

Phonetic Description of Speech

COMD 2311 Syllabus

Fall 2026: Tuesday & Thursday 2:00-3:20pm, RBN 3041

Instructor

Tina Melamed, PhD,
CCC-SLP

Email

tmelamed@uttyler.edu

Office Location

HPR 251D

or

Teams/Zoom

Office Hours

Tuesday & Thursday

9:30-11am, or by
appointment.

Course Overview

The purpose of this class is to teach you the fundamental skill of phonetic transcription of speech. Through in-class practice, homework assignments, quizzes, and your final project, you will develop the skills you need to practice clinical phonetics. You will be ready for your next classes, graduate school, your career, and whatever you envision for yourself next.

Required Text

Phonetic Science for Clinical Practice, 2nd ed. (2023). Jakielski & Gildersleeve-Neumann. ISBN-13: 9781635504057

Course Materials

- UT Tyler Canvas
 - All of your assignments and quizzes will be hosted within Canvas

Resources

- ipa.typeit.org
- asha.org/students
- Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. I am here to help you succeed.

Why are you here?

Course Learning Objectives

This course contains practical training on the principles of phonetics and phonetic transcription. Phonetic transcription is a fundamental skill in the field of speech-language pathology and is part of the diagnostic and clinical processes related to articulation and phonological disorders. Students will master the International Phonetic Alphabet and apply it to the transcription the English language. The course provides an in-depth exploration into the characteristics, production and transcription of all English vowel and consonant phonemes. It will discuss accents and dialects and will introduce students to the phonological processes and speech sound disorders.

By the end of this course, you will be able to...

1. Describe the physiological, acoustic, and phonetic characteristics of speech production.
2. Analyze the phonetic and acoustic properties of English consonants and vowels.
3. Explain and classify various categories of consonants and vowels.
4. Demonstrate perceptual abilities necessary to accurately transcribe spoken English
5. Perform phonetic transcription using the International Phonetic Alphabet rules and symbols
6. Discuss the practical applications of phonetics and phonetic theory.
7. Apply phonetic transcription to dialectal variations of American English, non-native English speakers, and speech sound disorders.

If you plan to become a Speech Language Pathology Assistant or pursue graduate study to become a Speech Language Pathologist, these outcomes map onto the following Knowledge and Skills Outcomes required by ASHA:

IV-C: The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates) in the area of speech sound production disorders

IV-D: The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge in the principles and methods of prevention, assessment, and intervention in the area of speech sound disorders.

Specifically, this course will focus on the characteristics, acoustic, physiological, developmental, linguistic, and cultural correlates of speech sound production. We will extend that knowledge to analyze or transcribe disordered speech sound production.

Description of Activities

Reading activities (10%)

At the end of each assigned chapter, you will answer three questions. You will complete these questions *before* we go over that unit in class. These serve a dual purpose: they help guide your reading, and they help prepare you for class. This way, we can spend more time in class doing active learning and spend less time on lecturing.

Learning activities (15%)

After completing your chapter reading and learning about the content in class, you will go home and complete a learning activity, which will reinforce what you learned in class that day. This learning activity is due before the next class, when we will transition to practicing the skill.

Practice activities (20%)

After the practice phase of the unit, you will complete a practice activity. This will look similar to your learning activity, but are worth more points because by this time, you will have had two whole class periods and two assignments (reading activity & learning activity) to prepare the skill.

Knowledge checks (25%)

At the end of each topic, you will complete a knowledge check in class before starting the next topic. These must be completed in class, and cannot be completed outside of class. You must be present to complete your knowledge check. If you are absent, you will receive a 0 for that knowledge check unless you have provided prior documentation of absence.

Transcription project (25%)

Instead of tests, you will complete a transcription project to demonstrate your learning at the end of the semester. You will be assigned a recording and you will transcribe the speech exactly as your speaker produced it. In this way, you will take all of the skills you learned in class and apply them to a real-world scenario.

Your transcription project will be due during finals week. However, you are invited to submit it earlier. For each day earlier than the deadline that you submit your transcription project, you will receive a bonus point on the assignment (up to 10 days early).

Attendance (5%)

I encourage you to attend every class. I will take attendance throughout the semester.

Our class will be heavily practice-based. If you miss class, you will miss valuable learning opportunities that will not be available otherwise. Remember, you can't make up in-class knowledge checks, so coming to class inherently also contributes to another 25% of your grade. If an extreme circumstance prevents you from attending class, these will be dealt with on a case-by-case basis.

