

ENGL 3308: Writing Textual Analysis



Meeting Time and Place: 001: TTH 9:30-10:50 am, WTB 137, Fall 2026

INSTRUCTOR

Name: Dr. Zita Hüsing
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Office Hours: T [2-3:30 pm](#), W [10:30am -12pm](#)
(in-person/via Zoom) 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](https://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.

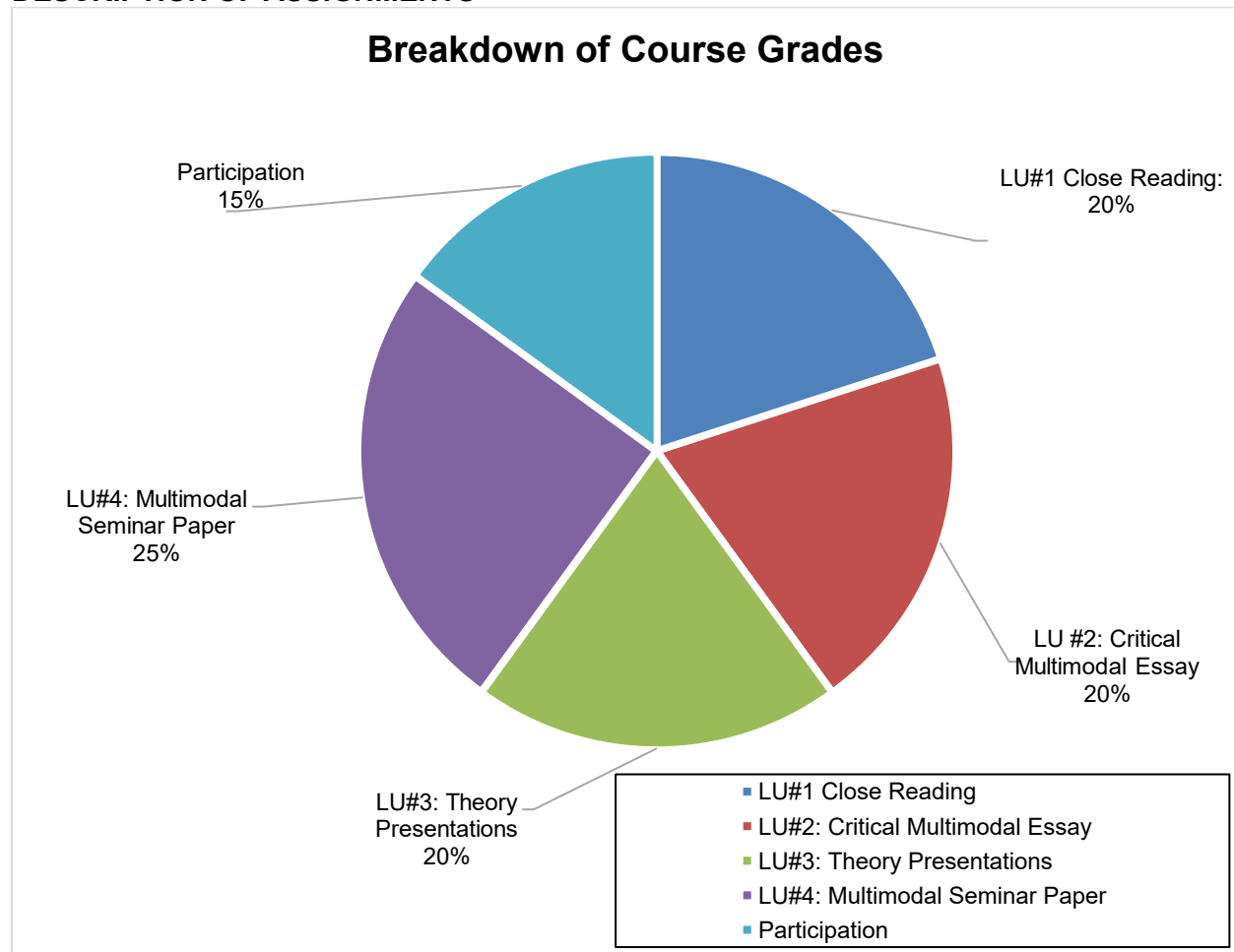
- [Apply for Services Here](#)
- [Existing SAR Student Login](#)

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

ATTENDANCE

Students are expected to attend class regularly. Students who miss a substantial portion of the course may be unable to meet participation and assignment requirements and may be advised to withdraw from the course. 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



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. Your essay should develop a clear interpretive argument supported by close textual evidence.

