

# English 2370.061 (Fall 2024) Reading American Leadership [Online Class]\*

Dr. Ann Beebe  
CAS 250  
Office: 903-565-5827  
Email: [abeebe@uttyler.edu](mailto:abeebe@uttyler.edu)  
I will post my cell # to Canvas

Office Hours:  
TW 10:00am-12:00pm  
R 1:00-13:00pm and by Appt.  
NOTE: Any changes to OH will be  
posted as an Announcement

\*The first version of class was created as an **asynchronous** online class in 2017. The course has been updated over the years, but it remains a fully online course.

**We do not have a standard meeting time, and there are no Zoom discussions scheduled for ENGL 2370.**

Welcome to English 2370, the freshman/sophomore-level course on **American leadership**. We will be reading examples of two genres in this class: **speeches and essays**. All our readings come from the pre-1865 American literary tradition.

We will be asking a few basic questions. In various ways, our authors ask:

- **“What do I value?”**
- “What do I think society should value?”
- “What do I think my government should value?”
- “How do I accomplish change in my life, in society, in my nation?”
- “How do I become an ethical and effective leader?”
- “What do I expect of leaders in education, business, and politics?”
- “What characteristics of leadership can be identified and studied in classic readings by American leaders?”

These questions all circle around an analysis of the theme of leadership. I hope that when the semester is over you will have discovered a couple of favorite new authors to add to your personal reading list. I also hope that you will have identified some pre-1865 leadership traits that you can apply to some area of your 21<sup>st</sup>-century life.

I proposed this course to the UT System in Fall 2016, and it was approved for the next calendar year. Since 2017 I have taught several sections of ENGL 2370 to students from almost every major on campus.

Over the Summer of 2023 I revamped the course, making what I think is a significant improvement to the course. Students no longer need to purchase any textbooks. The pre-1865 speeches and essays have been pulled from free sources on the internet. PDFs of the readings are available in the Modules. I have also included the URLs if you would like to read the texts in that format.

I work hard to put together my classes, and I expect a great deal from my students. I expect all readings to be completed by the assigned date. I expect your reading to be active. Mark up the speeches & essays and take notes as you read. I expect everyone to participate substantially in Canvas discussion and listen respectfully to classmates. And lastly, if you have any questions about class policies, assignments, or readings, I expect you to ask them.

In return there are certain things you can expect from me. I will complete all the readings and plan lessons by the assigned date. I will give all assignments in writing and sufficiently in advance. I will grade and return all assignments in a timely manner. I will maintain your Grade Center on Canvas.

The primary goals of English 2370 are the instruction and daily practice of critical reading, thinking, speaking, listening, and writing. **These are crucial skills for all the future doctors, lawyers, entrepreneurs, administrators, executives, politicians, and teachers.**

### **Required Texts:**

No Textbooks – The required readings have been made into PDFs and posted in the Modules.

### **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.]

**Note about Time Management & Online Classes:** A 12-hour course schedule is considered full-time for a university student. Why? For every 3-credit class, a student is expected to spend 6 hours per week outside of the classroom reading and writing. That means a student is expected to dedicate 9 hours minimum per week for each 3-credit course.

12 hours in class + 24 hours outside of class = 36 hours = full-time student.

You all maintain some sort of weekly calendar where you block out time for your F2F (face-to-face) classes as well as meetings, job schedule, appointments, etc. Block out 9 hours each week for your ENGL 2370 online course **now**. **An online course does not magically get finished.** You can work on your own schedule with an online class, but you must set the time aside each week to complete the reading, writing, and exams.

**Ethics and the University Student:** Cheating or plagiarizing on assignments in ENGL 2370 – including the use of AI (open or paid) – will result in failure of the assignment and an Academic Dishonesty Report. Seriously, think about 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.]

### **Week 1 Checklist (August 26-September 1):**

**Listen to** the Welcome Audio

**Check** that you have requested **Canvas announcements** to be forwarded to your email [**Check** your Patriots email daily during the semester.]

