ENGL 3308: Writing Textual Analysis

INSTRUCTOR
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 Office Hours: T TH 12:30 pm -1:30 pm, W 11am-12 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 access Office 365 in One Drive for free as a UT Tyler student here (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.

- Apply for Services Here
- Existing SAR Student Login

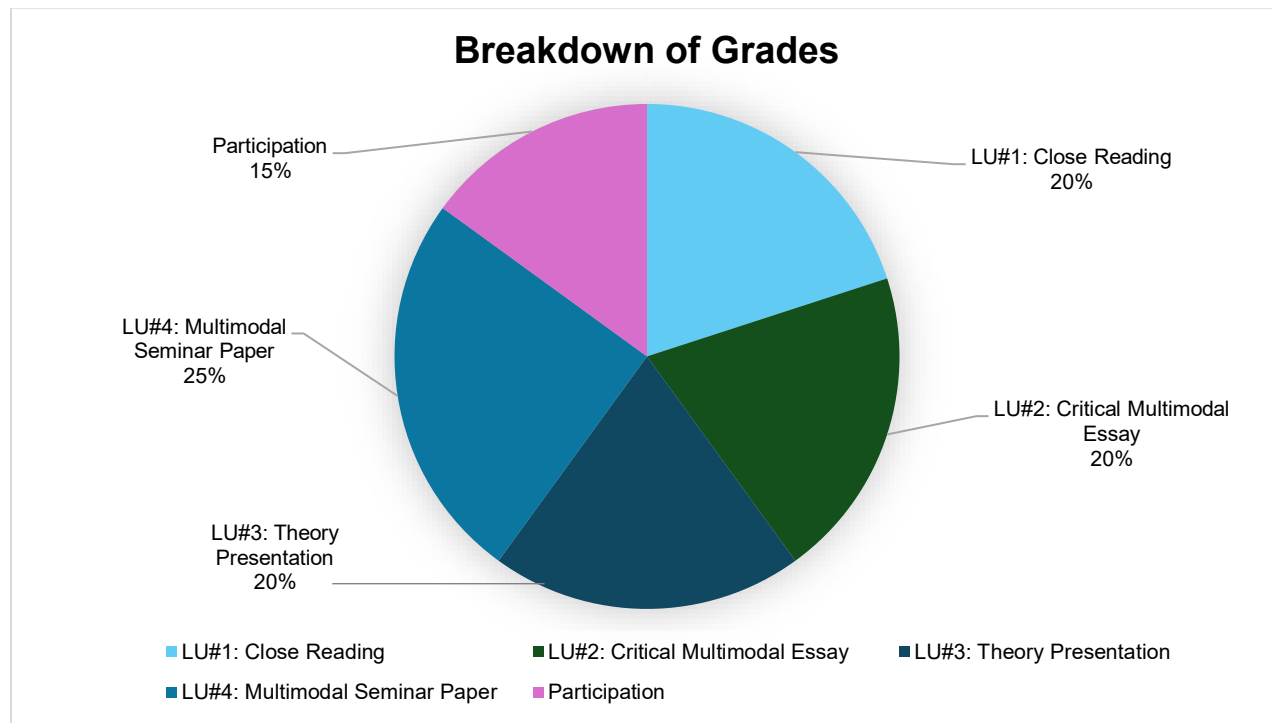**Note:** The SAR registration process may take up to three (3) weeks to complete.

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 Grades

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

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: 1500 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

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 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 1/13	**No in-person class/ online activities** Introduction to the course. Review course syllabus. Post any questions in the Q&A	Review syllabus. Bring questions to class. Read: Soft skills article

	Discuss: why textual analysis matters for your career	
Thursday 1/15	Syllabus Q&A Discuss: What is Textual Analysis? Short introductions in class	Read: The Story and Its Writer (posted on Canvas)
	LEARNING UNIT #1 **Week 2: Close Reading**	
Tuesday 1/20	Intro of Close Reading assignment Discuss: What is Genre? 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 1/22	Practice close reading Carver 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 1/27	Discuss allegory and social critique	Watch: OnCourse Video on Analyzing Texts
Thursday 1/29	**LU#1: Close Reading Essay Draft due in class** Peer Review workshop	Watch: OnCourse Video on Understanding Context
	Week 4: Close Reading	
Tuesday 2/3	Discuss the importance of context	Read: Purdue OWL MLA guide

