

English 4341: Summer II 2026 (online)
American Genres: Short Story –
Nathaniel Hawthorne & Ernest Hemingway

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| Office Hours: Mondays & Tuesdays 12:00-1:30 (Zoom) and by appointment | |

Welcome to English 5340 (Unexpected Author Pair – Nathaniel Hawthorne & Ernest Hemingway).

An online class requires students to practice time management and self-discipline, and it is generally 2-3x more work for a faculty member. I will always prefer the magic of a face-to-face classroom, but I recognize the reality of life for a 21st-century student. You have many demands on your time—academics, work, family—and sometimes you need the flexibility of an online class.

NOTE: This Hawthorne - Hemingway section of ENGL 5340 / 4341 can be used in either the Early or the Modern or the Electives section of your degree plan. Let the Graduate Director / Faculty Advisor know where you would like the course placed. The readings for this cross-listed ENGL 4341 / 5340 class are the same. The Week 3 graded assignment will differ. The expectations for the undergraduate students in ENGL 4341 will be slightly lower. 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 all reading to be completed by the assigned date. I expect your reading to be active. Mark up your books and take notes as you read. I expect everyone to participate substantially in 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.

This course relies heavily on class discussion over the Canvas discussion boards. I will not ask you to spit back at me my personal interpretations of these texts. I expect you to read each week with the goal of developing your own critical understanding of these authors.

In return there are certain things you can expect from me. I will complete all the readings and plan lessons by the assigned date. I will give all assignments in writing and sufficiently in advance. I will grade and return all assignments in a timely manner. I will answer questions about assignments in my office, on Canvas, over Patriots email, or over the phone. [Please note: I am not on my computer 24/7; that’s just not healthy. For example, I will reply to your overnight emails in the morning.]

Zoom Office Hours: M&T 12:00-1:30pm; See Canvas Announcements for Zoom Invite

Required Texts:

Please use these editions – print or electronic versions.

Nathaniel Hawthorne's Tales: A Norton Critical Edition ISBN-13: 978-0393935646

The Complete Short Stories of Ernest Hemingway ISBN-13: 978-0684843322

Ernest Hemingway on Writing ISBN-13: 978-0684854298

You all maintain some sort of weekly calendar where you block out time for your F2F (face-to-face) classes as well as meetings, job schedule, appointments, etc. Block out time each week for your ENGL 4341 / 5340 online course **now**. **An online course does not magically get finished.** You can work on your own schedule with an online class, but you must set the time aside each week to complete the reading, writing, and exams.

Ethics and the University Student: Cheating or plagiarizing on assignments in ENGL 4341 / 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. If you develop the habit of only copying & pasting something from AI, why would anyone need to hire you? You are training yourself to be professionally obsolete. Instead, train your mind now; cultivate real marketable skills. Develop your critical reasoning, reading, and writing skills as well as an understanding of human nature. Lean into what makes you irreplaceably empathetic, moral, and human. [See the course AI Policy Statement below.]

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 ONE:

July 6 – M

If you have not done so, please set up your **Canvas notifications** to forward all announcements to your Patriots email.

Review syllabus – schedule, assignment descriptions, & policies – and ASK questions if you are confused about a course requirement

Please **listen** to the Week One audio lectures during the first week. [**NOTE:** You are adults. If you don't like audio lectures, don't listen to them.]

Post your Personal / Professional Intro to Canvas – you can write your intro or record a video. [If you do not wish to share personal information, only include your professional credentials and goals.]

Recommendation: I encourage students to type their answers (discussion board posts, response & exam answers, responses, 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.

Read: Hawthorne, “Prefaces” – to *The Old Manse*, 1851 edition, and *The Snow-Image* (293-323)

July 7 – T

Read: Hawthorne, “Young Goodman Brown”

July 8 – W

Read: Hawthorne, “The Minister’s Black Veil”

Hawthorne, Skim the Letters (323-354) and share a response to them in the Week 1

Canvas Discussion Board

July 9 – R

Read: Hawthorne, “The Man of Adamant”

Sign up for Article Summary Evaluation Articles – 5340 only: You can request article assignments starting Thursday, July 9th. All students should send their article requests by noon (CT) on Saturday, July 11th. Assignments will be made on a first-come basis. Send me an email (abeebe@uttyler.edu) from your Patriots email address with your top 5 selections from the list of accepted Hawthorne / Hemingway articles. [There will be one student per article. Email me your top 5 possible articles on Thursday or Friday.] The list of available articles can be found on the ASE Assignment Sheet.

