

**SPCM 1315-002: Fundamentals of Speech**  
**Monday, Wednesday, and Friday (55 minutes)**  
**Spring 2020**

**Instructor:** Delane Moehring

**Class Schedule:** Mondays, Wednesdays, and Fridays 9:05 – 10:00am

**Classroom:** HPR 251

**Office Hours:** Wednesday 11:15 – 2:15; appointment necessary.

**Phone:** 903-467-9575 (DO NOT call/text outside of daytime working hours; e.g. 8:00am-6:00pm)

**Email:** [dmoehring@uttyler.edu](mailto:dmoehring@uttyler.edu) (preferred means of communication, I check this frequently)

### **Course Goals and Objectives**

The major aims of this course are to make you a more effective professional communicator, analytical thinker, and critical listener. Throughout the semester you will study the theories and principles of effective communication, practice applying these principles in a variety of assignments, and critique the performances of other speakers. These assignments and exercises will work at developing your speaking abilities, organizational and preparation techniques, as well as the capacity to effectively appraise your audience and diverse backgrounds and ethically apply communication theory. By the end of the semester, you should be able to plan and prepare professional informative, persuasive, and team extemporaneous presentations. Major skills include:

1. **Critical Thinking:** Construct and articulate logical arguments to justify sound conclusions in a variety of speaking contexts.
2. **Communication:** Communicate and interpret ideas effectively through written, oral, and visual/technological means. Students will not only be able to demonstrate this skill in formal extemporaneous presentations, but also through their written evaluations of themselves and others.
3. **Teamwork:** Coordinate and utilize team strategies in order to accomplish a given task through effective problem solving, leadership styles, cohesive interactions, and negotiation of team roles. This requires collaboration within teams to consider differing points of view, to display personal responsibility, and to work effectively toward a shared goal.
4. **Personal Responsibility:** Defend a personal ethical position that incorporates ethical decision making, proper and justified research to support the idea, compelling organization, and appropriate reasoning free of fallacies within their formal presentations. Students will also demonstrate their personal responsibility through classroom interactions and engagement/listening during others' presentations.
5. **Comprehending a basic level of understanding about public speaking theory and the foundational models of communication**
6. **Displaying and mastering content, structure, style, and delivery skills in the presentation of informative, persuasive, and invitational messages to effectively impact a given (and thoroughly analyzed) audience.**

### **Course Website**

We will be using Canvas, Revel, and other media for this course. I will upload necessary texts that are not part of your book, as well as any other course documents that may be of use to you throughout the semester, post updates, and have discussion threads on Canvas. Revel will be used to access assignments, and give you access to the textbook offline. Other media (either an additional Canvas link or class website) decided by the class will only be used for access your presentation video.

### **Required Texts**

Grice, Skinner, & Mansson. (2018). *Mastering Public Speaking*. New York: NY. Pearson.

Kidd, M. A., & Scheinfeld, E. (2017). *Form and Substance: A Speech Communication Workbook*. Southlake, TX: Fountainhead Press.

REVEL for *Mastering Public Speaking, 10/e* is the digital text required for this course. Revel includes an interactive eBook, an audio book, and access to an app where you can view your book offline. Students will be registered for Revel through Canvas using either an access code purchased in the bookstore or registering directly from Pearson for \$69. You also have the option of adding a loose-leaf textbook for an additional \$19.95. **Please see me if you are having issues with Revel.**

## Course Policies

1. **Cell phones should be silent and non-disruptive.** Violation of this policy will result in a grading penalty and/or dismissal from class.
2. **No social media.** Use of computers is perfectly acceptable for note-taking; however, use of computers for any other reason will be grounds for marking you absent for the class. You are not considered physically in the class if you are not mentally in the class. I will disallow electronic notes if this becomes an issue.
3. **Tardiness.** Please plan to be on time to class; this requires planning ahead for parking or other issues that may arise, especially early in the semester. Habitual tardiness will result in point deductions. On speech days do not walk in during another student's speech. Wait until the speech is over, then come in.
4. **Canvas/Campus Email.** You are required to have reliable access to these two sites. They are very much a part of this course, and I will use them to communicate with you often. Campus email and the phone number provided above are the only two ways I will communicate with you about class work, grades, speeches, etc. due to FERPA requirements. Without access to the two, you likely will not pass the course.
5. **Active Listening.** On Speech days, you must be present and Actively Listening to your fellow classmates. If you aren't present on an assigned Speech day, I will deduct 5 points from your total Speech grade. This also includes: talking, texting, sleeping, etc. Anything other than giving your fellow classmates your full attention while they deliver speeches will result in the 5 point deduction.

