

**Spring 2026**

**ENGL 5340.001: Masters of American Literature - Emily Dickinson**

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Office Hours:  
MWF 12:00-1:00pm  
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Welcome to English 4341: American Genres and ENGL 5340: Masters of American Literature. 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 use the most recent biographical treatment of Dickinson's life. And you will be working with a readable textbook on prosody, the craftsmanship of poetry.

To streamline announcements, audios, handouts, grade centers, discussion boards, etc., I have requested that the cross-listed classes have a common Canvas shell. The ENGL 5340 Canvas shell should be the "child" of the ENGL 4341 Canvas shell on your Canvas Dashboard; it may appear on your Dashboard as 4341.

ENGL 4341 will appear on the transcripts of undergraduate students enrolled in ENGL 4341.  
ENGL 5340 will appear on the transcripts of graduate students enrolled in ENGL 5340.

I work hard to put together my classes, and I expect a great deal from my students. I expect you to be in class every day and on time. I expect all reading to be completed by the assigned date. I expect your reading to be active. Mark up your book (paper or electronic) and take notes as you read. I expect everyone to participate substantially in class and Canvas discussions and listen respectfully to classmates. And lastly, if you have any questions about class policies, assignments, or readings, I expect you to ask them. You may always ask questions in class, call or email me, or drop by my office.

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

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.

**Potential Topics for Discussion – Emily Dickinson's Poetry:**

- 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. *All the Fun's in How You Say a Thing: An Explanation of Meter & Versification*. Timothy Steele. Ohio UP. **ISBN-13:** 978-0821412602
3. *These Fevered Days: Ten Pivotal Moments in the Making of Emily Dickinson* (Martha Ackmann) Norton **ISBN-13:** 978-0393609318

[**Note:** I published *Emily Dickinson: A Companion* in 2022. You are NOT required to read this book.]

**Recommended:** I recommend a hard-copy academic dictionary – like the *Oxford American English Dictionary* – that offers pronunciation & accent information as well as definitions.

**Ethics and the University Student:** Cheating or plagiarizing on assignments in ENGL 4341 / ENGL 5340 – including the use of AI (open or paid) – will result in failure of the assignment and an Academic Dishonesty Report. Seriously, think about it. Yes, learn how to ethically use AI for various professional tasks, but do not let yourself become dependent on it. If you develop the habit of only copying & pasting something from AI, why would anyone need to hire you? You are training yourself to be professionally obsolete. Instead, train your mind now; cultivate real marketable skills. Develop your critical reasoning, reading, and writing skills as well as an understanding of human nature. Lean into what makes you irreplaceably empathetic, moral, and human. Students in this section of ENGL 4341 / ENGL 5340 should **not** utilize any AI. [See the course AI Policy Statement below.]

### **Daily Schedule:**

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

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

### **Week 1 Checklist:**

- M 1/12:** Introduction to class, syllabus, expectations, Canvas, texts. If you have not done so, please set up your **Canvas notifications** to forward all announcements to your Patriots email. **Students should log into Canvas & Patriots email daily during the semester.**
- W 1/14:** **Read** in Ackmann, Chapter 1 (1-25)  
**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 a text by another author, allusions). **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)
- F 1/16:** **On-the-Spot Explication 1** - 4341[Please bring a pen & regular lined paper – 8x11]  
**Prepare** 3 comments for Fr#39 (“I never lost as much but twice –”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)  
**Post** your **Professional / Personal Bio** to the appropriate discussion board  
All **Canvas posts** for the week are due by Sunday at midnight. See Participation & Performance below. BTW – If you have completed a course with me, I expect you to take a leadership role in Week 1 on the Discussion Boards. Please act as a mentor to the other students.