**Post** professional / personal introduction on the “Class Bios” Discussion Board

**Draft** your weekly schedule for the semester. Pencil in regular blocks of time to work on your online courses.

**Listen to** the Week 1 Audio

**Read** Ralph Waldo Emerson, “The American Scholar” [PDF posted in Module. Here is the URL:  
<http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>]

**Turn in** Student Information Sheet (SIS) – Upload through “Assignments” icon [Click on the Question Mark ‘Help’ icon on the far-left side of your screen in Canvas if you need how-to instructions. You can download a printed guide with instructions or you can chat with a Canvas Help Desk

consultant.]

**Turn in** Syllabus Signature Form (SSF) – Upload through “Assignments” icon [Students will be asked to acknowledge that they have read and understood the requirements for this course posted on the syllabus.]

**Check** the Sample Analysis and Application Homework Answers handout posted in the Week 1 & Week 2 Modules.

**Turn in** completed **Analysis** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

**Post** your Canvas contributions on this week’s readings to the Week 1 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 2370 Participation.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-6 for the Midterm Exam in Week 7.

### **Week 2 Checklist (September 2-8):**

**Read** Alexander Hamilton, “Eulogy for Nathanael Greene” [PDF posted in Module. Here is the URL: <https://founders.archives.gov/documents/Hamilton/01-05-02-0141>]

**Listen** to the Week 2 Audio

**Post** your Canvas contributions on this week’s readings to the Week 2 Discussion Board

**Check** the Sample Analysis and Application Homework Answers handout posted in the Week 1 & Week 2 Modules.

**Turn in** completed **Application** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-6 for the Midterm Exam in Week 7.

**Census Day** – September 9. All online students must have participated in the course or be listed as “non-attending.” This designation may impact financial aid.

### **Week 3 Checklist (September 9-15):**

**Read** George Washington, “Farewell Address” [PDF posted in Module. Here is the URL:  
<https://founders.archives.gov/documents/Washington/05-20-02-0440-0002>]

**Listen** to the Week 3 Audio

**Post** your Canvas contributions on this week’s readings to the Week 3 Discussion Board

**Turn in** completed **Analysis** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-6 for the Midterm Exam in Week 7.

### **Week 4 Checklist (September 16-22):**

**Read** Three Native American Speeches – Little Turtle, Black Hoof, Handsome Lake [PDF posted in Module. Here are the URLs: <https://founders.archives.gov/documents/Jefferson/01-36-02-0168-0002> ; <https://founders.archives.gov/documents/Jefferson/01-36-02-0331-0002> ; <https://founders.archives.gov/documents/Jefferson/01-37-02-0026-0004>]

**NOTE:** In weeks with more than one assigned reading, all the speeches should be consulted when you write your Application Homework. An Application homework assignment that only references 1 or 2 of this week’s readings would be considered incomplete.

**Listen** to the Week 4 Audio

**Post** your Canvas contributions on this week’s readings to the Week 4 Discussion Board

**Turn in** completed **Application** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-6 for the Midterm Exam in Week 7.

### **Week 5 Checklist (September 23-29):**

**Read** Thomas Jefferson, “Inaugural Address” (1805) [PDF posted in Module. Here is the URL:  
<https://teachingamericanhistory.org/document/second-inaugural-address-5/> ]

**Listen** to the Week 5 Audio

**Post** your Canvas contributions on this week’s readings to the Week 5 Discussion Board

**Turn in** completed **Analysis** Handout for your assigned reading by midnight on Sunday [We will

alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-6 for the Midterm Exam in Week 7.

### **Week 6 Checklist (September 30-October 6):**

**Read** Henry Clay, “The American System” [PDF posted in Module. Here is the URL:

<https://www.senate.gov/artandhistory/history/resources/pdf/AmericanSystem.pdf>]

**Listen** to the Week 6 Audio

**Post** your Canvas contributions on this week’s readings to the Week 6 Discussion Board

**Turn in** completed **Application** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-6 for the Midterm Exam in Week 7.