## Attendance

Points earned in this class are based on both participation as well as performance. The learning experience is not confined to exams you take and speeches you give. A public speaking course involves not just speaking, but also listening, critique, feedback, and facilitation. In addition, speakers need an audience on performance days. **Consequently, regular attendance and participation is required.** Because illnesses and emergencies do arise during the course of the semester, **three absences are allowed without penalty.**

Given it is not a speech or exam day, no explanation is required for the first 3 absences. However, you are solely responsible for obtaining any lecture material, handouts, or announcements covered in class. These absences should be reserved for illness, emergencies, family engagements, and participation in university sponsored activities. **After your unpenalized absences have been used, each unexcused absence will result in a 4 point per absence deduction from your final grade.** If your social, academic, extra-curricular, or employment schedule will interfere with attendance and participation, consider taking this course in another semester.

## Attendance on Speech Days

You must attend class on days you are scheduled to give a speech. Failure to give your speech on the assigned day will result in a zero for that speech. You are also required to be present on speaking days even if you are not delivering your own speech. Unless the absence is excused, you will **lose both 4 points from your final grade, but also 5 points from your own speaking grade.**

## Excused absences

Occasionally, a student may miss a speech or have an extra absence for which they are not penalized. There are five standards by which I will determine if an absence is excused. Before asking me for an exemption, be certain your situation conforms to this criterion:

1. The absence is unexpected. There was no way you could prepare for it or plan ahead.
2. The circumstances of your absence are beyond your control.
3. The nature of your excuse is serious: a death, medical crisis in your immediate family, onset of an incapacitating illness, or severe accident.
4. If physically able, you must contact your instructor or leave a message prior to the time you are expected to give a speech, have an exam, or complete an assignment.
5. You must be able to document your excuse in writing.

## University Activities

If you will miss class due to participation in university-sponsored sports, clubs, etc. please discuss your schedule with me as early in the semester as possible. A letter signed by a coach, advisor, or faculty member must be submitted to verify missed dates. Given the participatory nature of the class, be sure to minimize your absences beyond those absolutely required. In particular, make efforts not to schedule your speeches on days that conflict with excused absences.

## Assignments

Late assignments will not be accepted. Assignments are due on the date provided in your course schedule, unless otherwise specified (i.e. schedule changes at my discretion). Speech assignments are due online the first day of speeches, as well as hard copies turned in to me on your assigned speech day. Online assignments specify the time at which the assignment upload will close. Failure to submit assignment by this time on the due date and in the required format will result in a zero.

All assignments must be submitted in APA formatting, including documents turned in for speeches. If help is needed, please utilize the Writing Center or make an appointment during office hours for help with this formatting. Grading penalties exist for formatting errors.

- Purdue Online Writing Lab for more APA resources: <https://owl.english.purdue.edu/owl/resource/560/01/>
- **TurnItIn – all assignments must be submitted through this program to ensure you are using your own intellectual property.** Failure to do so will result in a zero for the assignment. See more below for more on TurnItIn.

## Topic Proposals

Before each speech, you will propose your topic in Canvas Discussions for approval. If the topic is not approved, or changed prior to speech day without approval, I reserve the right to end your speech and you will receive a zero for that assignment.

## Speech Sign-up

It is the student's responsibility to sign up for a day to speak for each speech assignment in class, as well as making sure excused absences known beforehand do not conflict with their chosen speech time. Students who are absent on sign-up days are responsible for contacting me as soon as possible to sign up for a slot. In the event a student is absent on speech day, it is possible and likely that they will automatically be slotted to speak on the first day of speeches. I also reserve the right to move students up or back in the speaking order due to time constraints/absences. This is why it is critical to be prepared by speech week and present on all speech days.

## Computer/Technology Issues

Computer malfunctions do not constitute an “excuse” or an “emergency.” Prepare your assignments far enough in advance so in the event of a computer malfunction, you will be able to rectify the problem and turn in the assignment on time. Allow for printer, disk, server, service provider, and other technology problems. Also, have a back-up plan in the event the classroom technology fails during your speech. You will be expected to go on with the presentation just as you would if you encountered a technology problem on the job.

