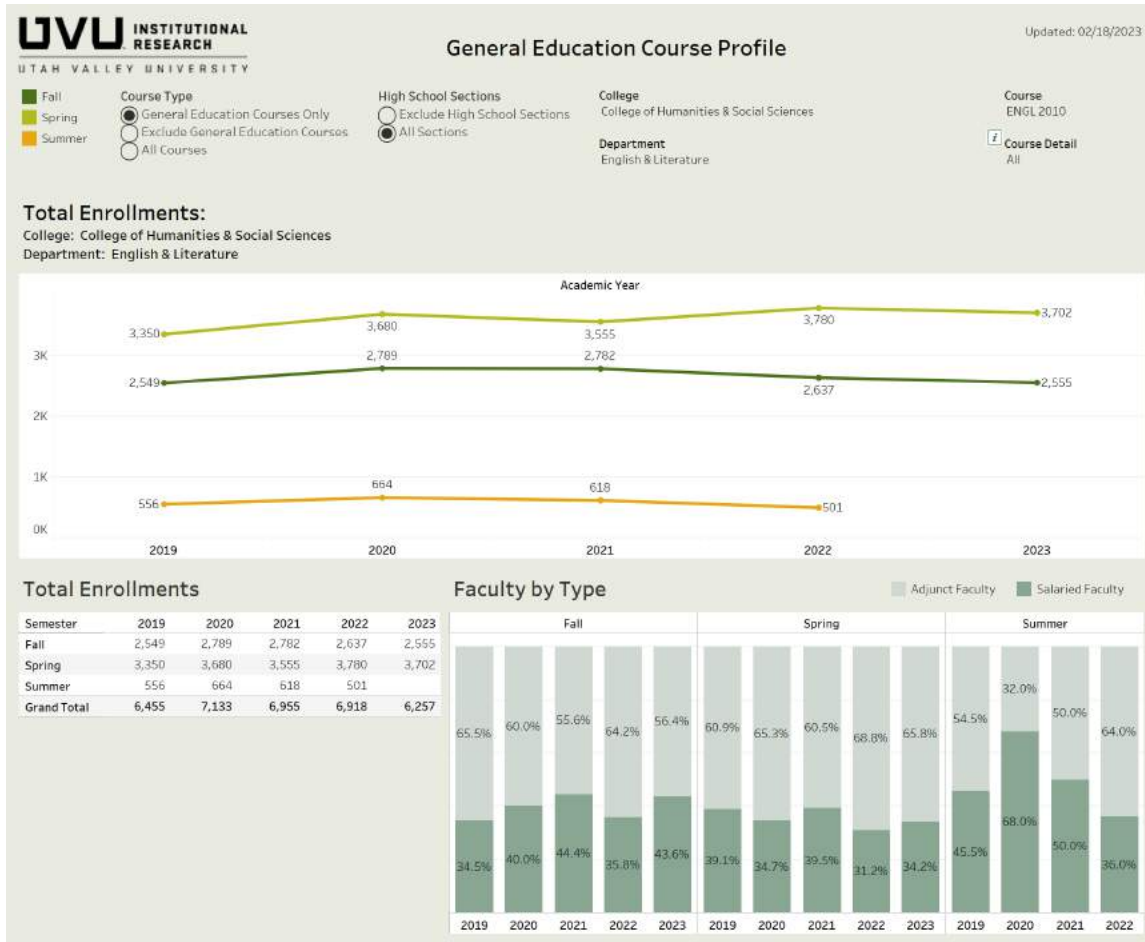


## GE Course Review

The information in this questionnaire should be provided by the Department Chair, or a lead instructor, if applicable. It is meant to accompany the course syllabi and help the GE committee see how this course fulfills the University's General Education mission.



1. Please comment on the above information. (Address any potential concerns with enrollments, number of sections, instructor ratios, etc.)

After a significant rise in 2020, enrollments in ENGL 2010 have returned to approximately where they were at the beginning of the five-year review period. In 2023, we had 3% fewer students in ENGL 2010 than in 2019. Like the ratio of full- to part-time faculty, the numbers over the five-year period are holding steady. We will continue to monitor enrollments and work to gradually reduce our dependence on part-time faculty.

2. How is consistency maintained across sections (e.g., standard syllabi, instructor training and oversight, regular review of syllabi, common tests, classroom visits, etc.)?

Consistency is maintained in various ways. Syllabi are subject to review each semester.

Part-time faculty use a syllabus template, with standardized assignments and a required textbook. Individual part-time instructors are allowed to modify small-stakes assignments and add supplemental readings. Part-time faculty are supervised by a four-person Writing Program Committee (WPC) comprised of full-time faculty with expertise in the teaching of first-year composition. The WPC conducts teaching observations and holds mandatory monthly training meetings to ensure consistency.

The department's Concurrent Enrollment Liaison, a tenure-track English Secondary Education specialist with a strong background in first-year composition, conducts observations and supervises the work of high school ENGL 2010 teachers.

I supervise the work of full-time lecturers and tenure-track faculty. I visit classrooms to observe and evaluate teaching. In addition to monthly meetings for all full-time faculty, the department hosts mandatory monthly meetings specifically for lecturers to address pedagogical issues related to ENGL 1010 and ENGL 2010.

### Mission and Objectives

3. Describe briefly how this course supports the overall mission of General Education.

ENGL 2010 builds upon the foundation of academic writing skills that students gain from ENGL 1010 or ENGH 1005, on the one hand, and immerses students in research writing, on the other hand. Foundational skills include critical thinking and the clear expression of ideas in relation to diverse audiences and issues. As in ENGL 1010, students in ENGL 2010 practice written reasoning—that is, reasoning with a wide array of stakeholders and responding in writing to complex issues of shared concern. As such, they give and receive constructive feedback, learn to integrate formal and stylistic conventions of writing, engage in research, and practice revision to hone their ability to communicate effectively. Students develop practical skills that are useful for their academic careers and essential for their development as thoughtful and engaged citizens.

### ***Liberal Education***

*Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.*

### ***General Education***

*General Education: The part of a liberal education curriculum shared by all students. It provides **broad learning in liberal arts and science disciplines, and forms the basis for developing important intellectual, civic, and practical capacities.** General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.*

4. Which ELOs are explicitly addressed by this course (if not in syllabus)?

The ELOs for ENGL 2010 are: 1) to identify awareness of audience, purpose, and genre in research-focused writing projects; 2) to demonstrate use(s) of reading and writing for inquiry; 3) to evaluate and integrate source materials into writing projects; and 4) to apply knowledge of college-level, academic writing and research.

5. Explain how the course addresses the GE PLOs for the core or knowledge area.

Utilizing writing and reading for inquiry, learning, thinking, and communicating is the bedrock of ENGL 2010. Students identify, analyze, and discuss complex issues to produce ethical, evidence-based, written research for diverse audiences.

Students apply the techniques of generating and researching ideas, revising, editing, and proof-reading in the writing process. This is achieved by being confronted with a complex issue to which they respond with discussion aimed at identifying and analyzing salient points. Students then conduct research and develop their ideas in writing that is cognizant of differing audience positions. They receive feedback and revise successive drafts of their writing, honing their ideas while implementing standard editing practices to ensure correctness and engaging in ethical research.

Learning to integrate their own ideas with the ideas of others is a significant part of ENGL 2010. The aforementioned discussion element of the class, in which students test and refine their claims in relation to the claims of other students, helps achieve this PLO. Students also learn to distinguish credible, peer-reviewed sources from sources that are

unscholarly by producing source assessments, evaluative annotated bibliographies, and correctly documented research.

Students analyze the relationships among language, knowledge, and power by engaging with complex issues, analyzing diverse audiences and positions, testing their own claims, and honing those claims through iterative writing assignments (i.e., writing assignments on which they receive and respond to constructive feedback about their reasoning).

Students practice using a variety of communication technologies, ranging from artificial intelligence to podcasts to social media, to address a range of audiences.

6. Describe how the course content is accessible to students from a range of academic disciplines.

Students discuss and write about issues drawn from a wide range of human experience. Students are invited to identify and research issues that are specific to their own interests about which they are curious. Instructors are encouraged to introduce a wide range of issues, about which students have not developed considered (i.e., automatic, predictable) responses.

### Evidence of Instructional Practices

7. How does instruction in the course incorporate engaged learning (e.g., collaboration, group assignments or projects, technology enhanced interaction, student discussion, etc.)?

Discussion is integral to ENGL 2010. It is the primary means that students in these small classes (capped at 23 students) form unique discourse communities that identify, analyze, and respond to issues of shared concern.

In addition to discussion, ENGL 2010 incorporates peer-review, group discussion, and different forms of technology-enhanced interactions. For example, in ENGL 1010 and 2010 classes that I evaluated this year, instructors engaged students with music, podcasts, documentary film, social media websites, interactive online quizzes, and other online technology as source material and assignment prompts. In one class, students watched a video (an ad about gender bias that aired during the Super Bowl) and then

worked in groups to identify unstated assumptions in different television ads. In another class, the instructor adapted the popular game, Wordle, to model algorithmic decision-making, as a series of deductions based on constraints. In another class, students watched a performance of Sarah Kay and Phil Kaye's poem, "When Love Arrives," wrote independently about why they agreed or disagreed with the poem's premise, and then shared their perceptions of the poem's main claim and principle rhetorical devices. In yet another class, students worked in pairs to explain the characteristics of effective paragraphs, then engaged with a series of online quiz questions (also in pairs), discussing, then shared their answers with the rest of the class. With hundreds of sections of ENGL 2010 in a given semester, a comprehensive list of engaged-learning activities isn't feasible, but these activities are representative of the ways students routinely engage with course material in groups, via discussion, and using technology.

8. How does instruction in the course help students apply theories, principles, and concepts (e.g., case studies, problem-solving activities, experiential learning, creative or artistic projects, research projects, community projects, internships, practica, labs, etc.)?

ENGL 2010 is centered on solving problems. Its preeminent goal is to inculcate the skills and habits of mind that allow students to reason with diverse audiences about issues of shared concern. Addressing such issues involves negotiating different points of view and solving problems in relation to competing needs and limited resources. Problem-solving through written reasoning is the focus of the course and underpins all of its activities.

9. How does instruction in the course incorporate opportunities for integrated learning (e.g., synthesis of information or theories from within or across disciplines to draw conclusions, create solutions, or produce new insights, etc.)?

First-year composition is unusual in that it is a sub-discipline—a component of Rhetoric and Writing Studies—that addresses all disciplines. It teaches students to engage with any issues, subject to their curiosity. The research that they undertake regularizes that curiosity, putting it into a form—the research paper—that carries weight in an academic setting. Students may as readily conduct research on legal, artistic, political, psychological, technological, anthropological, or any other issues. The principles of effective written communication apply equally, regardless of the subject. In this sense, ENGL 2010 is insistently interdisciplinary, calling on students to synthesize information from a wide range of subjects to produce viable conclusions.

10. Please describe any additional features of this GE course that the committee should consider (e.g., other measures of student success, such as pre/post-test gains, common instructor training, use of particular engaged teaching methods, external accreditation requirements, etc.).

I alluded to instructor training in response to Question 2, above, with regard to supervision of instructors. Two other points worth noting are: first, that, in collaboration with OTL, the chair of the department's Writing Program Committee recently undertook a comprehensive revision of the ENGL 1010 and 2010 Canvas course shells to ensure accessibility. This sounds simple but was a huge undertaking, with every link and content element scrupulously checked, updated, or jettisoned as needed, according to accessibility best practices. The second point is about common instructor training. As I mentioned above, we offer a large number of ENGL 2010 sections taught by a sizable group of instructors in any given semester. This includes Concurrent Enrollment high school teachers, part-time faculty, non-tenure-track lecturers, and tenure-track faculty. In addition to ongoing common instructor training, a large proportion of English faculty members have specific, sustained experience of administering the Writing Program responsible for ENGL 1010 and 2010. Many of us have degrees in Rhetoric and Composition; others have served as Writing Program administrators. All of us in the English Department teach first-year writing. The point I am hoping to make is that our relationship to ENGL 1010 and 2010 isn't casual or limited to only a handful of faculty members. Rather, we all teach these classes—which for many of us are among the most exciting and rewarding courses that the university offers precisely because they are part of a liberal arts education curriculum shared by all students.

This form was completed by:

Name: Brian Whaley

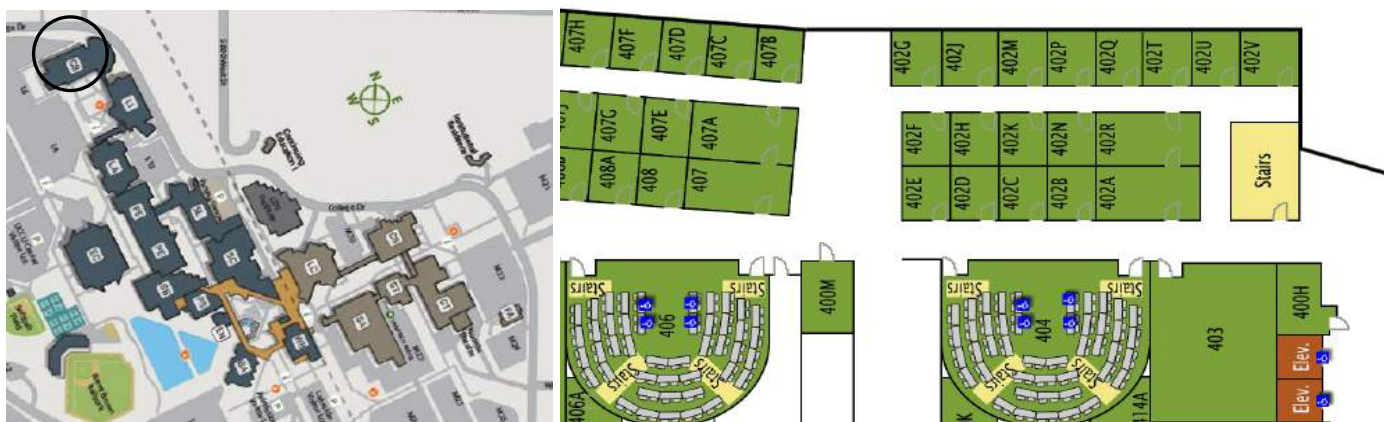
Position: English & Literature Department Chair

Date: April 9, 2023

## English 201H: Academic Writing and Research (Honors)

Spring 2023 Face-to-Face

- Instructor:** Dr. Angie McKinnon Carter. Please call me Coach Carter.
- Class Modality:** This class will occur live and in-person three times a week. Friday classes will often include meetings with your teams or writing meetings with me.
- Classroom & Time (section):** MWF 9:00–9:50 a.m. WB 109 (section 001)
- Contact Me:** **Microsoft Teams** is the fastest way to contact me. I check that chat throughout the day. (Teams also notifies my cellphone.)  
You can also contact me at my UVU email [carteran@uvu.edu](mailto:carteran@uvu.edu). But it will take longer for me to get back to you.  
Submit assignments to my UVU email ONLY if Canvas is NOT working.  
I accept Facebook and LinkedIn requests after the semester has ended.
- Response Times:** You can expect a response as noted below.  
**Teams:** within 24 hours except from 5 p.m. Friday to 7 a.m. on Monday. I do spend the weekends with my family.  
**Email (UVU):** within 48 hours except as noted above.  
**Writer's Notebook (short assignments):** three to five calendar days  
**Major Papers:** within 10 to 14 days
- Announcements:** I post class announcements in the Announcement feature of Canvas. This syllabus, the course outline, and those announcements are a binding contract for your success in the class.
- Questions:** **When you have a question that applies to the entire class** (how the class functions, confusion about how to do an assignment, when an assignment is due), post it to Ask a Question Channel in Teams.
- Course Site:** Canvas is our learning management system (LMS). Access it via UVLink ([my.uvu.edu](http://my.uvu.edu)) or [uvu.instructure.com](http://uvu.instructure.com). Log in with your UV ID and password.
- Office:** CB 407H. You can also chat with me remotely using Teams.



