ENGL 3308: Writing Textual Analysis

Meeting Time and Place:
001: TTH 9:30-10:50 am
        RBN 4034

INSTRUCTOR
👤 Dr. Zita Hüsing
💺 Office: CAS (College of
        Arts and Sciences) 239
✉ zhusing@uttyler.edu
🖥 Office Hours: MW 12:30-2 pm
(via Zoom/in person) and by
appointment

COURSE DESCRIPTION
This course requires intensive practice in writing about literary, critical, and argumentative texts with an emphasis on close reading and analysis. The course emphasizes the process of writing critical essays.

Students will develop analytical skills through multiple assignments culminating in a multimodal seminar paper. We will begin with literary analysis, move into nonfiction and critical theory, and end by synthesizing these approaches in a final research-based project.

LEARNING OUTCOMES
Upon successful completion of this course, students will:
- Write in-depth analytical papers using a variety of analytical approaches
- Read closely a variety of texts, including short story, essay, and literary journalism
- Use textual and other evidence to support a strong thesis-driven argument
- Evaluate reading and writing habits to improve those habits
- Develop multimodal skills for presenting research and argumentations

TEXTS AND LAPTOP
- All readings will be made available on Canvas. There is no textbook to buy.
- **Access to a laptop/computer** and internet access to access course materials and readings on Canvas (PDFs, links to videos, reports, handouts). Bringing your laptop to class will be beneficial to you. I strongly recommend that you **bring your laptop to all class sessions**.
- Access to MS Word, MS PowerPoint, and Canva.com. You can download Office 365 for free as a UT Tyler student here (it includes MS Word and MS PowerPoint).

COMMUNICATION
Please make sure to email me if you have any questions about projects, come by during office hours appointment, or set up an appointment in advance if the office hours are inconvenient. Begin every subject line for every email or Canvas message with ENGLISH 3308—[Section #]

and sign the email with your first and last name. Email correspondence should be respectful and appropriate. I only accept correspondence from your UT Tyler email as per UT Tyler email policy.

COURSE RULES
- Listen and learn from one another, respect others' opinions, experiences, beliefs, values, and differences.
- All students are responsible for contributing to both their own learning experience and the learning experience of others.
- There is room for vigorous discussion, and sometimes even heated intellectual disagreement in this class; however, it is expected that each person treats others with the utmost care and respect. Conflict between ideas does not need to become conflict between people. Be kind.

UT TYLER ACADEMIC DISHONESTY AND HONOR CODE
This class has a Zero Tolerance Policy for Academic Dishonesty. Any deliberate act of academic dishonesty will result in immediate failure of the entire course. According to the Manual of Student Conduct, "Academic Dishonesty" includes, but is 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 without giving sufficient credit, taking an examination for another person, falsifying academic records, and any act designed to give unfair academic advantage to the student, or the attempt to commit such an act. The Honor Code is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, 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."

ACCOMODATIONS
Students with disabilities, whether physical, learning, or psychological, who believe that they need accommodations, are encouraged to contact the UT Tyler Office of Student Accessibility and Resources as soon as possible to ensure accommodations are implemented promptly. The UT Tyler Office of Student Accessibility and Resources provides students equal access to all educational, social and co-curricular programs through coordination of services and reasonable accommodations, consultation and advocacy.
We work collaboratively with students, faculty, and staff to create an inclusive educational environment.