## TurnItIn:

TurnItIn is a software built into Canvas as a tool to deter plagiarism and educate students on how to properly cite other sources in their work. TurnItIn is a service that assesses the originality of every outline and manuscript submitted in this class. The service “compares the content in the submitted paper to two repositories – a repository of student submissions that is private to the university and a repository of publicly accessible, academically-oriented Internet Resources.” The software then identifies substantial overlaps between submitted work and material in these repositories that suggest plagiarism may have occurred. You will be required to submit assignments electronically to the service; it is no more difficult than emailing an attachment. Students who do not submit their assignments to TurnItIn will receive a zero on their assignment.

## Grade Challenges

It is your right as a student to challenge a grade given to you; though I do require all challenges to be submitted in writing, via email. Grade challenges are accepted 24 hours after a grade has been posted and within a week of receiving the grade you are challenging. When a week has passed, a grade can no longer be challenged. After careful review, I will respond with my decision to your UT-Tyler Patriot email account.

- Please also make yourself aware of both your assignment requirements and this syllabus before challenges, as this will be what I use to assess your challenge. For example, if you meet the requirements of a speech (i.e. clearly defined idea, supporting material for main points, etc.) it is still a “C” speech. You must go beyond the basic requirements to receive a higher-than-average grade.
- Additionally, it is also my right during a grade challenge to assess and review the grade given and lower it, if necessary.

### Communication

As stated above, I will only communicate using the number I have provided and university affiliated email. I will do my best to respect your hours outside of the classroom, and my hope is for you to do the same. I will not communicate via any medium outside of daytime working hours. Additionally, I often check emails regularly and answer quickly; however, the expectation should be a 24-hour window for a response. If 24 hours have passed, and I have not responded, feel free to email again or send me a text, as I likely have not received the email, or something has gone wrong in the entire process. I am not infallible, so a kind reminder never hurts.

### Office Hours

Office hours will be held on Wednesdays from 11:15am to 2:15pm. Due to other time constraints and issues with no-shows, I require appointments to be made during my office hours. Appointments are in 15-minute increments, and if you believe you may need additional time, please sign up for more than one time slot as I will respect appointments already made. If you cannot make these office hours, appointments can be made for different days/times but will only be Monday through Wednesday before 2:30pm. If a virtual meeting is needed, or a phone call would suffice, this is available to be scheduled as well. You can go to <https://calendly.com/dmoehring/office-hours> in order to set up your appointment.

### Community

I believe the community we build in a class this size to be incredibly important; through our speeches and group work we have the opportunity to get to know one another better than in most larger courses. This gives us the chance to share ideas, concepts, and growth with one another. Please protect and respect this opportunity for community. This means no talking, laughing, or other things which can demean others during their time speaking or in the classroom. It also means sharing concerns or frustrations with other students or myself in my office hours, not in the classroom setting. Such actions which threaten the classroom community will require meetings with me, or my superiors and/or dismissal from class.

### Grading Point Values

Below is the point distribution and corresponding letter grade for each assignment in class.

Informative Speech	100
Persuasive Speech	150
Midterm Exam	100
Team Speech	100
Invitational Speech	150
Self-Evaluations	50
Peer Evaluations	50
Quizzes	100
Final Exam	100
Attendance	50
Participation	50
<b>Total points</b>	<b>1000</b>

### Grade Scale

A	900-1000
B	800-899
C	700-799
D	600-699
F	599 and below

\*Note, I do not round grades. If you receive 899 points over the entirety of the course, you will receive a B in the course. No exceptions.

## Grading Standards

Although each assignment has a distinct set of grading criteria, there are general standards that can be applied to all of the speeches.

The “**A**” or “**B**” speech presents a thesis that is significantly challenging for college students. The analysis reflects superior understanding of the subject and its appropriate development. The central idea is introduced so as to engage the concern as well as the interest of the listener. The organization of main points and supporting materials is strikingly clear. The delivery of the speech is marked by excellent choice of language, articulation, and animation. The speech reflects a high degree of polish as presented in final form. While a “**B**” speech is above average, an “**A**” speech is clearly superior in all areas.

The “**C**” speech meets the basic requirements of the assignment. It develops a clearly defined idea that is phrased and presented in a manner significant for the audience. There is supporting material for the main points. The speech has a recognizable development pattern. The speaker makes adequate use of basic physical and vocal delivery. The “**C**” speech is an average speech.

The “**D**” or “**F**” speech treats a topic in a trite or inconsequential way, or it may not conform to the assignment. The thesis may be vague or too broad to cover the allocated time. There is a lack of structure and often a considerable amount of irrelevant, superficial material. There is little attempt to adapt to the audience and situation. Delivery is broken or lacks variety, and there may be problems with the choice of language. While the “**D**” speech is below average, it does have some saving grace. The “**F**” speech has none.