Census Day for Summer 2 classes [Students are marked “attending” or “non-attending” on the course roster. A student must submit something before the Census Day to attend an online class. For this class, please post your bio and / or post comments on the readings before the end of the day.]

July 10 – F

Read: Hawthorne, “Dr. Heidegger’s Experiment”

Week 1 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to Grade Center by midnight on the following Tuesday. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.] .] 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.

Response 1 is due by midnight on Sunday (CT). The Response Announcement with the Prompt Options should open on Canvas on Thursday morning. Upload your Response by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.). I will post three question prompts. Select one and write a response. You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas. **NOTE:** I am limiting each Response to **500-word answers**. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [See the section on cheating and plagiarism below and note the consequences. 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.] Students are responsible for their own technology and internet access.

Format:

Header: Your name, My name, Course number, Date

Prompt # Selected

Thesis: Sentence (1-2 sentences)

Body: 500 words, 2-3 paragraphs [500 words = every sentence should move the argument forward. There is no room for filler.]

Works Cited: (primary – Hawthorne / Hemingway stories & secondary academic – high-quality sources from 1990-2026)

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

WEEK TWO: [See Trigger Warning Announcement]

July 13 – M

Please **listen** to the Week Two audio lectures

Read: Hemingway, Chapter 1 / “Indian Camp”
Hemingway, Chapter 2 / “The Doctor and the Doctor’s Wife”
Hemingway, Chapter 3 / “The End of Something”

July 14 – T

Read: Hemingway, Chapter 4 / “The Three-Day Blow”
Hemingway, Chapter 5 / “The Battler”
Hemingway, Chapter 6 / “A Very Short Story”
Hemingway, Chapter 7 / “Soldier’s Home”

July 15 – W

Read: Hemingway, Chapter 8 / “The Revolutionist”
Hemingway, Chapter 9 / “Mr. and Mrs. Elliot”
Hemingway, Chapter 10 / “Cat in the Rain”
Hemingway, Chapter 11 / “Out of Season”

July 16 – R

Read: Hemingway, Chapter 12 / “Cross-Country Snow”
Hemingway, Chapter 13 / “My Old Man”

July 17 – F

Read: Hemingway, Chapter 14 / “Big Two-Hearted River: Part I”
Hemingway, Chapter 15 / “Big Two-Hearted River: Part II”
Hemingway, L’Envoi

Week 2 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to Grade Center by midnight on the following Tuesday.

Response 2 is due by midnight on Sunday (CT). The Response Announcement with the Prompt Options should open on Canvas on Thursday morning. Upload your Response by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.). I will post three question prompts. Select one and write a response. You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas. NOTE: I am limiting each Response to 500-word answers. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [See the section on cheating and plagiarism below and note the consequences. 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.] Students are responsible for their own technology and internet access.

Format:

Header: Your name, My name, Course number, Date

Prompt # Selected

Thesis: Sentence (1-2 sentences)

Body: 500 words, 2-3 paragraphs [500 words = every sentence should move the argument forward.]

There is no room for filler.]

Works Cited: (primary – Hawthorne / Hemingway stories & secondary academic – high-quality sources from 1990-2026)

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

WEEK THREE:

July 20 – M

Please **listen** to the Week Three audio lectures during the third week.

Read: Hawthorne, “The May-Pole of Merry Mount”

July 21 – T

Read: Hawthorne, “Ethan Brand”

Commit to a story for the explication paper by midnight on Tuesday (CT). Email me the full title. [Note: Please email me 3 options, ranked. Since I hope many of you will submit these essays to *The Explicator*, we shouldn’t have more than two students working on the same story. It decreases the likelihood of your essay being accepted.]

July 22 – W

Read: Hawthorne, “The Gentle Boy”

July 23 – R

Read: Hawthorne, “The Birth-mark”

Hawthorne, Skim the Early Criticism (357-393) and share a response in the Week 3 Canvas Discussion Board

July 24 – F

Read: Hawthorne, “The Artist of the Beautiful”

Week 3 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to Grade Center by midnight on the following Tuesday.