**NOTE:** The last day to file for F24 Graduation is October 1.

### **Week 7 Checklist (October 7-11):**

No new readings for Week 7.

Students are responsible for ALL reading assignments from Weeks 1-6 for the Midterm Exam.

A Midterm Exam Details handout can be found in the Modules for Weeks 4-7.

**Students will submit their Midterm Exam by midnight on Friday of Week 7.**

### **Week 8 Checklist (October 14-20):**

**Read** Ralph Waldo Emerson, “Self-Reliance” [PDF posted in Module. Here is the URL:

<http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/first-series/self-reliance>]

**Listen** to the Week 8 Audio

**Post** your Canvas contributions on this week’s readings to the Week 8 Discussion Board

**Turn in** completed **Analysis** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-13 for the Final Exam in Week 15.

### **Week 9 Checklist (October 21-27):**

**Read** Lucrecia Mott, “Discourse on Women” [PDF posted in Module. Here is the URL:

<https://awpc.cattcenter.iastate.edu/2017/03/21/discourse-on-women-dec-17-1849/>]

**Listen** to the Week 9 Audio

**Post** your Canvas contributions on this week’s readings to the Week 9 Discussion Board

**Turn in** completed **Application** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-13 for the Final Exam in Week 15.

### **Week 10 Checklist (October 28-November 3)**

**Read** Daniel Webster, “The Constitution and the Union” [PDF posted in Module. Here is the URL:

<https://www.senate.gov/artandhistory/history/resources/pdf/Webster7th.pdf>]

**Listen** to the Week 10 Audio

**Post** your Canvas contributions on this week’s readings to the Week 10 Discussion Board

**Turn in** completed **Analysis** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-13 for the Final Exam in Week 15.

**NOTE:** Registration for SP25 classes opens on November 4.

### **Week 11 Checklist (November 4-10):**

**Read** Frederick Douglass, “4<sup>th</sup> of July Address” or “What to the Slave is the 4<sup>th</sup> of July?” [PDF posted in Module. Here is the URL:

[http://www.lib.rochester.edu/IN/RBSCP/Frederick\\_Douglass/ATTACHMENTS/Douglass\\_Fifth\\_of\\_July\\_Speech.pdf](http://www.lib.rochester.edu/IN/RBSCP/Frederick_Douglass/ATTACHMENTS/Douglass_Fifth_of_July_Speech.pdf)]

**Listen** to the Week 11 Audio

**Post** your Canvas contributions on this week’s readings to the Week 11 Discussion Board

**Turn in** completed **Application** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-13 for the Final Exam in Week 15.

### **Week 12 Checklist (November 11-17):**

**Read** Lucy Stone, “Nature and Revelation and Woman’s Right to Vote” [PDF posted in Module. Here is the URL: <https://awpc.cattcenter.iastate.edu/2020/11/04/nature-and-revelation-and-womans-right-to-vote-nov-25-1856/>]

**Listen** to the Week 12 Audio

**Post** your Canvas contributions on this week’s readings to the Week 12 Discussion Board

**Turn in** completed **Analysis** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12; Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-13 for the Final Exam in Week 15.

### **Week 13 Checklist (November 18-24):**

**Read** Charles Sumner, “Eulogy for Abraham Lincoln” [PDF posted in Module. Here is the URL:

<https://teachingamericanhistory.org/document/promises-of-the-declaration-of-independence-and-abraham-lincoln/>]

**Listen** to the Week 13 Audio

**Post** your Canvas contributions on this week’s readings to the Week 13 Discussion Board

**Turn in** completed **Application** Handout for your assigned reading by midnight on Sunday [We will alternate Analysis & Application homework handouts. Analysis – due Weeks 1, 3, 5, 8, 10, 12;

Application due Weeks 2, 4, 6, 9, 11, 13.]