**Note:** All written work for ENGL 4341 / ENGL 5340 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 4341 / ENGL 5340 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

### **Week 2 Checklist:**

- M 1/19:** **No Class – MLK Day**
- W 1/21:** **Read** in Steele, Introduction (1-23)  
Turn in **Scansion Exercise #1** (upload to Canvas Assignments as Word or PDF)

The Scansion Exercises will be posted on Canvas in the Scansion Exercises Module. 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. **Due: 10:00am – just before class starts**

- F 1/23:** Read in Ackmann, Chapter 2 (26-49)  
**Prepare** 3 comments for Fr#101 (“I had some things that I called mine –”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)  
**Select** ASE Article - 5340

**Week 3 Checklist:**

- M 1/26:** **On-the-Spot Explication 2 - 4341** [Please bring a pen & regular lined paper – 8x11]  
**Prepare** 3 comments for Fr#207 (“I taste a liquor never brewed –”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)  
**January 26** is Census Date [All students must have participated in the course or be listed as “non-attending.” This designation may impact financial aid.]
- W 1/28:** **Read** in Steele, Chapter 1 (27-51)  
Turn in **Scansion Exercise #2** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 1/30:** **On-the-Spot Explication 3 - 4341** [Please bring a pen & regular lined paper – 8x11]  
**Prepare** 3 comments for Fr#268 (“Why – do they shut be out of Heaven?”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)

**NOTE:** Start brainstorming paper topics now. Look ahead on the syllabus. Pull up current articles on these texts on the library databases. What are the trending topics and research questions? Recommended book on academic writing: *They Say; I Say*.

**Week 4 Checklist:**

- M 2/2:** **Read** in Ackmann, Chapter 3 (50-70)  
**Prepare** 3 comments for Fr#307 (“A solemn thing – it was – I said –”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)
- W 2/4:** **Read** in Steele, Chapter 2 – part 1 (52-74)  
Turn in **Scansion Exercise #3** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 2/6:** **On-the-Spot Explication 4 - 4341** [Please bring a pen & regular lined paper – 8x11]  
**Prepare** 3 comments for Fr#339 (“I like a look of Agony,”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)

**Week 5 Checklist:**

- M 2/9:** **Read** PDF Article #1 – Justin Tackett article

- W 2/11:** Read in Steele, Chapter 2 – part 2 (74-93)  
Turn in **Scansion Exercise #4** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 2/13:** Read PDF Article #2 – Emma Duncan article  
**Prepare** 3 comments for Fr#347 (“I dreaded that first Robin, so,”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)
- Week 6 Checklist:**
- M 2/16:** Read in Ackmann, Chapter 4 (71-91)  
**Prepare** 3 comments for Fr#353 (“I’m ceded – I’ve stopped being Their’s-“) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)
- W 2/18:** Exam Review – See **Exam Details Handout** on Canvas
- F 2/20:** **Exam will be available on Canvas** by Thursday morning – Due by midnight on Sunday [No Class on Friday]
- Week 7 Checklist:**
- M 2/23:** Read in Ackmann, Chapter 5 (92-115)  
**Prepare** 3 comments for Fr#473 (“I was the slightest in the House –“) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)
- W 2/25:** Read in Steele, Chapter 3 (94-115)  
Turn in **Scansion Exercise #5** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 2/27:** **No class** [I will be at the AI Symposium for high schoolers on campus.]  
**On Canvas by midnight - Prepare & Post** 3 comments for Fr#520 (“God made a little Gentian –“) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.) – Week 7 Discussion Board
- Week 8 Checklist:**
- M 3/2:** Read in Ackmann, Chapter 6 (116-132)  
**Prepare** 3 comments for Fr#580 (“We see – Comparatively –“) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)  
Last Day to file for SP26 Graduation – **March 1**
- W 3/4:** Read in Steele, Chapter 4 – part 1 (116-134)  
Turn in **Scansion Exercise #6** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 3/6:** **On-the-Spot Explication 5 - 4341** [Please bring a pen & regular lined paper – 8x11]  
**Prepare** 3 comments for Fr#598 (“The Brain – is wider than the Sky –“) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)  
Suggestion: Contemplate possible final paper topic options over the Break

## SPRING BREAK

### Week 9 Checklist:

- M 3/16:** Read in Ackmann, Chapter 7 (133-157)  
**Prepare** 3 comments for Fr#743 (“Behind Me – dips Eternity –”) &  
**Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)
- W 3/18:** Read in Steele, Chapter 4 – part 2 (134-150)  
Turn in **Scansion Exercise #7** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 3/20:** **On-the-Spot Explication 6 - 4341** [Please bring a pen & regular lined paper – 8x11]  
**Prepare** 3 comments for Fr#918 (“We met as Sparks – Diverging Flints”) &  
**Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)  
**Turn in** ASE Essay - 5340

