

English 4341: American Genres – Poetry (Spring 2020)
Emily Dickinson

Dr. Ann Beebe
CAS 250
Office: 903-565-5827
Cell # given on 1st day

Office Hours:
MWF 8:00-9:00am; 10:00-11:00am
and by appointment
Email: abeebe@uttyler.edu

Welcome to English 4341: American Genres. This semester you will be given the opportunity to study the genre of poetry by using one author, Emily Dickinson, as a case study. You will, of course, read her poems and write a few explications. You will read professional explications and a provocative Dickinson biography. And you will be working with a readable textbook on prosody, the craftsmanship of poetry.

This course relies heavily on class discussion. I will not ask you to memorize and repeat my personal interpretations of these poems. I expect you to read for each class period with the goal of developing your own critical understanding of poetry. Come to class with questions. In the classroom my job is to spark and propel the discussion of this literature. To that end, I will list below a series of some of areas that I think are worth investigating as we go through the poems. This list is not exhaustive. *You may elect to write your final paper on one of these topics.*

Topics for Discussion – Emily Dickinson’s poems &:

- Music
- Colors (purple, gold, green, etc.)
- “Master”
- Religion (God, church, beliefs, the Bible, the soul, prayer, etc.)
- Animals (birds, bees, butterflies, etc.)
- Domestic Images (houses, cooking, sewing, cleaning, etc.)
- Death (dying, eternal life)
- Women (wives, mothers, sisters)
- Men (husbands, fathers, lovers, brothers)
- Poetry, Prose, Publication
- Style (dashes, exclamation points, italics, etc.)
- Volcanoes, Mountains
- Pain, grief
- Children, childhood
- Friendship
- Social customs
- Seasons, weather
- Dancing
- Moon, Sun, Sea
- Marriage
- Military language and references (Civil War)
- Wealth, Poverty
- Desire
- Loneliness, Exile
- Freedom, Confinement
- Silence, Words

- Shakespeare
- Other countries (Brazil, Brussels, etc.)
- Medicine, Doctors
- Language of Royalty, Aristocracy
- Food, Drink
- Science, Technology
- Joy, Happiness
- Visual Arts
- Definition poems
- Fascicles

Required Texts:

1. *The Poems of Emily Dickinson: Reading Edition* (Ed. R. W. Franklin) Belknap Press **ISBN-13:** 978-0674018242
2. *Dickinson: Selected Poems and Commentaries*. Helen Vendler. Belknap Press. **ISBN-13:** 978-0674066380
3. *Lives Like Loaded Guns: Emily Dickinson and Her Family's Feuds*. Lyndall Gordon. Penguin Books **ISBN-13:** 978-0143119142
4. *The Cambridge Introduction to Emily Dickinson*. Wendy Martin. Cambridge UP **ISBN-13:** 978-0521672702
5. *All the Fun's in How You Say a Thing: An Explanation of Meter & Versification*. Timothy Steele. Ohio UP. **ISBN-13:** 978-0821412602

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:

M 1/13: Introduction to class, syllabus, expectations, Canvas, texts

W 1/15: **Read** in Martin, Chapter 1 (1-23)

Prepare 3 comments for Fr#5 (“One Sister have I in the house –”). I have selected 19 poems for classroom analysis. Before you come to class, prepare 3+ comments for discussion (possible topics: meter and prosody, themes, symbols, word choice – consult the full OED, connection to another Dickinson poem, connection to a text by another author, allusions). I will have a spreadsheet to track participation in the poem’s discussion, and every student will be expected to contribute at least one unique point.

Turn in **Student Information Sheet** (upload in Canvas under Assignments as Word or PDF)

F 1/17: **Read** in Vendler, Introduction (1-23) and Explications for Fr#23, 32, & 90

Prepare 3 comments for Fr#39 (“I never lost as much but twice –”)

Week 2 Checklist:

M 1/20: **No Class – MLK Day**

W 1/22: **Read** in Steele, Introduction (1-23)

Turn in **Weekly Exercise #1** (upload to Canvas Assignments as Word or PDF)

The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.