- Student Hours:** **Schedule through MS Bookings. The links are in Canvas.**  
MW 1:00 p.m.-3:00 p.m. in person or in Microsoft Teams. Other times including some Tuesday evenings are available by appointment.



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## Texts and Other Materials

### REQUIRED TEXTS (HAVE AVAILABLE FOR EACH CLASS)

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 5th ed. Norton, 2021. ISBN: 978-0-393-53870-0 ISBN (ebook): 978-0-393-53869-4 (TS/S)

Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. 5th ed. Bedford/St. Martin's, 2021. ISBN (paperback): 9781319244040 ISBN (ebook): 9781319322731

Hanna-Attisha, Mona. *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*. One World, 2018.

I will give you a copy of this book during the first week. If you drop, please return the book so I will have enough copies for other students.

Published articles for class discussion. Available in Canvas.

Sample papers for each major paper. Some samples are in our books. Others will be available on Canvas as links in relevant assignment prompts and the Sample Papers Module.

Access to Purdue OWL for documentation and punctuation instruction and reference.

**Textbook Access:** For ebook access to *From Inquiry to Academic Writing* and *They Say/ I Say*, go to the Course Orientation module. You can activate a three-week trial. After that, you will need to purchase an access code or use your print book.

### OPTIONAL TEXTS (HIGHLY RECOMMENDED BUT NOT REQUIRED)

- You need access to a **good quality college dictionary and thesaurus**. UVU's library has free online versions. Random House and Merriam-Webster are excellent print options.
- To improve your style, I recommend ***Style: Lessons in Clarity and Grace* 12<sup>th</sup> ed.** by Joseph M. Williams and Joseph Bizup (Pearson, 2017. ISBN-13: 978-0-13-408041-3)

### OTHER REQUIRED MATERIALS

- Access to **word processing software**. See the Resources section for a way to download Microsoft Word for free!
- A **USB drive**. (For bringing electronic copies of your papers to class, storing your course materials, and saving the research you find. You should always have a back-up copy of your work.)
- A **package of highlighters** in at least four colors for revision activities during the semester. (Or have highlighting capability in Word, Google Docs, or Adobe Acrobat.)
- Some **loose-leaf paper** (about 50 sheets) for in-class activities and group work **OR** create an **electronic notebook** (one document) for these activities.
- **Physical or e-storage** (to save and organize your work).
  - Create a **digital folder for this class**. I suggest a folder within the class folder for each paper, one for class discussions, and one for research (a total of seven folders).
  - **OR** If you print your papers, I suggest using an **accordion file (preferable) or 3-ring binder** to keep everything (yes, everything) until you receive your final grade.

## Course Description

Per the Utah Valley University catalog, English 2010 emphasizes academic inquiry and research in the humanities and social sciences. English 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. English 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

## Course Outcomes

Upon successful completion of English 2010, students should be able to

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

The concepts of rhetorical knowledge; critical thinking, reading, and writing; writing process, and knowledge of conventions are explained in more detail here:

<https://www.uvu.edu/english/writing-program/composition-skills.html>.

## Method: A Community of Practice and Inquiry

English 201H continues the work you started in English 1010. In ENGL 1010, we viewed **writing as a way to find and understand problems**. English 201H builds on that foundation. It emphasizes **research-based problem-posing and problem solving** as we create well-reasoned and carefully researched written arguments developed through a process of inquiry, questioning, and negotiating meanings from various perspectives and in multiple contexts.

English 201H is as much about learning to think, read, and discuss as it is about learning how to write. In this class, we practice the skills that contribute to being successful writers and researchers. Succeeding in this course requires developing two interrelated skills: **communication and trust**. I've designed the course to be a safe space for experimenting and growth. You can safely try new methods and techniques and not worry about getting them right the first time. To create that environment, I take a social constructivist approach to writing. **That means that I believe people create knowledge together by sharing ideas and discussing issues together**. Creating knowledge requires communication. Our class environment lets you to encounter the concepts and skills on your own first. We then put those concepts and skills into practice.

For these reasons, I have set up ENGL 201H to work **like a think tank**. We explore significant issues, propose ways to research and address those issues, and present the findings from our research from both secondary sources and original research. Framing our class as a think tank allows us to refine our writing processes and benefit from working with others. Think tanks value collaborating on and reviewing each other's work. Such interdependent work allows us to explore ideas and craft responses to problems in ways that motivate our readers and us to **resist easy answers and appreciate complexity**. We also come to appreciate the power in using or knowingly resisting standard conventions for organization, style, and editing.

Much of the class is collaborative. We form teams within the first two weeks of class. By working with a core group, you learn to **trust** each other. When you get out of school, you won't

have teachers any more, and your boss doesn't have time to review all your writing. By learning to work together to help each other write better, you are practicing life-long writing skills.

Teams work best when each person is prepared. For the class to function as intended, **you** must come to class each day ready to participate. You prepare for class by completing course readings, noting questions and areas of concern, and submitting drafts—even when you are not sure you are doing it right. We need you. And you need us.

Since teamwork and revision are vital to this class, I apply the following principles to our class:

- (1) **Each person provides something to this class that no other person can provide.** Together, we have all the resources we need to become successful writers and researchers. Therefore, each person is necessary because collectively we need each other to become successful writers.
- (2) Our **class boundaries are as real or artificial** as we decide they are.
- (3) We have the **same number of teachers and students** in this class.

**Communication** is critical at any time but especially now. All of us are under stressors that we couldn't have imagined two years ago. At times, you will need flexibility from me or your teammates. Sometimes, you'll need to provide that **flexibility**. Part of the **trust** that we will develop with each other is being honest with ourselves about when we need exceptions, extensions, and leeway, and when we can step up to ease someone else's burden. For this **give-and-take** to work though, we need to **talk** to each other. If you will miss class or need more time on a peer review activity, let me **and** your team members know as soon as possible. Doing so gives us more time to help you. Then be willing to give help as needed. By everyone honestly giving and taking equally, we will help each other do more than any of us would be able to do on our own.

### **Honors (What's Different?)**

This ENGL 2010 course is designated as Honors. You may be wondering what makes this course different from other ENGL 2010 courses. First, let's start with what's the same. You will generally read the same textbooks, write the same papers, and do the same kinds of pre-drafting assignments as ENGL 2010. **The key differences are in what you read and my expectations for your writing.** You will read excerpts from *What the Eyes Don't See*, which my other ENGL 2010 classes are not reading this semester. Some articles I ask you to read will be more difficult in terms of their reading level, their argument structure, or their content matter. I also expect your writing to meet a higher standard. I do not require more work from you—I require a more elevated level of work from you. Based on my work with other Honors classes, I'm excited to see the writing you produce this semester!

### **Coursework & Grading**

The coursework in ENGL 201H—both reading and writing—is designed to help you develop confidence as a writer and a researcher. Your confidence will increase as you conduct research for and write the **Researched Argument Essay**. This semester-long project occurs in three roughly equal phases—a planning phase, a research and drafting phase, and a publication phase. Individual assignments map onto these phases.

- In the planning phase (first phase), you **explore the nuances of an issue (Problematizing)**, create **Research Instruments** for your original research project, and gather sources for an **Annotated Bibliography**.
- In the research and drafting phase (second phase), you conduct the original research you proposed in the planning phase and begin writing sections of the

researched argument essay—specifically, a **Literature Review** (context for the thesis) and a preliminary **analysis of your original research**.

- In the writing and publishing phase (last phase), you compile the **Researched Argument Essay** which includes, but is not limited to, revised writing from the second phase. And you create a **Companion Piece** that adapts your argument into a different genre.
- Revision portfolios, response papers, in-class writing, peer review, reflective writing, and scheduled individual writing meetings with me (your teacher) help you to work systematically through this process and reflect on your learning.

During class, we **discuss readings** and develop new ideas based on those readings. We **write using the skills** we are learning. We **examine sample texts** to identify patterns we can use in our writing as well as patterns to avoid. We **critically examine** our own writing and other writers' work. This work helps us to create connections within and among the essays and other readers and to **learn techniques** for **improving our writing**.

- **Preparing for and succeeding in class.**

- Class readings include two or three chapters a week and one or two articles or sample papers. Also plan time for finding and reading your own sources.
  - **Read and annotate** the chapters from *What the Eyes Don't See (Eyes)* before class.
  - **Read and annotate** any assigned **articles**.
  - **Skim** the reading assignments in *From Inquiry to Academic Writing and They Say/I Say* **before** class.
  - **Read/review** the reading assignments in *From Inquiry to Academic Writing and They Say/I Say* **after** class to review the material.
- **Schedule writing blocks** in your day (just like going to class.) Plan to research or write at least 15–30 minutes a day (1.5–2.5 hours/week). Some days or weeks will require more.
- Plan to spend at least 10–12 hours per week on this class, including the 150-minutes we will spend in class (three 50-minute sessions each week).

- **Grades on papers.**

- **Proficient (well done!) (B)**—Assignments meet all core requirements and sufficiently address the prompt.
- **Outstanding (A)**—Assignments exceed the requirements for a B by having exceptional insights, ideas, and style.
- **Adequate (C)**—Assignments barely meet the course requirements. The execution lacks finesse: Ideas may lack development, the editing is often weak, and the writer's contribution is minimal.
- **Does Not Meet Expectations Yet—Needs revision (D)** (automatic score of 5/100 points)—Additional revision is required. The paper is missing core elements or misunderstands the assignment prompt. The paper is missing enough documentation to be considered inadvertently plagiarized (missing source references on the Works Cited, in-text citations, or appropriate references to copied ideas, words, or both), or a combination of these.
- **Missing or Misunderstood Expectations—Needs revision (E)** (automatic score of 5/100 points)—The paper is written in the wrong genre. It is missing the Works Cited

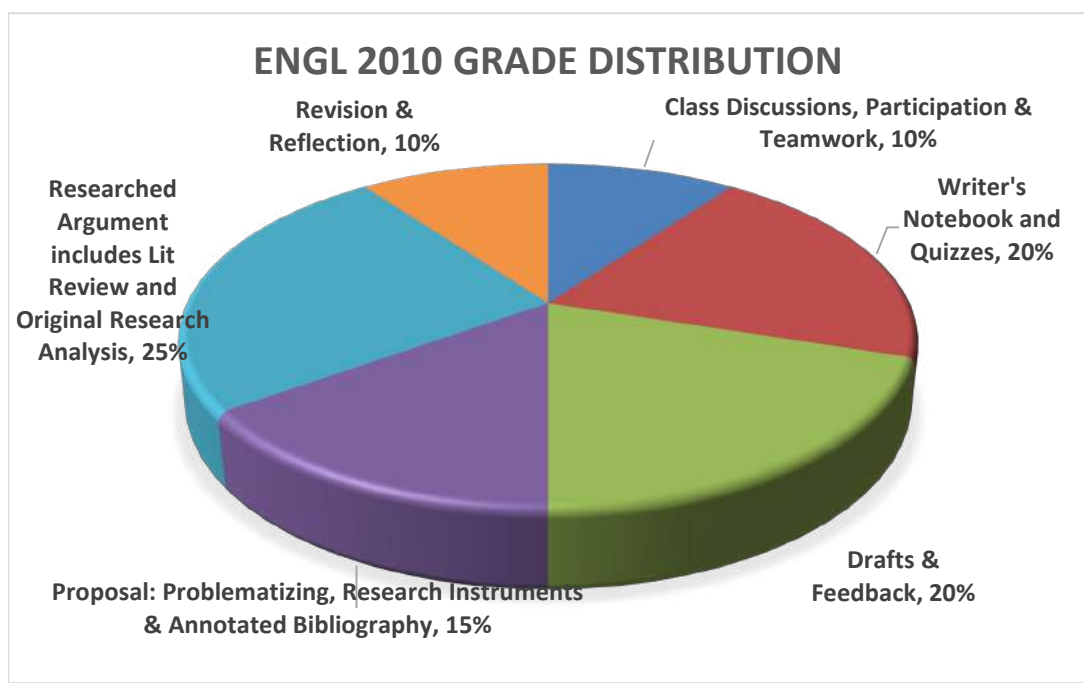
- page. Or it is plagiarized beyond problems understanding documentation. (See the plagiarism section of the syllabus.)
- You are **required to revise** any major assignment that receives Needs Revision or Off Track. You must meet with me first so that I know that you understand the problem and have a good plan for addressing it.
  - **FINAL GRADES (PLEASE READ CAREFULLY)**
    - To receive a C- in this class regardless of your final score on Canvas, you **MUST**
      - Submit a rough draft of at least three major assignments: Problematizing, Research Instruments, Review of Literature, Annotated Bibliography, or Final Reflective Essay.
      - Submit a rough draft of the Researched Argument Essay.
      - Complete at least four feedback activities (peer review, writing center, or student-instructor writing meeting) during the semester.
      - Score 70% or above on the Researched Argument Essay and the Final Revision and Reflection Portfolio. If you score below 70% on these assignments, the highest grade possible for the class is a D.

