

English 2370.001 (Spring 2019) Reading American Leadership [Online Class]

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CAS 250

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I will post my cell # to Canvas

Office Hours:

MW 8:00-9:00am

W 9:00-11:00

and by appointment

Welcome to English 2370, the sophomore-level course on American leadership. We will be reading examples of two genres in this class: speeches and essays. All of 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 21st-century life.

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 your books (hardcopy & etexts) 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 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 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: [Please use these editions – new or used, hardcopy or ecopy.]

1. *American Speeches: Political Oratory from the Revolution to the Civil War* (Library of America, 9781931082976)
2. *Great Speeches by Native Americans* (Dover, 9780486411224)
3. *Selected Writings of Judith Sargent Murray* (Oxford, 9780195100389)
4. *Emerson's Prose and Poetry* (Norton, 9780393967920)

Daily Schedule

[This schedule includes all major readings and assignments. Small additions or changes may be made. I will make any such changes in writing.]

Week 1 Checklist (January 14-20):

Watch Welcome Video

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

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

Draft your weekly schedule for SP19. Pencil in regular blocks of time to work on your online courses.

Watch for mid-week announcement of Team A or B assignment for the course

Watch Week 1A / 1B video

Team A: **Read** Ralph Waldo Emerson, “The American Scholar” [*Emerson*, 56-69]

Team B: **Read** Ralph Waldo Emerson, “The American Scholar” [*Emerson*, 56-69]

This essay can be found online if your textbook is delayed:

<http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>

Turn in Student Information Sheet – Upload through “Assignments” icon [See Announcements on “Canvas

Guides” if you have never uploaded an assignment on Canvas.]

Turn in Syllabus Signature Form – 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 Answers handout posted in the module and under “Pages – View All Pages”

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

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.]

Week 2 Checklist (January 21-27):

Team A:

Read Red Jacket, 4 Speeches [*Dover*, 41-48]

Watch 2A Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Tecumseh, 4 Speeches [*Dover*, 50-53 & 58-62]

Watch 2B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Weeks 1 & 2, 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, regardless of team, for the Midterm Exam in Week 7.

Census Day for SP19 – January 28th. All online students must have participated in the course or be listed

as

“non-attending.”

Week 3 Checklist (January 28 - February 3):

Team A and Team B:

Read Judith Sargent Murray, “Sketch of the Present Situation of America, 1794” [*Murray*, 49-68]

[**Note:** This Murray essay is the most challenging essay for the semester. Watch the video.

Review a

few timelines of 1790s American history. And bring a scholar’s curiosity & attitude to this assignment.]

Watch 3A / 3B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 3, 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, regardless of team, for the Midterm Exam in Week 7.

Week 4 Checklist (February 4-10):

Team A:

Read George Washington, “Speech to Officers of the Continental Army” and “First Inaugural Address” [*American Speeches*, 22-26 & 32-35]

Watch 4A Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Henry Lee, “Eulogy on George Washington” [*American Speeches*, 42-49]

Watch 4B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 4, 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, regardless of team, for the Midterm Exam in Week 7.

Recommended (not required): Benjamin Franklin, “Speech at the Conclusion of the Constitutional Convention” and Alexander Hamilton, “Remarks of the Repeal of the Judiciary Act” [27-28 &

55-

57]

Week 5 Checklist (February 11-17):

Team A:

Read Henry Clay, “Speech in Congress on the War of 1812” [*American Speeches*, 83-105]

Watch 5A Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Daniel Webster, “Address at the Laying of the Cornerstone of the Bunker Hill Monument” [*American Speeches*, 106-124]

Watch 5B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 5, 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, regardless of team, for the Midterm Exam in Week 7.

Recommended (not required): Frances Wright, “Fourth of July Address” [168-177]

Week 6 Checklist (February 18-24):

Team A and Team B:

Read William Apess, “Eulogy on King Philip” [*Dover*, 93-115]

Watch 6A / 6B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 6, 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, regardless of team, for the Midterm Exam in Week 7.

NOTE: March 1 is the last day to apply for SP19 graduation.

Week 7 Checklist (February 25 – March 3):

No new readings for Week 7.

Students are responsible for ALL reading assignments from Weeks 1-6, regardless of team, 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 5pm on Friday of Week 7.

Week 8 Checklist (March 4-10):

Team A:

Read Ralph Waldo Emerson, “Self-Reliance” [*Emerson*, 120-137]

Watch 8A Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Ralph Waldo Emerson, “History” [*Emerson*, 105-120]

Watch 8B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 8, 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, regardless of team. The final exam is cumulative.

NOTE: Spring Break starts Monday, March 11th. Your Week 8 handouts are due by midnight on Sunday

as
usual.

SPRING BREAK (March 11-17)

Week 9 Checklist (March 18-24):

Team A:

Read Sojourner Truth, “Speech to Woman’s Rights Convention”; Angelina Grimke Weld, “Antislavery Speech at Pennsylvania Hall”; Henry Highland Garnet, “Address to the Slaves of the United States of America” [*American Speeches*, 524-525, 308-313, 314-321]

Watch 9A Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Frederick Douglass, “What to the Slave is the 4th of July?” [*American Speeches*, 526-552]

Watch 9B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 9, 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, regardless of team. The final exam is cumulative.

