reflections will not be accepted for any reason, I will drop your lowest reflection grade,** so you can strategically skip a week if you like. Just be ready for the exams.

Exams

You’ll take three exams per the schedule in this syllabus. Each will build on the previous, such that all will be cumulative, but expect the majority of the questions on any given exam to concern the most recent readings. Anything covered in the class is fair game, including all assigned readings, lecture videos (just the ones associated with the assigned readings), notes and announcements. Unless I announce otherwise, the exams will be made up of multiple choice and true/false questions. Though I’m not a tough grader on the weekly reflection posts, expect the exams to be reasonably difficult.

The exams are open book and open note, but you’re expected to complete them on your own, without the assistance of classmates, the internet or AI. And they’ll be timed for 1 hour. So prep thoroughly and bring your A game.

Attendance and Make-Up Policies

Since this is an online course, attendance (often relevant for financial aid reporting and sports coach accountability purposes) is determined according to discussion board posts and exam completion. There is no separate grade for attendance or participation beyond your direct discussion board and exam grades.

The discussion board is a “post first” forum, meaning that you must submit your response to a given week’s reflection prompt before you can see the responses of others. This is to encourage original thought and direct engagement with the course materials – to prevent being overly influenced by the thought of others before you’ve had a chance to develop your own initial view. Given that I’ll post “feedback plus” announcements shortly after each Wednesday midnight deadline, **late reflection posts are not accepted.** Thanks for planning ahead to ensure yours are always submitted by the deadline.

The exams will be available for a Monday through Saturday window and set to close at midnight on their due date (see schedule). Please mark them in your personal calendar and plan to study for and complete them with time to spare. Coordinating make-ups can be technically done, but require manually going into the system and making various changes. If you miss an exam deadline and succeed in contacting me to have it re-opened (it’ll be on the weekend), **the penalty is 15 points if completed within the first calendar day late (meaning the max score would be 85/100), 30 points if completed within the 2nd calendar day late (max 70/100), and 50 points if completed between the 3rd and 5th calendar days late (max 50). Once the 5th calendar day after an exam deadline has passed, there are no make-ups, and a zero is recorded.**

Given that the course project is due right before the end of the semester (when I’ll need to calculate and upload final course grades), the incentives to submit it on time are steep. **The penalty is 20 points if submitted within the first calendar day late (meaning the max score would be 80/100), and then no course project will be accepted (sorry – have to finalize and upload final course grades).** Keep in mind that the Canvas upload interface will close at midnight on the project’s due date, and so any submission after that point would need to be sent to my Tyler email address as an attachment. In fact, if you’re planning to submit your project the day after the deadline, please email or call to ensure I’m looking for it.

Course Project

Due in .doc, .docx or .rtf (no PDFs or .pages or any other format) via upload using the course site interface (not email) by midnight per the schedule in the syllabus

Format: double spaced with 1” margins, 12 pt. font, using Times New Roman or Calibri font.

Content:

- **Pages 1 and 2:** Summarize Deaton’s *Abortion Ethics in a Nutshell* in your own words, explaining what you took to be the main arguments and most important points.
- **Pages 3 and 4:** Drawing on and engaging Deaton’s *Abortion Ethics in a Nutshell*, and demonstrating what you’ve learned in the class, concisely construct an original philosophical argument as to whether, in what cases and why abortions are or are not morally permissible, and also whether and why biological parents should be allowed to insist on a UDH’s death once artificial wombs are safe and affordable. Be sure to clearly explain nuances in your view, and to offer good reasons in support of it that build on, engage, address, respond to, etc. arguments made in *Abortion Ethics in a Nutshell*.
- **Page 5:** Illustrate how your view works by using it to analyze at least two especially relevant scenarios from the Rate That Abortion exercise (*Abortion Ethics in a Nutshell* Chapter 4).
- **Page 6:** Articulate what a smart and reasonable critic might say to challenge your argument, and then effectively respond to their critique. In other words, raise and then respond to a reasonable objection. The more creative and nuanced the objection, and the more reasonable and thoughtful the reply, the better. Tip: If you think up an objection that you can’t effectively

respond to, go back and revise your argument to accommodate it, then address some other objection here. (Imagining what a critic might say is one way philosophers work the kinks out of their views before sharing them publicly.)

Works Cited -- unnecessary if you draw on no outside sources. If you draw on sources beyond readings assigned for the class, individually note the author, article or book title, and provide a hyperlink when available on this final page. You do not need to do this for any course assigned reading, and you do not need to follow any specific formatting guidelines. Instead, spend that mental energy and time writing a quality paper. **Do, however, place all direct verbatim quotes within “quote marks,” and note in the body of your paper when you are either quoting or drawing on an outside source.** Example: “As Matt says in *Abortion Ethics in a Nutshell*, ‘Blah, blah, blah blah’ (36).” Please do not copy and paste language from any source without placing it within “quote marks.” Similarly, don’t tweak a few words and fail to credit the author. These approaches would be unnecessary (I’m certain you can write a quality paper on your own if you try – don’t be afraid to ask for help), and would constitute plagiarism, which would earn you a zero for the assignment, further investigation into your other assignments, possibly an F for the class, and further action involving the appropriate offices and authorities. (Sorry to mention this, but every semester some do it, and at least one gets caught...)