### Week 10 Checklist:

- M 3/23:** Read in Ackmann, Chapter 8 (158-180)  
**Prepare** 3 comments for Fr#978 (“Faith – is the Pierless Bridge”) &  
**Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)
- W 3/25:** Read in Steele, Chapter 5 (151-172)  
Turn in **Scansion Exercise #8** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 3/27:** **Prepare** 3 comments for Fr#1088 (“I’ve dropped my Brain – My Soul is numb”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.)  
**Commit to a paper topic.** Upload your full-paragraph topic proposal to Canvas (Word or PDF). NOTE: Please consult the **Paper Topic Checklist** handout before your draft your proposal. Topic approval is required.

### Week 11 Checklist:

- M 3/30** **ASE Presentations – 5340** [All 4341 students are required to attend, take notes, and ask questions.]
- W 4/1** Read in Steele, Chapter 6 (175-199)  
Turn in **Scansion Exercise #9** (upload to Canvas Assignments as Word or PDF) 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. **Due: 10:00am – just before class starts**
- F 4/3:** **No class** [I anticipate absence notices since it is Good Friday.]  
**On Canvas by midnight - Prepare & Post** 3 comments for Fr#1108 (“The Bustle in a House”) & **Pull** another Dickinson poem you would connect with this poem (theme, image, symbol, persona, etc.) – Week 11 Discussion Board

### Week 12 Checklist:

- M 4/6:** Read in Ackmann, Chapter 9 (181-210)

**W 4/8:** Read PDF Article #3 – Yanbin Kang article  
**F 4/10:** Read PDF Article #4 – Joan Wry article

**M 4/13:** Read in Ackmann, Chapter 10 (211-235)  
**W 4/15:** Read in Steele, Chapter 7 (200-220)

**F 4/17:** **Writing Groups** meet in class for discussion, writing time [Attendance expected] Writing Group Assignments will be made in Week 11

**M 4/20:** **Writing Groups** meet in class for discussion, writing time [Attendance expected] Writing Group Assignments will be made in Week 11

**W 4/22:** **Required Peer Review:** Bring 5+ pages of your draft to class. [Missed peer review = one letter grade deduction from paper grade.]

**M 4/27:**        **Essays due by midnight** – Upload in Canvas

## Additional Information

**Grading:**

Midterm Exam	20%
On-the-Spot Explications (6) - <b>4341</b>	15%
[ASE Essays & Presentations for <b>5340</b> students replace on-the-spot explications]	
Scansion Exercises (10)	25%
Paper Proposal	5%
Course Paper	25%
Participation (Substantial Class & Canvas Discussion, Peer Review)*	10%

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

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

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

The **Census Date** for this semester is January 26.

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

**Registration for next semester** starts on March 16. [Please see your academic or faculty advisor in late February / early March.]

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

**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
- 5340 – Analyze, summarize, & evaluate published scholarly articles

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

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

You may want to consult a handbook of literary terms (published or online). 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*. [You are welcome to read the pieces I have published in this journal.]

**On-the-Spot Explications (4341):**

ENGL 4341 students will have the opportunity to complete 6 on-the-spot explications in class. I want to make sure students have the chance to slow down and work closely with one poem in writing. In the last

30 minutes of class, I will put a Dickinson poem on the document camera. Close your books, your notes, & all electronics and write Please remember to bring a pen (blue or black ink) and regular lined paper (8x11 inch size) to class. Note: Students can use a hardcopy dictionary during the on-the-spot explication exercises.

### **Article Summary Evaluation Essays (ASE, 5340):**

Before you sign-up for an ASE article, please be sure that you can get a copy (**databases or ILL**) **BEFORE the due date**. Send me an email ([abeebe@uttyler.edu](mailto:abeebe@uttyler.edu)) from your Patriots email with your top 5 selections (author & title). The articles will be assigned on a first come / first serve basis.

Your ASE essay (5-7 pages, double spaced, Times New Roman, 1-inch margins) should list the full citation in current MLA format, author background, the subjects covered, the strengths and limitations of the article, and a few key quotes (provide page numbers). You may feel the need to provide additional background information or a chronology. Make clear who would find the article useful.