Turn in your Article Summary / Evaluation (ASE Essay) – **5340 students** – by midnight on Sunday (CT). Upload a copy to Canvas – Assignments icon. Your paper will be run through a plagiarism software program. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] **Post** a second copy for your classmates to read in the Summary / Evaluation Discussion Board Forum. Thoughtful and substantial comments on a peer’s ASE essay will be counted toward your weekly discussion board participation. All essays should use current MLA format. [See the section on cheating and plagiarism below and note the consequences. 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.] Students are responsible for their own technology and internet access.

Turn in your Content Creation Portfolio – **4341 students** – by midnight on Sunday (CT). Upload a copy to Canvas – Assignments icon. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] **Post** a second copy for your classmates to read in the Content Creation Discussion Board Forum. Thoughtful and substantial comments on a peer’s Content Portfolio will be counted toward your weekly discussion board participation. [See the section on cheating and plagiarism below and note the consequences. 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.] Students are responsible for their own technology and internet access.

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

WEEK FOUR:

July 27 – M

Please **listen** to the Week Four audio lectures during the fourth week.

Read: Hemingway, “The Short Happy Life of Francis Macomber”

July 28 – T

Read: Hemingway, “The Snows of Kilimanjaro”

July 29 – W

Read: Hemingway, “Hills Like White Elephants”
Hemingway, “A Canary for One”

July 30 – R

Read: Hemingway, “A Clean, Well-Lighted Place”
Hemingway, “The Light of the World”

July 31 – F

Read: Hemingway, “One Trip Across”

Week 4 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to Grade Center by midnight on the following Tuesday.

Response 3 is due by midnight on Sunday (CT). The Response Announcement with the Prompt Options should open on Canvas on Thursday morning. Upload your Response by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.). I will post three question prompts. Select one and write a response. You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas. **NOTE:** I am limiting each Response to 500-word answers. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [See the section on cheating and plagiarism below and note the consequences. 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.] Students are responsible for their own technology and internet access.

Format:

Header: Your name, My name, Course number, Date

Prompt # Selected

Thesis: Sentence (1-2 sentences)

Body: 500 words, 2-3 paragraphs [500 words = every sentence should move the argument forward. There is no room for filler.]

Works Cited: (primary – Hawthorne / Hemingway stories & secondary academic – high-quality sources from 1990-2026)

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

WEEK FIVE:

Aug 3 – M

Please **listen** to the Week Five audio lectures during the fifth week.

Read: Hemingway, *On Writing*, Chapters 1-5

Aug 4 – T

Read: Hemingway, *On Writing*, Chapters 6-9

Aug 5 – W

Read: Hemingway, *On Writing*, Chapters 10-13

Aug 6 – Writing Day [No assigned readings; no audio]

Aug 7 – F [no audio]

Turn in the Final Version of your Explication by midnight on Friday (CT). [See the section on cheating and plagiarism below and note the consequences. 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.] Students are responsible for their own technology and internet access.

Week 5 Discussion Board Postings are due by midnight on Friday (CT).

I will close the class Canvas page on Saturday morning. Always check your official course grades in MyUTTyler.

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

Additional Information

Grading:

| | |
|--|-------------|
| Response 1 | 15% |
| Response 2 | 15% |
| Response 3 | 15% |
| Article Summary Evaluation (ASE) Essay – 5340 students | 15% |
| <u>OR</u> | <u>or</u> |
| Content Creation Portfolio – 4341 students | 15% |
| Explication Essay | 25% |
| Canvas <u>Participation / Performance</u> (not attendance) | 15% (total) |

Each week is worth 3% -- See explanation below

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, responses, 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.

Student Learning Outcomes:

By the end of the semester, students will be able to (SWBAT):

- Articulate the themes and ideas representative of American literature from in the mid-19th century

and mid-20th century

- Recognize how historical, political, and social events shape our analysis and appreciation of literature
- Argue independent interpretations of canonical and non-canonical texts in the American literary tradition
- Identify and argue for the relevancy of their marketable skills
- Identify the characteristics of 19th-century and 20th-century short story genre
- Write persuasive close readings / explications of short stories
- Use the terms related to literary study and literary theory appropriately in discussion and in writing
- Research the critical interpretation of literary texts with published scholars in their own essays and enter into the discussion as apprentice scholars

Responses:

You will turn in three Responses for this section of ENGL 4341 / 5340. The Response Announcement with the Prompt Options should open on Canvas on Thursday morning. You will pick one prompt. Upload your Response by Sunday at midnight (see Assignments icon). The Response is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, former teacher, family member, etc.).

