

THE UNIVERSITY OF TEXAS AT TYLER
Phil 2306: Introduction to Ethics
Summer 2025
Course Syllabus

Instructor: Matt Deaton, Ph.D.

Office: Home office; contact info below

Email: jdeaton@uttyler.edu (*I'll check this account every other day or so during the week, but for anything time-sensitive, please call my cell*)

Phone: 865-323-9773 (*personal cell – feel free to call during work hours, but do not text*)

Secretary Phone: 903.566.7373

Office Hours: Flexible and by appointment (if you're interested please email – I'm sure we can work out a mutually convenient time to speak or Zoom)

Supervisor: Dr. Greg Bock: 903.566.7456 or gbock@uttyler.edu

Required Readings

- ***Ethics in a Nutshell: The Philosopher's Approach to Morality in 100 Pages*** by Matt Deaton
 - This will be provided on the course site in PDF for Tyler student use, but if you prefer a physical paperback or Kindle eBook copy, both are [available at Amazon here](#) – now also available on audiobook at Amazon, Audible and iTunes, and for [free at YouTube here](#)
- ***Abortion Ethics in a Nutshell: A Pro-Both Tour of the Moral Arguments*** by Matt Deaton
 - This will be provided on the course site in PDF for Tyler student use, but if you prefer a physical paperback or Kindle eBook copy, both are [available at Amazon here](#) – now also available on audiobook at Amazon, Audible and iTunes, and for [free at YouTube here](#).
- Various articles posted to the course site in PDF (see reading schedule below)

Catalog Course Description

A study of moral theory and ethical decision-making including a critical analysis of practical and professional cases

Prerequisites/Co-requisites

None

Course Outcomes

1. Explain and critique the ethical theories of the world's most influential philosophers.
2. Apply various ethical theories to contemporary moral problems.
3. Assess philosophical arguments with the tools of logic.
4. Demonstrate competent writing skills in an argumentative and philosophical essay.
5. Demonstrate competent oral communication skills in a class presentation.
6. Describe how theories of morality apply to the self.

Reading and Assignments Schedule (the date listed is the date the associated reflection is due – I don't accept these late regardless of reason, so please plan accordingly)

W July 9: Deaton's "How to Study Philosophy," Deaton's "The Fundamentals of Critical Thinking" and Dolbow and Deaton's "If They Only Knew"

F July 11: Deaton's *Ethics in a Nutshell* Chapter 1: Introduction, Chapter 2: Ethics, Religion & Public Discourse, Chapter 3: Why Ethics Isn't Ice Cream and Chapter 4: Three Key Distinctions

M July 14: Deaton's *Ethics in a Nutshell* Chapter 5: The Four Dominant Ethical Theories

W July 16: Deaton's *Ethics in a Nutshell* Chapter 6: All-Things-Considered, Chapter 7: Argument by Analogy, Chapter 8: Moral Intuitions & Coherence, and Chapter 9: Conclusion

F July 18: "On the Virtues of Inhospitability" by Torcello and "Sport, Parental Autonomy, and Children's Right to an Open Future" by Dixon

M July 21: "Against the Death Penalty" by Jeffry Reiman and "The Liberal Basis of the Right to Bear Arms" by Hughes and Hunt

W July 23: "The Singularity: A Philosophical Analysis" by Chalmers pages 24-29 only (section entitled "Internal Constraints: Constraining Values") and "Artificial Pain may Induce Empathy, Morality and Ethics in the Conscious Mind of Robots" by Asada

F JULY 25: *TAKE EXAM 1 BY MIDNIGHT* (will be open M-F this week)

M July 28: Deaton's *Abortion Ethics in a Nutshell* Introduction: A Better Way, Chapter 1: What to Call It..., Chapter 2: Is It Alive? and Chapter 3: Does It Have a Soul?