Upload a copy to Canvas – Assignments icon. Your paper will be run through a plagiarism / AI-Detection software program. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] You are responsible for your own technology and internet access.

Your essay should make clear:

- ◆ Factual details – subject of article: the who, what, where, and when of the topic and publication.
- ◆ The author's thesis – what is the point of the article?
- ◆ Critical background of the author (new critical, new historical, feminist, cultural, formalist, psychoanalytic, etc.)
- ◆ Contribution to the field – is the critic arguing new ideas or repeating old criticism?
- ◆ Balance of the paper – are some paragraphs weak or incomplete? How do they work together to advance the argument?
- ◆ Quality of research – what is the depth of background and analysis?
- ◆ Who would find this article useful? Why?
- ◆ How does this article help you read the works of Dickinson?
- ◆ Your scholarly opinion of the article (no trash talk or fan mail)

There should be four labeled sections in your essay:

1. **Author Background** [1 page – Who is the critic? What are his or her credentials? What are some key publications by the critic? Is the author credible on this topic? You will need to do some research to find this information.]
2. **Summary** [1-1.5 pages – What are the main claims and sections? No evaluation here.]
3. **Discussion** [3-4 pages – Unpack the main claims. How does the author reason and support the ideas? Please do not confuse the summary and discussion sections. No evaluation here.]
4. **Evaluation / Analysis** [1.5-2 pages – Be a critic. Where do the arguments succeed / fail and why? I will be looking to see strong analysis skills in this section.]

Please control your essay with tight organization. Use transitions in and between your paragraphs.

**ASE Presentation:** In Week 11, the ENGL 5340 students will be given the opportunity to summarize (briefly) their ASE article's thesis for the 4341 students and lead a 5–10-minute discussion on one of the Dickinson poems discussed in their ASE article.

**NOTE:** I have attached a few sample ASE essays to Canvas as PDF files for you to review. Returning students, please post your recommendations / suggestions for this assignment for students new to the MA program.

*Cheating on an assignment in 4341 / 5340 will result in failure of the assignment & an Academic Dishonesty Report. Use of any form of AI on an assignment in this course will be considered cheating.*

**Scansion Exercises (4341 & 5340):**

You will be given 10 scansion worksheets. The scansion exercises will be posted on Canvas in the Scansion Module at least 7 days before the due date. **The Scansion Exercises are due by 10:00am** – just before class starts on that day.

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 / 5340 will result in failure of the assignment & an Academic Dishonesty Report. Use of any form of AI on an assignment in this course will be considered cheating.*

**Course Paper with Scholarly Research (4341 & 5340):**

Your course paper (10-12 full pages for 4341 & 12-16 pages for 5340, plus a Works Cited page) 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 (1995-2026) cited in current 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. If you have any citation questions, SEE ME. Once a paper has been turned in for a grade, I take potential plagiarism very seriously. This assignment requires you to go beyond a book review or research report. I am not checking to see if you have read the works in question. I want to understand your thoughts on the readings, and have you present a well-reasoned and carefully written argument. You must make a claim (thesis), give reasons, offer evidence, show awareness of other points of view, etc.

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

Other Details:

- Topic Approval Required [Paper Proposal]
- 10-12 full pages for 4341 & 12-16 pages for 5340, plus a Works Cited page, ds, typed, 1-inch margins, 12 New Times Roman [Do not play with spacing, font, or margins. The paper should be 10 (or 12 for 5340) FULL pages minimum, not counting the Works Cited Page.]
- Appropriate use of 3-5 ACADEMIC SECONDARY sources (no encyclopedias, no book reviews, no cliff notes or spark notes, no Wikipedia, no non-academic websites). If you have any questions about a source, please check with me before you include a reference to it in your essay. Unless specifically approved, all sources must have been published

between 1995-2026. NOTE: Your essays must be original works of scholarship. You are NOT paraphrasing or summarizing what other critics have said about the work(s).

- Required peer review (You can turn in a draft to me at anytime. Give me 24 hours to make comments.)
- You are welcome to email me a back-up copy after you upload the paper to Canvas.