**GRADE SCALE (IN POINTS):**

A 94-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	E 59.9 and below
A- 90-93.9	B 84-86.9	C 74-76.9	D 64-66.9	
	B- 80-83.9	C- 70-73.9	D- 60-63.9	

**COURSEWORK**

Your course grade is broken down into the following components.





English 201H includes the following assignments. **Process** assignments (noted with an asterisk\*) are designed to help you do well on the major papers, the **Product** assignments.

- **\*Class Discussions, Participation, and Teamwork (10%):** Attending and participating during class and working well with your team are included here. Your peers' evaluations of you for class work and peer review will be included here.
- **\*Writer's Notebook and Reading Responses (20%):** Writer's notebook (invention) assignments allow you to get into the habit of daily writing and developing your thinking over time. We will start these assignments in class. The weekly Work-in-Progress assignments allow you to revise and submit one of those activities for additional feedback. Reading responses and annotations help you practice reading skills.
- **\*Drafts and Feedback (20%):** Good writing is as much about thinking as it is about putting words on a page. And our thoughts become clearer as we make multiple attempts to express them.
  - **Drafts:** Every major assignment requires a Peer Review Rough Draft. You must have a draft to participate in Peer Review Workshops.
    - **If you are really struggling with a paper**, submit a partial rough draft rather than none at all. With something, I can help diagnose problems.
  - **Writing Meetings:** These one-to-one meetings with me or a librarian allow you to discuss ways to improve your writing or research. Four writing meetings are required: three individual meetings and one group meeting.
    - If you choose, you can replace one meeting with me with a meeting with a librarian or a writing center session. But you can't use these for make-up and extra credit. (See Canvas for details).
  - **Peer Review Workshops:** See the Peer Review Responsibilities Infographic.

Many students worry about peer review, but my experience shows that students recognize good writing and are better at suggesting possible improvements in other people's writing before they can do the same with their own. Peer Review Workshops help you develop expertise as a reader and learn to trust your peers.

The key aspects of peer review are to

    - Submit your rough draft.
    - Review two of your peers' drafts before the next class session.
    - Make six substantial comments on each draft.
    - Discuss the writers' drafts based on your and other reviewers' feedback during class.

See the [Late work policy](#) section for penalties for missing peer review or not completing a peer review session.
- **Proposal (15%):** In the proposal, you propose what you want to research for the Researched Argument Essay. Over three assignments (see below), you plan the project. You will identify an issue, create a research question, show how both develop from an existing question (via research), and provide an annotated bibliography and research instruments.
  - **Problematizing an Issue (Issue Analysis):** You will propose the issue you want to research, present a tentative research question, explore some perspectives and implications of the issue you want to explore this semester in the Research Argument Essay.

- **Research Instruments:** This assignment allows you to determine what kind of original research you want to do (a survey or an interview) and to develop the materials to do that research ethically. You may also analyze existing data.
- **Annotated Bibliography:** Includes bibliographic entries, summary and evaluation paragraphs for eight sources. This work helps identify the sources you need to write the Researched Argument paper.
- **Researched Argument (25%):** An 10-15–page essay, synthesizing 10–12 sources (found during the Ann Bib assignment), that provides your answer—argument (thesis) and reasons—to the research question that you have worked on all semester.
  - **Context for the Thesis (Lit Review):** A 2-3–page overview of key themes from 3–5 sources (found during the Ann Bib assignment). An revised version this paper begins the Researched Argument Essay. The Lit Review identifies a niche in the existing conversation that your Researched Argument’s thesis addresses. Think of it as telling your readers what they need to understand about a gap in the current conversation that your contribution addresses.
  - **Original Research Analysis (ORA)** is a low-stakes 2-3–page essay in which you present your initial findings from your own limited primary research and put that primary research in conversation with two other sources (found during the Ann Bib assignment). A revised version will become a section of the Researched Argument.
  - **Researched Argument Essay Rough Draft** puts the Lit Review and Original Research Analysis into the overall argument.
- **Researched Argument’s Companion Piece** presents the argument from your Researched Argument essay in a new form such as a infographic, Ignite presentation, blog, poster, podcast, pamphlet, etc.
- **Reflection and Revision (10%):** Reflect on your work throughout the semester by crafting multimodal, reflective letters (or essays) three times during the semester that demonstrates your current development as a writer. The Final Revision and Reflection Portfolio at the end of the semester brings together key artifacts that illustrate your growth. Prompts will vary.
- **\*Extra Credit** is embedded in the Process categories. Extra credit assignments are noted with EC in the title and show 0 points. The instruction details in Canvas will provide the point value of the extra credit. Use these replace points from missed assignments.

Please do not use these brief descriptions to complete your assignments. I provide detailed assignment sheets for each paper that include specific instructions about what is required, how to begin and draft the paper, how to conduct peer reviews, and what to include in the portfolios. Reading those assignment sheets carefully will help you succeed on each paper.

### SUBMITTING YOUR WORK: PRESENTATION, DOCUMENTATION, AND CITATION

- **Format your paper** using MLA-style since we are dealing with cultural events this semester. We can switch to Chicago-style if you prefer. We’ll discuss options during the first couple weeks of class.) See Module 0 in Canvas for a sample first page (“Format Your Paper Using MLA”) and instructions.
- Whenever you use sources (even one source), I expect that, at a minimum, you will attempt to **use in-text citations and attributive tags** in the paper’s text and that you will include a **Works Cited page** (on the page following the conclusion). If these elements are missing or inadequate, I will return the paper to you **ungraded** so you can address those issues. This process will use one of your OOPS coupons.



- **Change the date** with each draft to make sure that I'm reading the most recent version of your paper. If I read the wrong draft because your submitted rough draft and final draft have the same date, that's on you.
- **Assignments are due at 9 p.m.** on the due date. This allows me to answer some last-minute questions before I head to bed. All assignments have a **no-late-penalty grace period until 8 a.m. the following day.** (Late points start after 8 a.m.)
- **Peer review assignments including rough drafts** must be submitted by 8 a.m.
- Submit work to the **appropriate assignment in Canvas.** Submit assignments through my UVU email ONLY if Canvas is NOT working and never through Canvas email.
- Have access to your Writer's Notebook and other pre-class work during our class discussions.

### LATE WORK POLICY

Do everything in your power to **submit your work on time.** On-time work is a university-level expectation. If you need an **exception, ask** for one.

- **Communication is key.** If you talk to me, I will work with you. If you only submit the assignment late, it will lose points.
- My patience and compassion have limits. If you develop a pattern of submitting late work (more than 10% of your assignments are late), I reserve the right to not grade late work.
- **Late major papers** (Problematizing, Research Instruments, Ann Bib, Lit Review, Original Research Analysis, Researched Argument, Companion Piece, Final Revision and Reflection Portfolio) lose 1/3 grade per day rounded to the nearest point. That is, a late major paper worth 100 points would lose 3 points the first day, 6 points the second, and 10 points the third, up to a maximum 25 point-penalty (thus the one-week deadline).
- **For major papers, I will not accept late work after one week unless you have received an exception from me.**
- **Other** assignments lose **10% per day.** For example, a Writer's Notebook worth 10 points would receive 9/10 on the first late day, 8/10 for the second. The maximum deduction is 5/10. I deduct more if an assignment is both late and incomplete. Submit before the associated rough draft is due.
- If you **miss peer review** (exchange day or review day) without giving me and your peer review group advance notice,
  - the highest grade possible is **70% of the points if you exchange papers with someone in class.** It is your responsibility to ask your team members to do an extra peer review. But I will set up Canvas once you have reviewers.
  - If you **only attend the Writing Center**, the highest grade possible is **50%** because you did only half of the assignment—you had your paper reviewed.
- **Mercy points.**
  - I **drop four** of your lowest-point assignments.
    - Three for Writer's Notebook (early draft) assignments
    - One for a missed conference, missed peer review, or late rough draft.
  - **OOPS coupon** for major papers. See the OOPS Coupon assignment in Canvas for how this works.
- If you have an **accommodation** granted by the [Office of Accessibility Services](#) that allows you an extension for submitting work,

- I still require that **peer review and rough drafts be submitted on time**. Peer reviews are time-sensitive with usually one or two days for a turn-around. This policy has been cleared with Accessibility Services.
- Your **extension** is for the **paper's final draft**. You and I will negotiate a new due date, and you will submit the final draft by that negotiated date.

### REQUIRED REVISION

- **Writing**, in my view, is a **continuous cycle: invent-draft-revise-edit**. An excellent paper becomes possible through planning ideas, creating an initial draft, receiving feedback, considering how to use that feedback, and making appropriate changes.
- **Revision is required for all major papers**. A single-draft paper has not been revised, so I consider them as rough drafts. The highest grade you can receive on a paper with no drafts is a B (85%).
  - Drafts show evidence of change. The page "Compare Drafts" in Canvas provides options and a video that illustrates how to create drafts with visible changes.
- **Peer review is part of the revision process**. Why? Research shows that students who develop good reviewing skills become better writers. (See the Method section for more whys).
- To make the most progress, you'll need to **write frequently** (probably daily), be willing to make a lot of **high-level changes**, and be **open** to your readers' suggested changes. Your classmates and I will help you through this process.
- Each class will include **sharing pieces of the current writing project** with your team, sometimes facilitated by me. Doing so helps us develop our talk-about-writing skills and improve our ability to trust and rely on each other's judgments.
- You will show your progress by **writing revision plans** and **reflecting on** how and why you made **changes** and the effects of those changes.

## Course Policies

### CLASS ETIQUETTE (SUMMARY)

- **Attend** and engage in class. (See [Attendance](#), [Technology Expectations](#), and [Classroom Code of Conduct](#).)
- **Participate** in class discussions and activities civilly and respectfully. (See the [Classroom Code of Conduct](#), [Statement on Diversity and Antiracism](#), the [Policy on Pronouns](#), and the [Method](#) sections).
- Turn in all work **on time**. (This is a university-level expectation. See [Submitting Your Work](#). Given that the highest score on a major paper becomes the new 100%, I propose some exceptions and penalties for [Late Work](#).)
- **Pull your own weight** with your group. Avoid leaving class during team activities. (See the sections [Required Revision](#) and [Method](#).)
- Do not take **credit** for someone else's work. (See the [Plagiarism](#) policy.)

### MISCELLANEOUS, BUT CRUCIAL, COURSE POLICIES

- Your **work** in this class **is always public**. Only submit writing that you want the teacher and other students to read.

- **Keep all of your writing**, including **distinct, separate drafts of each paper**, until you have received your grade for the class. (This is what the accordion file is for.) You will need access these for revisions and reflective writing.
- **Lost or missing assignments**. You must provide me another copy no matter whose fault it is. Pay attention to the document types you may submit. In this electronic era, someone submitting the wrong file type is the number one reason why I couldn't access their assignment.

### ATTENDANCE (50 POINTS—PART OF TEAMWORK)

This course is designated as a face-to-face course. **I plan to teach live and in-person, and I expect you to attend live and in-person too.** An online option is available for dire emergencies and illness with at least two hours' advance notice.

To **build a community of writers**, you need to interact with me and your fellow classmates. This class is not designed to be an individual experience. It is a community experience. Thus, your **participation is critical** to your and your classmates' success.

- Three absences are free for everyone. I do not distinguish between excused and unexcused absences. All absences over three must be made-up. Contact me as soon as possible if you will miss . . .
  - class on a regular basis (i.e., sports team commitments or military training),
  - a major assignment such as an editing workshop,
  - class more than twice in a row (i.e., illness).
- If I need to miss class, I will post an announcement in Canvas about the next steps.

See the Attendance and Making-up Missed Classes page in Canvas for

- details on how to make up class if you miss or are too late.
- details on how you will be graded.

### CLASSROOM CODE OF CONDUCT

The following guidelines should help us maintain an engaging, respectful environment.

- Silence phones, iPods, MP3 players, and other devices during class.
- Don't text or make calls during class. Clear exceptions with me before class (ex., a child is home, and you need to be available for that child).
- Use laptops and tablets (or similar) for this class's work. (I will deduct participation points—including marking you absent from class—for surfing the web, using social media, or doing other classes' homework during our class.)
- Leave the room if you need to make or take a call.
- Stay home if you are ill. Contact me so that I can help you make up the missed material.
- Avoid eating in class. (We can modify this by class discussion.)

### TECHNOLOGY EXPECTATIONS

**Regularly check the Canvas course** for weekly announcements and other class-related communications from me. I recommend that you forward all Canvas communications to a personal email account you check daily.

Thoroughly **familiarize yourself with how Canvas works** in terms of communications, checking course deadlines, and viewing instructor's feedback on your work. The **Canvas Tour** assignment will help you.

You are expected to have **access to a laptop or desktop** computer. To be successful in this class, working on one's phone will not be sufficient. See the [Resources](#) section for options if you don't own a laptop.

I recommend that you **bring earbuds with a microphone** to class. If a team member needs to attend via Teams, you will be able to talk with them without the feedback loop that comes with several people in the same room logging onto the same meeting.

### STATEMENT ON DIVERSITY AND ANTIRACISM IN THE CLASSROOM<sup>1</sup>

In this class, we **value and respect each person's** experiences and perspectives, even when, especially when, we do not agree with each other. We acknowledge that our class includes people representing a wide range of races, ethnicities, genders, sexual orientations, religious and political beliefs, language backgrounds, and writing experiences. Through that diversity, we provide each other perspectives and experiences that no one person can experience.

Some of our conversations will be uncomfortable. But we can **operate from a position of mutual respect, communication, and trust**. **One method** is to acknowledge your position and help us flesh ideas out, especially if you disagree with an idea (e.g., "I take your point about X, but I disagree because..." or "I see this point, but I think we should also consider Y because..."). We **take turns communicating** our own and **listening** to other's perspectives and experiences. We will disagree with each other. But we do not allow disagreement to become animosity.

Please read the complete statement on the Syllabus Policies page in Canvas.

### POLICY ON PRONOUNS<sup>2</sup>

In this class, we will refer to people by the name(s) and personal pronouns that they prefer. For some of you, being aware of personal pronouns is a new concept that will take some time getting used to. Doing so helps to **build trust** and **conveys respect**.