**Note:** All written work for ENGL 2370 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 2370 would be considered cheating. Please see the consequences for cheating & plagiarism below. See AI Policy below.

**Recommendation:** If you tend to have internet or Canvas problems, email me your weekly homework as Word attachments before the due date.

After I review the Analysis / Application homework handouts each week, I will ask some students to share selected answers on the appropriate Canvas discussion boards.

Students are responsible for ALL reading assignments from Weeks 1-13 for the Final Exam in Week 15.

## THANKSGIVING WEEK

### Week 14 Checklist (December 2-6):

No new readings for Week 14.

The Multimedia Assignment Sheet has been posted in the Modules for Weeks 9-14.

**The Multimedia Project will be due by the Friday at midnight of Week 14.**

### Week 15 Checklist (December 9-11):

Final Exam Week

The Final Exam Details handout has been posted in the Modules for Weeks 9-15.

**The Final Exam will be due by the Wednesday at midnight of Week 15.**

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## Additional Information

### Grading:

Midterm Exam	15%
Final Exam	15%
Multimedia Project	10%
Analysis Handouts (6)	25%
Application Handouts (6)	25%
Canvas Participation / Performance	10%

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

The **Census Date** for this semester is September 9.

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

**Registration for next semester** starts on November 4. [Please see your academic or faculty advisor in March.]

The **last day to withdraw** from a class with a "W" is November 4.

### Time Management:

You should expect to spend 2 hours outside class for every 1 hour in class. Translation: You should study 9 hours a week (minimum) for each 3-credit course.

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

### Student Learning Outcomes:

- Critical Thinking: Students will be able to (SWBAT) critique selected literary readings on leadership based on an analysis of diverse perspectives, audiences, and leadership contexts.



- Communication: SWBAT incorporate relevant visual imagery and data appropriate to audience, purpose and genre in verbal presentations and written essays regarding leadership.
- Teamwork: SWBAT participate in collaborative learning teams to develop multimedia projects and presentations on leadership.
- Personal Responsibility: SWBAT identify ethical responsibilities of speaker and audience in speeches and essays from a variety of perspectives and contexts.

### **Canvas Participation / Performance:**

At least three times a week, a student should post comments on the readings to Canvas. Respond to an idea, image, quote, theme, symbol, character, persona, etc. in that week's reading assignment. Respond to a classmate's original post on the reading. [Do not simply agree or disagree. Enter into the discussion.] Your 10% participation / performance grade will come from these posts. Respectful and substantial replies to posts by your classmates will also supplement your participation grade. Your motto: read and respond / post. There should be no passive reading / participation in this class.

If you don't know what to post, start with the text. Pick a paragraph and respond to it. Do you agree or disagree with the idea being discussed? Why? Why do you think the idea is important? Why do you think the idea in the paragraph is relevant to someone living in the 21<sup>st</sup> century? Just start talking, and then reply – respectfully – to the ideas of your classmates.

To clarify participation / performance expectations, here are some numbers:

#### **15 Week Semester (14 classroom weeks + Finals Week)**

14 x 3 = 42 posts = Passing Grade (C)

14 x 6 = 84 posts = Excellent Grade (A)

[Weeks 7 and 14 – cumulative posts. As you prepare for the midterm and the final exam, do some comparative analysis of the texts.]

#### **A post = 150+ words**

I will close each week's Discussion Board for comments on Sunday nights - midnight. You will still be able to read all posts if you scroll down to Discussion Boards – Closed for Comments.

Email Question: Could you tell me more about the ENGL 2370 participation?