You should understand assignment criteria and my expectations before you prepare your speech. If you are unclear about assignment specifications, feel free to visit with me to ask questions or share concerns. If you do not understand why you received a particular grade on a speech, schedule an appointment to meet with me. Please also recognize that “try hard” does not equate to point values; your work versus your effort is how you will be evaluated. My goal is to help you become the best speaker you can be, and that goal can only be accomplished if 1) I evaluate your work frankly and accurately, and 2) you and I are able to work together to improve your performance. If you discuss problems and concerns with me early in the semester (rather than two weeks before the semester ends) the chances are greatly improved that this class will be a productive and positive experience for you.

## Course Assignments

### Speeches

You will have a total of **four** speeches in this course for which you will build content in both the form of outline and extemporaneous delivery in front of an audience. They are discussed below.

#### Informative Speech (100)

Prepare and present a 3-5 minute speech that conveys useful or interesting information to an audience. Cite at least 3-5 different sources for your audience during the speech (put the names of your sources in parentheses when you cite them within the body of your outline, as well as any additional and appropriate citation information), and include a minimum of one visual aid prepared specifically for this assignment. Prior to the delivery of the speech, submit one copy of a typed complete-sentence outline, including a bibliography, to me. Upload the identical file to VeriCite. Avoid spelling, typographical, or grammatical errors.

#### Team Project (100)

Working as a team, you and your group will act as a mock panel of interviewees. Each individual member will pick something of their own to present to the panel; interview for a job, interview for a scholarship, interview for graduate school, etc. Each individual will take turns both presenting and being a panel member. Each individual is required to present for 2-3 minutes and answer the panel’s impromptu questions for 1-2 minutes (Maximum of 5 minutes total for the speech and dialogue). As an individual you are required to create an outline and provide information about your interview speech to all group members so they may prepare questions. As a panel member you are required to take time to study your group members’ outlines and prepare questions beforehand, which will be attached as a last page to your own outline. You should engage with each speech

to give an appropriate amount of questions for the speaker to answer and engage with the panel. Citations will be discussed, as they are not always required.

### **Persuasive Speech (150)**

You will prepare a 4-6 minute speech about a topic which is both current and has polarizing opinions. Using the appropriate organizational pattern, you will take one side of the topic and argue for or against it (depending on the side you choose). While not required, you can build upon your informative topic, but it must require all new source material. Cite at least 4-6 different sources to your audience during the speech (put the names of your sources in parentheses when you cite them within the body of your outline). Please include a minimum of one visual aid prepared specifically for this assignment. Prior to the delivery of the speech, submit one copy of a typed complete-sentence outline, including a bibliography, to me. Upload the identical file to VeriCite. Avoid spelling, typographical, or grammatical errors.

### **Invitational Speech (150)**

You will prepare a 5-7 minute speech to explore an issue or articulate a position, and then moderate a 3-4 minute dialogue with your class colleagues (Maximum of 12 minutes total for the speech and dialogue). Then you will present a brief conclusion (no more than one minute) summarizing your speech content and dialogue. Your topic should be built upon your persuasive speech. Use the invitational dialogue as an opportunity to gain a greater understanding of and appreciation for your audience's diverse perspectives. Cite at least 5-7 different sources for your audience during the speech (put the names of your sources in parentheses when you cite them within the body of your outline). On the day of your dialogues, turn in one copy of a typed outline of your invitational speech with dialogue question prompts listed at the end and a bibliography. Upload the identical file to VeriCite. Avoid spelling, typographical, or grammatical errors. No visual aid will be used during the invitational speech.

## **Speech Outcomes**

It is through the organization and presentation of your speeches you will learn the most. By thoroughly researching your topic, organizing that material in an appropriate manner, and practice you will develop and master your oral, visual, technological, nonverbal, and written communication skills. By taking the aforementioned steps and consequently presenting in front an audience you will put to the test your newly founded understanding of delivery skills, organizational and structure skills, and ability to create an argument in either an informative or persuasive manner. You will also build your ability to: critically think through arguments, collaborate and coordinate with your peers, and demonstrate your comprehension of theory and foundational models of communication.