If you make a mistake, don't fret. Ideally, immediately correct yourself saying something like, "Sorry, I meant (insert pronoun)." If you realize later you made a mistake, apologize to the person privately. It is important to move on quickly after making and correcting a mistake to avoid awkwardness. It is not the other person's responsibility to comfort you.

For more details, read the complete statement on the Syllabus Policies page in Canvas.

### STATEMENT OF ACCESSIBILITY

Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at 801-863-8747 or [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). Accessibility Services is on the Orem Campus in LC 312.

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<sup>1</sup>This diversity statement arose from discussions within the English Department at UVU. I thank my colleagues for reviewing earlier statements and allowing me to borrow ideas from their statements.

<sup>2</sup> The ideas and some language for this section come from the following sources: Ashley Nadau's syllabus, the University of Wisconsin–Milwaukee Lesbian, Gay, Bisexual, Transgender, Queer Plus (LGBTQ+) Resource Center.

***I will work with you to be successful in the course with or without official documentation.*** A Notice of Accommodations from the OAS does offer us more resources.

Please read the complete statement on the Syllabus Policies page in Canvas.

### PLAGIARISM POLICY

I expect you to do your own work and give appropriate credit to your sources. The Plagiarism Policy as outlined on the [Syllabus Policies page in Canvas and UVU's English Department policies](#) explains what will happen if do not give appropriate credit or if you actively pass off someone's work as your own or help someone else to do so. That policy statement, the definitions it provides, and the sanctions it lists are **part of this syllabus**. I encourage you to read it carefully.

## Resources

**Your fellow students.** I recommend exchanging emails/phone numbers with a couple of people in class you can contact should the need arise (ex. illness).

**Your teacher (me!).** My contact information is on the first page. Make sure to see me at least three times a semester for individual help with your papers.

### Campus Resources

UVU has so many resources to help you. The link above provides links to every resource you can imagine from child care to food assistance to tutoring and more. Especially look for the following which I describe in more detail on the Syllabus Policies page in Canvas.

- The [Writing Center](#). Extra credit is available for going.
- [Computer Labs](#).
- [Fulton Library](#). **Never** pay for research. You can also [rent laptops](#) for the semester.
- [Free Software](#) including Microsoft Office 365.
- [First Year Experience](#). Their services help you adapt to your first year in college.
- [Multicultural](#) and [LGBT](#) Student Services.
- [UVU Food Pantry](#).
- [Veterans Center](#)

## Relevant University Policies

### RELIGIOUS ACCOMMODATIONS STATEMENT

Religious accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must **provide a written notice** to the instructor of the course for which the student seeks said accommodation **before** the event.

### WAITLIST AND ADD POLICY

Unfortunately, you cannot attend this class until you are officially enrolled. Also, I cannot add you to any class. All adds are done through the Banner online system.

### WITHDRAWAL PROCEDURES

Officially drop the class if you need to stop coming. Do so by Save your GPA. Drop the class (officially withdrawal) on or before the October 31<sup>st</sup> deadline. See the online policy description for more details.

**Tentative Course Schedule:**

**\*\*IMPORTANT:** This course outline is subject to change. I reserve the right to make whatever changes are necessary to fulfill the course objectives and the classes’ needs. You are responsible to know any changes made by class announcement or email.

<b>Date</b>	<b>Topics</b>	<b>Reading*</b> Bring <i>FIAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.	<b>Assignments</b> Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
<b>Unit I: Preparing to Enter the Conversation: Problematizing (Issue Analysis), Research Instruments, and Annotated Bibliography</b>			
<b>Week 1’s Goal: Get to know your team and develop writing and research goals.</b>			
<b>1</b>	<b>M</b>	<b>Laying the Foundation:</b>	
	<b>Jan.</b>	<b>Habits of Mind</b>	
<b>9</b>		<b>Intro to Teamwork</b>	
		<b>Writing Process—Iron-Man Style</b>	
<b>W Jan. 11</b>		<b>Laying the Foundation: Team Building</b>	<b>Canvas Tour (EC)</b>
		Read <i>FIAW5</i> Ch. 1 “Starting with Inquiry,” pp. 1-21, 24-27. <i>TSIS5</i> Introduction “Entering the Conversation” (pp.1-16)	
<b>F Jan. 13</b>		<b>Laying the Foundation: Beyond Topics to Issues</b>	<b>Preparing for Teamwork: Google Form</b>
		<b>Identifying Issues</b>	
		<b>Review Stasis Theory</b>	
		Read <i>TSIS5</i> Ch. 12 “Entering Class Discussions” (pp. 172-5) Read in <i>FIAW5</i> Ch. 5, “Identifying Issues” pp.137-145 <b>Read Res Arg assn prompt and overview of project</b> <b>Read a Res Arg sample: See Canvas</b>	
<b>Sa Jan. 14</b>		<i>Ideal: Submit Goal-Setting Essay this week (It’ll make your workload next week lighter.)</i>	

**Sign up for Writing Meeting #1 (complete by February 24 of Week 7.)**

**Key to Abbreviations:**

<i>FIAW5</i> = <i>From Inquiry to Academic Writing</i> , 5 <sup>th</sup> ed.	Ch. = Chapter	WN = Writer’s Notebook
<i>TSIS5</i> = <i>They Say, I Say</i> , 5 <sup>th</sup> ed.	p. or pp. = page or pages	EC = extra credit
<i>Eyes</i> = <i>What the Eyes Don’t See</i>	FL=Fulton Library	RD = rough draft
		IC=in-class (an assignment due IC)

Skim **Readings from the textbooks** before class. Read and annotate **any articles** before class. Read the textbook chapters after class as a review of the day’s material. Complete **Writer’s Notebook**: Work-in-Progress (WIP) assignments by Thursday at 9 p.m. with a no-late-penalty grace window until Friday at 8 a.m. **Rough drafts** are due *the day of class at 8 a.m.* on the weeks that we do peer review. Respond to your peers’ drafts by the next class day at 8 a.m. Complete the evaluation form and revision plan by Saturday at 9 p.m. (grace until 8 a.m. Monday).

Assignments due by Saturday at 9 p.m. have a no-late-penalty grace period until Monday at 8 a.m.

\*Weekly Overview pages provide details about each week’s reading and how they connect to the assignments. Find links to sample essays and assignment prompts, the sample essay discussions, and the Sample Essays and Assignment Prompt modules.



Date	Topics	Reading*	Assignments
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 5px;">2</div> <b>Week 2’s Goal: Identify an issue that you want to research, find at least one source to help you analyze that issue, and develop some tentative research questions.</b>			
M Jan. 16	Martin Luther King Jr. Day	NO CLASS	
W Jan. 18	<b>Drafting Questions</b> <b>Reading Strategies (intro)</b> <b>Preparing to Find Sources</b> <b>Thinking about Citation (MLA or APA)</b>	Read the Problematizing assignment prompt and a sample.  <i>Eyes</i> Ch. 1-3 especially pp. 12-31 (end of Prologue & Ch. 1) and pp. 36-49 (of Ch. 3)  Read <i>TSIS</i> Ch. 1, “‘They Say’: Starting with What Others Are Saying”  Read in <i>FIAW5</i> Ch. 5, “Formulating Issue-Based Questions” pp. 150-55  View “Citation: Why Multiple Styles?”  Read: Purdue OWL: <a href="#">“MLA Overview and Workshop”</a>	
F Jan. 20	<b>Using Sources to Develop Meaty Issue-Based Questions</b> <b>Library Instruction (Topic and Issue Development)</b>	Library Research Tutorials for 2010 & Research Skills: Keyword and Boolean Searching  Read <i>TSIS5</i> Ch. 14 “‘What’s Motivating This Writer?’: Reading for the Conversation”	<b>Meet in FL 205 for class.</b>  Complete Google Doc in class—rows 2-5 & 8-12.
Sa Jan. 21		<b>Goal-Setting Reflective Essay (hard deadline 8 a.m. Mon)</b> <b>WN: WN: Brainstorming 3 Questions &amp; OR DEJ with RQ.</b>	

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Date	Topics	Reading*	Assignments
		Bring <i>FAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.	Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
<b>Week 3's Goal: Find another 2 sources for the Problematizing Essay. Draft the Problematizing Essay.</b>			
3 M Jan. 23	<b>Rhetorical Situation and Annotating: Understanding and Responding to Sources Reading Strategies (continued)</b>	<i>Eyes</i> Ch. 6-7 Annotate the popular article: Sanneh "The Hell You Say" Read <i>FAW5</i> Ch. 2 "From Reading as Writer to Writing as a Reader," pp. 49-62. Review <i>TSIS5</i> Ch. 14 "What's Motivating This Writer"	<b>Annotate popular article</b>
W Jan. 25	<b>Choosing the Best Sources Issue Analysis—Drafting the Problematizing Essay Preparing for Peer Review Review MLA Works Cited and Citation</b>	Read in <i>FAW5</i> Ch. 3 "Writing Yourself into Academic Conversations" pp. 95-97 Read <i>TSIS5</i> Ch. 7 "Saying Why It Matters" Read <i>FAW5</i> (Ch. 12) "Revising versus Editing," "The Peer Editing Process," (pp. 397-99), and Canvas: Peer Review Guide <i>TSIS</i> Ch. 11 "Revising Substantially" Focus on #7 "Keep Asking 'As Opposed to What?'" and revision checklist pp. 159-60, 165-70 Read " <a href="#">MLA Formatting and Style Guide</a> " ( <a href="#">Purdue OWL</a> )	<b>Encouraged reading:</b> Kantz, "Helping Students Use Textual Sources Persuasively" (link on Canvas) and/or <i>TSIS5</i> Ch. 4 "Three Ways to Respond"
F Jan. 27	<b>Library Day Evaluating Sources</b> <b>Meet in FL 205</b>	Library Tutorial—Evaluating Information RADAR (see Canvas for link) Scan <i>FAW5</i> (Ch. 7) "From Finding to Evaluating Sources" pp. 190-205	Complete Google Doc in class—rows 13, 16-23. Message me thru Teams with any research questions or concerns.
S Jan. 28	<b>Quiz: Principles of Documentation</b>		

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Date	Topics	Reading*	Assignments
		Bring <i>FAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.	Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
<b>Week 4's Goal: Determine which type of original research you want to do. Draft the original research portion of the methods section and the implications section. Revise the Problematizing Essay.</b>			
4 Jan. 30	<b>M</b> <b>Intro. to Original Research: Creating Research Instruments Ethics of Research</b> Research Instruments Sample Activity	<i>Eyes</i> Ch. 10-11 Read <i>FAW5</i> (in Ch. 13) start thru "Writing a Proposal" (pp. 424-42) Read Purdue OWL: <ul style="list-style-type: none"> <li>• <a href="#">"What Is Primary Research and How Do I Get Started?"</a></li> <li>• <a href="#">"Research Ethics"</a></li> <li>• <a href="#">"Pitfalls of Primary Research"</a></li> </ul> Read the Research Instruments Assignment Prompt and a sample (Canvas).	Start on CITI Training
W. Jan. 30	Last day to drop and not show on your transcript		
<b>W Feb. 1</b>	<b>Types of Original Research</b> <b>Creating Appropriate Questions for Surveys and Interviews</b> <b>Consent Forms</b> <b>Problematizing Essay Exchange Day</b>	Read about the kind of research you want to conduct [Purdue OWL <a href="#">interviews</a> and <i>FAW5</i> pp. 442-48, <a href="#">surveys</a> , or <a href="#">analysis</a> ]. Read <a href="#">"Creating Good Interview and Survey Questions"</a> (Purdue OWL). Read <i>FAW5</i> (in Ch. 13) "Consent Forms" (pp. 432-34)	<b>Problematizing RD Due</b>
<b>F Feb. 3</b>	<b>Problematizing Essay Peer Review</b> <b>Activating Your Revision Plan</b>	<ul style="list-style-type: none"> <li>• Review <i>TSIS5</i> Ch. 11 "Revising Substantially" Focus on #7 "Keep Asking 'As Opposed to What?' and revision checklist pp. 159-60, 165-70</li> </ul>	<b>Peer Review – Problematizing</b> Post 6 substantial comments on each writer's RD on Canvas.
<b>S Feb. 4</b>	<b>Reflecting on Problematizing Peer Review</b> (revision plan and evaluation form)		

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		Bring <i>FAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.	Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
<b>Week 5's Goal: Submit Problematizing Essay. Read and annotate one source related to your original research. Write its annotation, add to (potentially revise) other sources' annotations.</b>			
5	<b>M</b>	<b>Preparing to Analyze</b>	Last day to submit <b>Reflecting on Problematizing Peer Review</b> (revision plan and evaluation form)  <b>Problematizing Final due (Tues, 8 a.m.)</b>
	<b>Feb.</b>	<b>Data</b>	
6		<b>Finding More Sources: The Annotated Bibliography</b>	
		<b>Reading and Summarizing Scholarly Articles</b>	
		<i>Eyes</i> Ch. 12-14 (pp. 164-8, 177-83, all of Ch. 14)	
		Read Purdue OWL: <a href="#">Analyzing Your Primary Data</a> Read Annotated Bibliography assignment prompt Read <i>FAW5</i> Ch. 6, "Working Thesis," pp. 163-169 Read <i>FAW5</i> (in Ch. 3) "Steps to Writing a Summary" (p. 93, if needed read 85-93) Read <i>FAW5</i> (in Ch. 4) beginning thru "Identifying Types of Claims" (pp. 104-112) Review <i>TSIS5</i> Ch. 14 "What's Motivating This Writer?"	
<b>W Feb. 8</b>	<b>Writing Summaries Evaluations: Analyzing Arguments</b>	Read <i>TSIS5</i> Ch. 2 "The Art of Summarizing" <ul style="list-style-type: none"> <li>Min &amp; Wohn "All the News That You Don't Like"</li> </ul> Read <i>FAW5</i> in Ch. 4 "Analyzing Arguments" pp. 113-124	<b>Annotate Min &amp; Wohn (due before class)</b> Use the Practice Sequence on <i>FAW5</i> p. 323 to annotate your reading.