Answer:

*I have set up the weekly discussion boards so students have a place to discuss anything / everything about the readings. The content is not evaluated. Students must simply make a good faith effort to engage with that week's speeches / essays. I want to give students a place to talk about the readings before they submit their homework handouts. Those assignments are evaluated.*

*At the end of the semester, I end up counting the participation grade in 2370 **if** it helps a student. If it brings their course grade down, I will not count it. [I have higher expectations for participation in my 4000-5000 level classes.]*

### **Exams:**

The midterm exam and final exam are cumulative. Students are responsible for all readings assigned in the weeks before each exam. The exams should represent your individual work. Students are not allowed to consult or collaborate with anyone – classmates, family, friends, sources, internet, Writing Center, etc. Cheating or plagiarizing on either exam – including the use of AI (open or paid) – will result in failure of

the exam and an Academic Dishonesty Report. The student will also be encouraged to drop the course. See the Midterm Exam Details handout and the Final Exam Details handout for more information.

#### **Analysis Homework Handout (4 questions):**

We will alternate Analysis & Application homework handouts.

**Analysis** – due Weeks 1, 3, 5, 8, 10, 12;

**Application** due Weeks 2, 4, 6, 9, 11, 13.

**\*\*See 3 handouts with sample answers and homework tips posted in the Week 1 Module.\*\***

#### **Basic Homework Handout Protocol:**

- Header on first page: Your name, My name (Dr. Ann Beebe), Class (ENGL 2370), Date
- Title of Assignment: Week # Analysis / Application Homework
- UTT Honor Statement to certify that the work being submitted was completed by the student whose name is on the assignment: “Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.” [Place just under the title.]
- Double-Space, Times New Roman, 12 font, 1-inch margins
- Number the pages
- Works Cited at the end of the homework in current MLA or APA format with any and all works paraphrased or quoted in the homework handout
- **Separate & label** each answer – Question 1, 2, 3, 4, or 5

**Question 1** (40 points): Explain the text’s thesis in your own words. And then explain, in your own words, the 3+ main claims made in the text to support the thesis. Your answer should pull 2-4 relevant quotes, accurately cited, from the assigned text. Each quote should be introduced and analyzed. Your answer ends with an attempt to explain the significance of the ideas in the text for someone in the 21<sup>st</sup> century. [The answer should be 80% your own words.] (350-500 words, use in-text citation for the quotes; no penalty for exceeding word limit)

**Question 2** (20 points): Select what you regard as a key sentence in the speech / essay. [Write the sentence at the top of the question with the page number. The sentence does not count in the word count.] If necessary, look up words in the *OED (Oxford English Dictionary – available online in UTT Library Databases)*. Analyze – don’t simply paraphrase – the selected sentence. Pay attention to the actual words and images in the sentence you have selected. Connect the idea(s) in the selected sentence with the thesis or main claims. End with an explanation of what makes this selected sentence especially powerful, clear, or interesting. (200-350 words, use in-text citation for the quotes; no penalty for exceeding word limit)

**Question 3** (20 points): Select what you regard as a 2<sup>nd</sup> key sentence in the speech / essay. [Write the sentence at the top of the question. The sentence does not count in the word count with the page number.] If necessary, look up words in the *OED (Oxford English Dictionary – available online in UTT Library Databases)*. Analyze – don’t simply paraphrase – the selected sentence. Pay attention to the actual words and images in the sentence you have selected. Connect the idea(s) in the selected sentence with the thesis or main claims. End with an explanation of what makes this selected sentence especially powerful, clear, or interesting. (200-350 words, use in-text citation for the quotes; no penalty for exceeding word limit)

**Question 4** (20 points): Select what you regard as a 3<sup>rd</sup> key sentence in the speech / essay. [Write the sentence at the top of the question with the page number. The sentence does not count in the word count.] If necessary, look up words in the *OED (Oxford English Dictionary – available online in UTT Library Databases)*. Analyze – don’t simply paraphrase – the selected sentence. Pay attention to the actual words

and images in the sentence you have selected. Connect the idea(s) in the selected sentence with the thesis or main claims. End with an explanation of what makes this selected sentence especially powerful, clear, or interesting. (200-350 words, use in-text citation for the quotes; no penalty for exceeding word limit)

The homework handouts should reflect your individual work. They are not group assignments. Cheating (including the use of AI) on a class assignment will result in failure of the assignment and an academic dishonesty report. [See full AI Policy Statement on the Syllabus.]