- Apply for Services Here
- Existing SAR Student Login

Note: The SAR registration process may take up to three (3) weeks to complete.
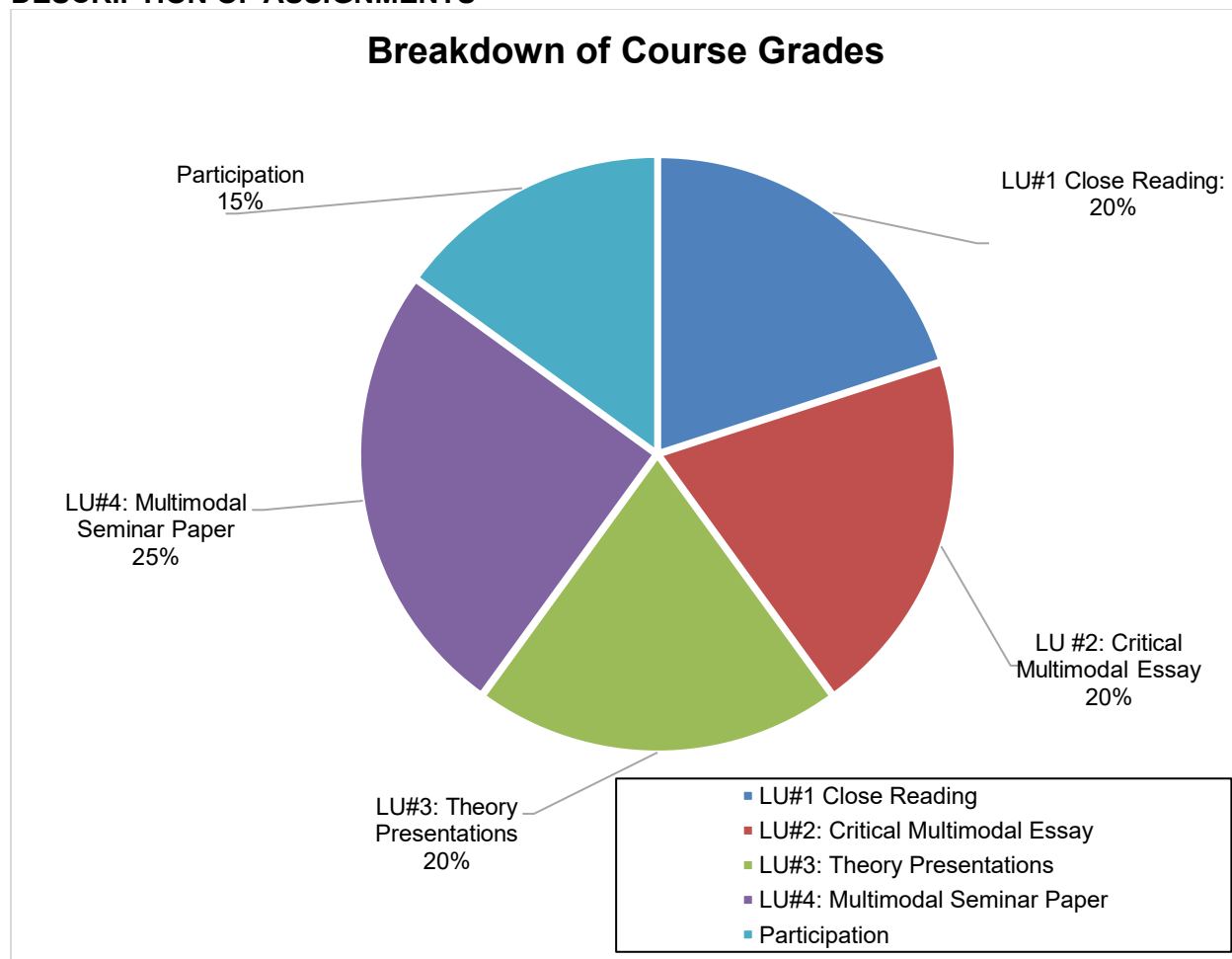
ATTENDANCE
There may be times when you cannot or should not attend class, such as if you are not feeling well, have an interview, or have family responsibilities. Therefore, this course allows a total number of **5 absences** without penalty. Any student who misses more than 5 classes without a university-approved excuse will **fail** the course automatically. Arriving late or leaving early 3

times will count as 1 absence. Not participating in class activities will result in an absence for the day, especially if students are **on a phone/laptop during class time** when the use of these devices is not explicitly required by the instructor.

For relevant UTT policies, see the UTT policy on "Class Attendance/Excused Absences," and the UTT policy on withdrawals including "Medical Withdrawal/Course Load Reduction."

DESCRIPTION OF ASSIGNMENTS

Breakdown of Course Grades

- LU#1 Close Reading: 20%
- Participation 15%
- LU#4: Multimodal Seminar Paper 25%
- LU#3: Theory Presentations 20%
- LU #2: Critical Multimodal Essay 20%

Legend:
- LU#1 Close Reading
- LU#2: Critical Multimodal Essay
- LU#3: Theory Presentations
- LU#4: Multimodal Seminar Paper
- Participation

The assignments are organized in Learning Units (LUs)

LU#1: Close Reading (20%)	You will perform a detailed analysis of a literary text, focusing on language, form, and meaning. Length: 1000-1200 words. Draft due Week 3; Final due Week 4.
LU #2: Critical Multimodal Essay (20%):	This essay will analyze a nonfiction text and include at least two modes (visual, audio, or digital) to support your argument. Length: 1200-1500 words. Draft due Week 6; Final due Week 7.
LU #3: Theory Presentation (20%)	In **groups**, you will present a critical theory text to the class, using visuals or multimedia to explain key concepts and their application to textual analysis. 10-15 minutes. Scheduled in Weeks 9-10.