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F Feb. 10	<b>Planning for Counterarguments;                      Engaging Multiple Perspectives                      Introducing Synthesis Charts                      Recognizing Logical Fallacies</b>	Bring <i>FIAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.  Read <i>TSIS5</i> Ch. 6 “Planting a Naysayer . . .” Read <i>FIAW5</i> Synthesis Charts, pp. 214-15, 236-43 Recognizing Logical Fallacies” pp. 127-31	Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
Sa Feb. 11	<b>Research Instruments RD (due by Saturday at 8 a.m.)                      CITI Training (last day)</b>		

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		Bring <i>FIAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.	Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
<b>Week 6's Goal: Write annotations for all sources so far. Finish finding the sources for your annotated bibliography.</b>			
6 Feb. 13	M <b>Analyzing and Synthesizing Sources: Writing Activity</b> <b>Creating Bibliographic Entries</b>	Review <i>Eyes</i> —how does Hanna-Attisha anticipate counterarguments. Overview <a href="#">MLA Works Cited</a> and formatting an <a href="#">online scholarly article that also appears in print</a> and the Writing Center handout. Read <i>FIAW5</i> (in Ch. 4) “Analyzing and Comparing Arguments” pp. 131-36 Read Purdue OWL “ <a href="#">Appropriate Language: Overview</a> ” and the pages for each type (formality, jargon, deceitful, stereotypes, pronouns)	<b>Draw to Read</b>
W Feb. 15	<b>Library Day—Guided Research</b> <b>Organizing Research Evaluations: Recognizing Quality Sources</b>	<b>Meet in LI 205 for class.</b> “Avoiding Disaster” UCLA Library webpages on research organization (see link on Canvas) Video: Scholarly & Popular Articles (link on Canvas) Review RADAR Method for Evaluating Sources (link on Canvas)	<b>Find another scholarly source.</b>
F Feb. 17	<b>Writing Day</b>		
S Feb. 18		<b>Quiz: MLA-Works Cited</b> <b>Midterm Assessment of Team Members</b>	
<b>Sign up for Writing Meeting #2. (Due by Week 11—Apr. 7)</b>			

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<b>Unit 2 Drafting Sections of the Researched Argument Essay</b>			
<b>7 Week 7's Goals: Clarify your niche for entering the conversation.</b>			
<b>M Feb. 20</b> MIDTERM			
<b>W Feb. 22</b>	<b>Introduction to Unit 2a: Literature Reviews Finding Your Niche by Comparing Arguments Annotated Bibliography Review</b>	Review <i>TSIS5</i> Ch. 1, "They Say': Starting with What Others are Saying" (pp. 19-28) Review <i>FIAW5</i> (Ch. 6) "From Formulating to Developing a Thesis," pp. 163-169 (includes 4 models of a working thesis) Read <i>FIAW5</i> (Ch. 8) "Writing a Synthesis" (pp. 214-245), skim the readings in this chapter enough to understand the examples	<b>WN: Annotated Bibliography RD— in-class peer review</b>
<b>F Feb. 24</b>	<b>Selecting An Audience Matching Your Tone to Your Audience Review Works Cited</b> (come to class with questions from your Works Cited quiz)	Read <i>FIAW5</i> (in Ch. 9) "Considering How Tone May Affect Your Audience" pp. 291-2 Review <i>FIAW5</i> (Ch.2) "Identify the Writer's Audience" p. 61-62 Read Lit Review assignment prompt Read Max Wright's Lit Review	Recommended Reading: Sage's Researched Argument focusing on her lit review section <b>Last day for Writing Meeting #1</b>
<b>Sa. Feb. 25</b>	<b>Research Instruments Final (due at 8 a.m.) Quiz: In-Text Citations (MLA)</b>		

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		Bring <i>FAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.	Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
<b>Week 8's Goals: Start drafting the Lit Review (Context for a Thesis).</b>			
8 Feb. 27	<b>Writing Introductions Context for a Thesis Writing Introductions Reflecting on Revision: Midterm Letter</b>	Read <i>FAW5</i> , "Context for a Thesis" pp. 170-76 and "Drafting Introductions" pp. 364-373  Review <i>FAW5</i> Synthesis Charts, pp. 214-15, 236-43  Review <i>FAW5</i> Ch. 1 pp. 1-21, especially "Academic Writers Reflect," pp. 19-21  Read Midterm Reflection Essay assignment prompt	<b>Synthesis Worksheet Last Day to submit reflection to Writing Meeting #1.</b>
W Mar. 1	<b>Integrating Sources Quotation Sandwiches Find Connections among Sources and Writing Paraphrases activities Giving Credit with an Appropriate Documentation Style: Creating In-text Citations</b>	Read <i>FAW5</i> (in Ch. 3) "Writing a Paraphrase," pp. 81-5  Read <i>TSIS5</i> Ch. 3 "The Art of Quoting"  Read Nancy Paul's Researched Argument <i>FAW5</i> pp. 266-78  Read from <i>FAW5</i> (Ch. 8) "Avoiding Plagiarism," "Integrating Sources," and "Using Quotations" (pp.256-66)  Overview MLA <a href="#">in-text citation</a> style in Purdue OWL	<b>Annotated Bibliography Due IC Discussion: What's Wrong with This Quotation?</b>
F Mar. 3	<b>Writing Activity: Synthesizing Sources Responding to Sources: Beyond Summary to Synthesis &amp; Connection</b>	Review <i>FAW5</i> (Ch. 8) "Writing a Synthesis" (pp. 214-15, 236-245)  Read <i>FAW5</i> "Drafting Introductions" p. 364-373.	<b>WN: Lit Review Niche Statements &amp; Audience Page for Your Lit Review/Res Arg.</b>
Sa. Mar. 4		<b>Annotated Bibliography Due Midterm Course Evaluation and Survey</b> WN (EC): Draft two introductory paragraphs	

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<b>Mar. 6-11</b>	<b>SPRING BREAK</b>	<b>NO CLASS</b>	
<b>Week 9's Goals: Write the context for a thesis (lit review) and receive feedback. Recognize sentence fragments and ways of fixing them. Finish collecting your original research data.</b>			
<b>9</b> Mar. 13	<b>M</b> <b>Strategies for Developing Paragraphs</b>	Read <i>FIAW5</i> (Ch. 11) "Developing Paragraphs" pp. 374-87	<b>Midterm Reflective Essay (or Letter)</b> <b>Paragraph Quiz (before class)</b> <b>Writing Center #1 (EC)</b>
<b>W</b> <b>15</b>	<b>Sandwich Principle Framing Recognizing and Addressing Sentence Fragments</b>	Review <i>FIAW5</i> "Read to Discover a Writer's Frame" (pp. 143-44) Review <i>TSIS5</i> Ch. 3 "The Art of Quoting" Grammar Bytes: Sentence Fragments	<b>Lit Review RD (Mon. by 8 a.m.)</b> IC Discussion: From Reading Frames to Writing Frames IC Sentence Fragment activity
<b>F.</b> <b>17</b>	<b>Lit Review Peer Review Discussion</b>	Read <i>TSIS5</i> Ch. 11 "Revising Substantially" Focus on #5 "Go Back to the Text" and revision checklist pp. 159-60, 165-70	<b>Peer Review – Lit Review (respond in the RD)</b>
<b>Sa</b> <b>17</b>		<b>Reflecting on Lit Review Peer Review (revision plan &amp; evaluations)</b> <b>Conference/Lecture Response #1 (EC)</b>	

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		Bring <i>FIAW</i> and <i>TSIS</i> daily, <i>Eyes</i> on Mondays. Read before class.	Due at 8 a.m. on day listed; except Sat at 11:59 p.m.
<b>Week 10's Goals: Analyze sample papers of Original Research Essays. Write thesis statements. Practice metacommentary. Used published sources to analyze your original research. Draft the Original Research section of the Researched Argument.</b>			
10	<b>Unit 2b: Evidence for the Researched Argument (Original and Published Research)</b> <b>Thesis Statements -- recapped</b> <b>Need Length? Practice Metacommentary</b>	Read Original Research Analysis assignment description Read <i>FIAW5</i> (Ch. 9) "From Ethos and Pathos to Logos: Appealing to Your Readers" (pp. 279-322) [Note: Skim Loewen's piece] Read <i>TSIS5</i> Ch. 10 "The Art of Metacommentary" Review <i>FIAW5</i> Ch. 6, "Working Thesis," pp. 163-169	
<b>M Mar. 20</b>	Last day to drop (withdraw from) classes		
<b>W Mar. 22</b>	<b>Analyzing Original Research (ORA)</b> <b>Responding in Your Own Style</b> <b>Organization &amp; Framing: Appealing to Your Audience</b>	ORA Samples (See Canvas Samples Module) <i>FIAW5</i> (in Ch. 13) "Make Sense of the Interview" pp. 447-48. Purdue OWL " <a href="#">Analyzing Primary Data</a> ". Read <i>TSIS5</i> , Ch. 9 "Academic Writing Doesn't Mean Setting Aside Your Own Voice"	
<b>F Mar. 24</b>	<b>Writing Meetings</b> No regular class	Sign up for a time via MS Bookings	
<b>Sa Mar. 25</b>	<b>Quiz: Metacommentary and Researched Argument</b>		

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<b>Unit 3 Pulling Together the Researched Argument Essay—Blending Published and Original Research</b>			
<b>Week 11's Goals: Submit the analysis of your original research and receive feedback. Draft thesis statements for your Researched Argument Essay. Create an outline of the researched argument.</b>			
11 M Mar. 27	<b>Unit IV: Writing the Researched Argument Supporting Arguments &amp; the Sandwich Principle</b>	Review <i>FIAW5</i> Ch. 8 “From Synthesis to Researched Argument” (focus on pp. 214-15, 222-26, 236-46) Read <i>TSIS5</i> Ch. 5 “Distinguishing What You Say from What They Say”	
W Mar. 29	<b>Organization: Putting It All Together Conclusions: Significance &amp; Implications Outlines</b>	Read <i>TSIS5</i> Ch. 8 “Connecting the Parts” <b>Grammar Bytes: Finding Comma-splices and Fused Sentences.</b>	<b>Researched Argument Tentative Theses (your posts) IC Comma splices and Fused Sentences activity</b>
F Mar. 31	<b>Writing Meetings</b>	Sign up for a time via MS Bookings No regular class	
Sa Apr. 1			<b>Organization Quiz</b>

**Avoid late work the last three weeks of the semester.  
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Date	Topics	Reading*	Assignments
<p><b>Week 12's Goals: Draft the Original Research section of the Researched Argument. Submit the analysis of your original research and receive feedback. Write a rough draft of the researched argument essay from your outline that includes the revised context for a thesis and your analysis of your original research as part of your argument. Add 3-4 more pages to flesh out your argument.</b></p>			
<p>12 M Apr. 3</p>	<p><b>Conclusions: Ways of Drafting</b></p>	<p>Read <i>Eyes</i> Ch. 17            Read <i>TSIS5</i> Ch. 7 "Saying Why It Matters"            Read <i>FIAW5</i> "Drafting Conclusions" (pp. 388-393)</p>	<p><b>WN: Researched Argument Outline and Revised Audience Page</b></p>
<p><b>W</b> Apr. 5</p>	<p><b>Lessons Learned from Previous Papers: Researched Argument Sample Discussion Setting Off Quotations</b></p>	<p>Read three Researched Argument samples (TBD)            (See Researched Argument Sample Discussion for instructions.)</p> <ul style="list-style-type: none"> <li>• Sage's on Canvas</li> <li>• Ashley Walker's OR Drew's on Canvas</li> <li>• Belynn's on Canvas</li> </ul> <p><a href="#">Quotation Marks</a> and <a href="#">Quotations with In-text Citations</a> (Purdue OWL)</p>	<p><b>ORA RD (EC) or Lit Review RD #2 (EC) (due by 8 a.m. Wednesday)</b></p> <p><b>IC Researched Argument Sample Discussion (Read papers by Wed. 8 a.m.)</b></p> <p><b>IC Grammar Minute: Incorporating and Punctuating Quotations</b></p>
<p><b>F</b> Apr. 7</p>	<p><b>Writing Day--No Class ORA: Peer Review (EC) Discussion Day</b></p>		<p><b>Peer Review – ORA Last Day for Writing Meeting #2</b></p>
<p><b>Sa Apr. 8</b></p>		<p><b>Reflecting on Peer Review ORA EC</b> (Revision plan and peer evals) <b>Writing Center #2 (EC)</b></p>	
<p><b>If desired, sign up for Writing Meeting #3 (complete by April 26).</b></p>			

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<b>Week 13's Goals: Submit the Researched Argument Rough Draft. Complete peer review by coming to your Guided Peer Review time.</b>			
13 M Apr. 10	<b>Documentation Review Transforming Arguments from written to multimodal</b>	Review Purdue OWL for <a href="#">Works Cited</a> and <a href="#">in-text citations</a> . Review <i>TSIS5</i> Part I and "Integrating Sources" in <i>FIAW5</i> (pp. 258-66) for referring to sources. Read the Assignment Prompt – Companion Piece.	<b>Researched Argument RD (due to Canvas before 8 a.m. Monday—critical deadline)</b> <b>Writing Meeting #2 reflection (last day)</b>
W Apr. 12	<b>Guided Peer Reviews for Researched Argument Essay</b>	Read <i>TSIS5</i> Ch. 11 "Revising Substantially" focusing on representing what others have said, adding what you say, presenting naysayers.	<b>Peer Review – Researched Argument</b>
F Apr. 14	<b>Guided Peer Reviews for Researched Argument Essay</b>		<b>Preferred Last Day for Writing Meeting #3</b>
Sa. Apr. 15			

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Assignments due by Saturday at 9 p.m. have a no-late-penalty grace period until Monday at 8 a.m.

\*Weekly Overview pages provide details about each week's reading and how they connect to the assignments. Find links to sample essays and assignment prompts, the sample essay discussions, and the Sample Essays and Assignment Prompt modules.