- Length: 1,000–1,200 words
- Draft Due: Week 3
- Final Due: Week 4

LU#2: Critical Multimodal Essay (20%)

You will analyze a nonfiction text and incorporate at least two modes (e.g., visual, audio, digital, or interactive elements) to support and enhance your argument. This project encourages you to consider how meaning is communicated across multiple forms of expression.

- Length: 1,200–1,500 words
- Draft Due: Week 6
- Final Due: Week 7

LU#3: Theory Presentation (20%)

Working in groups, you will present a critical theory text to the class. Presentations should explain key concepts, contextualize the theorist or theoretical framework, and demonstrate how the theory can be applied to textual analysis. Visual and multimedia elements are required.

- Length: 10–15 minutes
- Scheduled: Weeks 9–10

LU#4: Multimodal Seminar Paper (25%)

The final project synthesizes literary analysis, nonfiction analysis, and theoretical approaches into a research-based argumentative seminar paper. The paper should incorporate multimodal elements that strengthen your scholarly argument and demonstrate advanced analytical and research skills.

- Length: 2,000–2,500 words
- Draft Due: Week 13
- Final Due: Finals Week

Participation and Engagement (15%)

Regular attendance, preparation, and active participation are essential to the success of this course. Participation grades are based on engagement with course activities, discussions, workshops, and collaborative work.

Students who contribute thoughtfully, listen carefully to others, and help foster an inclusive learning environment will earn higher participation grades than those who dominate conversations or exclude others.

To earn a strong participation grade, students should:

1. **Attend class regularly and arrive on time.**
2. **Come prepared for class** by completing assigned readings and writing tasks.
3. **Participate respectfully and thoughtfully** in class discussions and Canvas activities.
4. **Collaborate effectively with peers** during group projects, workshops, and small-group activities.
5. **Submit in-class activities and participation assignments** through Canvas when required.

Excessive absences, chronic lateness, lack of preparation, or failure to participate in class activities may negatively affect the participation grade.

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 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.

Week 1 (August 25–27): What Is Textual Analysis?

Tuesday, August 25

- Introduction to the course
- Review syllabus and course policies
- Why textual analysis matters beyond the English classroom

Homework:

- Review syllabus
- Read: Soft Skills article

Thursday, August 27

- Syllabus Q&A
- What is textual analysis?
- What is genre?

Homework:

- Read: *The Story and Its Writer* excerpt

LEARNING UNIT #1: CLOSE READING

Week 2 (September 1–3): Close Reading and Interpretation

Tuesday, September 1

- Introduction to LU#1
- What is close reading?
- Literary analysis fundamentals

Homework:

- Read: *The Paper Menagerie* by Ken Liu
- Annotate and identify significant passages

Thursday, September 3

- Discuss *The Paper Menagerie*
- Symbolism, characterization, and narrative voice
- Brainstorm essay topics

Week 3 (September 8–10): Interpretation and Meaning-Making

Tuesday, September 8

- Discuss theme, identity, memory, and communication
- Building interpretations from textual evidence

Homework:

- Read: *Exhalation* by Ted Chiang
- Watch: OnCourse Video on Analyzing Texts

Thursday, September 10

- Discuss *Exhalation*
- Symbolism, worldbuilding, and narrative structure
- LU#1 Draft Due
- Peer Review Workshop

Homework:

- Watch: OnCourse Video on Understanding Context

Week 4 (September 15–17): Context and Citation

Tuesday, September 15

- The importance of context
- Revision workshop

Homework:

- Read: Purdue OWL MLA Guide

Thursday, September 17

- MLA citation workshop
- Quoting, paraphrasing, and integrating sources

Due:

- LU#1 Final Due Friday, September 18 by 5:00 PM

LEARNING UNIT #2: CRITICAL MULTIMODAL ESSAY

Week 5 (September 22–24)

