

English 3308: Writing Textual Analysis
Fall 2025

Instructor: Dr. Tara Propper

Email: Tpropper@uttyler.edu

Office: CAS 236

Office Hours: My office hours will be conducted via Zoom or in-person on Tuesdays and Thursdays 2:15-4PM). I am also available to meet via 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.

Required of English majors/minors and recommended for others who wish to develop advanced reading and writing skills.

Learning Outcomes:

By the end of the course, students should be able to:

1. Write in-depth analytical papers using a variety of analytical approaches
2. Read closely a variety of texts, including short story, essay, and literary journalism
3. Use textual and other evidence to support a strong thesis-driven argument
4. Evaluate reading and writing habits to improve those habits

Texts:

There is no course textbook. All readings will be uploaded to Canvas's "Modules" at the beginning of each week.

Assignment Overview:

Quizzes -> 15 points (there are three quizzes, each worth 5 points)

Close Textual Analysis Paper -> 10 points

Genre or Rhetorical Analysis Paper -> 10 points

Research Paper and Presentation -> 30 points (Paper = 15/ Presentation = 15)

Discussion Board Forum -> 20 points

Peer Review Worksheets -> 15 points (there are three PR Worksheets, each worth 5 points)

Close Textual Analysis Paper (10): This assignment tasks you with writing a short paper (500-800 words) that engages in a close textual analysis of Joyce Carol Oates's "Our Wall." In this paper, you will need to identify a central theme or question anchoring Oates's work. Next, you will select a passage from "Our Wall" (no longer than one page, no shorter than one paragraph) to analyze. How might this passage reflect or demonstrate the central theme or question you have identified?

Genre or Rhetorical Analysis Paper (10): While the first assignment asked you to engage in Close Textual Analysis, this assignment tasks you with writing a short Genre Analysis of George Orwell's "Politics and the English Language" OR Rhetorical Analysis of David Foster Wallace's "Remember the Lobster" (500-800 words), depending upon your preference.

Research Paper and Presentation (30 points): For the final assignment, you will bring together the analytic skills you've cultivated throughout the semester to identify a topic for research. This assignment tasks you with writing a 1250-1500 word research inquiry paper based upon one of the readings we've discussed this semester (i.e. Oates's "Our Wall," Orwell's "Politics and the English Language," or Wallace's "Remember the Lobster"). After selecting one of the assigned readings, determine a thesis/focus by considering our class discussions and your previous writing assignments. That is, what do you want to argue, claim, or question about one of the readings we've engaged? Once you've zeroed in on a general focus, conduct research about your text. Select three scholarly secondary sources (i.e. peer-reviewed or editorially-reviewed) that help to support, extend, or refine your thesis. You will be expected to share your findings in a 10-minute video, which you will share with the class.

Peer Review Worksheets and Quizzes (30 points): Because this course emphasizes process-based writing, peer review and process quizzes represent a significant portion of your final grade. Please refer to my weekly announcements and lecture videos for information about deadlines and how to prepare for these assignments.

Discussion Board Response (20): Your Discussion Board Responses are essential to your progress and participation in this class. There are 10 Discussion Board Responses for the course, each worth 2-percentage points (if you miss four Discussion Board Responses, then you will receive an F for your Discussion Board grade). Every student should submit a 300-word post to each Discussion Board as well as respond to two peer posts. Each peer response should be a minimum of 100 words. This makes your weekly Discussion Board responses a total of 500 words.

Each Discussion Board Response should engage the ideas, questions, or concerns introduced in the weekly readings. In order to fully engage the authors you are reading, you will need to include direct quotations from each text to support your claims. When integrating quotations, please include in-text parenthetical citations that identify the author and page number. Punctuate quotations with quotation marks.

Each week, I will offer extended comments on a handful of Discussion Board posts that are reflective of claims, ideas, or struggles that the class as a whole is considering/grappling with. Therefore, it's important that you read the entire Discussion Board thread to better understand and clarify weekly topics and reading questions.

The postings on the discussion board must be focused on the assigned topic. All technical problems associated with the Blackboard, Internet, or library database, including passwords and user IDs, should be directed to the respective departments. The course instructor would not answer any technical questions.

All postings on the discussion board must meet academic and professional standards. Abuses in forms of bullying and/or discriminatory comments on gender, sex, race, or ethnicity are not allowed and will be reported if the instructor's intervention does not see immediate changes of the behavior.