- F 1/24:** **Read** in Martin, Chapter 2 (24-39)
Prepare 3 comments for Fr#101 (“I had some things that I called mine –“)
- Week 3 Checklist:**
- M 1/27:** **Read** in Vendler, Explications for Fr#124, 165, 194, 238, 240, & 259
Prepare 3 comments for Fr#207 (“I taste a liquor never brewed –“)
Poem Selection for Explication #1 due in class. [You may select any Dickinson poem NOT selected as one of our 19 classroom poems. If you select a poem analyzed by Vendler or another critic, your explication must be substantially different.]
- January 27** is Census Date
- W 1/29:** **Read** in Steele, Chapter 1 (27-51)
Turn in **Weekly Exercise #2** (upload to Canvas Assignments as Word or PDF)
The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.
- F 1/31:** **Read** in Gordon, Introduction & Chapter 1 (1-38)
Prepare 3 comments for Fr#268 (“Why – do they shut be out of Heaven?”)
Attendance Notices given to class
- Week 4 Checklist:**
- M 2/3:** **Read** in Vendler, Explications for Fr#312, 314, 319, 320, 325, & 340
Prepare 3 comments for Fr#307 (“A solemn thing – it was – I said –“)
SU20 Registration opens **February 3**
- W 2/5:** **Read** in Steele, Chapter 2 – part 1 (52-74)
Turn in **Weekly Exercise #3** (upload to Canvas Assignments as Word or PDF)
The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.
- F 2/7:** **Read** in Gordon, Chapters 2 & 3 (39-92)
Prepare 3 comments for Fr#339 (“I like a look of Agony,”)
- Week 5 Checklist:**
- M 2/10:** **Read** in Martin, Chapter 3 – part 1 (40-70)
Turn in **Explication #1** (upload to Canvas Assignments as Word or PDF) Canvas will run your essay through TurnItIn for a plagiarism check. After you upload the assignment to Canvas, please share a second copy in the Explication 1 Discussion Board. You should read & respond to the explications of at least 3 classmates before Friday for participation credit.
- W 2/12:** **Read** in Steele, Chapter 2 – part 2 (74-93)
Turn in **Weekly Exercise #4** (upload to Canvas Assignments as Word or PDF)
The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.
- F 2/14:** **Read** in Gordon, Chapters 4 & 5 (93-136)
Prepare 3 comments for Fr#347 (“I dreaded that first Robin, so,”)
- Week 6 Checklist:**
- M 2/17:** **Read** in Vendler, Explications for Fr#359, 360, 372, 401, & 409
Prepare 3 comments for Fr#353 (“I’m ceded – I’ve stopped being Their’s-“)
Exam Review [Turn in your blank **Blue Book** – available at UTT Bookstore]
- W 2/19:** Pick up Take Home Essay Question

- F 2/21:** Upload Your Take Home Essay before 9am (Word or PDF)
Exam – In class portion
 Attendance Notices given to class
- Week 7 Checklist:**
- M 2/24:** Read in Vendler, Explications for Fr#439, 444, 446, 448, 450, & 466
 Prepare 3 comments for Fr#473 (“I was the slightest in the House –”)
- W 2/26:** Read in Steele, Chapter 3 (94-115)
 Turn in **Weekly Exercise #5** (upload to Canvas Assignments as Word or PDF)
 The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.
- F 2/28:** Read in Gordon, Chapters 6-8 (137-193)
 Prepare 3 comments for Fr#520 (“God made a little Gentry –”)
- Week 8 Checklist:**
- M 3/2:** Read in Vendler, Explications for Fr#479, 519, 524, 550, & 558
 Prepare 3 comments for Fr#580 (“We see – Comparatively –”)
 Last Day to file for SP20 Graduation – **March 2**
- W 3/4:** Read in Steele, Chapter 4 – part 1 (116-134)
 Turn in **Weekly Exercise #6** (upload to Canvas Assignments as Word or PDF)
 The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.
- F 3/6:** Read in Gordon, Chapter 9 (197-230)
 Prepare 3 comments for Fr#598 (“The Brain – is wider than the Sky –”)
Suggestion: Contemplate possible final paper topic options over the Break
- SPRING BREAK**
- Week 9 Checklist:**
- M 3/16:** Read in Vendler, Explications for Fr#591, 615, 675, 686, 700, & 706
 Prepare 3 comments for Fr#743 (“Behind Me – dips Eternity –”)
Poem Selection for Explication #2 due. [You may select any Dickinson poem NOT selected as one of our 19 classroom poems. If you select a poem analyzed by Vendler or another critic, your explication must be substantially different.]
- W 3/18:** Read in Steele, Chapter 4 – part 2 (134-150)
 Turn in **Weekly Exercise #7** (upload to Canvas Assignments as Word or PDF)
 The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.
- F 3/20:** Read in Martin, Chapter 4 (110-131)
 Prepare 3 comments for Fr#918 (“We met as Sparks – Diverging Flints”)
 Attendance Notices given to class
- Week 10 Checklist:**
- M 3/23:** Read in Vendler, Explications for Fr#729, 764, 772, 782, & 788
 Prepare 3 comments for Fr#978 (“Faith – is the Pierless Bridge”)
- W 3/25:** Read in Steele, Chapter 5 (151-172)
 Turn in **Weekly Exercise #8** (upload to Canvas Assignments as Word or PDF)

The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.