You are welcome to email (abeebe@uttyler.edu) a back-up copy of your Response from your Patriots email account as a simple Word attachment (no One Drive) after you have uploaded it in Canvas.

NOTE: I am limiting each Response to 500-word answers. I would like these Response exercises to promote disciplined thinking and writing – full of details and analysis and devoid of fluff. The WC page (in current MLA format) should not be included in the word count. You may use primary and secondary sources. [See the section on cheating and plagiarism below and note the consequences. I take professional ethics very seriously.] You are responsible for your own technology and internet access.

Format:

Header: Your name, My name, Course number, Date

Prompt # Selected

Thesis: Sentence (1-2 sentences)

Body: 500 words, 2-3 paragraphs [500 words = every sentence should move the argument forward. There is no room for filler.]

Works Cited: (primary – Hawthorne / Hemingway stories & secondary academic – high-quality sources from 1990-2026)

MLA:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Cheating / Plagiarism on an assignment for English 4341 / 5340 will result in failure of the assignment. Please note the course's AI policy.

Seminar Paper / Explication Essay:

For this summer graduate / undergraduate class I will not be asking you to write a 15-20 page seminar paper. I will be asking you to submit a publication-ready explication of the Hawthorne OR Hemingway

story of your choice (5-7 pages, ds) with appropriate academic research (published between 1990-2026). You will be required to commit to a story by the beginning of Week 3. Email your choice to me. [Note: Please have 3 options.]

Please consult recent issues of *The Explicator* to get a sense of the format and general expectations. You should also consult their Guidelines for Submission:

<http://www.tandfonline.com/action/authorSubmission?journalCode=vexp20&page=instructions#.U578W5XjgiQ> Use your common sense. Do not select a story that has already been the subject of several published explications unless your thesis is very different.

NOTE: Two explications written in my summer courses have been published in *The Explicator*. Three essays written in my summer courses were published in the *Thoreau Society Bulletin* in 2018-2019. Let's not play around. Set your publication goal today. I would like to see at least FOUR of your Hawthorne / Hemingway explications published in *The Explicator* (or another peer-reviewed journal) in the next 2-3 years.

Cheating / Plagiarism on a writing assignment for English 5340 will result in failure of the course. Please note the course's AI policy.

Article Summary / Evaluations (ASE) – 5340 Students:

Before you sign-up for an ASE article, please be sure that you can get a copy (databases or ILL) BEFORE the due date. You will request articles on the first Thursday of the semester, starting at 8am. Send me an email (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. [Please wait until Thursday morning to send your requests.]

Your ASE essay (5-7 pages, double spaced, Times New Roman, 1-inch margins) should list the full citation in 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 to the class. Make clear who would find the article useful.

Upload a copy to Canvas – Assignments icon. Your paper will be run through the TurnInIt – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] **Post a second copy on Canvas for your classmates to read in the appropriate ASE Forum.** Thoughtful and substantial comments on a peer's article essay would be counted toward your discussion board participation. 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 Hawthorne or Hemingway?
- ◆ Your scholarly opinion of the article (no trash talk or fan mail)

There should be four 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? You will need to do some research to find this information.]
2. **Summary** [1-1.5 pages – What are the main claims and sections?]
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.]
4. **Evaluation / Analysis** [1-2 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.

NOTE: I have attached 4 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 / Plagiarism on a writing assignment for English 5340 will result in failure of the course. Please note the course's AI policy.

Content Creation Portfolio – 4341 Students:

Most graduate students already have the ability to identify and articulate the marketable skills of their discipline. I would like to pilot a new assignment for undergraduate students in this summer class – a content creation portfolio.

Some of the marketable skills of ENGL majors and minors include creativity, storytelling, analysis of data, understanding of human motivations, audience awareness, research, innovation & adaptability, and interpretation of texts (written, visual, audio, formal, informal, etc.). Because of this unique skill set, many ENGL majors and minors often excel in positions that require them to create “content.” I would like to give you the opportunity to explore this skill – for course credit – in this summer class.

The assignment: submit a portfolio with five examples of original content creation work (no copying, no AI) in a single Word or PDF document.