W July 30: Deaton's *Abortion Ethics in a Nutshell* Chapter 4: Rate That Abortion, Chapter 5: The Nature of the Conception and Chapter 6: The Mother's Interests

F Aug 1: Deaton's *Abortion Ethics in a Nutshell* Chapter 7: The UDH's Value and Chapter 8: The Child's Quality of Life

M Aug 4: Deaton's *Abortion Ethics in a Nutshell* Chapter 9: The Father's Autonomy and Chapter 10: Third Parties

W Aug 6: Deaton's *Abortion Ethics in a Nutshell* Chapter 11: Abortion Solved?, Chapter 12: A Right to the UDH's Death? and Chapter 13: Pro-Both

F AUG 8: *TAKE EXAM 2 BY MIDNIGHT* (will be open M-F this week)

SATURDAY, AUG 9: *SUBMIT COURSE PROJECT BY MIDNIGHT* (instructions below)

Grading Scale Percentages

A = 90-100% B = 80-89.99% C = 70-79.99% D = 60-69.99% F = 59.99% or below

Grade Distribution

Weekly Video/Written Reflection Posts: 40% Final grade

Exam One: 25% Final Grade

Exam Two: 25% Final Grade

Course Project: 10% Final Grade

Assignments

Video/Written Reflection Responses

For every group of assigned readings I'll ask you to respond to at least one **specific reflection prompt – in some cases two or more** – on the discussion board. You can answer the assigned prompt(s) in one of two ways: 1) via a link to a YouTube (or Vimeo or whatever) video of **4-6 minutes**, or 2) via a written post of **400-600 words**. Staying within the minute/word requirements allows me to both better plan my grading and better compare the quality of comparable submissions – thank you for rehearsing and editing your videos and/or posts such that they're between 4 and 6 minutes or 400-600 words. ***These posts will be due by midnight at the end of each reading block (see note above schedule for additional details, and email or call if you have questions). Late submissions are not accepted, so please read and submit them as the semester unfolds.***

So long as your video or your written reflection post indicates you **read, reflected on and seriously engaged** the assigned reading(s), **you fully answer the prompt(s), and it meets the minute or word count requirements** above, you will receive full credit – 10/10. I'm not asking for perfection, just thought and honest reflection – meaning it's obvious from your post that you read the assigned material and thought a bit about the assigned question before replying. Demonstrate that, and you'll get 10/10. (Note that exams and course project are graded more stringently.) Please don't attempt to simply wing it after watching the lecture video – schedule time to read firsthand and you'll get far more out of the class.

Exams

You'll take two exams **per the schedule in this syllabus**. Each will build on the previous, such that the second will be cumulative. Unless I announce otherwise, the exams will be made up of multiple choice and true/false questions. Though I'm not a tough grader on the weekly reflection posts, expect the exams to be difficult. Prepare as you would for any in-person test. Note that while you may consult your notes, the course texts, my notes, etc. during the exam, you are expected to not consult with one another, or any other person, or otherwise do things that would undermine the purpose of an exam – to evaluate your mastery of the material, and yours alone. The exams will also be timed, so bring your A game. Should you have questions about the material beforehand, please ask – I'm here to help.

Attendance and Make-Up Policies

Since this is an online course, attendance (usually relevant for financial aid reporting and sports coach accountability purposes) is determined according to discussion board participation and exam completion. There is no separate grade for attendance or participation beyond your direct discussion board and exam grades.

The discussion board is a “post first” forum, meaning that you must submit your response to a given week's reflection prompt before you can see the responses of others. This is to encourage original thought and direct engagement with the course materials – to prevent being overly influenced by the

thought of others before you've had a chance to develop your own initial view. Given that I'll post weekly "collective feedback" in which I'll pull quotes from and provide commentary on select submissions, **late reflection posts are not accepted, and a zero will be recorded for any that come in after the deadline.** Having a flat, no late reflections, policy, allows me to treat all excuses equally. Good news – I'll drop your lowest reflection grade, so you can miss one without grade penalty.