### **Application Homework Handout (5 Questions):**

We will alternate Analysis & Application homework handouts.

Analysis – due Weeks 1, 3, 5, 8, 10, 12;

Application due Weeks 2, 4, 6, 9, 11, 13.

**\*\***See handout with sample answers and homework tips posted in the Week 2 Module.**\*\***

Identify & apply **five different leadership traits** in the assigned essay or speech in the five questions. Each answer should use a **different supporting quote from the assigned text** with page numbers. 5 questions = 5 quotes from the assigned speech or essay that demonstrates or praises the trait.

### **Basic Homework Handout Protocol:**

- Header on first page: Your name, My name (Dr. Ann Beebe), Class (ENGL 2370), Date
- Title of Assignment: Week # Analysis / Application Homework
- UTT Honor Statement to certify that the work being submitted was completed by the student whose name is on the assignment: “Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.” [Place just under the title.]
- Double-Space, Times New Roman, 12 font, 1-inch margins
- Number the pages
- Works Cited at the end of the homework in current MLA or APA format with any and all works paraphrased or quoted in the homework handout
- **Separate & label** each answer – Question 1, 2, 3, 4, or 5

**Question 1 (20 points) Academic Life:** Identify and apply one leadership trait from the assigned essay or speech to the area of academic life. Cite a short quote with the page number from the assigned text to show where this trait is being praised or demonstrated. How can or should someone in the 21<sup>st</sup> century apply this leadership trait (value) to their academic life? Why is the application of this trait necessary for success in academic life? Give a personal, hypothetical, or published example of how you or someone might apply this leadership trait in academic life. (200-350 words, use in-text citation for the quote; no penalty for exceeding word limit) Reminder: You will identify 5 different leadership traits (values) in the text. One different trait will be used in each of the 5 questions.

**Question 2 (20 points) Civic Life:** [Civic = life as a citizen] Identify and apply one leadership trait from the assigned essay or speech to the area of civic life. Cite a short quote with the page number from the assigned text to show where this trait is being praised or demonstrated. How can or should someone in the 21<sup>st</sup> century apply this leadership trait (value) to their civic life? Why is the application of this trait necessary for success in civic life? Give a personal, hypothetical, or published example of how you or someone might apply this leadership trait in civic life. (200-350 words, use in-text citation for the quote; no penalty for exceeding word limit) Reminder: You will identify 5 different leadership traits (values) in the text. One different trait will be used in each of the 5 questions.

**Question 3 (20 points) Social Media Life:** Identify and apply one leadership trait from the assigned essay or speech to the area of social media life. Cite a short quote with the page number from the assigned text to show where this trait is being praised or demonstrated. How can or should someone in the 21<sup>st</sup> century apply this leadership trait (value) to their social media life? Why is the application of this trait necessary for success in social media? Give a personal, hypothetical, or published example of how you or someone might apply this leadership trait in social media (200-350 words, use in-text citation for the quote; no penalty for exceeding word limit) Reminder: You will identify 5 different leadership traits (values) in the text. One different trait will be used in each of the 5 questions. [**Note:** The fact that social media did not exist when these texts were written is irrelevant. What leadership trait (value) identified in the text should be applied when someone uses social media? “Someone” – you do not need to use social media to answer this question.]

**Question 4 (20 points) Professional Life:** Identify and apply one leadership trait from the assigned essay or speech to the area of professional life. Cite a short quote with the page number from the assigned text to show where this trait is being praised or demonstrated. How can or should someone in the 21<sup>st</sup> century apply this leadership trait (value) to their professional life? Why is the application of this trait necessary for success in professional life? Give a personal, hypothetical, or published example of how you or someone might apply this leadership trait in professional life. (200-350 words, use in-text citation for the quote; no penalty for exceeding word limit) Reminder: You will identify 5 different leadership traits (values) in the text. One different trait will be used in each of the 5 questions.