LU#4: Multimodal Seminar Paper (25%)	The final project synthesizes literary, nonfiction, and theoretical analysis into a research-based, argumentative seminar paper with multimodal elements. Length: 2000-2500 words. Draft due Week 13; Final due during Finals Week.
Participation/Engagement (15%)	I expect regular and enthusiastic participation in class. You can acquire up to 50 points in participation by uploading in-class activities on Canvas. The remainder of the participation grade (50 points) consists of in-class participation. Students who listen to each other will be awarded with higher grades than those who are competitive and exclusionary. Make sure to fulfill all these three components for a good participation grade: 1) **Be prepared** for class (complete the assigned reading and writing) 2) **Participate** in respectful, engaging discussion with your colleagues in class and on Canvas 3) **Collaborate** with your peers in group projects. At times you may be divided into smaller groups for small brainstorming sessions in the class so that everyone has an opportunity to share and present their ideas.

LATE ASSIGNMENTS
Your work should be submitted on time. Acceptable file formats are .doc, .docx or .pdf. **All other formats are not accepted** and will be counted as missing. Quizzes or other classroom activities cannot be made up. If you have a valid excuse that is documented, reasonable effort will be made in helping you to make up the assignment. Late formal assignments are deducted **one grade letter per day**.

EXTENSION LOG POLICY
You will receive a pool of hours that allow you to extend the due date for any formally submitted assignment as you see fit, as long as you remain within the guidelines below (policy developed by Dr. Micheal Rumore and Dr. Franziska Tsufim). The breakdown within each unit is as follows:

LU#1: 72 hours
LU#2: 72 hours
LU#3: 72 hours

To receive an extension for an assignment using these hours, simply submit an **extension log** (see template in each Assignment Description on Canvas) to Canvas in place of the assignment. Your logs should set a new deadline by noting how many extension hours will be used and briefly documenting how you will use those hours. You may divide your extension pool into 24-hour "blocks." **The extension is considered automatically granted as long as you submit your log by the assignment's original due date, as your hours cannot be assigned retroactively.** You may submit one additional extension log for a previously extended assignment if you meet your own revised deadline and have the requisite hours in your pool. **Note: LU#4 and LU#5 are not eligible for using your extension hours**.

Personal circumstances, emergencies, or necessary accommodations may require extensions beyond the time granted by this policy. If something unexpected happens during the semester—please do not hesitate to reach out.

GRADES
For determining assignments and final grades, the following scale will be used in this course:

A	90 to 100 points
B	80 to 89 points
C	70 to 79 points
D	60 to 69 points
F	0 to 59 points

PAPER FORMAT RULES

All assignments will be handed in as Word documents or PDFs on Canvas. Linked Google docs will not be accepted. The papers should follow MLA format. Papers are left justified and double spaced, formatted in Times New Roman or Arial, 12 pt. font, 1" margins all around. All assignments should have a centered title and page numbers in the upper right corner. In the upper left corner of all assignments, place this heading:

[Your name]
English 3308
Prof. Hüsing
[Date]

AI POLICY

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 permitted only for specific assignments or situations, and appropriate acknowledgment is required.**
This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

STUDENTS RIGHTS AND RESPONSIBILITIES
Please make sure you eat, sleep, and take care of yourself. Make sure to read the policies that outline student responsibilities at UT Tyler:
http://www.uttyler.edu/wellness/rightsresponsibilities.php.

UT TYLER RESOURCES
- UT Tyler Writing Center
- UT Tyler PASS Tutoring Center
- UT Tyler Counseling Center

CLASS SCHEDULE (Subject to change)

It is the your (the student's) **responsibility** to **check the course schedule for changes**. The class schedule will appear in the form of modules on Canvas which will be published in the beginning of every week.

Date	In Class	Homework
	INTRODUCTION TO THE COURSE **Week 1: What is Textual Analysis?**	
Tuesday 8/26	Introduction to the course. Review course syllabus. Discuss: why textual analysis matters for your career	Review syllabus. Bring questions to class. Work on **short introductions** due 8/28 in class) Read: Soft skills article

