

English 5367: Studies in Creative Writing

Semester: 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 or by appointment.

Catalog Description

This course introduces students to terminologies, practices, and methods for discussing, writing, and critiquing Creative Writing critically with an attention to the elements of craft from the perspective of Creative Writers. Students in this course learn to teach aspects of Creative Writing.

Course Description

This course invites students to explore the work, art, and craft of Creative Writing. While this course incorporates a diverse set of creative genres, including creative nonfiction, short fiction, and poetry, we will also read and discuss texts/works that highlight creative writing as a discipline and pedagogy. Thus, this course treats Creative Writing as a study with various methods, inroads, and access points that serve to define its relevance both inside and beyond the academy. Meant to be an introduction to the field of Creative Writing, this course emphasizes creative writing and its teaching as our main object of examination.

Topics leading our investigation include: the evolution of creative writing as a study, institutional and pedagogical contexts informing the field of creative writing, and crafting creative texts, including creative non-fiction, short fiction, and poetry. Students will have the opportunity to write, respond to, and reflect upon weekly course readings and peer texts. Additionally, students will be expected to create pedagogical materials that incorporate creative texts and refine craft-related questions.

Statement on Appropriate Creative Content

Art is designed to question and interrogate the presuppositions of our everyday experiences. Therefore, transgressions of normative values is an inevitable part of any artistic undertaking. However, please remain tactful and tasteful in all handling of your creative endeavors. Given that this is an academic setting, please ensure that the topics you choose to write about and the ways in which you discuss these topics follow traditional academic standards for language and decorum. In other words, avoid expletives and cruel, offensive, or insensitive material. This being a graduate-level course, I will rely on your judgment and discretion in determining what constitutes cruel and insensitive material.

Learning Outcomes

Upon successful completion of this course, students will:

- Read, discuss, and analyze a range of creative texts with an ear toward purpose, audience, and context
- Interpret and apply a variety of creative writing strategies to one's own writing
- Identify the historical roots and disciplinary evolutions of current theories and methods in Creative Writing Studies
- Craft pedagogical materials that incorporate current theories and methods in Creative Writing

Texts

Weekly readings will be shared on Canvas. Students will not be expected to purchase any textbooks for this class.

Grade Computation

Grading for writing projects will be based on the fulfillment of the following assignments:

Weekly Reading/Discussion Board Responses (40%) — Students will be required to write 10 responses in total, each worth four points.

Creative Composition Project (20%) — Students will be required to write within a creative genre of their choice, including Creative Nonfiction (2 single-spaced pages, 4 double spaced), Short Fiction (2 single-spaced pages, 4 double spaced), or Poetry (3-5 poems, depending on length). Student will also be expected to write a one, single-spaced cover letter explaining their project.

Creative Response Project (20%) — Students will be required to write an extensive response to a peer's creative project (2 single-spaced pages, 4 double spaced)

Creative Writing Assignment Project (20%) — Students will compose a creative writing assignment for undergraduate creative writing students. Course materials should include an assignment description and evaluation criteria (one single-spaced page). The assignment should incorporate one primary text (either creative non-fiction, short fiction, or poetry). Students will also need to write a separate document that includes a teaching rationale. The teaching rationale should explain why you chose to assign such work, citing one theoretical text from the course readings (2 single-spaced, 4 double spaced)

Grading

To compute the final course grade, the following point totals are assigned to the standard letter grades of A through F:

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = 59 points and below

Draft Submission

All drafts will be submitted via Canvas. Emailed assignments will not be accepted.

Artificial Intelligence Policy

Since this class emphasizes creativity and the creative process, students are prohibited from using artificial intelligence as a substitute for authorship of writing assignments, including the following assignments: discussion board posts, creative composition project, creative response project, and creative writing project. In other words, no work that is generated by AI will be accepted. All major assignments will be submitted through UT Tyler's plagiarism detection software, TurnItIn. Any submission that is reported to have used AI by UT Tyler's AI-generated software, TurnItIn, will be considered plagiarized. Additionally, this software can detect work that has been edited and revised by proofreading programs, such as Grammarly. Therefore, avoid using these proofreading programs when composing your own work. If you have sentence-level challenges, then please make an appointment to speak with me or the Writing Center.