Note that the above prescribed paper format includes no introduction, no conclusion section, no “running header,” no cover page – nothing nonessential wasting precious space. Simply follow the prescribed format. When it comes to length, I expect each page to be full. No more, no less.

Biggest reasons students have done poorly on this assignment in the past:

1. * Not meeting (or far exceeding) the length requirement.
2. * Failure to effectively summarize the assigned readings in their own words.
3. * Rehashing an existing (usually boring, usually bad) argument rather than developing an original, interesting one of their own (doesn’t have to be groundbreaking – just more sophisticated than the pop culture norm, and demonstrating the sophistication of your own view).
4. * Failure to include and effectively respond to an interesting objection at the end.
5. * Plagiarism (failing to place verbatim within "quote marks," credit sources, or submitting a paper they did not author either in part or in whole).

Various theories, tools, techniques, distinctions, etc. that you may choose to include in your paper

- Ethical Theories
 - Utilitarianism (consequences, happiness, welfare)
 - Kantianism (respect, consistency)
 - Virtue Ethics (character)
 - Feminist Care Ethics (relationships)
- Ethical Reasoning Tools and Techniques
 - Argument by Analogy
 - Rawls’s Veil of Ignorance/Original Position
 - Contrasting of Intuitions with Principles to Achieve Reflective Equilibrium (coherence)
- Ethical Distinctions
 - Public vs. Nonpublic Reasons
 - Legality vs. Morality
 - Morality vs. Psychology

COURSE PROJECT RUBRIC	
90-100%	<ul style="list-style-type: none">• The original argument is creative and clearly well-reasoned, demonstrating careful and extensive thinking about and

	<p>understanding of the issue, including the existing arguments covered in the class</p> <ul style="list-style-type: none"> • The required formatting and page length requirements are precisely met • The writing is logical and the reasoning clear and strong • Summaries of all required readings are present, clear, and cover all main points • The objection raised is creative, intelligent and reasonable, and the response to it thorough and satisfactory • Connections to the course materials are widespread and relevant • Grammar is excellent and typos are absent • Proper citations and bibliography (only needed when citing materials from outside the course)
80-89%	<ul style="list-style-type: none"> • The original argument is somewhat creative and fairly well-reasoned, demonstrating some thinking about and understanding of the issue, including the existing arguments covered in the class • The required formatting and page length requirements may not be precisely met • Logic and reasoning may be somewhat skewed or incomplete • Summaries of all required readings may be incomplete or incorrect • The objection raised may be uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive • Connections to the course materials may be rare and/or irrelevant • Some grammatical errors and typos may be present • Improper citations and bibliography (only needed when citing materials from outside the course)
70-79%	<ul style="list-style-type: none"> • The original argument isn't very creative or well-reasoned, demonstrating a lack of thorough thinking about and understanding of the issue, including the existing arguments covered in the class • The required formatting and page length requirements may not be precisely met • Logic and reasoning may be poor or incomplete • Summaries of all required readings may be incomplete or incorrect • The required objection or response may be missing, or the objection raised uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive • Connections to the course materials may be rare and/or irrelevant • Several grammatical errors and typos may be present

	<ul style="list-style-type: none"> • Improper citations and bibliography (only needed when citing materials from outside the course)
1-69%	<ul style="list-style-type: none"> • Paper may not follow basic instructions and/or fail to answer the prompt • Reading summaries may be incorrect, incomplete and/or missing • Grammatical and/or typographical errors may be widespread • Paper may lack a coherent argument and/or lack logical coherence • Formatting requirements egregiously unmet • The required objection or response may be missing, or the objection raised uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive • Connections to the course materials may be missing, rare and/or irrelevant • Widespread grammatical errors and typos may be present • Proper citations and bibliography may be missing or incomplete (only needed when citing materials from outside the course)
0%	<ul style="list-style-type: none"> • No submission • Plagiarism (failing to place verbatim quotes within “quote marks,” and/or failing to disclose a consulted source)

Additional points will be deducted for late papers (see late submission policy above) and papers that don't satisfy the assignment instructions. Cases of plagiarism earn an automatic zero and a possible F in the course. Papers containing plagiarism may be sent to Judicial Affairs.

Free Philosophy Paper Writing Tips

Tip 1: Contrary to legend, consuming hallucinogenic drugs before writing a philosophy paper will not improve its quality. It may inflate *your* assessment of the paper's quality. (“Dude, check out this dope paper I wrote!”) But it will most likely deflate your professor's. Caffeine and careful thought usually facilitate philosophical writing. Weed/shrooms/acid/etc. usually hinder philosophical thinking.