Given the time constraints of a 5-week summer class, I will limit this portfolio to five static items like a post or an infographic– no videos, podcasts, or blogs, etc.

Topic options for posts & infographics (pick one topic option or a mix of options for your 5 portfolio items):

- Why people (general public) should read Hawthorne / Hemingway
- Why all college students should study literature
- Why every STEM or business major / minor should add an ENGL major / minor
- Why a prospective employer should hire an ENGL major / minor over any other major

You determine the software you want to use to create your content. I won't attempt to list all the available software options. In the end, your five examples of original content creation should be collected into one document and uploaded into the appropriate Canvas assignment. Canvas will almost always open a Word or PDF document, so those are your safest options for the upload. Copy & paste the posts and / or infographic from the software you use to create the content into a Word or PDF document.

Note: If you are looking for ideas to brainstorm, I have been sharing articles about the value of an ENGL major & the Humanities on my LinkedIn page for the last six years. You are welcome to visit my profile and scroll through the articles I have posted.

Criteria for Evaluating Content Creation Portfolios:

Content – Have you selected one of the topic options? Does the post / infographic make a visual / written argument?

Creativity – Does the post / infographic demonstrate creativity? Does it make the viewer laugh or think?

Audience Awareness – Are the ideas in the post / infographic accessible to a non-ENGL major? Does the post / infographic demonstrate an understanding of humans?

Clarity – Is the content clear and readable?

Accuracy – Is the content accurate and correct?

[You do not need to have social media to complete this assignment, and you will not be required to share your content on social media for this assignment. The content portfolio you create will be uploaded into Canvas for a grade.]

These content creation portfolios will be graded “on a curve,” but I ask all students to make a good faith effort on this assignment. Think seriously about the marketable skills you are developing in your ENGL classes. Create content that advocates, creatively, for your discipline (English – literary analysis, creative writing, digital writing) and your professional potential. Ideally, you will finish this assignment with 5 examples of creative content that you can add to your electronic portfolio to share with prospective employers via a QR code on your resume. And I hope you will feel more confident about making your 30-second elevator pitch to promote your professional brand.

Opportunity: As you know, our department has a social media account (FB and Instagram). I may ask some of you to share your content to post on the department’s page after the course ends. You would be credited as the content creator. Note: the department submits all potential posts to Marketing for approval.

Canvas Participation / Performance:

Please use the discussion boards to discuss the readings and essays. [A posting = a developed paragraph+.] See the Discussion Board rubric for more information. Students will receive a weekly participation / performance grade.

For this 5-week class we have 25 “class meetings.” I expect every student to make at least one original post and one response post per class meeting – with the grace of one “off” day per week

Here is the math:

One week = 5 classes, 1 off day per week = 4 classes

Two comments per class = **8 posts per week for a passing participation / performance grade**

If you wish to earn an “A” for participation, you have two options. If you post the minimum number of weekly posts, they should all be substantial and interesting contributions. If you are uncertain about the superior quality of a post, you should contribute beyond the minimum number for each week.

I am looking for posts that directly address aspects of the week's reading. I want to see independent (non-AI) analysis and interpretation of the writing. I want to see you engaged in the ideas presented by the critics and your classmates. TALK to each other! Your contributions do not need to be posted on specific days, but by the end of the week. They do not need to be posted on a specific thread. You can create your

own lines of inquiry. I will evaluate a student's group of posts for each week after the forum closes on Sunday night. [Note – students are not limited to 8 posts per week; that is a minimum requirement for a passing grade.] Please note the rubric for discussion board posting assessment. Promptness is one factor I will consider, so don't develop the habit of making all your weekly posts on Sunday night. You should try to post through the week and participate in the course discussion.

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 past newsletters on our department webpage (<http://www.uttyler.edu/litlang/>). Please send me column ideas for future issues, if you wish.

Writing Center:

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

Your Future as a Scholar:

I encourage all of you to visit the University of Pennsylvania's Call for Papers website regularly. It publishes calls for conferences that take place around the world as well as journal / essay collection CFPs. I urge all of you to revise your paragraph proposals into abstracts after you have finished your projects and send them to likely conference panels. The website: <http://cfp.english.upenn.edu/index.html>.

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.

Late Work:

Late work will not be accepted. [Note: 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.]

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

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 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, 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 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 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>.