

## English 4348.001: Fall 2025 American Renaissance

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Office Hours:  
MWF 12:00-1:00pm  
and by appointment  
Class: MWF 10:10-11:05

Welcome to English 4348 (American Renaissance). I am looking forward to studying the evolution of American literature during the 1830s and 1860s over the semester with you.

I work hard to put together my classes, and I expect a great deal from my students. I expect you to be in class every day and on time. I expect all reading to be completed by the assigned date. I expect your reading to be active. Mark up your book (paper or electronic) and take notes as you read. I expect everyone to participate substantially in class and 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. You may always ask questions in class, call or email me, or drop by my office.

In return there are certain things you can expect from me. I will attend class and be on time. I will keep my office hours and make appointments with students who cannot meet during my hours. 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 record your classroom & Canvas participation & performance. I will maintain your Grade Center on Canvas so you can track your weighted course grade. If I cannot answer a question when you ask it, I will have the answer by the next class period.

**Required Texts (7 books) 4348:** Please use these editions. The Norton editions have scholarly articles included, and the Yale edition is annotated. These editions will save you time and effort.

1. *Emerson's Poetry and Prose* (Porte, ed. Norton. ISBN: 9780393967920)
2. *The House of Seven Gables* (Levine, ed. Norton. ISBN: 9780393924763)
3. *Woman in the 19<sup>th</sup> Century* (Reynolds, ed. Norton. ISBN: 9780393971576)
4. *Leaves of Grass and Other Writings* (Moon, ed. 2<sup>nd</sup> ed. Norton. ISBN: 9780393974966)
5. *Narrative of the Life of Frederick Douglass* (Andrews, ed. Norton. ISBN: 9780393265446)
6. ~~*The Wide Wide World* (Tompkins, ed. CUNY Press. ISBN: 9780935312669)~~
7. *Walden* (Cramer, ed. Yale. ISBN: 9780300110081)

[\*\*I have removed Warner's novel from the F25 section of ENGL 4348.]

**Ethics and the University Student:** Cheating or plagiarizing on assignments in ENGL 4348 – including the use of AI (open or paid) – will result in failure of the assignment and an Academic Dishonesty Report. Seriously, think about it. Yes, learn how to ethically use AI for various professional tasks, but do not let yourself become dependent on it. If you develop the habit of only copying & pasting something from AI, why would anyone need to hire you? You are training yourself to be professionally obsolete. Instead, train your mind now; cultivate real

marketable skills. Develop your critical reasoning, reading, and writing skills as well as an understanding of human nature. Lean into what makes you irreplaceably empathetic, moral, and human. [See the course AI Policy Statement below.]

### **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.]

Students are responsible for their own hardware, software, textbooks, and Wi-Fi.

### **Week One: August 25-31**

Introduction to class, syllabus, expectations, Canvas, texts

If you have not done so, please set up your **Canvas notifications** to forward all announcements to your Patriots email. **Students should log into Canvas & Patriots email daily during the semester.**

**Wednesday** - Read Ralph Waldo Emerson, “The American Scholar” 56-69

**Friday** - Read Emerson, “Self-Reliance” 120-137

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

**Friday** – If you have not done so, please post your **Professional / Personal Bio** to the appropriate discussion board by the end of Friday.

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below. BTW – If you have completed a 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 other students.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

If your textbook is late:

“The American Scholar”

<https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/amscholar.html> OR <https://archive.org/details/americanscholar00emer/page/n1/mode/2up>

“Self-Reliance” <https://archive.org/details/americanscholar00emer/page/n1/mode/2up> OR <https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/selfreliance.html>

**Note:** All written work for ENGL 4348 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4348 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

## **Week Two: September 1-7**

September 8 is **Census Day** [A student must participate in a course – post on a discussion board, submit an assignment, etc. – to be marked as “attending” by Census Day.]

**Monday – Labor Day [no class]**

**Wednesday** - Read Emerson, “Experience” 198-213 & Context 601-607

**Friday** - Read Emerson, “The Poet” 183-198 & Context 597-601, 648-654

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

“Experience”

<https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/experience.html> OR <https://www.gutenberg.org/files/2945/2945-h/2945-h.htm>

“The Poet”

<https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/poet.html> OR <https://www.gutenberg.org/files/2945/2945-h/2945-h.htm>

**NOTE:** The assigned Context pages can only be found in the Norton edition. You are responsible for these pages as well. I cannot post them due to copyright laws, but students may share their books or images of the assigned pages.