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Revision:

Revision is an essential part of the writing process, as the old adage goes, "there is no good writing, there is only good rewriting." Therefore, you may revise your Close Textual Analysis Paper and Genre/Rhetorical Response Paper within one week of receiving your letter grade and my comments.

In addition to revising your paper based on my feedback, you will also need to write a Cover Letter explaining the specific changes you made to your paper and how they account for my notes. Your Cover Letter should be written in full and complete sentences and should not simply list the changes that you made. Instead, explain how your revisions provide a new or different approach into your claims, ideas, or larger organization. You will also need to track/highlight the changes you made to your original document.

Revisions may improve your grade. Grade improvements are dependent on improved structure and substance of the writing. However, grade improvements are not guaranteed. Thus, in order to ensure a grade improvement, you must make substantive revisions.

By substantive revisions, I mean reworking your thesis or framework for exploration; integrating and analyzing quotations; including transition sentences to shore up your organization; including additional evidence to support or challenge claims.

Revisions that will not receive a grade improvement will be those that simply make copy editing changes, such as changing punctuation, deleting sentences on which I have commented, or substituting one word for another. While these are appropriate edits, they should not constitute the entirety of your revision.

Artificial Intelligence Policy:

Since this class focuses on analysis and its application to composing well-researched and critically-sound writing, students are NOT invited to use artificial intelligence to author their writing assignment submissions. However, given the proliferation of AI tools and their application to the research process, this course will explore how to use AI tools to locate scholarly sources. Moreover, throughout the semester, we will consider how to use AI as a peer review partner. Therefore, this course will emphasize the ways in which we can use AI tools to ethically aid in research, while also understanding such technology's strengths and weaknesses with respect to the writing process.

For more information, please review the plagiarism policy listed below on the syllabus.

University Position on AI Initiatives:

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 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 in this course 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, 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.

During some research and peer review assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

Late Papers:

I will penalize late papers: half of a letter grade (e.g., A to B+) for the first day late; after that, a full letter grade (e.g., A to B).

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by engaging in substantive conversation via our Discussion Board and submitting work on time. Please contact me at your earliest convenience, so that we can remediate the issue.

Email Policy:

Email is the easiest way to contact me. However, etiquette and courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because email is quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject/title for your email, an opening address (Dear Dr. Propper...), and a closing signature.

I will check my email regularly Mondays-Fridays from 9am-5pm. You can expect a response from me 48 hours after I have read your message (not 48 hours after you sent your message). For example, if you email me at 7pm on Friday, you should expect me to read your message on Monday morning. Consequently, you should expect a response 48 hours after I have read it (i.e., by Wednesday morning).

Lastly, I expect everyone to check their email at the same frequency. Put simply, you need to check your email regularly Mondays-Fridays from 9am-5pm. If you anticipate inconsistent email access being an issue, please speak with me.

Syllabus Changes:

The information contained in the course syllabus, other than the grading criteria may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

Course Schedule

	Topics	Reading and Writing Assignments
Week 1	Course syllabus and assignments	DB#1 Due on Friday
Week 2	Discussion - AI benefits and pitfalls	<u>Read:</u> Joyce Carol Oates's "Our Wall" (in "Modules") DB#2 Due on Friday
Week 3	Discussion - Oates's "Our	<u>Read:</u> Close Textual Analysis

<p>Analytic Approaches - Close Textual Analysis</p>	<p>Wall"</p>	<p>Assignment Prompt (in "Assignments")</p> <p><u>Read:</u> Close Reading Tips (in "Week 2 Modules")</p> <p>DB#3 Due on Friday</p>
<p>Week 4</p> <p>Analytic Approaches - Close Textual Analysis</p>	<p>Discussion - How to conduct peer review (Questions to ask your LM system)</p>	<p>***Quiz 1 Due Tuesday</p>
<p>Week 5</p> <p>Analytic Approaches - Genre Analysis</p>	<p>Discussion - Orwell's "Politics and the English Language"</p>	<p><u>Read:</u> Orwell's "Politics and the English Language" ("Week 4 Modules") assignment</p> <p><u>Writing:</u> Close Textual Analysis Paper Due on Friday ("Assignments")</p> <p><u>Writing:</u> Submit PR Questions and LM Response to CTA Paper on Friday ("Assignments")</p>
<p>Week 6</p> <p>Analytic Approaches - Genre Analysis</p>	<p>Discussion: The Essay Genre</p>	<p>***Quiz 2 Due on Tuesday</p> <p><u>Read:</u> "From the History and Poetics of the Essay" https://theessayreview.org/from-a-history-and-poetics-of-the-essay/ ("Week 5 Modules")</p>