Tip 2: Good writing is RE-writing. Which means the more you rearrange and rewrite your sentences and paragraphs, the more likely the final product will be of high quality. Conversely, if you slap something together the night before it's due, it may still receive a good grade, but it very likely will not. Some subjects lend themselves to hasty, fluffy writing. You should know by now that philosophy isn't one of them. Writing an article or paper requires careful consideration, reflection, revision, etc. So sketch your ideas early, go back and flesh them out, revise as your position clarifies, and be willing to scrap things that once seemed plausible should further thought convince you they're actually wrong. *Note that unlike the weekly reflection posts, for which I'm a super easy grader, I'll grade the course project for both content and format/grammar according to how well you satisfy the prompt.

Tip 3: **Practice William Zinsser's 4 Principles of Good writing: clarity** (make sure everything is obviously clear – not vague, ambiguous or otherwise confusing), **brevity** (eliminate all unnecessary words and phrases – ensure your page is filled with rich content, not fluffy filler), **simplicity** (don't try to write like Sandel or Kant or Rawls or Matt – explain your ideas in clear, simple language in a way that your parents or siblings could easily understand – accomplishing THAT will impress me, not fancy terminology or what you think is a scholarly tone), **humanity** (write in YOUR voice – not as informal as a text message, but as YOU, simply and clearly explaining what might be a complex idea in your own words, as you might do so over dinner).

Tip 4: **Please submit original work.** I don't want to fail you because you plagiarize, but I will :- (And it would be especially tragic to have to do it at the end of the semester. Warning from the syllabus: "Plagiarism" is passing off someone else's work as your own. This includes the work of your classmates, as well as ideas you might find in books or on the Internet. Consulting outside sources is admirable. Copying and pasting language from outside sources without noting them as a source and/or failing to place direct quotes within "quote marks" is not admirable, and will earn you a zero for the assignment, and/or an F for the course. Philosophy isn't the easiest thing to do when you're new at it. But it's not super hard, either, and therefore completely within your reach. If you're having difficulty coming up with what you consider a quality submission for this or any other assignment, email or call me – promise I can help – don't resort to plagiarism. Your dignity is worth more than 10 silly points, and your professor is here to help you – take advantage.

Tip 5: Not sure how to proceed? **Make me earn my paycheck by emailing or calling.** That's what your professors are here for – to teach you this stuff, generally help you understand, and to at the very least clarify things when you're confused. Didn't pay attention during the Kantianism, Utilitarianism, Libertarianism or Rawlsian Liberalism chapters? Afraid if you ask a question now I'll realize as much? Don't sweat it. I didn't pay attention in many of my classes (I had a life just like you), so I'm not going to think less of you if you admit you're struggling and ask for assistance, even if it's due to poor study habits or whatever. In fact, I'll likely think *more* of you for having the courage to admit you need help, and I'll feel MUCH better about the class knowing I was able to help you better understand these cool ideas. So don't be shy. If you're not sure how to proceed, reach out. I enjoy helping students, and unless you're a mean person, I'm sure I'd enjoy working more closely with you on this assignment.

Plagiarism Warning

"Plagiarism" is passing off others' work, including the work of a chatbot, as your own. Copying and pasting language from outside sources without noting them as a source and/or failing to place direct quotes within "quote marks" will warrant a zero for the assignment and/or an F for the course – both the weekly reflections and the course project paper. If you're wondering whether using a particular resource in a particular way might constitute plagiarism, please email and ask – I'm happy to discuss. **Asking generative AI to do your work for you constitutes plagiarism. Using generative AI as a personal tutor to help you better understand the material is fine – please reference my AI policy below and for further elaboration in the course announcement, "CheatBot or SuperTutor? How to Use AI Ethically in Your Ethics Class."** And remember, while philosophy isn't the easiest when you're new at it, it's not super hard, either, and completely within your reach. If you're having difficulty coming up with what you consider a quality submission for an assignment, email or call – promise I can help. Cases of plagiarism earn an automatic zero for the assignment and a possible F in the course, and may be referred to Judicial Affairs.

Student Resources:

Faculty can update student resources to provide additional supports appropriate for each course.

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

University Policies and Information

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial

implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Professor Matt's AI Policy: AI is permitted for use as a personal tutor and study aid, but not as a ghost author or testing aid. For the weekly reflections and course project paper, all writing should be yours. However, you can and should leverage AI as an editor where you carefully review, have final say over, and are the primary author of what's submitted as your work. If I suspect a portion of an assignment has been written by AI rather than you, it will receive a zero. So write like a human using an organic human brain. But definitely ask AI questions to help you explore and better understand the concepts we'll explore – it's a wonderful conversation partner and on-demand personal tutor. When it's test time, however, while you may consult your notes and course text, the expectation is that the resulting score will reflect your unaided mastery of the material, meaning asking AI, classmates, etc. to help you answer exam questions is not allowed. That's not something I can directly monitor without a proctoring service. So we're operating on the honor code. Don't cheat in your ethics class. For further elaboration and clarification on acceptable (and encouraged) generative AI use, please see the [week one class announcement "CheatBot or SuperTutor? How to Use AI Ethically in Your Ethics Class."](#) Also, when in doubt, please reach out – happy to discuss.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by

which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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 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 the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.

- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students 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>.