## **Week Three: September 8-14**

**Monday** - Read Frederick Douglass, Preface through Chapter 3

**Wednesday** - Read Douglass, Chapter 4 through Chapter 7

**Friday** - Read Douglass, Chapters 8 through 10

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

**NOTE:** Start brainstorming paper topics now. Look ahead on the syllabus. Pull up current articles on these texts on the library databases. What are the trending topics and research questions? Remember the articles in the back of your **Norton** editions. Recommended book on

academic writing: *They Say; I Say*.

### **Week Four: September 15-21**

**Monday** - Read Douglass, finish the *Narrative*

**Wednesday** - Read Walt Whitman, "Preface" 616-636, "One's-Self I Sing" 3, "I Hear America Singing" 12-13, "Poets to Come" 14, "I Hear It Was Charged against Me" 110, "Crossing Brooklyn Ferry" 135-140

**Friday** - Read Whitman, "Out of the Cradle Endlessly Rocking" 206-212, "A Noiseless Patient Spider" 377; Context 636-646, 493-505, 800-802, 823-830

**NOTE:** The assigned Context pages can only be found in the Norton edition. You are responsible for these pages as well. I cannot post them due to copyright laws, but students may share their books or images of the assigned pages.

**Friday – Friday "Write In"** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week's readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

### **Week Five: September 22-28**

**Monday** - Read Nathaniel Hawthorne, Introduction through Chapter 5 (ix-63) & Context 317-320

**Wednesday** - Read Hawthorne, Chapters 6 through 10 (63-113) & Context 320-323

**Friday** – How to Generate a Paper Topic (Part 1)

**Friday – Friday "Write In"** [Please bring a pen & regular lined paper – 8x11]

**Midterm Exam Details** handout posted on Canvas by the end of the week

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week's readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

### **Week Six: September 29-October 5**

**Monday** - Read Hawthorne, Chapters 11 through 15 (113-169)

**Wednesday** – Internships – Career Success Visit // How to Generate a Paper Topic (Part 2)

**Friday** - Read Hawthorne, Context 324-339 & finish the novel (169-225)

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

### **Week Seven: October 6-12**

**Monday** - Read Whitman, “Calvary Crossing a Ford” 251-252, “The Wound-Dresser” 259-261, “To a Certain Civilian” 272, “When Lilacs Last in the Dooryard Bloom’d” 276-283 & Context 836-844

**Wednesday** – Optional Midterm Exam Review [No attendance taken; if you have a question you would like to discuss, please attend the review.]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

**Thursday to Sunday** – Take the **Midterm Exam** [The exam will cover Weeks 1-7 readings. The exam will open at 5am on Thursday and close at midnight on Sunday (CT). Once you open the exam you will have up to 300 minutes (5 hours) to write. You cannot open, close, and reopen the quiz. Textbooks / notes allowed. No internet browsing allowed. Once you open the Midterm Exam, please do not open any other window. You are not allowed to work together or with anyone (parent, friend, sibling, tutor, etc.) else. The use of AI (open or paid) is not allowed for any stage of the assignment – from brainstorming to polishing. And yes, Grammarly is AI.]  
\*\*See Midterm Exam Details handout.

### **Week Eight: October 13-19**

**Monday** - Read Margaret Fuller, Preface – 35

**Wednesday** - Read Fuller, 35-72 & Context 213-223

**Friday** – Fall semester reset – **No class** – USE this hour to review all assignments, quizzes, papers, projects, reports, and exams due in **all** your classes. Set up a detailed schedule to complete the work. As you know, your academic work does not magically get done. Be deliberate with your time. Set up a schedule for October 17 to December 8 that will help you succeed.

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week's readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

Online Text (URL for Part 1 of 4 – scroll through webpage for all 4 parts):  
<https://archive.vcu.edu/english/engweb/transcendentalism/authors/fuller/woman1.html> OR  
<https://www.gutenberg.org/ebooks/8642>

**Note:** You should commit to a paper topic by the end of Week 8. See **Paper Topics Checklist** handout. **Paper Topic Proposals** will be due in Week 10.