How This Course Works

Course Organization

“Learning phase”

You will prepare for each learning phase class by doing the reading activity for the topic **before class**. They are only 3 questions; you can do it!

You will listen in class to the intro to the topic. We will call this the “*learning phase*”, which you will be ready for because you did your reading activity!

After the learning phase class(es), you will use what you learned in class while it is fresh in your mind to do the learning activity **due before the next practice phase class**.

You will get immediate feedback on the learning activity so you can identify what you will need to work on more on Wednesday.

“Practice phase”

After completing the intro to the topic, we will enter the “*practice phase*” (lab) where you will refine the skills you had trouble with on the learning activity.

After you have had time to refine your skills in “lab”, you will practice more by doing your practice activity **due before the next learning phase class**.

And the cycle continues...

During following class before we start learning the next topic, you will do a “knowledge check” where you APPLY that knowledge you gained over the past week. Then, we can move onto the next topic.

Learning phonetics is like learning a second language. You have to practice a lot.

For this reason, I’ve organized our course into small bits of practice opportunities *instead of cumulative quizzes and tests*.

This may seem like a lot of homework, but the purpose of this organization is to give you smaller, lower-stakes opportunities to succeed.

Tips for Success

Reading Tips

- I recommend going to the “summary” section and the “putting it all together” section at the end of the chapter FIRST to get an idea of what's coming.
 - You won't know what it all means, but it will help you focus on the most important details when you go back.
- After you're done with the assigned 3-question reading activity, you can go back to the summary and putting it all together sections. Does it make more sense now? If it doesn't, that might mean you need to go back and focus on certain concepts again.
- **Try the “did you get it” activities to check your understanding. The answers are at the end of each chapter!**

Course Tips

- Get a dedicated binder full of paper or notebook just for this class.
 - You'll be hand-writing all of your transcriptions.
- Print out the course schedule and put it at the front of your binder or notebook.
 - Write all homework and reading activity due dates in your planner or calendar. Highlight them on your copy of the schedule if you want to.
- Print out the IPA consonant chart and the IPA vowel chart. You'll be happy you have them for quick reference.
 - You can always use them in class and for reference on your assignments.
- If you need more practice with a specific concept or topic, please email me and I will send you more practice activities and advice for that topic.
- **DON'T MISS CLASS!** Your in-class practice is going to ensure you're successful with all of your assignments. **Your in-class knowledge checks cannot be made up outside of class.** You cannot complete your knowledge checks if you are absent. If you are absent, but you take the knowledge check, you will receive a 0.

Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students. Those concerning new or changed deadlines will be posted at least 1 week in advance.

Remember: assignments are due **BEFORE CLASS!**

Week	Course calendar & content guide		Homework (due before next class)
1 T	8/25	<u>In Class</u> Introduction to Phonetics	<u>Homework</u> (due 8/27) Syllabus quiz Reading Activity 1: Chapter 1: Intro to Phonetics (ch1) Learning Activity 1: Sounds, syllables, & stress
R	8/27	<u>In Class</u> The 3 S's- sounds, syllables, and stress - ✓Knowledge check 1: intro to phonetics	<u>Homework</u> (due 9/1) Practice Activity 1: Sounds, syllables, & stress practice activity Reading Activity 2: Articulatory phonetics of consonants (ch2)
2 T	9/1	<u>In class</u> Articulatory phonetics of consonants - ✓Knowledge check 2: the 3 s's	<u>Homework</u> (due 9/3) Learning Activity 2: Consonants Practice activity 2: Labeled articulators
R	9/3	<u>In class</u> Articulatory phonetics of consonants - ✓Knowledge check 3: Articulators	<u>Homework</u> (due 9/8) Practice activity 3: Consonants
3 T	9/8	Consonants LAB	<u>Homework</u> (due 9/10) Reading Activity 3: Articulatory phonetics of vowels (ch3)
R	9/10	<u>In class</u> Articulatory phonetics of vowels - ✓Knowledge check 4: Consonants	<u>Homework</u> (due 9/15) Learning activity 3: Vowels
4 T	9/15	<u>In class</u> Articulatory phonetics of vowels	<u>Homework</u> (due 9/17) Practice activity 4: Vowels
R	9/17	<u>In class</u> Vowels LAB	<u>Homework</u> (due 9/22) Reading Activity 4: Broad and narrow phonetic transcription (ch4)
5 T	9/22	<u>In class</u> Broad and narrow phonetic transcription - ✓Knowledge check 5: vowels	<u>Homework</u> (due 9/24) Learning activity 4: Diacritics and transcription
R	9/24	<u>In class</u> Broad and narrow phonetic transcription	<u>Homework</u> (due 9/29) Practice activity 5: Diacritics and transcription
6 T	9/29	<u>In class</u> Broad and narrow phonetic transcription	<u>Homework</u> (due 10/1) Learning activity 5: Counting sounds in words
R	10/1	<u>In class</u> Putting it all together: transcribing words LAB	<u>Homework</u> (due 10/6) Reading Activity 5: Connected speech and suprasegmentals (ch5)