The use of AI (open or paid) is not allowed for any stage of the assignment – from brainstorming to polishing. **And yes, Grammarly is AI as is Editor & CoPilot in Microsoft Word. [You should still spellcheck your work.]**

MLA Format:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

*Cheating on an assignment in 4341 / 5340 will result in failure of the assignment & an Academic Dishonesty Report. Use of any form of AI on an assignment in this course will be considered cheating.*

### **Paper Format:**

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

Your name

English 4341.001 or ENGL 5340.001

My name (Dr. Ann Beebe)

### **Midterm Exam (4341 & 5340):**

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

The exam will cover Weeks 1-6 readings. The exam will open at 6am on Thursday and close at midnight on Sunday (CT) in Week 6. Once you open the exam you will have up to 360 minutes (6 hours) to write. You cannot open, close, and reopen the quiz. Hardcopy textbooks / notes allowed. No internet browsing allowed. Once you open the Midterm Exam, please do not open any other window. I encourage students to type their answers (discussion board posts, quiz & exam answers, response essays, etc. – anything that is not a file upload) directly into Canvas if at all possible. Copy & paste answers are one of the many factors that AI-detection programs take into account. You are not allowed to work together or with anyone (parent, friend, sibling, tutor, etc.) else. The use of AI (open or paid) is not allowed for any stage of the assignment – from brainstorming to polishing. And yes, Grammarly is AI as is Microsoft Editor and CoPilot.] See **Midterm Exam Details handout**.

*Cheating on an assignment in 4341 / 5340 will result in failure of the assignment & an Academic Dishonesty Report. Use of any form of AI on an assignment in this course will be considered cheating.*

### **Participation & Performance:**

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 on the discussion boards.

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

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

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

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

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).

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

**Be consistent.** Discussion Boards will close at the end of each week. Lack of participation in one week cannot be made up in a later week.

**Memes:**

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

Participation Option:

First, none of you are required to fulfill this participation option. Many of you have Facebook or Instagram accounts. On Monday morning of each week, post a quote from one of our readings. Ask your FB / Instagram friends to respond to the quote. Before midnight on Sunday, write a post with a copy of the quote and a summary of the comments the quote received. Analyze the trends in the responses. What do the trends reveal? Again, this option is not required.

I am on Facebook and Instagram if you would like to send me a friend request (FB) or follow (I), but that is not a requirement for this participation activity.

[Looking ahead, I ask that you consider sending me a connect request on **LinkedIn**. I put out the **department newsletter** every year, and I contact alumni through social media. We want to celebrate your many accomplishments in the newsletter. You can read department newsletters on our department

webpage (<http://www.uttyler.edu/litlang/>). Along the left side you should see a link to “newsletters.” Please send me column ideas for future issues, if you wish.]

**Attendance & Tardiness:**

Students are expected to attend class and be on time.

[Caveat: use your common sense. I ask that you keep me informed about your individual situations. I have always made an effort to offer individual accommodations when provided some sort of documentation. If you become severely ill or suffer a family tragedy, **please contact me**. Faculty members are always willing to work with students who face unexpected life challenges. PLEASE contact me if there are circumstances I should know.]

**Late Work:**

Late work will not be accepted.

[Caveat: use your common sense. I ask that you keep me informed about your individual situations. I have always made an effort to offer individual accommodations when provided some sort of documentation. If you become severely ill or suffer a family tragedy, **please contact me**. Faculty members are always willing to work with students who face unexpected life challenges. PLEASE contact me if there are circumstances I should know.]

**Cell Phones & Recordings:**

Please turn off the 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.]

If you are using an electronic text, please notify me before class.

Class recordings are not allowed. [Of course, any SAR accommodations will be respected.]

**Refreshments:**

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

**AI Policy Statement:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

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

**The Center for Writing Excellence:**

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

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

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

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

**Withdrawing from Class**

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and

often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal. Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. \* Students who began college for the first time before 2007 are exempt from this law.

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library. NOTE: The Grade Appeal Form is different from

the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following: • Traditional face-to-face classes: Attend classes on the regular meeting days/times. • Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course. • Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

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

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

**Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the Pregnant and Parenting Self-Reporting Form.

**Campus Carry**

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