Please mark the exam due dates in your personal calendar and plan to study for and complete them with time to spare. **The point penalty for taking Exam late is 15 points if completed within the first calendar day late (meaning the max score would be 85/100), 30 points if completed within the 2nd calendar day late (max 70/100), and 50 points if completed between the 3rd and 5th calendar days late (max 50). Once the 5th calendar day after an exam deadline has passed, there are no make-ups, and a zero is recorded. And since Exam Two is scheduled at the end of the semester, right before course grades are due, the latest exam 3 could be taken, with penalty, is midnight that Saturday.**

Given that the course project is due right before the end of the semester (when I'll need to calculate and upload final course grades), **course project papers may only be submitted late until noon the morning after they are due via email attachment, and will incur a penalty of 35 points. After noon the day after they're due, a zero will be recorded** (sorry – have to calculate and submit course grades).

Course Project

Due in .doc, .docx or .rtf (no PDFs or .pages or any other format) via upload using the Canvas interface (not email) by midnight per the schedule in the syllabus –

Format: double spaced with 1" margins, 12 pt. font, using Times New Roman or Calibri font.

Content:

- **Pages 1 and 2:** Summarize Deaton's *Abortion Ethics in a Nutshell* in your own words, explaining what you took to be the main arguments and most important points.
- **Pages 3 and 4:** Drawing on and engaging Deaton's *Abortion Ethics in a Nutshell*, and demonstrating what you've learned in the class, concisely construct an original philosophical argument as to whether, in what cases and why abortions are or are not morally permissible, and also whether and why biological parents should be allowed to insist on a UDH's death once artificial wombs are safe and affordable. Be sure to clearly explain nuances in your view, and to offer good reasons in support of it that build on, engage, address, respond to, etc. arguments made in *Abortion Ethics in a Nutshell*.
- **Page 5:** Illustrate how your view works by using it to analyze at least two relevant scenarios from the Rate That Abortion exercise (from *Abortion Ethics in a Nutshell* Chapter 4).
- **Page 6:** Articulate what a smart and reasonable critic might say to challenge your argument, and then effectively respond to their critique. In other words, raise and then respond to a reasonable objection. The more creative and nuanced the objection, and the more reasonable and thoughtful the reply, the better. Tip: If you think up an objection that you can't effectively respond to, go back and revise your argument to accommodate it, then address some other objection here. (Imagining what a critic might say is one way philosophers work the kinks out of their views before sharing them publicly.)

Works Cited -- unnecessary if you draw on no outside sources. If you draw on sources beyond readings assigned for the class, individually note the author, article or book title, and provide a hyperlink when available on this final page. You do not need to do this for any course assigned

reading, and you do not need to follow any specific formatting guidelines. Instead, spend that mental energy and time writing a quality paper. **Do, however, place *all* direct verbatim quotes within “quote marks,” and note in the body of your paper when you are either quoting or drawing on an outside source.** Example: “As Matt says in *Abortion Ethics in a Nutshell*, ‘Blah, blah, blah blah’ (36).” Please do not copy and paste language from any source without placing it within “quote marks.” Similarly, don’t tweak a few words and fail to credit the author. These approaches would be unnecessary (I’m certain you can write a quality paper on your own if you try – don’t be afraid to ask for help), and would constitute plagiarism, which would earn you a zero for the assignment, further investigation into your other assignments, possibly an F for the class, and further action involving the appropriate offices and authorities. (Sorry to mention this, but every semester some do it, and at least one gets caught...)

Note that the above prescribed paper format includes no introduction, no conclusion section, no “running header,” no cover page – nothing nonessential wasting precious space. Simply follow the prescribed format. When it comes to length, I expect each page to be full. No more, no less.

Biggest reasons students have done poorly on this assignment in the past:

1. * Not meeting (or far exceeding) the length requirement.
2. * Failure to effectively summarize the assigned readings in their own words.
3. * Rehashing an existing (usually boring, usually bad) argument rather than developing an original, interesting one of their own (doesn’t have to be groundbreaking – just more sophisticated than the pop culture norm, and demonstrating the sophistication of your own view).
4. * Failure to include and effectively respond to an interesting objection at the end.
5. * Plagiarism (failing to place verbatim within "quote marks," credit sources, or submitting a paper they did not author either in part or in whole – **includes AI-generated content, which we will check**).