		<p><u>Read:</u> "Essaying A Genre" https://engelsbergideas.com/notebook/essaying-a-genre/ ("Week 5 Modules")</p> <p>DB#4 Due on Friday</p>
<p>Week 7</p> <p>Analytic Approaches - Rhetorical Analysis</p>	<p>Discussion: Wallace's "Consider the Lobster"</p>	<p><u>Read:</u> Wallace's "Consider the Lobster"</p> <p><u>Read:</u> Genre or Rhetorical Analysis Paper Prompt</p> <p>DB#5 Due on Friday</p>
<p>Week 8</p> <p>Analytic Approaches - Rhetorical Analysis</p>	<p>Discussion: Conducting a Rhetorical Analysis</p>	<p><u>Read:</u> "Common Rhetorical Devices List: The Art of Argument" (Glatch)</p> <p><u>Read:</u> "Why's This So Good? David Foster Wallace and the brilliant 'Consider the Lobster'" (Bukaty)</p> <p>***Quiz 3 Due on Thursday</p>
<p>Week 9</p>	<p>Individual Conferences</p>	<p><u>Writing:</u> Genre or Rhetorical Analysis Paper Due on Friday ("Assignments")</p> <p><u>Writing:</u> Submit PR Questions and LM Response to Genre/Rhetorical Analysis Paper on Friday ("Assignments")</p>

<p>Week 10</p> <p>Process-Based Writing: Research Inquiry</p>	<p>Discussion: Crafting Thesis Statements for Research</p>	<p><u>Read:</u> Research Paper Prompt (in "Assignments")</p> <p><u>Read:</u> UNC Chapel Hill Writing Center "Thesis Statements" https://writingcenter.unc.edu/tips-and-tools/thesis-statements/ ("Week 9 Modules")</p> <p>DB#6 Due on Friday</p>
<p>Week 11</p> <p>Process-Based Writing: Research Inquiry</p>	<p>Crafting Thesis Statements</p>	<p>DB#7 Due on Friday</p>
<p>Week 12</p>	<p>Locating and Engaging with Sources for Scholarly Review</p>	<p><u>Writing Benchmark:</u> By now, you should have your thesis and introduction sections completed by this Friday.</p>

Process-Based Writing: Research Inquiry	Discussion: Writing Introductions and Body Paragraphs for Research	DB#8 Due on Friday
Week 13 Process-Based Writing: Research Inquiry	Individual Conferences	<u>Writing Benchmark:</u> By now, you should have your body paragraphs completed by Friday. DB#9 Due on Friday
Week 14 Thanksgiving Break		
Week 15 Process-Based Writing: Research Inquiry	Writing Conclusions	DB#10 Due on Friday
Week 16		***Final Paper Due

Additional Policies:

Scholastic Dishonesty

Please see UT Tyler's policy on scholastic dishonesty: <https://www.uttyler.edu/sci/?r=/judicialaffairs/>

This class has a Zero Tolerance Policy for Scholastic Dishonesty. Any deliberate act of scholastic dishonesty will result in immediate failure of the entire course.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)Links to an external site.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php> (Links to an external site.)Links to an external site.

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free (Links to an external site.)Links to an external site.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Please see academic calendar.

Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

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

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

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> (Links to an external site.)Links to an external site. and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia

Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> (Links to an external site.)Links to an external site. , the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

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

copying from another student's test paper;

using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test;

possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

collaborating with or seeking aid from another student during a test or other assignment without authority;

discussing the contents of an examination with another student who will take the examination;

divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

falsifying research data, laboratory reports, and/or other academic work offered for credit;

taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

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

UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

UT Tyler Counseling Center (903.566.7254)

UT Tyler COVID Policy:

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing and vaccinations, which have proven to be successful in slowing the spread of viruses. Encourage those who don't feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure (CDC quarantine/isolation guidelines). Please work with your faculty members to maintain coursework and please consult existing campus resources for support.