- F 3/27:** **Read** in Gordon, Chapters 10 & 11 (231-276)
Prepare 3 comments for Fr#1088 (“I’ve dropped my Brain – My Soul is numb”)
Commit to a paper topic. Upload your full-paragraph topic proposal to Canvas (Word or PDF). Please share a second copy to the Paper Topics Discussion Board. Provide feedback to 3+ classmates on Canvas for participation credit. NOTE: Please consult the Paper Topic Checklist handout before you draft your proposal. Topic approval is required.

Week 11 Checklist:

- M 3/30:** **Read** in Martin, Chapter 3 – part 2 (70-109)
Turn in **Explication #2** (upload to Canvas Assignments as Word or PDF) Canvas will run your essay through TurnItIn for a plagiarism check. After you upload the assignment to Canvas, please share a second copy in the Explication 2 Discussion Board. You should read & respond to the explications of at least 3 classmates before Friday for participation credit.
- W 4/1:** **Read** in Steele, Chapter 6 (175-199)
Turn in **Weekly Exercise #9** (upload to Canvas Assignments as Word or PDF)
The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.

F20 Registration opens **April 1**

- F 4/3:** **Read** in Gordon, Chapters 12 & 13 (279-312)
Prepare 3 comments for Fr#1108 (“The Bustle in a House”)

Week 12 Checklist:

- M 4/6:** **Read** in Vendler, Explications for Fr#836, 857, 867, 895, 935, & 1096
Prepare 3 comments for Fr#1348 (“The Way to know the Bobolink”)
- W 4/8:** **No Class – Paper Drafting Day**
- F 4/10:** **In Class Writing Day** – Bring your laptops, your notes, etc.
Attendance Notices given to class

Week 13 Checklist:

- M 4/13:** **Read** in Vendler, Explications for Fr#1097, 1100, 1142, 1163, 1243, 1279, & 1369
- W 4/15:** **Read** in Steele, Chapter 7 (200-220)
Turn in **Weekly Exercise #10** (upload to Canvas Assignments as Word or PDF)
The Weekly Exercises will be posted on Canvas under “Pages – View All Pages.” NOTE: If you elect to handmark your scansion, please make sure to use ink. If I cannot see your scansion, I cannot give you credit for the assignment.

- F 4/17:** **Read** in Gordon, Chapters 14 -17 (313-405)

Week 14 Checklist:

- M 4/20:** **Read** in Vendler, Explications for Fr#1428, 1474, 1489, 1513, 1577, 1618, & 1715
- W 4/22:** **Required Peer Review:** Bring 3+ pages of your draft to class. [Missed peer review = one letter grade deduction from paper grade.]
- F 4/24:** **Essays due at the beginning of class.** (upload to Canvas Assignments as Word or PDF) Canvas will run your essay through TurnItIn for a plagiarism check.

NOTE: There is no Final Exam for this section of ENGL 4341.

Additional Information

Grading:

Exam (Take Home Essay & In-class Section combined)	15%
Explication 1	15%
Explication 2	15%
Weekly Exercises (10)	25%
Course Paper	20%
Participation (Substantial Class & Canvas Discussion, Peer Review)	10%

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

The **Census Date** for this semester is January 27th.

The last day to **file for graduation** is March 2nd.

Registration for the summer starts on February 3rd.

Registration for the fall starts on April 1st. [Please see your advisor in March.]

The **last day to withdraw** from a class with a “W” is March 30th.

Time Management:

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.]

Student Learning Outcomes:

By the end of this senior seminar, students should be able to:

- Appreciate this especially rich period – American Renaissance -- of the American literary tradition (genres, topics, themes, stylistic innovations, geography, class, race, and gender) and Emily Dickinson’s place in this literary period
- Recognize how historical, political, and social events shape our analysis and appreciation of Emily Dickinson’s poems and letters
- Argue independent interpretations (explications) of assigned texts
- Use the terms related to literary study and literary theory appropriately in discussion and in writing
- Write persuasive exam essays and explications on assigned texts
- Research and write an original essay on some aspect of Emily Dickinson’s poetry

Explications:

You will turn in two explications of Dickinson poems this semester. All of you should have completed 3308 (or its equivalent). You should know how to write a standard explication. But, to review, your explication should *explain* or *interpret* the poem. It should identify the poem’s meter, rhyme, images, figures of speech, etc. It should offer an interpretation of the thematic significance of these elements. Your explications should consist of 6-9 full paragraphs. Each explication should have a thesis in which you make your overall claim about the poem. Please endeavor to use poetic terms appropriately. You may want to consult a handbook of literary terms or your 3308 text to review these terms and process of explication. You may write strictly New Critical explications. You may also use the explication tools of New Criticism to support a thesis from another critical approach (Feminist, Psychoanalytical, etc.)