Date	Topics	Reading*	Assignments
<b>Unit 4 Revision &amp; Reflection</b>			
<b>Week 14's Goals: Reflect on your writing process. Create a reverse outline of your Researched Argument draft to improve your essay's organization. Create a revision plan for the essay. Brainstorm options for the companion piece.</b>			
14 M Apr. 17	<b>Guided Peer Reviews for Researched Argument Essay</b>		
W Apr. 19	<b>Unit IV: Revision &amp; Reflection</b>	Review <i>FIAW5</i> Ch. 1 pp. 1-21, especially "Academic Writers Reflect," pp. 19-21 Read the Final Revision and Reflection Portfolio assignment	<b>Reflecting on Guided Peer Review (revision plan &amp; evaluations)</b> <b>Quiz: Reflection (before class)</b>
F Dec. 2	<b>Reformulating Argument for New Audience and Genre: The Companion Piece</b>	<i>Eyes</i> Ch. 24-26	<b>Reverse Outline</b>
<b>Sa Apr 22</b>			

**Key to Abbreviations:**

*FIAW5*= *From Inquiry to Academic Writing*, 5<sup>th</sup> ed.  
*TSIS5*=*They Say, I Say*, 5<sup>th</sup> ed.  
*Eyes*=*What the Eyes Don't See*

Ch. = Chapter  
p. or pp. = page or pages  
FL=Fulton Library

WN = Writer's Notebook  
EC = extra credit  
RD = rough draft  
IC=in-class (an assignment due IC)

Skim **Readings from the textbooks** before class. Read and annotate **any articles** before class. Read the textbook chapters after class as a review of the day's material. Complete **Writer's Notebook**: Work-in-Progress (WIP) assignments by Thursday at 9 p.m. with a no-late-penalty grace window until Friday at 8 a.m. **Rough drafts** are due *the day of class at 8 a.m.* on the weeks that we do peer review. Respond to your peers' drafts by the next class day at 8 a.m. Complete the evaluation form and revision plan by Saturday at 9 p.m. (grace until 8 a.m. Monday).

Assignments due by Saturday at 9 p.m. have a no-late-penalty grace period until Monday at 8 a.m.

\*Weekly Overview pages provide details about each week's reading and how they connect to the assignments. Find links to sample essays and assignment prompts, the sample essay discussions, and the Sample Essays and Assignment Prompt modules.

Date	Topics	Reading*	Assignments
<b>Week 15's Goals: Revise your Researched Argument Essay based on your peers' and teacher's feedback. Submit the final version of the Researched Argument Essay. Draft the Companion Piece and reflective letter for the Final Revision and Reflection Portfolio.</b>			
<div style="border: 1px solid black; padding: 2px; display: inline-block;">15</div> <b>M</b> <b>Apr. 24</b>	<b>Editing and Documentation Review</b> <b>Revision and Editing Workshop Week 15</b>	Read Purdue OWL " <a href="#">Apostrophes Introduction</a> " (Knowing when, and when not, to use apostrophes)	<b>Revision and Editing Workshop Week 15: Upload drafts for the papers you want to workshop during class (Res Arg., Companion Piece, final reflective essay)</b>
<b>W</b> <b>Apr. 26</b>	<b>Last Day of Class</b> <b>Companion Piece and Reflective Essay Review</b> <span style="background-color: #00FFFF; padding: 2px;"><b>Meet in FL 205</b></span>		<b>Researched Argument Portfolio (Apr. 28 8 a.m.)</b> <b>Last Day for Writing Meeting #3 (EC)</b>
<b>Sa Apr. 29</b>		<b>Final Team Evaluations</b> <b>SRI &amp; Class Eval (EC)</b> <b>Writing Center #3 (EC)</b> <b>Conference/Lecture Response #2 (EC)</b> <b>Writing Meeting #3 (EC) reflection due</b>	
<b>Finals' Week Goals: Reflect on your progress as a writer and a researcher. Submit the Final Revision and Reflection Portfolio, which includes a final reflective letter, the companion piece, and a comparison document of the Researched Argument essay. Enjoy reviewing each other's arguments as you watch the Companion Pieces.</b>			
<b>T May 2</b>	<b>Final Exam Week</b> <b>No class this week.</b>	<b>Final Revision &amp; Reflection Portfolio with Companion Piece (due at 8 a.m.)</b> <b>Respond to your assigned companion pieces before Wednesday, May 3 at 11:59 p.m.</b>	

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*TSIS5=They Say, I Say, 5<sup>th</sup> ed.*  
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**English 2010 Spring 2023**  
**Section 77: TR 2:30-3:45/Section 85: TR 4-5:15, CB 202**

Instructor: Dr. John C. Goshert  
Office: CB 410F Phone: 863-6288  
Email: gosherjo@uvu.edu (best contact method)  
Office Hours: W 12:00-1:30pm and by appointment. FtF and/or Zoom personal meeting room

**Required Texts**

*Research Moves: An Exploratory Guide to Academic Conversations* (working draft—provided free of charge)

*A Pocket Style Manual, 8th Edition.* (Boston: St. Martin's, 2017)  
Or another, equally comprehensive, writing handbook

**Course Description and Advice**

Like all sections of 2010, this course will help you transition from basic college writing skills to more advanced writing of the kind you will practice through the rest of your college career and perhaps beyond (in your profession, in graduate school, in simply leading an informed life, etc.). Your goal is to develop abilities to read and respond to academic writing by professional scholars working in one or more fields; you'll have the opportunity to explore scholarship related to your personal interests, your academic major, and/or your anticipated profession.

In order to register for this course, you will have already passed Engl 1010 or equivalent (AP credit, testing out, etc.). You should be relatively proficient in basic college writing skills as described in the college catalog.

While supported with online resources, this is a face-to-face course, and students should plan to attend all class meetings (more than four absences in a regular term can result in failure of the course). Class sessions will be the primary means of delivering information and, more importantly, developing course content at students' direction through active discussion.<sup>2</sup> To support and facilitate a discussion-based class environment, **laptop computers may be used to access/reference course texts and writing project materials; cell phones, and other electronic devices may not be used during class time.** Students should plan to make printouts of reserve readings, research sources and writing project drafts as necessary, and have a physical means of notetaking.

**Plan for active class participation** by completing assigned readings and preparing to discuss your experiences, both in terms of content and in relation to course projects. For example, take notes as you read, including:

1. **Summarizing/connecting ideas:** What makes sense? What's familiar? How can you connect class readings to personal experience and prior knowledge?
2. **Prioritizing important ideas:** What's new? What seems especially significant? Why?
3. **Asking questions:** What doesn't make sense? Which ideas and tasks are confusing? How can we work through your questions to clarify challenging concepts and ideas?
4. **Making it practical:** How can we apply what we read to our research projects and writing assignments?

During Class, be sure to practice the same strategies by:

1. **Summarizing/connecting ideas:** bring your notebook and write down points that come up in discussion, items written on the board, etc. Make connections: why and how are quotes, observations, and claims related?
2. **Prioritizing important ideas:** “star” key points and issues. Jot down additional notes to develop these points in your own words.
3. **Asking questions: Participate actively in class! If things don’t make sense, be sure to ask a question (why...?, how...?, what does this mean...?).**
4. **Making it practical:** Be sure to think and talk about how class discussions apply to our writing projects. **Let’s work out a question or challenge by using your idea/draft/project as an example.**

**Share your ideas and connections in class.**

**The point of class time is to work on ideas, questions and challenges together.**

Since communication outside of class hours will be electronic but students may have multiple means of contact on file, everyone will activate **UVU Canvas messenger** and plan to check email regularly. You can set your UVU email and Canvas notifications to be forwarded to any preferred email, but Canvas/UVU email will be the only means for maintaining predictable student-instructor contact. In cases where an attachment is required, direct email should be used. Expect about a 24-hour turnaround for email responses M-F; weekend communication solely at instructor’s discretion. Individualized assistance with the course and any projects gladly given as one on one and/or small group conferences.

**Resources:** If you ever have questions about the class in general or your work in particular, take advantage of office hours; they are there for your benefit. It is your responsibility to make sure assignments and class activities are clear. Meet a couple of people in class who can give you notes, peer reviews, assignments, etc. on the days you can’t make it. Take advantage of tutoring services in the writing center (FL 201 and online at <https://www.uvu.edu/writingcenter/>). Students of all levels will benefit from advice, readings, and discussions, in individual and small-group settings, face to face and online, which are provided free of charge by tutors.

### **Project Summary**

There will be four major writing projects and one presentation assigned in the semester:

1. *Summary/Critical Engagement* (about 3-5 pages): describe and respond to a self-selected piece of scholarship.
2. *Research Proposal/Annotated Bibliography* (about 4-6 pages): prepare for extended research project by developing a research question and performing preliminary research in the library and/or through appropriate research databases. Document preliminary research, providing descriptive and evaluative annotations of key scholarly and general audience texts.
3. *Research Narrative* (about 6-8 pages): narrate initial efforts in scholarly research.
4. *Formal Research Essay* (about 8-10 pages): argue a substantial claim, demonstrating ability to develop a research question, perform academic research, respond to scholarship, incorporate source material, and document sources.

5. *Multimedia Proposal* (about 2 pages): plan a video, audio and/or slideshow, or similar presentation to communicate your research project to a non-academic audience.

**Revision:** Students may revise WP #1 and/or #2 for better grades. Essays will be resubmitted with the following:

1. a brief (one half to one page) narrative statement on improvements
2. a list of changes made on the revised draft

Due within one week after papers are returned.

### **Grade Distribution**

WP #1 (summary/engagement) 10%  
WP #2 (proposal/bibliography) 15%  
WP #3 (research narrative) 20%  
WP #4 (formal research project) 25%  
WP #5 (multimodal plan) 10%  
Final Portfolio 5%  
Attendance and participation 15%

### **Grading Standards—Per catalog:**

- A: “an honor grade indicating superior achievement”  
B: “a grade indicating commendable mastery”  
C: “indicates satisfactory mastery”  
D: “indicates substandard progress and insufficient evidence of ability to succeed in sequential courses”  
F: “indicates inadequate mastery of pertinent skills or repeated absences from class”

### **Additional Information and Advice**

**Reflective statements** will be included with each major writing project. In about one-half to one page, summarize your experiences with the project and related textbook chapters. Consider describing new skills you acquired, challenges you overcame, and challenges that remain after completing the assignment.

**Style:** Papers will be submitted via Canvas as either MS Word (.doc/.docx) or PDF with no exceptions. Papers will follow MLA guidelines (to be discussed) unless another format is approved prior to submission. Save copies of your papers in case there is a question about a missing assignment; it will be your responsibility to provide a duplicate.

**Late work** will not be accepted. If you’re unable to submit on a due date, turn your work in early; or in emergency situations, make arrangements with the instructor prior to the due date.

**Plagiarism** will bring dire consequences, which may include failing the course and University sanction/expulsion. We’ll discuss this in detail, but for reference, see relevant sections of Chapter 5 and Chapter 7 in *Research Moves*, and/or relevant chapters in your handbook.

**Additional projects** may be assigned as appropriate/necessary.

**Per university policies:** “Each student is expected to take an active role in the learning process by meeting course requirements as specified in written syllabi” (VII.A). Thus, the course syllabus comprises a contract between instructor and students, who will be held to its terms and expectations, cumulating in “academic credit and/or academic degrees when all specified requirements and course work have been

satisfied” (V.L). In other words, the student will receive credit for work that meets or exceeds satisfactory performance; however, the student also has the right to fail based on those same conditions. It is both your right and your responsibility to ask questions, to raise challenges, to discuss readings, and to otherwise participate in the class as it unfolds over the semester.

If you have any disability which may impair successful completion of this course, please contact the Office of Accessibility Services (OAS). Services are coordinated with the student and instructor by OAS. Students who need accommodations because of a disability may contact OAS located on the Orem Campus in LC 312. To schedule an in-person appointment, please call 801-863-8747. To schedule a video conference or phone appointment, please use “Log into Accommodate” on the website or call 801-863-8747. <https://www.uvu.edu/accessibility-services/>. Appropriate Academic Accommodations are granted for all students who have qualified documented disabilities.

## SCHEDULE OF ASSIGNMENTS

### January

T 10 Course Introduction

R 12 *Research Moves*: Ch. 1 (exploring ideas)

**Interest Statement due (Ch. 1 activity #1)**

T 17 *Research Moves*: Ch. 2 (terms and concepts)

**Chapter 1 Activity #2 and 3**

**Bring general audience source to class**

R 19 *Research Moves*: Start Ch. 3 (research methods)

**Library Instruction FL 205**

**Knowledge Base Report Due (Ch. 2 activity #4)**

T 24 *Research Moves*: Complete Ch. 3 (research methods)

*Research Moves*: Start Ch. 4 through Linvill article (reading scholarly texts)

R 26 *Research Moves*: Complete Ch. 4 (reading scholarly texts)

T 31 *Research Moves*: Start Ch. 5 (summary/engagement)

**Passage Review due (Ch. 4 activity #6)**

### February

R 2 *Research Moves*: Continue Ch. 5 (summary/engagement)

**Draft Summary due (Ch. 5 activity #2)**

**Summary Peer Reviews (Ch. 5 activity #3) due to partners by 5pm F 16**

T 7 *Research Moves*: Complete Ch. 5 (summary/engagement)

R 9 WP #1 Peer Review

**WP #1 Complete draft due (Ch. 5 activity #5)**

**Peer Reviews due to partners by midnight if not completed in class**

- T 14 *Research Moves*: Start Ch. 6 (proposal)  
**WP #1 due**  
 Include —Reflective statement  
 —Final draft  
 —Two (or more) peer reviews  
 —Peer review draft  
 —Draft summary  
 —Photocopy of source
- R 16 *Research Moves*: Continue Ch. 6 (proposal)  
**Draft 3-Paragraph Proposal due (Ch. 6, activity #3)**
- T 21 *Research Moves*: Complete Ch. 6 (proposal)  
 R 23 *Research Moves*: Start Ch. 7 (synthesis)  
**WP #2 due**  
 Include —Reflective statement  
 —Final draft
- T 28 *Research Moves*: Complete Ch. 7 (synthesis)  
**Bring health related PSA to class (Ch. 7 Activity #1)**  
*Research Moves*: Start Ch. 8 (research narrative)

### March

- R 2 Conferences
- T 7 No class  
 R 9 No class
- T 14 Conferences  
 R 16 Conferences
- T 21 *Research Moves*: Continue Ch. 8 (research narrative)  
 R 23 *Research Moves*: Complete Ch. 8 (research narrative)  
*Research Moves*: Start Ch. 9 (field research)
- T 28 *Research Moves*: Complete Ch. 9 (field research)  
**Field Research Proposal due (Ch. 9, activity #2, 3, and/or 4)**
- R 30 *Research Moves*: Begin Ch. 10 (research argument)  
**WP #3 Peer Review (Ch. 8 activity #4): Bring typed, complete draft**

**April**

T 4 *Research Moves*: Continue Ch. 10 (research argument)

**WP #3 due**

- Include —Reflective statement
- Final draft
- Two (or more) peer reviews
- Peer review draft

R 6 *Research Moves*: Continue Ch. 10 (research argument)

**Draft Outlines due (Ch. 10, activity #1)**

T 11 *Research Moves*: Continue Ch. 10 (research argument)

**Draft Introduction due (Ch. 10, activity #2)**

R 13 *Research Moves*: Complete Ch. 10 (research argument)

*Research Moves*: Start Ch. 11 (multimedia)

T 18 *Research Moves*: Continue Ch. 11(multimedia)

**WP #4 Peer Review (Ch. 10 activity #5): Bring typed, complete draft**

R 20 *Research Moves*: Complete Ch. 11 (multimedia)

**WP #4 due**

- Include —Reflective statement
- Final draft
- Two (or more) peer reviews
- Peer review draft
- Draft intro
- Draft outline
- Copies of/links to all scholarly sources

T 25 Final Review

**WP #5 due****May**

T 2 Exam Week

**Course Portfolio Due (Deadline, 2pm)**

1. Emphasizes academic inquiry and research in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

2. Identify awareness of audience, purpose, and genre in research-focused writing projects. Demonstrate use(s) of reading and writing for inquiry. Evaluate and integrate source materials into writing projects. Apply knowledge of college-level, academic writing and research.