### **Week Nine: October 20-26**

**Monday** - Read Fuller, 72 – 105 (finish)

**Wednesday** - Read Fuller, Context 223-226, 232-234

**Friday**- Read Fuller, Robinson essay, 243-257

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week's readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

### **Week Ten: October 27-November 2**

**Monday** - Read Henry David Thoreau, “Economy” 1-77

**Wednesday** - Read Thoreau, “Where I Lived, and What I Lived For” 78-96

**Friday** - Read Thoreau, “Reading” 97-107

**Friday** - Submit **Paper Topics due** – Formal FULL paragraph (6-10 sentences) with working title, working thesis (not topic), case for relevancy. Make sure you have reviewed the **Paper Topics Checklist** handout before you submit your paragraph on Canvas.

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week's readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

**Note:** This website might be helpful – *Walden* online <https://digitalthoreau.org/> [You can also read Thoreau’s journals on this website -- <https://www.walden.org/collection/journals/>]

### **Week Eleven: November 3-9**

**Monday** - Read Thoreau, “Higher Laws” 202-213 & “Brute Neighbors” 214-227

**Wednesday** - Read Thoreau, “Spring” 289-308

**Friday** - Read Thoreau, “Conclusion” 309-325

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

### **Week Twelve: November 10-16**

**Monday** – Read Gardes Article – PDF in “Articles for Weeks 12 & 13” Module

**Wednesday** - Read Katopodis Article – PDF in “Articles for Weeks 12 & 13” Module

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

### **Week Thirteen: November 17-23**

**Monday** - Read Myers Article – PDF in “Articles for Weeks 12 & 13” Module

**Wednesday** – Read Conrad Article – PDF in “Articles for Weeks 12 & 13” Module

**Friday – Friday “Write In”** [Please bring a pen & regular lined paper – 8x11]

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

## **Thanksgiving Week**

### **Week Fourteen: December 1-7**

**Monday** – Writing Day – Class Attendance Expected

**Wednesday** - Peer Review (required) – Bring 5+ page draft of your paper – hardcopy, typed.

**Friday** - Writing Day – Class Attendance Expected

All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below.

**Suggestion:** Check out the Discussion Questions for this week’s readings in the Discussion Questions Handout (Handouts Module) if you are looking for something to say in the discussion board. Scroll down to the appropriate week.

### **Week Fifteen: December 8**

**Monday** - Submit Course Papers by 11:59pm (CT) on Canvas. I encourage you to email me a back-up copy before the deadline.

**Canvas** for the course will CLOSE on Tuesday, December 9 at 6am. Please check your course grade in MyUTTyler. The grades in Canvas are not official. Instructors must enter grades into MyUTTyler; always check for errors.

## **Additional Information**

### **Grading:**

|   |     |
|---|-----|
| Classroom Discussion Participation & Performance* | 10% |
| [Record updated end of every class meeting]       |     |
| Canvas Discussion Participation & Performance*    | 10% |
| Friday “Write In” (10)                            | 20% |
| Midterm Exam                                      | 25% |
| Paper Proposal                                    | 5%  |
| Course Paper with Scholarly Research              | 30% |

\*I urge you to add participation to your weekly To-Do list for the course. Discussion Boards will close at the end of each week. Students cannot make up participation for the missed weeks in later weeks. I will keep a record of classroom & Canvas participation.

**NOTE:** The ‘F’ grade for **missing work** is a 0, not a 60.

**Recommendation:** I encourage students to type their answers (discussion board posts, quiz & exam answers, response essays, etc. – anything that is not a file upload) directly into Canvas if at all possible. Copy & paste answers are one of the many factors that AI-detection programs take into account.

You should expect to spend 2 hours outside class for every 1 hour in class. Translation: You should study 6 hours a week (minimum) outside of class for each 3-credit course.

**[12 credit hours + 24 hours outside of class = 36 hours per week for a full-time student.]**

### **Key Dates:**

The **Census Date** for this semester is September 8.

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

**Registration for next semester** starts on November 3. [Please see your academic or faculty advisor in October.]

The **last day to withdraw** from a class with a “W” is November 3.