7 T	10/6	<u>In class</u> Connected speech & suprasegmentals - ✓ Knowledge check 6: diacritics and transcription	<u>Homework</u> (due 10/8) Learning activity 6: Suprasegmentals
R	10/8	<u>In class</u> Connected speech & suprasegmentals LAB	<u>Homework</u> (due 10/13) Practice activity 6: Suprasegmentals
8 T	10/13	<u>In class</u> Transcribing connected speech - ✓ Knowledge check 7: Suprasegmentals	<u>Homework</u> (due 10/15) Learning activity 7: Consonant/vowel properties review
R	10/15	<u>In class</u> Transcribing connected speech LAB	<u>Homework</u> (due 10/20) Reading Activity 6: Acoustic phonetics (ch6) Practice activity 7: Consonant/vowel properties review
9 T	10/20	<u>In class</u> Acoustic phonetics	
R	10/22	<u>In class</u> Acoustic phonetics LAB Read more here to get better at this: http://home.cc.umanitoba.ca/~robh/hocto.html http://home.cc.umanitoba.ca/~robh/hocto.html#intro	<u>Homework</u> (due 10/27) Reading activity 7: Linguistic Phonetics (Ch 7 and 8)
10 T	10/27	<u>In class</u> Linguistic phonetics and phonological rules	<u>Homework</u> (due 10/29) If you haven't already identified someone to record for your project, it's time to find someone!
R	10/29	<u>In class</u> Linguistic phonetics and phonological rules LAB	<u>Homework</u> (due 11/3) Practice Activity 8: Linguistic phonetics: 13 Phonological Rules Reading Activity 8: Multicultural variations (ch9)
11 T	11/3	<u>In class</u> Multicultural variations	
R	11/5	<u>In class</u> Transcribing for real life: connected speech samples (chapter 10 recordings)	<u>Homework</u> (due 11/10) Listen to your assigned recording!
12 T	11/10	<u>In class</u> Phonological processes & speech sound disorders	<u>Homework</u> (due 11/12) Complete your project gloss
R	11/12	<u>In class</u> Transcribing disordered speech	<u>Homework</u> (due 11/17) Begin project broad transcription
13 T	11/17	<u>In class</u> Transcribing disordered speech	<u>Homework</u> (due 11/19) Begin project narrow transcription
R	11/19	<u>In class</u> SLPA-for-a-day	<u>Homework</u> (due 12/1) Continue project narrow transcription
14 T	11/24	NO CLASS- Thanksgiving Break	This is a good time to keep working on your project!

R	11/26	NO CLASS- Thanksgiving Break	'hæpi ,θeɪŋks'gɪvɪŋ
15 T	12/1	<u>In class</u> In-class project troubleshooting: bring your questions!	<u>Homework</u> (due 12/10) Work on your project! Make sure you've incorporated the phonological rules!
R	12/3	<u>In class</u> In-class project opportunity- ask your peers!	<u>Homework</u> (due 12/10) Work on your project!
(16) T	12/8	<u>No class- Finals week</u>	<u>Homework</u> Project is due 12/10
R	12/10	<u>No class- Finals week</u> Final project due today by 11:59PM	Thank you for all of your hard work this semester! <u>Remember- for each day earlier than the deadline that you turn in your project, you can earn an extra credit point (up to 10 points)</u>

Policies and Procedures

Course Grading

Attendance	5%
Reading Activities (8 total)	10%
Learning activities (7 total)	15%
Practice activities (8 total)	20%
Knowledge Checks (7 total)	25%
Transcription Final Project	25%

Note: You can check in with your grade progress any time on the canvas grades section.

Grades Assigned

A = 89.5-100	B = 79.5-89.4	C = 69.5-79.4	D = 59.5-69.4	F = ≤ 59.4
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Reminder: You must receive a course grade of at least a C to progress to the next course in the COMD program. You can do this! You will earn the grade you work for.