Thursday 2/7	MLA citation and practice Review quoting and paraphrasing **Close Reading Essay Final due Friday 2/8 by 5 PM**	
	LEARNING UNIT #2 **Week 5: Critical Multimodal Essay**	
Tuesday 2/10	Intro of Critical Multimodal Essay	Excerpt from Writer/Designer (on Canvas)
Thursday 2/12	Practice analyzing news articles and opinion pieces	
	Week 6: Critical Multimodal Essay	
Tuesday 2/17	Practice rhetorical analysis with visuals	Read: "Reading Multimodal Texts in the 21st Century" by Frank Serafini
Thursday 2/19	Designing and writing multimodally	
	Week 7: Critical Multimodal Essay	
Tuesday 2/24	Workshop Critical Multmodal Essay	
Thursday 2/26	**LU#2: Critical Multimodal Essay Draft due in class** Peer Review Workshop Discuss helpful feedback	
Tuesday 3/3	Tools for multimodal design (infographics, audio) Revision workshop	Watch: Canva tutorial Watch: OnCourse video "The Revision Process"

Thursday 3/5	**No in-person class** Workshop: combining text and visuals **Critical Multimodal Essay Final due Friday 3/6 by 5 PM**	Read: Excerpt of the Posthuman by Rosi Braidotti Listen to: Rosi Braidotti's The Posthuman
	Week 8: Spring Break: 3/9-3/13	
	LEARNING UNIT #3 **Week 9: Theory Readings**	
Tuesday 3/17	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 3/19	Theory discussion – What is the Posthuman?	Read: Coeckelbergh excerpts from *AI and Ethics* (posted on Canvas) Listen to: Technoethics
	Week 10: Theory Presentation Preparation	
Tuesday 3/24	Introduce and discuss tech ethics: Coeckelbergh Discuss different professional communities/environments Discuss creating well-crafted arguments Applying theory: AI and Ethics	
Thursday 3/26	**Asynchronous Workshop Day: Meet with your Groups to Prepare Theory Presentations**	Prepare slides for LU#3
	Week 11: Theory Presentations	
Tuesday 3/31	**Theory Presentations (Round 1)**	

Thursday 4/2	**Theory Presentations (Round 2)**	Watch: OnCourse video "Turning a Question into a Claim"
	LEARNING UNIT #4 **Week 12: Multimodal Seminar Paper**	
Tuesday 4/7	Intro to Multimodal Seminar Paper Discuss research questions and claims	Read: Excerpts from *Writer/Designer* (posted on Canvas) Watch: OnCourse Video "Categorizing Research Sources"
Thursday 4/9	Brainstorm sub-topics and research context **LU#4: Multimodal Seminar Paper Proposal due by Friday, 4/11 by 5 pm**	Begin researching and compiling scholarly sources
	Week 13: Multimodal Seminar Paper	
Tuesday 4/14	Discuss argument structures and evidence Discuss persuasive claims	Read: UNC Writing Center: Argument guide
Thursday 4/16	Discuss argument mapping	
	Last week of classes **Week 14: Multimodal Seminar Paper**	
Tuesday 4/21	**LU#4: Multimodal Seminar Paper Draft due in class** Peer Review. Go over revision strategies Course Evaluations Multimodal Troubleshooting	Continue revisions of LU#4 draft
Thursday 4/23	Discuss the real world, your careers, and how this class is relevant to everything else you will ever do. Final edits and polishing of LU#4. Conclusion and parting thoughts.	Prepare final submission

| | **LU#4: Multimodal Seminar Paper due by 4/29 by 5:00 pm** | |

Major Assignments Due Dates (usually due at 5 pm, see extension policy for possible extensions on LU#1, and 2).

- **LU#1: Close Reading**: February 8 by 5 pm
- **LU#2: Critical Multimodal Essay**: March 6 by 5 pm
- **LU#3: Theory Presentations** (in class, in groups): March 31 and April 2
- **LU#4: Multimodal Seminar Paper**: April 29 by 5 pm