### **Student Learning Outcomes:**

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

- Reproduce a timeline of American literature from the 1830s to the 1860s that includes key genres, styles, topics, and authors
- Articulate the themes and ideas representative of American literature from the 1830s to the 1860s
- Recognize how historical, political, and social events shape our analysis and appreciation of literature
- Argue independent interpretations of canonical and non-canonical texts in the American literary tradition
- Write persuasive close readings / explications of short stories, novels, poems, and essays
- Use the terms related to literary study and literary theory appropriately in discussion and in writing
- Enter the critical interpretation of literary texts with published scholars in their own

essays

- Understand literature's significance in creating and shaping an evolving American identity

### **How to Explicate a Poem or Quote:**

An explication is not a prose paraphrase. It offers a close reading of an excerpt from a poem or prose piece. An explication is always written in complete sentences. For a quiz or exam explication you will typically be given 4-8 lines. Your explication should run 6-10 complex sentences. The first two sentences should contextualize the lines or quote (possibilities: relevant author's biography, time period, type of poem, connections to other poems by same author or by other writers). You should next address the overall theme of the text and explain where your excerpt fits into the work. Pay close attention to form, meter, rhyme, or style, etc. Use literary terms knowledgeably. Explain their relevance to your interpretation. Work closely with the specific lines you have been given. Focus on key words or phrases, images, sounds, themes, or character, and offer your interpretations. Your last sentence should attempt to wrap up your close reading of the quotation.

### **Friday "Write In":**

You will have the opportunity to complete 10 Friday "Write In" exercises. I want to make sure students have the chance to slow down and synthesize a topic we discuss during the week. You take in so much information in a week in all your classes. The Friday Write In exercises give you the opportunity to pause and make sure you retain that information. In the last 30 minutes of class, I will ask students a question on a topic that has been discussed during the week in class. Close your books, your notes, & all electronics and write. Synthesize the week – the readings & the discussions – as you answer the question. Please remember to bring a pen (blue or black ink) and regular lined paper (8x11 inch size) to class on Fridays.

*Cheating / Plagiarism on an assignment for English 4348 will result in failure of the assignment.*

### **Midterm Exam:**

You will have one exam. While it will also encompass plot lines and characters, it will go beyond memorization and ask you to do some interpretation and argumentation. If you have read the assignments, taken notes, participated in class and on Canvas, and paid attention to the development of themes along a series of authors, you should pass the exam.

The exam will cover Weeks 1-7 readings. The exam will open at 5am on Thursday and close at midnight on Sunday (CT) in Week 7. Once you open the exam you will have up to 300 minutes (5 hours) to write. You cannot open, close, and reopen the quiz. Hardcopy textbooks / notes allowed. No internet browsing allowed. Once you open the Midterm Exam, please do not open any other window. I encourage students to type their answers (discussion board posts, quiz & exam answers, response essays, etc. – anything that is not a file upload) directly into Canvas if at all possible. Copy & paste answers are one of the many factors that AI-detection programs take into account. You are not allowed to work together or with anyone (parent, friend, sibling, tutor, etc.) else. The use of AI (open or paid) is not allowed for any stage of the assignment – from brainstorming to polishing. And yes, Grammarly is AI.] See Midterm Exam Details handout.

*Cheating / Plagiarism on an assignment for English 4348 will result in failure of the assignment.*

### **Course Paper with Scholarly Research:**

This assignment requires you to go beyond a book review or research report. I am not checking to see if you have read the works in question. I want to understand your thoughts on the readings, and have you present a well-reasoned and carefully written argument. You must make a claim (thesis), give reasons, offer evidence, show awareness of other points of view, etc. The essay should be 90% your ideas / words and 10% quotes. Do not overquote.

Paper Proposal: Formal FULL paragraph (6-10 sentences) with working title, working thesis (not topic), case for relevancy. Make sure you have reviewed the Paper Topics Checklist handout before you submit your paragraph.

#### Other Details:

- Topic Approval Required [Paper Proposal]
- 8-12 pages, ds, typed, 1-inch margins, 12 New Times Roman [Do not play with spacing, font, or margins. The paper should be 8 FULL pages minimum, not counting the Works Cited Page.]
- Appropriate use of 3-5 ACADEMIC SECONDARY sources (no encyclopedias, no book reviews, no cliff notes or spark notes, no Wikipedia, no non-academic websites). The sources in your Norton editions are allowed. If you have any questions about a source, please check with me before you include a reference to it in your essay. Unless specifically approved, all sources must have been published between 1995-2025. NOTE: Your 4348 essays must be original works of scholarship. You are NOT paraphrasing or summarizing what other critics have said about the work(s).
- Required peer review (You can turn in a draft to me at anytime. Give me 24 hours to make comments.)
- Upload your papers by midnight on December 8. You are welcome to email me a back-up copy by the deadline.