I will round up to the next point for grades that end with .5 or higher.

I will not round up to the next point for grades ending in .4 or lower.

Late Work Policy

I encourage you to avoid submitting late work, as you will end up behind schedule and have a difficult time making up for lost time. If you submit your work within 24 hours of the due date, you can still qualify for 60% of the original points.

Please do not submit work more than 1 day late. It is unlikely that you will have retained the information from class that would be necessary for your success on that assignment. That is why assignments are so time-sensitive.

Each class prepares you to succeed on each assignment. Doing your assignments in a timely manner will help you learn the most efficiently and effectively. It will also prevent you from falling behind in class. It will be very difficult to catch up if you do.

This policy does not apply to in-class knowledge checks. These are one-time only opportunities, and count for 25% of your grade.

Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside.

For in-class knowledge checks, you will need to use a computer with internet access.

For note taking, your computer will be less helpful, because the skills you're learning are primarily pen-to-paper skills. I encourage you to take notes on paper. For classes that are very lecture-heavy or information-focused (rather than skills-focused), you are free to use your computer to take notes if that is easier for you. However, please refrain from doing anything *other* than taking notes in class. It prevents you from learning, and it can distract the students sitting around you.

Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

Online / distance learning policies

Students participating in class via distance education must have reliable access to the video-conferencing platform used for class and a functioning webcam and microphone. To promote engagement, collaboration, and a learning environment comparable to the in-person classroom experience, students are expected to keep their cameras on and interact with the class by asking and answering questions just like the students in person.

Online students are expected to participate fully in all course activities, including class discussions, breakout room activities, collaborative learning exercises, polls, and other interactive components. Participation expectations for online students are equivalent to those for in-person students. Students should attend class from an environment that minimizes distractions and supports active engagement in course activities. Active participation benefits both you, the student, and me as your instructor.

Your attendance grade depends upon your camera being on and your participation being active. If your camera is off, you will be marked absent for that class day unless prior arrangements have been made with me in advance. Otherwise, I have no way of knowing whether you are actually present and attending to our class.

You are learning at a distance, which can present challenges for phonetic transcription practice due to potential issues with speakers or microphones. If our classroom has any audio challenges, such as poor microphone reception, I will do my best to provide audio recordings that you can play so that you do not depend upon my own speech.

Attempt to find an area for learning where you can reduce audio distractions. This might look like obtaining a pair of headphones, or separating yourself from a loud physical environment. If you have challenges with either of these, please let me know as soon as possible so that we can work together to find solutions.

Additional Information

UNIVERSITY POLICIES

Academic Honesty Policy: 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).

Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a "0" for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker's or writer's indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

Student Standards of Academic Conduct 1. 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.

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

- i copying from another student's test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv 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;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination; viii 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; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x 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;
- xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii 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
- xii 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.

b. “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.

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

Artificial Intelligence

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, AI is not permitted at all. 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 is best for your efforts in mastering course learning objectives. For this course, **I expressly forbid using artificial intelligence (AI)/large language model tools for any stages of the work process. Deviations from these guidelines will be considered a violation of UT Tyler’s Honor Code and academic honesty values.**

The U-T 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, as you will be asked to 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, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

Disability/Accessibility Services:

a. 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.

b. **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 Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079.

Grade Replacement/Forgiveness and Census Date Policies:

a. 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.

b. 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.

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

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

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 include 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.

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.

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.

6. Student Absence due to Religious Observance: This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog. 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.

7. Student Absence for University-Sponsored Events and Activities: This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog. 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.

8. Social Security and FERPA Statement: 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. 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. **10. Emergency Exits and Evacuation:** a. 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.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. 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).
4. UT Tyler Counseling Center (903.566.7254)
5. For more information about grading, academic policies, and add/drop, see here:
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>

5.14.3 Student Pregnancy and Parenting Nondiscrimination Policy

The purpose of this policy is to maintain a learning environment that is free from discrimination of pregnant or parenting students, in accordance with the Texas Education Code, Title 3, Section 51.982: Protections for Pregnant and Parenting Students and other applicable laws. This policy entitles pregnant and parenting students to academic accommodations, including flexible attendance and extended dates for assignments. If you are a pregnant or parenting student, please complete the Self-Reporting Form and the UT Tyler Parent and Family Programs will contact the professors to provide the necessary accommodations. Detailed information about this policy are available at: <https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/>

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](#).

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.

B. Campus Carry: 1. 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>

C. UT Tyler a Tobacco-Free University: 1. 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.