Various theories, tools, techniques, distinctions, etc. that you may choose to include in your paper

- Ethical Theories
 - Utilitarianism (consequences, happiness, welfare)
 - Kantianism (respect, consistency)
 - Virtue Ethics (character)
 - Feminist Care Ethics (relationships)
- Ethical Reasoning Tools and Techniques
 - Argument by Analogy
 - Rawls’s Veil of Ignorance/Original Position
 - Contrasting of Intuitions with Principles to Achieve Reflective Equilibrium (coherence)
- Ethical Distinctions
 - Public vs. Nonpublic Reasons
 - Legality vs. Morality
 - Morality vs. Psychology

COURSE PROJECT RUBRIC	
90-100%	<ul style="list-style-type: none"> • The original argument is creative and clearly well-reasoned, demonstrating careful and extensive thinking about and

	<p>understanding of the issue, including the existing arguments covered in the class</p> <ul style="list-style-type: none"> • The required formatting and page length requirements are precisely met • The writing is logical and the reasoning clear and strong • Summaries of all required readings are present, clear, and cover all main points • The objection raised is creative, intelligent and reasonable, and the response to it thorough and satisfactory • Connections to the course materials are widespread and relevant • Grammar is excellent and typos are absent • Proper citations and bibliography (only needed when citing materials from outside the course)
80-89%	<ul style="list-style-type: none"> • The original argument is somewhat creative and fairly well-reasoned, demonstrating some thinking about and understanding of the issue, including the existing arguments covered in the class • The required formatting and page length requirements may not be precisely met • Logic and reasoning may be somewhat skewed or incomplete • Summaries of all required readings may be incomplete or incorrect • The objection raised may be uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive • Connections to the course materials may be rare and/or irrelevant • Some grammatical errors and typos may be present • Improper citations and bibliography (only needed when citing materials from outside the course)
70-79%	<ul style="list-style-type: none"> • The original argument isn't very creative or well-reasoned, demonstrating a lack of thorough thinking about and understanding of the issue, including the existing arguments covered in the class • The required formatting and page length requirements may not be precisely met • Logic and reasoning may be poor or incomplete • Summaries of all required readings may be incomplete or incorrect • The required objection or response may be missing, or the objection raised uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive • Connections to the course materials may be rare and/or irrelevant • Several grammatical errors and typos may be present

	<ul style="list-style-type: none"> Improper citations and bibliography (only needed when citing materials from outside the course)
1-69%	<ul style="list-style-type: none"> Paper may not follow basic instructions and/or fail to answer the prompt Reading summaries may be incorrect, incomplete and/or missing Grammatical and/or typographical errors may be widespread Paper may lack a coherent argument and/or lack logical coherence Formatting requirements egregiously unmet The required objection or response may be missing, or the objection raised uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive Connections to the course materials may be missing, rare and/or irrelevant Widespread grammatical errors and typos may be present Proper citations and bibliography may be missing or incomplete (only needed when citing materials from outside the course)
0%	<ul style="list-style-type: none"> No submission Plagiarism (failing to place verbatim quotes within “quote marks,” and/or failing to disclose a consulted source)

Additional points will be deducted for late papers (see late submission policy above) and papers that don't satisfy the assignment instructions. Cases of plagiarism earn an automatic zero and a possible F in the course. Papers containing plagiarism may be sent to UT Tyler Judicial Affairs.

Free Philosophy Paper Writing Tips

Tip 1: **Contrary to legend**, consuming hallucinogenic drugs before writing a philosophy paper will not improve its quality. It may inflate *your* assessment of the paper's quality. (“Dude, check out this dope paper I wrote!”) But it will most likely deflate your professor's. Caffeine and careful thought usually facilitate philosophical writing. Weed/shrooms/acid/etc. usually hinder philosophical thinking.