For more information, 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.

Reading/Discussion Board Response

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 4-percentage points (if you miss more than 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 Canvas, including access to discussion boards, 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.

Late Projects

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. Then, should a situation occur that hinders you from turning an assignment in on time, you will have a leg to stand on.

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 and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

Course Schedule

	Readings	Assignments
Week 1	Introduction to the course syllabus and assignments	DB Response 1
Week 2 Creative Writing as a “Study”	Mayers, “One Simple Word: From Creative Writing to Creative Writing Studies” on Canvas Ritter and Vanderslice, “Teaching Lore: Creative Writers and the University” on Canvas	DB Response 2
Week 3 Using Freewriting as Creative Expression	Elbow "Freewriting" and "Cooking" from <i>Writing Without Teachers</i> on Canvas	DB Response 3
Week 4 Creative Nonfiction	Mays, "You Can't Make This Stuff Up: Complexity, Facts, and Creative Nonfiction"	DB Response 4

Week 5 Creative Nonfiction	Biss, "The Pain Scale"	DB Response 5
Week 6 Creative Nonfiction	Harrison, "The Forest of Memory"	DB Response 6
Week 7 Short Fiction	Charters "Introduction" from <i>The Story and Its Writer</i> O'Connor "Writing Short Stories" from <i>The Story and its Writer</i> Oates, "The Witness" and "Our Wall" from <i>Last Days</i>	DB Response 7
Week 8 Short Fiction	Wallace, "The Soul is Not a Smithy" Beattie, "Where Characters Come From"	***Creative Writing project due on Canvas before midnight
Week 9 Poetry (prose)	McHale, "Beginning to Talk About Narrative in Poetry" Carson "Justice," "Rhinestones," "Tuesday," "Screendoor," "What an Odd Idea," "Change," "Click," "Space and Time," "Hades," "Red Patience," and "Pair" from <i>Autobiography of Red</i> on Canvas	DB Response 8

<p>Week 10</p> <p>Spring Break</p>		
<p>Week 11</p> <p>Poetry (free-verse)</p>	<p>Plumly's "A Place for People in Lyric Poetry"</p> <p>Lowell's "Skunk Hour";</p> <p>Brooks's "An Aspect of Love, Alive in the Ice and Fire";</p> <p>Plath's "Daddy"</p> <p>Komunyakaa's "Facing It";</p> <p>Sexton's "The Truth the Dead Know";</p> <p>Hughes's "Pike";</p> <p>Stevens's "Thirteen Ways of Looking at a Blackbird" (on Canvas)</p>	<p>DB Response 9</p>
<p>Week 12</p> <p>Poetry (fixed-verse)</p>	<p>"Prosody," "Sonnet," "Ghazal," "Villanelle," and "Haiku" from <i>Princeton Encyclopedia of Poetry and Poetics</i>.</p> <p>Bishop's "One Art" (villanelle);</p> <p>Empson's "Missing Dates" (villanelle);</p>	<p>***Creative Response Paper due on Canvas by Midnight</p>

	<p>Pound's "In a Station of the Metro" (haiku);</p> <p>Sheehan's "Sonnet: On a Recurring Argument Going Nowhere" (sonnet);</p> <p>Black's "Perfect Weather" (sonnet);</p> <p>Dolin's "Writing Painting - A Ghazal" (ghazal)</p>	
<p>Week 13</p> <p>Creative Writing and Pedagogy</p>	<p>"Reinventing Writing Classrooms: The Combination of Creating and Composing" on Canvas</p>	
<p>Week 14</p> <p>Creative Writing and Pedagogy</p>	<p>"The Pregnant Muse: Assumptions, Authority, and Accessibility" on Canvas</p>	
<p>Week 15</p> <p>Finding a Home for Work</p>	<p>Creative Writing journals</p>	<p>DB Response 10</p>
<p>Week 16</p>		<p>***Final Creative Assignment due</p>

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 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

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. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

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, 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 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 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 (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 instructor 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/>)