Recommended (not required): Wendell Phillips, “The Murder of Lovejoy” [300-307]

Week 10 Checklist (March 25 – 31):

Team A:

Read Judith Sargent Murray, “On the Equality of the Sexes” [*Murray*, 3-14]

Watch 10A Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Judith Sargent Murray, “Observations on Female Abilities” [*Murray*, 15-43]

Watch 10B Video

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

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 10, 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, regardless of team. The final exam is cumulative.

NOTE: Registration for F19 classes opens on April 1.

Week 11 Checklist (April 1-7):

Team A and Team B:

Read William Wirt, “Eulogy on John Adams and Thomas Jefferson” [*American Speeches*, 125-167]

Watch 11A / 11B Video

Post your Canvas contributions on this week's readings to the Week 11A / 11B Discussion Board
Turn in completed Analysis Handout for your assigned reading by midnight on Sunday
Turn in completed Application Handout for your assigned reading by midnight on Sunday
After I review the analysis and application handouts for Week 11, 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, regardless of team. The final \ exam is cumulative.

Week 12 Checklist (April 8-14):

Team A:

Read Ralph Waldo Emerson, "Montaigne, or the Skeptic" [*Emerson*, 234-247]

Watch 12A Video

Post your Canvas contributions on this week's readings to the Week 12A Discussion Board

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Ralph Waldo Emerson, "Power" [*Emerson*, 279-289]

Watch 12B Video

Post your Canvas contributions on this week's readings to the Week 12B Discussion Board

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 12, 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, regardless of team. The final exam is cumulative.

Week 13 Checklist (April 15-21):

Team A:

Read Abraham Lincoln, "Speech in Congress on the War with Mexico" and "'House Divided' Speech" [*American Speeches*, 322-332 & 634-642]

Watch 13A Video

Post your Canvas contributions on this week's readings to the Week 13A Discussion Board

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

Team B:

Read Abraham Lincoln, "Address at Cooper Institute" [*American Speeches*, 680 – 699]

Watch 13B Video

Post your Canvas contributions on this week's readings to the Week 13B Discussion Board

Turn in completed Analysis Handout for your assigned reading by midnight on Sunday

Turn in completed Application Handout for your assigned reading by midnight on Sunday

After I review the analysis and application handouts for Week 13, 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, regardless of team. The final exam is cumulative.

Recommended (not required): Abraham Lincoln, "Speech at Independence Hall," "First Inaugural Address," "Address at Gettysburg, Pennsylvania," and "Second Inaugural Address" [705-706, 707-716, 732, 733-734]

Week 14 Checklist (April 22 -28):

No new readings for Week 14.

Your Multimedia Projects will be due by 5pm on the Friday of Week 14.

The assignment sheet for the multimedia project has been posted in the Modules for Weeks 9-14. Sample Multimedia Projects from former students have been posted in the Week 14 Module.

Week 15 Checklist (April 29-May 1):

Final Exam Week

The Final Exam Details handout has been posted in the Modules for Weeks 11-15.

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

Additional Information

Grading:

Midterm Exam	15%
Final Exam	15%
Multimedia Project	20%
Analysis Handouts (12) [No grades are dropped]	20%
Application Handouts (12) [No grades are dropped]	20%
Canvas Participation / Performance	10%

The Census Date for this semester is January 28th.

The last day to file for Spring 2019 graduation is March 1st.

Registration for the Fall 2019 starts on April 1st.

The last day to withdraw from a class is April 1st.

CAS Graduation should be Friday, May 3rd.

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, you 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. No passive reading / participation in this class.

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

14 Week Semester

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 the following Monday. You will still be able to read all posts.

Exams:

The midterm exam and final exam are cumulative. Students are responsible for all readings, regardless of team, 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, Writing Center, etc. Cheating or plagiarizing on either exam will result in failure of the exam and an academic dishonesty report. The student will also be encouraged strongly to drop the course.

Analysis Handout:

I have posted the blank Analysis Handout to Canvas. Each week, you will complete an individual analysis of your team's assigned reading:

- Essay's Thesis in your own words (100 words max, cite the essay)
- Summary of Essay's Main Claims in your own words (500 words max, cite the essay)
- Select 3 key sentences (not consecutive) and analyze each one separately (250 words each analysis max not counting the quote, cite the line) [Sample key line in video is ineligible for the handout.]
- [Addition for Weeks 8-13: Compare / contrast main claims of this week's essay with an essay from a previous week, 300 words max]
- No grades will be dropped.
- The handouts should reflect your individual work. They are not group assignments. Cheating on a class assignment will result in failure of the assignment and an academic dishonesty report.

Application Handout:

I have posted the blank Application Handout to Canvas. Each week, you will complete an application of your team's assigned reading:

- 5 Characteristics of Leadership (explicit and / or implied) in your own words (500 words max, cite the essay)
- Contemplate the potential application of the leadership traits in:
 - Academic Life (100 words max)
 - Civic Life (100 words max)
 - Social Media Life (100 words max)
 - Professional Life / Career (100 words max)
 - Personal Life (100 words max)
- [Addition for Weeks 8-13: Compare / contrast the leadership traits in this week's essay with traits from a previous essay, 300 words max]
- No grades will be dropped.
- The handouts should reflect your individual work. They are not group assignments. Cheating 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) = 5 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.

Late Work:

Late work will not be accepted.

Writing Center:

Located in BUS 202, 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.

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

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

UT Tyler Honor Code:

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities:

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies:

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

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at

<http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Revised 05/17

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct:

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

“Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)