The use of AI (open or paid) is not allowed for any stage of the assignment – from brainstorming to polishing. And yes, Grammarly is AI.

MLA Format:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](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 4348 will result in failure of the assignment.*

### **Paper Format:**

No title papers - on the first page, top left, include the single-spaced header:

Your name

English 4348.001

My name (Dr. Ann Beebe)

Date

Leave one space and center your title. (All essays should have original titles.) Number your pages. Make sure your margins do not exceed 1 inch; your font size should be 12. Always leave time to proofread your final version and make corrections. Current MLA in-text citation and a Works Cited page are required for sources.

### **Writing Center:**

Located in CAS 212, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. “Our mission at The UT Tyler Writing Center is to serve the UT Tyler community and to provide a safe and welcoming space for writers to work on their writing and improve their writing practices. We serve the university community by working with faculty and students to offer writing instruction and research.” To schedule an appointment:

<https://www.uttyler.edu/academics/success-services/writing-center/>

### **Participation & Performance:**

This is a 4000-level class. Active and scholarly participation is expected every class period. We also have a Canvas class set up for this course. I want you to get into the habit of sharing your ideas and responses to the readings through the entire week – in class and on Canvas.

A post must be 200+ words. Students can supplement their original posts on these boards with substantial responses to other students.

Each student will be expected to contribute a minimum of three (3) substantial posts on the readings every week for a passing participation grade. Get in the habit of putting your ideas and analysis in writing after each reading assignment or class discussion.

The Math: 14 classroom weeks x 3 = **42 substantial posts** (or more) on the readings per student for the course.

If you find an interesting American literature website, please post a notice to your classmates. There are several excellent websites on the authors we will be studying and on the time period. Take a minute to surf for these topics and share your findings. [A posting = a developed paragraph of 200+ words.]

#### Options for the Discussion Boards (200+ words per post):

Comment on a reading before class.

Comment on a reading and class discussion after class.

Post your notes from class [1<sup>st</sup> two students to post notes receives P&P credit]

Respond to a classmate’s posting

Post link and commentary to relevant website (including relevant YouTube links)

Post questions about readings, quizzes, or exam.

Post paper topic ideas for commentary.

Post comments or recommendations about additional works (and relevant films).

One relevant original meme or GIF per week can be counted toward participation

**Be consistent.** Discussion Boards will close at the end of each week. Lack of participation in one

week cannot be made up in a later week.

### **Memes:**

Memes are an influential tool for communication in the 21st century. I like to give students the option to flex their meme creation skills in my courses. The posting of original memes on the course topic / authors / texts is a participation option - 1 per week per student. [You can post more than 1 meme each week, but only 1 will be counted toward your Canvas Participation & Performance grade.] Create and share an original meme about one of the texts or authors or poetry, etc. I love the creativity I always see in these memes!

### **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. 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 connect request on **LinkedIn**. 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.utttyler.edu/litlang/>). Along the left side you should see a link to “newsletters.” Please send me column ideas for future issues, if you wish.]

### **Attendance & Tardiness:**

Students are expected to attend class and be on time.

[Caveat: use your common sense. I ask that you keep me informed about your individual situations. I have always made an effort to offer individual accommodations when provided some sort of documentation. 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.]

### **Late Work:**

Late work will not be accepted.

[Caveat: use your common sense. I ask that you keep me informed about your individual situations. I have always made an effort to offer individual accommodations when provided some sort of documentation. 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.]

### **Cell Phones & Recordings:**

Please turn off the audio ringer for your cell phones when you are in the classroom. If you are using an electronic text, please notify me before class.

No text messaging, scrolling, gaming, etc. in class.  
Class recordings are not allowed. [Of course, any SAR accommodations will be respected.]

**Refreshments:**

Feel free to bring beverages (non-alcoholic) to class. If you bring food, bring enough for the entire class.

**AI Policy 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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**For this course**, I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

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

**[www.uttyler.edu/offices/academic-affairs/files/syllabus-information.pdf](http://www.uttyler.edu/offices/academic-affairs/files/syllabus-information.pdf)**

**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](mailto: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.

### **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](mailto: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](mailto: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](mailto: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>.