We explicate a text in order to help future readers understand it. We review past interpretations and ask, what are other critics overlooking or misinterpreting? Our focus is always on the text. If we introduce biographical or historical detail, it is always to springboard us into a discussion of the text. We never use a text to speculate about an author's life or to make sweeping generalizations about a historical time period. We are literary critics, not gossip columnists. We seek to help future readers understand and analyze a text.

You can read published explications in the peer-reviewed journal, *The Explicator*. The UTT Library databases will let you search the full run of this publication. [You are welcome to read the pieces I have published in this journal.] **Plagiarism on an assignment in 4341 will result in failure of the assignment. Students who plagiarize will be strongly encouraged to withdraw from the course.**

Weekly Exercises:

You will be given 10 weekly prosody worksheets. Each weekly exercise is worth 2% of your final grade. All exercises will be counted; no assignments will be dropped. The weekly exercises will be posted on Canvas under "Pages – View All Pages" at least 7 days before the due date.

Important: Students are encouraged to discuss and debate all the reading assignments in and out of class. All graded assignments, however, must be completed individually. Students are NOT allowed to work with other students from this class or any other class on the weekly exercises. Working with another student, a friend, a parent, etc. on a graded assignment will be considered cheating in ENGL 4341.

Cheating on an assignment in 4341 will result in failure of the assignment. Students who cheat will be strongly encouraged to withdraw from the course.

Course Paper:

Your course paper (8-10 pages) should offer a unique contribution to the study of Emily Dickinson's poetry. The paper should include significant scholarly research from current credible books and journals (1995-2020) cited in MLA format. One of the topic areas listed on the syllabus may provide a starting point for your seminar paper. 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% secondary source quotes. Do not overquote.

Please stop by the office (or arrange for a telephone conference) to discuss your seminar paper. There will be a required peer review. If you have any citation questions, SEE ME. Once a paper has been turned in for a grade, I take potential plagiarism very seriously. The seminar paper is worth 20% of your final grade. **Plagiarism on an assignment in 4341 will result in failure of the assignment. Students who plagiarize will be strongly encouraged to withdraw from the course.**

Exam:

You will have 1 exam. It will go beyond memorization and ask you to do some independent 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 and prosody, you should pass the exam. **Cheating on an assignment in 4341 will result in failure of the assignment. Students who cheat will be strongly encouraged to withdraw from the course.**

Participation:

This is a 4000-level class. Translation: Active and scholarly participation is expected every class period. We also have a Canvas page 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.

Each student will be expected to contribute a minimum of three (3) substantial posts on the readings every week for a passing participation grade. If you do NOT participate in class discussion, you will be expected to make six (6) substantial posts per week for a passing participation grade. Get in the habit of putting your ideas and analysis in writing after each reading assignment.

Participation by the numbers:

14 Week Semester – WITH Class Participation	14 Week Semester – WITHOUT Class Part.
14 x 3 = 42 posts = Passing Grade (C)	14 x 6 = 84 posts = Passing Grade (C)
14 x 6 = 84 posts = Excellent Grade (A)	14 x 9 = 126 posts = Excellent Grade (A)

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.]

Options for the Discussion Boards:

- Comment on a reading before class.
- Comment on a reading and class discussion after class.
- Post your notes from class.
- 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 thesis statements or drafts for optional peer review.
- Post comments or recommendations about additional works (and relevant films).

Attendance:

You will be expected to attend every class and be on time. Please keep track of your absences. The attendance policy for a MWF class is as follows:

- 6 excused & unexcused absences = Final letter grade drops by one grade
- 8 excused & unexcused absences = Final letter grade drops by two grades
- 9 excused & unexcused absences = Failure of course

Ten minutes after class has started, I ask that no late students enter the class. You can see me after class and get notes from a classmate. Missed work due to an unexcused absence or tardiness will not be accepted. In the case of excused absences, it is the student’s responsibility to arrange for an alternative due date upon return to the class. Missed work must be submitted within two weeks.

Late Work:

Late work will not be accepted.

Cell Phones:

Please turn off the audible portion of cell phones when you are in the classroom. No text messaging will be permitted in class. [Please focus on the class when you are in class – no social media, games, etc.]

Recording:

Recording (visual or audio) of class sessions or individual conferences is not permitted.

Refreshments:

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

The Writing Center:

Located in CAS 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: 903-565-5995. More information: www.uttyler.edu/writingcenter.

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

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. Student Absence for University-Sponsored Events and Activities.

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

Social Security and FERPA Statement

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

Emergency Exits and Evacuation

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

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.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, 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.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by 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)