**Question 5 (20 points) Personal Life:** Identify and apply one leadership trait from the assigned essay or speech to the area of personal life. Cite a short quote with the page number from the assigned text to show where this trait is being praised or demonstrated. How can or should someone in the 21<sup>st</sup> century apply this leadership trait (value) to their personal life? Why is the application of this trait necessary for success in personal life? Give a personal, hypothetical, or published example of how you or someone might apply this leadership trait in personal life. (200-350 words, use in-text citation for the quote; no penalty for exceeding word limit) Reminder: You will identify 5 different leadership traits (values) in the text. One different trait will be used in each of the 5 questions.

The homework handouts should reflect your individual work. They are not group assignments. Cheating (including the use of AI) on a class assignment will result in failure of the assignment and an academic dishonesty report.

### **Multimedia Project:**

You have a chance to make these readings and these leadership traits your own with this individual class project. Here are the basic parameters:

- Cumulative – the project should demonstrate a grasp of the class readings and their assumed and proposed leadership traits
- Select one aspect of life (academic, civic, social media, professional, or personal)
- Craft a presentation to deliver to a high school audience: How would you lead students to improve their performance in this area? How would you encourage them to be leaders?
- Max time to play video or view slideshow (including embedded video) = 10 minutes
- Students are encouraged to incorporate the views of their classmates in their projects (example: Canvas quotes, video interviews). Classmates must give their permission to be quoted, and all quotes / clips must be correctly attributed.

The **full assignment sheet** for the Multimedia Project will be posted on Canvas by Week 9.

The multimedia project should reflect your individual work. It is not group assignments. Cheating (including the use of AI) on a class assignment will result in failure of the assignment and an academic dishonesty report.

**Late Work:**

Late work will not be accepted.

[**NOTE:** If you experience a life-changing event (serious illness, serious accident, tragedy in your family), please contact me as soon as possible. With documentation to substantiate the event, I am always willing to make schedule adjustments to help my students successfully complete my courses.

**AI Policy for ENGL 2370:**

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.

**Writing Center:**

The UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning--you will be expected write and/or discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix your paper for you. Appointments: 565-5995. More information: [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter). [They can make online appointments.]

**University Policies and Information**

[https://www.uttyler.edu/offices/academic-affairs/files/syllabus\\_information\\_2021.pdf](https://www.uttyler.edu/offices/academic-affairs/files/syllabus_information_2021.pdf)

**Withdrawing from Class:**

Students are allowed to withdraw (drop) from a course through the University's Withdrawal Portal. Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. The number includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from any course has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance.

CAUTION #1: Withdrawing before census day does not mean students receive 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.

**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 are required to 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 course requirements by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu 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 course work 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 prior to 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 for a student. 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 complete the work for the course within the time limit, 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 not been assigned within one year, then the Incomplete will be changed to an F or to NC, if the course was initially taken under the CR/NC grading basis.

**Grade Appeal Policy:**

UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take

place. The grade appeal begins with the instructor of the course. If a student does not agree with the decision of the instructor, the student may then move the appeal to the department chair/school director for that course. If the student is still dissatisfied with the decision of the chair/director, the appeal moves to the Dean of the College offering that course, who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the Registrar's Form Library.

**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 a student has 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, the student is encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact the student when the application has been submitted and schedule 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 <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Pregnant or Parenting Students:**

Contact the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) for assistance.

**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. Campus resources for military-affiliated students are in the Military and Veterans Success Center (MVSC). The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

**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 in protecting your confidential information.

**Recording of Class Sessions:**

Class sessions may be recorded by the instructor for use by students enrolled in the course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in the course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

**Absence for Official University Events or Activities:**

All courses follow the practices related to approved absences as noted by the Student Manual of Operating Procedures (Sec. 1 -501).

**Absence for Religious Holidays:**

Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

**Campus Carry:**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in all courses. 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>.