Tuesday, September 22

- Introduction to LU#2
- Analyzing nonfiction texts

Homework:

- Read: *Writer/Designer* excerpt
-

Thursday, September 24

- Rhetorical analysis of visuals
- Multimodal arguments

Week 6 (September 29–October 1)

Tuesday, September 29

- Designing multimodal projects
- Audience and purpose

Homework:

- Read: Frank Serafini, "Reading Multimodal Texts in the 21st Century"

Thursday, October 1

- LU#2 Draft Due
- Peer Review Workshop

Week 7 (October 6–8)

Tuesday, October 6

- Revision workshop
- Multimodal design tools

Homework:

- Canva Tutorial
- OnCourse Video: The Revision Process
-

Thursday, October 8

- Combining text and visuals

Due:

- LU#2 Final Due Friday, October 9 by 5:00 PM

Homework:

- Read excerpts from Rosi Braidotti's *The Posthuman*

LEARNING UNIT #3: THEORY PRESENTATIONS

Week 8 (October 13–15)

Tuesday, October 13

- Introduction to theory
- Posthumanism and contemporary criticism

Thursday, October 15

- Theory discussion: Posthumanism

Homework:

- Read excerpts from Mark Coeckelbergh's *AI and Ethics*

Week 9 (October 20–22)

Tuesday, October 20

- AI ethics discussion
- Applying theory to texts

Thursday, October 22

- Infographic activity
- Preparing presentations

Week 10 (October 27–29)**Tuesday, October 27**

- Theory Presentations (Round 1)

Thursday, October 29

- Theory Presentations (Round 2)

LEARNING UNIT #4: MULTIMODAL SEMINAR PAPER**Week 11 (November 3–5)****Tuesday, November 3**

- Introduction to LU#4
- Developing research questions and claims

Homework:

- Begin scholarly research

Thursday, November 5

- No Class (Conference Travel)

Week 12 (November 10–12)**Tuesday, November 10**

- Argument structures and evidence

Homework:

- Read: UNC Writing Center Argument Guide

Thursday, November 12

- Argument mapping workshop

Week 13 (November 17–19)**Tuesday, November 17**

- LU#4 Draft Due
- Peer Review Workshop

Thursday, November 19

- Asynchronous Canvas Workshop: Research and Source Analysis
- Students submit source analyses for two scholarly sources

Week 14 (November 24–26)

- No Class (Thanksgiving Break)

Week 15 (December 1–3)

Tuesday, December 1

- Asynchronous Canvas Workshop: Revision Plan and Reflection

Thursday, December 3

- Final revision workshop
- Course evaluations
- Textual analysis beyond the classroom
- Course conclusion

Due:

- LU#4 Multimodal Seminar Paper Due Thursday, December 10 by 11:59 PM

IMPORTANT DATES

- **First Day of Classes:** Monday, August 24, 2026
- **First Class Meeting:** Tuesday, August 25, 2026
- **Labor Day Holiday:** Monday, September 7, 2026
- **Census Date:** Wednesday, September 9, 2026
- **Last Day to Withdraw:** Monday, November 2, 2026
- **No Class:** Thursday, November 5, 2026
- **Thanksgiving Break:** November 23–27, 2026
- **Last Class Day:** Thursday, December 3, 2026
- **Final Exam:** N/A

MAJOR ASSIGNMENT DUE DATES

- **LU #1 Draft for Peer Review:** Thursday, September 10, 2026
- **LU #1: Close Reading Essay:** Friday, September 18, 2026 (by 5:00 PM)
- **LU #2 Draft for Peer Review:** Thursday, October 1, 2026
- **LU #2: Critical Multimodal Essay:** Friday, October 9, 2026 (by 5:00 PM)
- **LU #3: Theory Presentations:** Tuesday, October 27, 2026 and Thursday, October 29, 2026
- **LU #4 Draft for Peer Review:** Tuesday, November 17, 2026
- **LU #4 Asynchronous Research and Source Analysis Workshop:** Thursday, November 19, 2026
- **LU #4 Asynchronous Revision Plan and Reflection Workshop:** Tuesday, December 1, 2026
- **LU #4: Multimodal Seminar Paper:** Thursday, December 10, 2026 (by 11:59 PM)