Tip 2: **Good writing is RE-writing**. Which means the more you rearrange and rewrite your sentences and paragraphs, the more likely the final product will be of high quality. Conversely, if you slap something together the night before it's due, it may still receive a good grade, but it very likely will not. Some subjects lend themselves to hasty, fluffy writing. You should know by now that philosophy isn't one of them. Writing an article or paper requires careful consideration, reflection, revision, etc. So sketch your ideas early, go back and flesh them out, revise as your position clarifies,

and be willing to scrap things that once seemed plausible should further thought convince you they're actually wrong. *Note that unlike the weekly reflection posts, for which I'm a super easy grader, I'll grade the course project for both content and format/grammar according to how well you satisfy the prompt.

Tip 3: **Practice William Zinsser's 4 Principles of Good writing: clarity** (make sure everything is obviously clear – not vague, ambiguous or otherwise confusing), **brevity** (eliminate all unnecessary words and phrases – ensure your page is filled with rich content, not fluffy filler), **simplicity** (don't try to write like Sandel or Kant or Rawls or Matt – explain your ideas in clear, simple language in a way that your parents or siblings could easily understand – accomplishing THAT will impress me, not fancy terminology or what you think is a scholarly tone), **humanity** (write in YOUR voice – not as informal as a text message, but as YOU, simply and clearly explaining what might be a complex idea in your own words, as you might do so over dinner).

Tip 4: **Please submit original work.** I don't want to fail you because you plagiarize, but I will :-(And it would be especially tragic to have to do it at the end of the semester. Warning from the syllabus: "Plagiarism" is passing off someone else's work as your own. This includes the work of your classmates, as well as ideas you might find in books or on the Internet. Consulting outside sources is admirable. Copying and pasting language from outside sources without noting them as a source and/or failing to place direct quotes within "quote marks" is not admirable, and will earn you a zero for the assignment, and/or an F for the course. Philosophy isn't the easiest thing to do when you're new at it. But it's not super hard, either, and therefore completely within your reach. If you're having difficulty coming up with what you consider a quality submission for this or any other assignment, email or call me – promise I can help – don't resort to plagiarism. Your dignity is worth more than 10 silly points, and your professor is here to help you – take advantage.

Tip 5: Not sure how to proceed? **Make me earn my paycheck by emailing or calling.** That's what your UT-Tyler professors are here for – to teach you this stuff, generally help you understand, and to at the very least clarify things when you're confused. Didn't pay attention during the Kantianism, Utilitarianism, Libertarianism or Rawlsian Liberalism chapters? Afraid if you ask a question now I'll realize as much? Don't sweat it. I didn't pay attention in many of my classes (I had a life just like you), so I'm not going to think less of you if you admit you're struggling and ask for assistance, even if it's due to poor study habits or whatever. In fact, I'll likely think *more* of you for having the courage to admit you need help, and I'll feel MUCH better about the class knowing I was able to help you better understand these cool ideas. So don't be shy. If you're not sure how to proceed, reach out. I enjoy

helping students, and unless you're a mean person, I'm sure I'd enjoy working more closely with you on this assignment.

Plagiarism Warning

“Plagiarism” is passing off someone else’s work as your own. This includes the work of your classmates, as well as ideas you might find in books or on the Internet. Consulting outside sources is admirable. Copying and pasting language from outside sources without noting them as a source and/or failing to place direct quotes within “quote marks” is not admirable, and will earn you a zero for the assignment, and/or an F for the course -- both for your weekly reflections and the Course Project.

Philosophy isn't the easiest thing to do when you're new at it. But it's not super hard, either, and therefore completely within your reach. If you're having difficulty coming up with what you consider a quality submission for this or any other assignment, email or call me – promise I can help – don't resort to plagiarism. Your dignity is worth more than 10 silly points, and your professor is here to help you – take advantage.

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

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

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

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 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.
- 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)