# Intermediate Writing

## Spring 2023

Instructor: Boyd Petersen, PhD  
Email: [Boyd.Petersen@uvu.edu](mailto:Boyd.Petersen@uvu.edu)  
Office: CB 411D

ENGL 2010 019 • 9:00–9:50 am • CB 202  
ENGL 2010 024 • 10:00–10:50 am • CB 202  
ENGL 2010 038 • 11:00–11:50 am • CB 202  
ENGL 2010 052 • 12:00–12:50 pm • CB 202

### Please Read This Syllabus Carefully!

As with any syllabus, it represents a contract between you as the student and me as the teacher, and your enrollment in the class is an implied agreement with this contract. Fortunately, English teachers don't tend to write in "legalese," so you shouldn't be stumped by strange jargon, dense prose, hidden clauses, or fine print. But pay attention. Ignorance is no excuse for violating this contract.

## Departmental Description

English 2010 emphasizes academic inquiry and research in the humanities and social sciences. The class has a four-fold emphasis: 1) rhetorical awareness of purpose, audience, and genre, 2) careful reasoning and argumentation, 3) effectively mastering library research skills, 4) critically evaluating, effectively integrating, and properly documenting sources. In so doing, the course often explores contemporary issues from multiple perspectives. Requirements include essay assignments, in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

## Course Outcomes

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

## Texts

- There will be no textbook for this class. All readings are on Canvas. But PLEASE read!

## University Covid Notices and Warnings

Hopefully, we're nearing the end of the Great Plague of 2020, but we still need to be careful. Please take care of yourself and stay mindful of the symptoms of COVID-19. I also strongly encourage you to get vaccinated. The available vaccines have been proven to be safe and effective. And developing herd immunity in our community will require all of us to do our part. If you have tested positive for COVID-19, have been exposed to COVID-19, or have other respiratory-illness-related symptoms, please stay home! For more information about UVU's COVID policies, see the university's COVID information page here: <<https://www.uvu.edu/covidinfo/>>

## Canvas, Computers, and Software

This is an in-person section, and I expect you to be here in class. However, we will be using Canvas extensively and familiarity with the classroom management system will be essential. The UVU Canvas Information website <<https://www.uvu.edu/canvas/>> has an array of information to help you. Another good resource is the Office of Teaching and Learning student resources web page <<https://www.uvu.edu/otl/students/index.html>>. If you need technical support, Instructure's Canvas support is available 24/7 and can be reached at 385-204-4930 via live help by clicking on the live help icon on the Global Navigation Menu in Canvas or via email to [support@instructure.com](mailto:support@instructure.com)

Thus, having a computer and internet access will be essential this semester. If you don't have one, laptops, tablets, and webcams are now available for checkout from the UVU Fulton Library at <<https://www.uvu.edu/library/services/equipment/index.html>>.

Also, I require students to use Microsoft Word for this class. Some of you may be lifetime Google Docs users, but it's time to move up to the professional world, and Word is the standard (as much as I sometimes regret that). If you're a Mac person (yay!), Pages is a fine software, but it is not compatible with Canvas (boo!). You may continue to use Pages but you'll need to save your document as a Word file or as a PDF. Here's the good news: Microsoft Office 365 is available to all students **for free** <[https://www.uvu.edu/itservices/software-apps/student-software\\_software-for-students.html](https://www.uvu.edu/itservices/software-apps/student-software_software-for-students.html)>.

## **Stress, Anxiety, and Depression**

If you're dealing with stress and/or anxiety related academic life or any other issue, contact Student Health Services <<https://www.uvu.edu/studenthealth/>>. Resources are available to help. If you are experiencing emotional distress related to COVID-19, you can also call Intermountain Healthcare's COVID-19 Emotional Health Relief Hotline at 833-442-2211. There is no cost to call, and the hotline will be staffed every day from 10 a.m. until 10 p.m. If you are in crisis, please access the SafeUT app at <<https://safeut.med.utah.edu>>, which will connect you to licensed counselors who are ready to respond 24/7 at no cost. You can text, call, or submit a tip anonymously.

## **Students with Disabilities**

If you have any disability that may impair your ability to successfully complete this course, please contact the UVU Accessibility Services Department (LC 312, <<https://www.uvu.edu/accessibility-services/>>; 863-8747). Academic accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

## **Classroom Behavior and Grievance Criteria**

English 2010 is a skills-building course that requires that we all work together, share opinions, critique each other's work, and be open to suggestions to improve our skills. To do this effectively, we must be both brave enough to share and respectful in responding to each other's ideas and writing. I will expect everyone to be respectful and courteous, not only to each other but to the authors of our readings. We must assume that each of us, including the authors we will be reading, are people of goodwill who have something valid to contribute that we can learn from. If, for whatever reason, you have a complaint, I appreciate your talking with me about it first. I try hard to maintain a collegial atmosphere in my classroom, but there are times when someone is unintentionally offended. Please offer me the chance to repair the injury one-on-one. The "Student Rights and Responsibilities Code," is the official UVU guide for classroom behavior and is available online at <<https://policy.uvu.edu/getDisplayFile/563a3c1c65db23201153c268>>

## **Assignments**

The primary focus of this class will be on producing argumentative writing. You will write the following papers: a service proposal, background essay, research proposal, annotated bibliography, and research paper. There will also be several other short assignments both in class and out of class. All major assignments must be completed on Microsoft Word, conform to MLA format guidelines, and be uploaded on the day they are due.

## **The Four Great Evils**

### **Cell Phones**

It is extremely rude to interrupt a class with a cell phone. I respectfully ask that you turn them off before our class begins and not turn them back on until it is over. If a call interrupts our class, I will assume it is for me and I will answer it.

### **Laptops**

It is impossible for me to determine whether you are taking notes or surfing the web when you are using a laptop. While it is imperative that college students take notes in their classes—and this class is no exception—I find (and

studies have shown!) that the best notes are taken the old-fashioned way: with a pen and paper. Please take notes; please put away the laptop. We will be doing some activities where having your laptop will be helpful, but unless I ask you to use them, please don't. If you fail to comply with these requests, I will ask you to leave the class.

### **Late Papers**

In the professional world (which is what this class is attempting to train you for) if you are asked to complete an assignment by a deadline and you do not, your career is in serious jeopardy. I have little sympathy for late papers and therefore will not accept late papers without your having made **written** arrangements with me **in advance**.

### **Plagiarism**

If you take something that does not belong to you it is called theft. If you take others' words or ideas without citing them, it is called plagiarism. Plagiarism is just a big word for the theft of someone else's ideas or words. To avoid plagiarism, you must provide adequate documentation for all words and ideas you have obtained from another source—this includes ideas you have summarized or paraphrased. Additionally, you must not let someone else “revise” your paper to the point that it is no longer your own work. Reputations and careers are lost in the professional world if charges of plagiarism are brought against an individual. Likewise, in the academic world (of which you are a member) this offense is treated with severity. Under the policy of the English & Literature Department, work that has been plagiarized must receive a failing grade. A distinction is made between unintentionally plagiarized work, which must be corrected in order to be considered for a passing grade, and intentional plagiarism, which will be forwarded to the Office of Student Affairs as a disciplinary matter in accordance with UVU's statement on Student Rights and Responsibilities. Evidence of intentional plagiarism will cause you to fail this course. Please refer to <https://www.uvu.edu/english/resources/policies-procedures.html> to read the department's full statement on plagiarism and review guidelines for avoiding plagiarism. It is not wrong to use others' ideas or language; it is wrong to use their ideas and language without giving them credit.

### **Writing Lab**

The UVU Writing Center is a free resource provided to students of all disciplines. Specially trained and certified tutors work one-on-one with students on any assignment at any part of the writing process. While tutors do not correct assignments, they do help student writers identify patterns of errors and discuss revision strategies and address students' writing concerns. The Writing Center is located in the Fulton Library, room 208, across the hall from the Visual Arts Lab. To contact the front desk, call 801-863-8936 or visit their website [www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter).

The Writing Center works on a first-come, first-serve appointment basis, with some availability for drop-in tutoring sessions. Student writers may sign up for a maximum of one hour of one-on-one tutoring per day, either as one 60-minute session or two 30-minute sessions. However, appointments are not needed to access handbooks, computers, and other Center resources. Tutorials may be scheduled up to two weeks in advance via the MyWCOnline [www.uvu.mywconline.com](http://www.uvu.mywconline.com) appointment schedule. Please take your assignment guidelines, course syllabus, and any class notes, drafts, or ideas to your sessions.

### **Withdrawal Procedure**

Should it become necessary for you to quit attending this or any other class, you must officially withdraw through One Stop or the Registration Office no later than January 18<sup>th</sup> without it showing on your transcript and by March 20<sup>th</sup> with a W on your transcript. If you do not withdraw, you risk a failing grade in the class. Please be aware that a UW (Unofficial Withdrawal) is equivalent to an E (failing grade) on your transcript.

### **Attendance**

I firmly believe that regular attendance is critical to your success in this class. More than two absences will have a negative impact on your grade. More than three absences and you receive a failing grade. You will be responsible for keeping up with work missed on any day you were absent, and I will expect you to arrange with one of your colleagues (preferably in advance) to get information about assignments made and class discussion that took place on a day you were absent. Here are three things to consider: First, you are still responsible for getting assignments

turned in on time, unless you have made prior arrangements. I will not accept late assignments under any circumstances. Second, if you are tardy or miss often, you will do poorly on assignments, quizzes, and papers. It's simple: if you have poor attendance, you will fail. Guaranteed. Please come to class ready to pay attention and work. If you are playing on your computer or phone or doing homework for another class, I will ask you to leave and mark you absent for the day.

## Service Learning

As part of this class, you will have the opportunity to perform 20 hours of community service. This service must be provided to a legitimate service agency and must be completed over the course of the semester. Because you will write a research paper based on your community service, you should think about possible paper topics as you select your project. The Volunteer and Service-Learning Center (SC 105) at UVU is prepared to assist you in selecting a non-profit organization where you may volunteer (you may also consult [www.unitedwayuc.org](http://www.unitedwayuc.org)). Service learning is a growing trend throughout academia and is practiced in many classes at UVU and across the nation.

I believe you will come to understand why I require service in this class as we get further into the semester; however, let me explain the key elements behind service learning: First, the service should contribute to the community--the work you perform should be meaningful in that it should meet real needs and goals as defined by a service agency. Second, the service must tie into our course objectives. Furthermore, the class must require assignments that foster reflection on the service provided. Thus, you should understand that you will have the opportunity to gain new knowledge and insights through the service you provide, and that knowledge will be graded in class assignments. Specifically, these assignments include: a service proposal, a research paper that is directly tied to your volunteer work, a service journal which describes and analyses each day's service, a self-evaluation of your service and course participation, and an evaluation of your service by your supervisor. While each of these components will have different due dates for completion, all these assignments will be compiled in your final service portfolio.

## Grading

There is no grade curve for English 2010, so theoretically everyone could get an A. In practice, an "A" is reserved only for work that is exceptionally thoughtful and well written. One could, theoretically, have a paper with perfect usage, punctuation, and formatting, and not receive an "A." Content is the key and thought is the answer. If you apply yourself, you should have no trouble in this class. Specific instructions and examples for each assignment will be given as we discuss them in class.

For many students, writing is stressful. My goal is to make our class as stress-free as possible. Therefore, I am offering two grading methods to choose from. The choice is yours, but it will be determined by the entire class and the entire class will live with whichever method you choose. First, you may opt for the traditional point-system grading method. If you opt for this method, the following breakdown will determine your grade for the semester (and I recommend that you keep track of your point totals throughout the semester):

Assignments	Possible	Grade Breakdown			
Grammar Presentation	= 50	A	= 950-1000	C	= 650-699
Service Proposal	= 50	A-	= 900-949	C-	= 600-649
Service Interview	= 100	B+	= 850-899	D+	= 530-599
Background Essay	= 100	B	= 800-849	D	= 460-529
Research Proposal	= 100	B-	= 750-799	D-	= 400-459
Annotated Bibliography	= 100	C+	= 700-749	E	= 399 and below
Oral Presentation	= 100				
Research/Service Portfolio	= 400				
Total	= 1000				

The second option is the grade contract. It is designed to be less complicated and less stressful. Under this system, if you complete all the activities listed below, even if you have trouble writing and your papers are not the best in the class, I will guarantee that you will receive a grade of B.

- Turn in all papers on time (remember, since I do not accept late papers, they must be on time to be turned in!), having followed all directions, and having revised, edited, and proofread them thoroughly.
- Get an average overall score of 80% on quizzes.
- Do all the assigned readings.
- Attend class regularly, arriving on time and not leaving early. I understand that occasionally something comes up, so I am allowing you to have two absences before it will prevent you from getting a B. Every absence following the third will have a negative impact on your grade. (Also, three tardies will equal one absence.)
- Participate in class discussions.
- Do all assignments.
- Complete the service hours as well as the service portfolio.

Keep in mind that you will also be guaranteed a grade lower than B if you do not complete these activities. Note that the grade of B depends on behaviors; higher grades depend on judgments of quality. To get an A in the course, your work will have to meet the necessary standards of excellence. I will try to give you extensive feedback on your writing throughout the semester, but I will not give you a grade until final grades are posted.

**Warning**

I will not pass students who do not hand in a research paper, no matter how much work they have done over the semester. The focus of this course is to prepare you to write argumentative research papers, a skill you will use for the rest of your college career. If you don't hand one in, I simply cannot assume that you have learned the necessary skills to succeed in college.