Thursday 8/28	Syllabus Q&A Discuss: What is Textual Analysis? **Short introductions due in class** Discuss: What is Genre?	Read: The Story and Its Writer (posted on Canvas)
LEARNING UNIT #1 **Week 2: Close Reading**		
Tuesday 9/2	Intro of Close Reading assignment Discuss: What is Close Reading? Discuss key events, characters, and themes Discuss tone and setting	Raymond Carver, "What We Talk About When We Talk About Love" (posted on Canvas) Annotate texts; brainstorm essay topic
Thursday 9/4	Practice close reading Carve Practice synthesizing the most important idea in a text Analyze tone and setting	Read: Ursula K. Le Guin's "Omelas" (posted on Canvas)
Week 3: Close Reading		
Tuesday 9/9	Discuss allegory and social critique	Watch: OnCourse Video on Analyzing Texts
Thursday 9/11	**LU#1: Close Reading Essay Draft due in class** Peer Review workshop	Watch: OnCourse Video on Understanding Context
Week 3: Close Reading		
Tuesday 9/16	Discuss the importance of context	Read: Purdue OWL MLA guide Watch (optional): On Course "Integrating Quotations"
Thursday 9/18	MLA citation and practice	

	Review quoting and paraphrasing **Close Reading Essay Final due Friday 9/19 by 5 PM**	
	LEARNING UNIT #2 **Week 5: Critical Multimodal Essay**	
Tuesday 9/23	Intro of Critical Multimodal Essay Practice analyzing news articles and opinion pieces	Excerpt from Writer/Designer (on Canvas)
Thursday 9/25	Practice rhetorical analysis with visuals	
	Week 6: Critical Multimodal Essay	
Tuesday 9/30	Designing and writing multimodally	Read: "Reading Multimodal Texts in the 21st Century" by Frank Serafini
Thursday 10/2	**LU#2: Critical Multimodal Essay Draft due in class** Peer Review Workshop Discuss helpful feedback	
	Week 7: Critical Multimodal Essay	
Tuesday 10/7	Tools for multimodal design (infographics, audio) Revision workshop	Watch: Canva tutorial Watch: OnCourse video "The Revision Process"
Thursday 10/9	Workshop: combining text and visuals **Critical Multimodal Essay Final due Friday 10/10 by 5 PM**	Read: Excerpt of the Posthuman by Rosi Braidotti Listen to: Rosi Braidotti's The Posthuman
	LEARNING UNIT #3 **Week 8: Theory Readings**	

Tuesday 10/14	Intro and overview of Theory Presentations Intro to theory: Braidotti & posthumanism Discuss audience awareness, objections, alternate and theoretical views	Listen: Posthuman Knowledge episode from 'The Good Robot' Podcast
Thursday 10/16	Theory discussion – What is the Posthuman?	Read: Coeckelbergh excerpts from *AI and Ethics* (posted on Canvas) Listen to: Technoethics
Week 9: Theory Presentation Preparation		
Tuesday 10/21	Introduce and discuss tech ethics: Coeckelbergh Discuss different professional communities/environments	
Thursday 10/23	Infographic activity: Find and analyze career infographics Discuss creating well-crafted arguments Applying theory: AI and Ethics	Prepare slides/ podcast/video for LU#3
Week 10: Theory Presentations		
Tuesday 10/28	**Theory Presentations (Round 1)**	
Thursday 10/30	**Theory Presentations (Round 2)**	Watch: OnCourse video "Turning a Question into a Claim"
LEARNING UNIT #4 **Week 11: Multimodal Seminar Paper**		
Tuesday 11/4	Intro to Multimodal Seminar Paper Discuss research questions and claims	Read: Excerpts from *Writer/Designer* (posted on Canvas)

| | | Begin researching and compiling scholarly sources

Watch: OnCourse Video "Categorizing Research Sources" |
|---|---|---|
| Thursday 11/6 | **No class.** | |
| | **Week 12: Multimodal Seminar Paper** | |
| Tuesday 11/11 | Discuss argument structures and evidence

Discuss persuasive claims | Read: UNC Writing Center: Argument guide |
| Thursday 11/13 | Discuss argument mapping | |
| | **LEARNING UNIT #4**

Week 13: Multimodal Seminar Paper | |
| Tuesday 11/18 | **LU#4: Multimodal Seminar Paper Draft due in class**

Peer Review. | |
Thursday 11/20	Go over revision strategies	Continue revisions of LU#4 draft
	Week 14: Thanksgiving Holiday	
Tuesday 11/25	**No class. Thanksgiving Break.**	
Thursday 11/27	**No class. Thanksgiving Break.**	
	Week 15: Multimodal Seminar Paper

Last week of classes | |
| Tuesday 12/2 | Discuss and review guidelines for LU#4

Course Evaluations

Multimodal Troubleshooting | |
| Thursday 12/4 | Discuss the real world, your careers, and how this class is relevant to everything else you will ever do. | Prepare final submission |

Final edits and polishing of LU#4. Conclusion and parting thoughts.

LU#4: Multimodal Seminar Paper due by 12/10 by 11:59 pm