

## English 3308: Writing Textual Analysis

Spring 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, using AI to write papers and respond to quizzes 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. 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. 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. You can expect a response from me within 48 hours.

**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:**

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

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

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

<p>Week 10</p> <p><b>Spring Break</b></p>		
<p>Week 11</p> <p><b>Process-Based Writing: Research Inquiry</b></p>	<p>Discussion: Crafting Thesis Statements for Research</p>	<p><b>Read:</b> Research Paper Prompt (in "Assignments")</p> <p><b>Read:</b> UNC Chapel Hill Writing Center "Thesis Statements"  <a href="https://writingcenter.unc.edu/tips-and-tools/thesis-statements/">https://writingcenter.unc.edu/tips-and-tools/thesis-statements/</a> ("Week 9 Modules")</p> <p>DB#6 Due on Friday</p>
<p>Week 12</p> <p><b>Process-Based Writing: Research Inquiry</b></p>	<p>Crafting Thesis Statements</p>	<p>DB#7 Due on Friday</p>
<p>Week 13</p>	<p>Locating and Engaging with Sources for Scholarly Review</p>	<p><b>Writing Benchmark:</b> By now, you should have your thesis and introduction sections completed by this Friday.</p>



<b>Process-Based Writing: Research Inquiry</b>		<b><u>DB#8 Due on Friday</u></b>
Week 14 <b>Process-Based Writing: Research Inquiry</b>	Presenting your Research (crafting video presentations for a scholarly audience)	<b><u>Writing Benchmark:</u></b> By now, you should have your body paragraphs completed by Friday.  DB#9 Due on Friday
Week 15	Presenting your Research (crafting video presentations for a scholarly audience)	DB#10 Due on Friday
Week 16		<b>***Final Paper Due</b>

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**Additional Policies:**

University Policies and Information

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](mailto: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 includes 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.

### Artificial Intelligence Statement

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### 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.

### 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.

### 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 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. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator.

For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### 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](mailto: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.

### Academic Honesty and Academic Misconduct

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).

### FERPA

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.

### Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

### Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

### Absence for Pregnant Students

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](mailto:parents@uttyler.edu) and also complete the Pregnant and Parenting Self-Reporting Form.

### Campus Carry

We respect the right and privacy of students 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>.

### 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.

### 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](http://www.uttyler.edu/tobacco-free) (Links to an external site.)Links to an external site

### 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.

### 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 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.

### Student Resources:

Resources to assist you in the course

- UT Tyler Student Accessibility and Resource (SAR) Office (provides needed accommodations to students with document needs related to access and learning) -

<https://www.uttyler.edu/academics/success-services/disability-services/>

- UT Tyler Writing Center - <https://www.uttyler.edu/academics/success-services/writing-center/>

- The Mathematics Learning Center - <https://www.uttyler.edu/academics/colleges-schools/arts-sciences/departments/mathematics/math-learning-center/>

- UT Tyler PASS Tutoring Center - <https://www.uttyler.edu/academics/success-services/tutoring/>

- UT Tyler Supplemental Instruction -

<https://www.uttyler.edu/academics/success-services/supplemental-instruction/>

- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas -

<https://www.uttyler.edu/academics/success-services/tutoring/online/>

- Robert Muntz Library and Library Liaison - <https://www.uttyler.edu/library/>

- Canvas 101 (learn to use Canvas, proctoring, Unicheck, and other software) -

<https://www.uttyler.edu/canvas/>

- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses) -

- LIB 422 -- Computer Lab where students can take a proctored exam

- The Career Success Center - <https://www.uttyler.edu/academics/success-services/career-success/>

- UT Tyler Testing Center - <https://www.uttyler.edu/academics/success-services/testing-center/>

- Office of Research & Scholarship Design and Data Analysis Lab -

<https://www.uttyler.edu/research/office/ors-research-design-data-analysis-lab/>

Resources available to UT Tyler Students

- UT Tyler Counseling Center (available to all students) - <https://www.uttyler.edu/student-life/health-wellness/student-counseling-center>

- MySSP App (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center - <https://www.uttyler.edu/offices/student-success/>
- Military and Veterans Success Center (supports for our military-affiliated students) - <https://www.uttyler.edu/academics/success-services/military-veterans-success-center/>
- UT Tyler Patriot Food Pantry - <https://www.uttyler.edu/offices/service-learning/food-pantry/>
- UT Tyler Financial Aid and Scholarships - <https://www.uttyler.edu/admissions-aid/tuition-financial-aid-fees/>
- UT Tyler Student Business Services (pay or set up payment plans, etc.) - <https://www.uttyler.edu/current-students/student-business-services/cashier-office/tuition-due/>
- UT Tyler Registrar's Office - <https://www.uttyler.edu/current-students/registrar/>
- Office of International Programs - <https://www.uttyler.edu/offices/international-programs/>
- Title IX Reporting - <https://www.uttyler.edu/offices/compliance/title-ix/>
- Patriots Engage (available to all students. Get engaged at UT Tyler - <https://uttyler.campuslabs.com/engage/>)