Speech dates (and team assignments) will be given on/around the end of the prior assignment. We will discuss each speech assigned, but for each assignment you will turn in your formal outline and visual aids in advance to your presentation. These are to be turned in on Canvas, and a hard copy of your outline given to me on the day you present. All assignments including outlines, bibliographies, and presentations are expected to be typed, follow the guidelines of APA formatting as well as Times New Roman 12pt font, no excess spaces or margins, etc. You are responsible for delivering your speech on the day(s) you signed up for or assigned to you. Students who fail to deliver speeches on their assigned day(s) will not have the opportunity to give them at a later date unless arranged prior to the speech day. **Opportunities to make-up speeches are limited to emergencies involving unforeseeable and potentially life-threatening injuries and, in any case, are wholly subject to instructor authorization.**

### **Self-Evaluations**

You will also complete self-evaluations after each speech. You will have the ability to watch your video online and compose a written critique based on your observations. The form you complete is also online and must include time stamps for every example mentioned so I can follow along accordingly. These must be typed and uploaded through Canvas. Assignments uploaded through Revel will not be accepted. You will also be responsible to be an ethical audience member, engaging with the speaker, providing peer evaluations, and to listen respectfully. This exercise will make up for 50 points toward your final grade.

### **Peer Evaluation/Active Listening Assignment**

At one point in the semester, you will be required to do an active listening write-up on another student's speech. You will time, make comments, and give feedback according to the speech requirements on the speech/speaker you choose. Essentially you will use the speech rubric to grade their speech as I would. Only I will see the comments as well as write-up, unless both parties agree they would like to share otherwise. The deadline on this assignment is the week of our last speech, and the write-up should be roughly 1-2 pages double-spaced, 12pt Times New Roman font. This exercise will make up for 50 points toward your final grade.

### Pop Quizzes

You will have 5 pop quizzes throughout the semester to assess chapter reading. This is why it is critical to come to class prepared for discussion. Each quiz will be worth 20 points and will make up for 100 points of the final grade.

- If you are tardy for class and miss the quiz, it cannot be made up. If you are absent on the day of a quiz, it cannot be made up unless you meet the qualifications of an excused absence. Make-up quizzes must be scheduled by appointment, and unless instructor designated, must be made up the same week the original quiz was given. Appointments for make-up quizzes are wholly the students' responsibility.

### Exams

You will take both a midterm exam and a final exam in this course. The midterm will cover material from the first half of the semester, and the final will cover material from the midterm to the end of the semester. Exams will consist of multiple choice, short answer, as well as an essay portion. Exams are timed and must be taken on the day they are scheduled. Both exams are worth 100 points toward your final grade. During class time, I will only lecture on portions of the textbook as I have assumed you have done the reading assigned, and are familiar with all concepts; therefore, material in these exams might not have been covered in lecture. Keeping up with reading assignments is essential to your success in this course.

### Participation

Active, positive participation is crucial in this course. A large part of your participation score is judged on your physical and mental attendance as well as punctuality to class. If you are habitually late in attending class, you will receive absences accordingly. **Habitual tardiness is considered being late or leaving early more than three times in the semester.** Additionally, coming to class and contributing to class discussion will make a difference in your grade (especially when your grade is within a few percentage points one way or the other). Simply showing up without having done the expected readings, without contributing, or being "checked out" does not count as being present and participatory. In total, Participation will be worth 50 points toward the final grade.

### Plagiarism

Below are university guidelines for Academic Integrity. Frankly, in my course, **I expect your work to be original to you and no one else**, merely supported and bettered by sources that are credited to their authors. I do not allow any form of collaboration, or "idea borrowing" either from others or even yourself from previous classes. Those are fancy words for plagiarism, and if any assignment is plagiarized, it will receive an automatic zero and will be reported immediately to the proper individuals/committees.

### Academic Integrity

The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code ("Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do"). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student's name to an attendance roster when he or she is not in class is academic dishonesty.

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

- "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor 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, homework 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 SafeAssign™, available on Canvas

### **Disciplinary Action for Plagiarism**

Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g. expulsion).

## **University Policies**

### **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.

### **Student 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://www2.uttyler.edu/wellness/rightsresponsibilities.php>

### **Classroom Diversity:**

It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this class, you will have the opportunity to express and experience culturally diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

### **Tobacco-Free:**

All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products. But not meme free. If you send me your favorite meme by the last week of class, I’ll give you extra credit. Hope you’re still reading.



**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>

**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.

**Grade Replacement/Forgiveness and Census Date Policies:**

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

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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

**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 Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a 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 Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence 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.

**UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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)