**Class Colleagues to Contact if Absent**

Again, you are responsible for keeping up with work missed on any day you were absent. Please get the names and contact information for several people in our class who you may contact if you are absent. Make arrangements with them, in advance, if possible, to get information about assignments made and class discussion that took place on a day you were absent.

Name	Phone	Email
1. _____		
2. _____		
3. _____		

## **ENGL 2010 *Intermediate Writing: Academic Writing and Research***

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*It is important that you thoroughly familiarize yourself with the course syllabus. The syllabus includes course policies, course requirements, and other important information about this course.*

### **Instructor Contact Information**

**Instructor:** Stephen D. Gibson

**Section:** English 2010.077 & .089

**Email:** [stephen.gibson@uvu.edu](mailto:stephen.gibson@uvu.edu) (but the Canvas Inbox feature is a better way to reach me)

### **Course Description**

According to the Utah Valley University catalog, ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. ENGL 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. ENGL 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

### **Course Outcomes**



Upon successful completion of ENGL 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

## Prerequisites and Needed Skills

### Course Prerequisites

- Appropriate ACT test scores taken within the last three years or completion of ENGL 1010 or ENGL 101H with a grade of C- or higher, or ENGH 1005 with a grade of C or higher.

## Technology Expectations

- Vital course content will be housed on the Canvas platform (such as access to the online version of the textbook, assignment submissions, etc.). Online access to the Canvas course content is required.
- Students are expected to regularly check the Canvas course. Consider forwarding all Canvas communications to a personal email account that you monitor daily.
- Students should thoroughly familiarize themselves with how the Canvas interface works, in terms of communications, checking course deadlines, and viewing instructor's feedback on their work. Of special importance is [setting your notifications](#) to receive your instructor's communication in a timely manner.
- Students are expected to have access to a stable Internet connection and a laptop or desktop computer. Laptops can be checked out for an entire semester through the UVU Library. More information can be found on the library page, "[Equipment Checkout.](#)"
- Students may complete course work in computer labs at the Fulton Library on open-access computers located on every floor.

## Required Textbook

Lunsford, Andrea, et al. *Everyone's an Author*, 3rd Edition. W. W. Norton.  
ISBN: 9780393885682—available in hard copy at UVU bookstore.

Or in digital format online, [Everyone's an Author.](#)

## How This Course Works

### Late Work Policy

Students should turn all assignments in through Canvas. Canvas immediately gives all missing assignments a zero. However, the late policy gives you five days (not class periods) to turn them in, with each late day reducing the grade by 10%. Assignments will not be graded after the fifth day they are late.

I encourage you to always make and keep a copy of all the work you turn in. If for some good reason you won't be able to turn something in when it is due, contact me (preferably in advance).

### Communication Policies

I check my Canvas Inbox at least once each weekday, responding within 48 hours to each message. I do not check my Canvas Inbox during the weekend.

### Classroom Etiquette

Students are expected to perform in harmony with the [Student Rights and Responsibilities Code - Policy 541 \(Links to an external site.\)](#).

*Students are to:*

- *Start class the first week of the term.*
- *Learn to use and navigate Canvas through the tutorial and contact the Help Desk (See UVU Policies & Services or Get Help menu to your left) if you have any problems with "technology-related" aspects of the course.*
- *Be accountable for course requirements, including adequate preparation through related course materials, and learning activities.*
- *Complete all assignments on time as noted in the lessons.*
- *Abide by ethical standards. Your work must be your own.*
- *Contact me as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension. Extensions are only given when a viable emergency exists AND you have communicated with me early.*

Part of my job is to ensure that the classroom (online or face-to-face) is a learning-centered environment in which faculty and students are unhindered by disruptive or disrespectful behavior. You should take responsibility for your education by being willing to listen to others, to ask appropriate questions, and do the work necessary to pass the course. You should respect your instructor and your classmates.

### Style, Documentation, and Citation

We will use the MLA assignment format and documentation style. These requirements may

change based on the rhetorical nature of a specific assignment. Those alterations will be clearly explained on those assignments' instructions.

## Course Grading

### Grading Scale:

The following grading standards will be used in this class:

Grade	Percent		Grade	Percent
A	94-100		C	74-76.9
A-	90-93.9		C-	70-73.9
B+	87-89.9		D+	67-69.9
B	84-86.9		D	64-66.9
B-	80-83.9		D-	60-63.9
C+	77-79.9		E	0-59.9

## Assignment and Assessment Descriptions

### Assignment Categories

#### ***Paper #1: Project Proposal Slideshow (100 points)***

For this assignment, you will formally propose to me, your instructor, a semester research topic that specifies the exact topic, why it matters (to you and to the world), what you currently know about it, and how you intend to complete the research. The proposal will also set a schedule for the work to be done. You will present your Research Proposal in the form of a slide show.

#### ***Paper #2: Annotated Bibliography (100 points)***

This assignment is a list of the most relevant and useful articles and sources on your topic. This list will include eight sources, as well as detailed notes about each article in which you will

provide an accurate summary of the article and additional information about the type of research conducted, possible biases or limitations, the authors' conclusions, the usefulness of the article, how it compares to the other articles/sources on your list, and how the research will inform your final paper.

***Paper #3: Presenting Research Perspectives (100 points)***

This assignment asks you to use the same topic you've already chosen for your research proposal and annotated bibliography to write an essay to a specific, popular audience of your choice with the main purpose of informing your readers about the different views that exist on your issue. An additional Audience Justification Statement explains what audience you chose to target and identifies a few specific rhetorical choices you made to appeal to your readers.

***Paper #4: Final Research Paper (100 points)***

This paper asks you to take a position on your topic and present it to an academic audience by supporting it with credible evidence. In this paper, you are entering the academic conversation about your topic and proposing an argument that includes "so what?" as you make a call to action based on the claims you make and the evidence you provide in your paper.

***Reading Quizzes (approximately 70 points)***

Reading quizzes are a low stakes way for you to show what you have learned from the textbook. The readings and the quizzes themselves will help you complete the major assignments in the course.

***Extra Credit Companion Piece (40 points)***

Create a Companion Piece that repurposes or remixes the argument of your essay in a different genre/medium. The purpose of this additional assignment is to get you thinking about how to present your argument in a new way and for a non-scholarly audience. This Companion Piece must be an original creation. You might create a poster, protest sign, brochure, postcard, memes, t-shirt graphic, song lyrics, poem, or video. Your creativity is your only limitation.

***Reflection Essay (30 points)***

This essay offers you the opportunity to take a good look back at your writing this semester and to evaluate it on your own terms. You will carefully chronicle your learning and how this course has shaped your writing and thinking.

***Brainstorming your Research Interests (20 points)***

These questions help you consider a current issue that interests you. This should be an issue you are considering as your semester topic.

***Workshop to Begin Drafting Annotations (20 points)***

This workshop/discussion will help you prepare effective annotations of your sources.

***Discussion - Thinking About Style (20 points)***

This assignment will let you explore your writing style and make plans for controlling it.

***SRI (10 points)***

The SRI is also an assignment and can earn you as many as ten points. It is due through Canvas at the end of our final exam period.

**Final Grade Distribution**

<b>Activity</b>	<b>[Percent/Point]</b>
Assignments (major papers)	400
Attendance	100
Quizzes	70
Companion Piece	40
Reflection Essay	30
Brainstorming Topics	20
Workshop to Begin Drafting Annotations	20
Discussion - Thinking About Style	20
SRI	10

**Course Schedule**

Canvas automatically generates a course schedule at the bottom of this Syllabus page. I recommend that students do not use this course schedule to jump to individual assignments; rather, students should use the module view in Canvas to read course content and complete assignments as they are presented in each weekly module.

## UVU Policies

### Student Rights and Accountabilities

On its page "[Student Rights and Accountabilities](#)," (Links to an external site.) UVU specifies that all UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to obey the law, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. [The Student Code of Conduct](#) (Links to an external site.) also outlines the process for academic appeals, and appeals related to misconduct and sanctions.

### Plagiarism

The above-mentioned page, "[Student Rights and Accountabilities](#)," (Links to an external site.) also discusses UVU's policy and procedure regarding plagiarism, which includes different types of academic misconduct, such as cheating, plagiarism, or fabrication. Sanctions, conduct resolution, and due process are also covered on this page. Students need to familiarize themselves with UVU's procedures in an effort to avoid any form of academic misconduct.

In addition, [The Department of English's Policies and Procedures](#) page provides detailed information about plagiarism, as well as the sanctions it will implement in cases of academic dishonesty.

The English Department policy states that a student will receive a failing grade in cases of intentional plagiarism. You will fail the course for intentionally plagiarizing.

### Accessibility Services

Utah Valley University strives to create an environment of access and inclusion for all students. Students who need accommodations due to a disability may contact the UVU [Office of Accessibility Services](#) (Links to an external site.) (OAS) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. OAS is located on the Orem Campus in LC 312.

### Religious Accommodations



UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus provides an interfaith [Reflection Center](#), a place for meditation, prayer, or other forms of individual religious or spiritual expression.

Documents: Guidelines For the [Accommodation of Sincerely Held Religious Beliefs](#) and [Practices Student Religious Accommodation Request Form](#).

## **Student Grievances**

Sometimes students experience misunderstandings or grievances that require assistance or intervention. The [Ombuds](#) office offers support in such instances as academic complaints and conflicts, grading procedure disputes, mediation of interpersonal conflicts, university policies and procedures, housing disagreements, student/faculty disagreements, or policy issues and rights violations. In order to serve as a mediator, as opposed to an advocate, the Ombuds neutrally and objectively listens to all problems and serves as a resource in difficult situations. To speak with or meet with the Ombudsman, you may also contact Shawn Nielsen (Administrative Support) at 801-863-8952 or [SNielsen@uvu.edu](mailto:SNielsen@uvu.edu) (email preferred).

## **Student Care**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit <https://www.uvu.edu/studentcare/> for access to a variety of resources. You may also email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. Student Health Services is located in SC 221, telephone 801-863-8876 <https://www.uvu.edu/studenthealth/psych/>. The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line <https://safeut.med.utah.edu/>. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.

## Technology Support Services

For 24/7 technical support contact [Instructure's Canvas Support Live Chat](#)

(385) 204-4930 (Available 24/7)

# English 2010: Intermediate Writing: Academic Writing & Research

**Instructor:** Mark Pepper

**Email:** mark.pepper@uvu.edu

**Office:** CB 407Q

**Office Hours:** MW 12:00pm-1:00pm (or appointment)

**Course Readings:** On Canvas (no textbook)

## Course Description

This course **IS** about:

- How language works and how meaning is made
- How language use shapes our culture, our personalities, and our interaction with others
- How we make communicative choices in different contexts/environments
- How to write better by analyzing how others have written their own texts
- Fostering **healthy** skepticism and curiosity
- How to use research to understand an issue and increase your own awareness

This course is **NOT** about:

- Any one type of writing as “better” than any other (i.e., literature, academic essays, etc.)
- The academic essay as the end-all-be-all pinnacle of college writing
- Staying in your comfort zone
- Predetermined positions or thoughts on the topics we discuss/research
- A general ed requirement hoop that you just have to leap through (I mean, it is, but it doesn’t have to just be that)

**Course Description from UVU:** Emphasizes academic inquiry and research in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

## Goals & Outcomes

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

## Assumptions I Operate Under (True or Not)

- **You want to become a better writer** because you already do, and will, write constantly throughout your life: in school, at work, in interpersonal communication, on social media, etc.
- **You don't see this as merely a general education requirement hoop to jump through**, because (possibly unlike some gen ed requirements) you use language every day. Language use is the topic of this class. The course has immediate relevancy to all aspects of your life.
- **You will choose to write about issues you truly care about and truly care about the writing you produce. When given a topic, you will find a way to care because that's part of being human.** The best writing/communication happens under these conditions, and a reader can tell (and, in my case, grade accordingly) when the care is not there.
- You will come to see that all writing and communication is activity fraught with political implications. **Language use is political by its very nature.** To avoid this fact would be to do you a disservice. This does not mean any specific political positions or attitudes are rewarded more than others in this classroom. Nor is it my job or desire to try and indoctrinate you towards any specific politics (this would be unethical of me).
- **Me giving you a reading is never an endorsement of the text's position.** In fact, we never really read something to learn about the text's point (though the point may be interesting or debatable)—our real interest is always in how the text's written/argued and what it teaches us about language and writing.

## Grade Breakdown

Letter Grade	From (%)	To (%)
A	100	93
A-	90	92
B+	87	89
B	83	86
B-	80	82
C+	77	79
C	73	76
C-	70	72
D+	67	69
D	63	66
D-	60	62

F	0	59
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## Major Projects (650 points)

*Project #1: Topic Proposal (50 points)*

*Project #2: Annotated Bibliography (200 points)*

*Project#3: Formal Research Positions Paper (200 points)*

*Project #4: Uncomfortable Ethnography (200 points)*

Project details are located on Canvas and will be discussed at the appropriate time.

## Reading Responses (50 points each | 350 points total)

You will have **7 reading responses** due throughout the first half of the semester. Each one asks you to do something different with that week's readings, so follow the prompts carefully (they can be found on Canvas under "Assignments" > "Reading Responses"). They are designed to ensure you read the articles, so we can have productive class discussions on those days.

- Responses are due **BEFORE** class time. This will help ensure that you're ready for the day's activities/discussion.
- Reading Notes can be turned in after class **but will only receive half points**
- **Length is variable** for each individual one. Follow instructions on the prompt. When there is no page/word requirement, I still expect a robust, well-developed response.

## Formatting

When we get to the more formal papers, there will be all kinds of MLA formatting to follow. Until then, I'm happy if things have 1" margins all around, your name/course/date at top, and are **double-spaced**.

## Lateness Policy/Missed Projects

My lateness policy is fairly straightforward and reflective of the importance of getting your work in on time to both an academic and professional environment. **Major projects** are considered

late the second I don't have them at the due time (11:59pm of the due date listed on the calendar). **At that moment, the project is graded down one full letter if I receive it later that day.** For each subsequent day late, the grade will go down another full letter. Days we don't have class do count. **An assignment is still eligible to be turned in up to a week past its due date for an F amount of points. After a week, the assignment will automatically receive zero points.**

**Reading Notes can be turned in late for half points.**

## **Revision Policy**

Projects #2 (the annotated bibliography) and #3 (the formal research positions paper) can be revised if you are not satisfied with your grade (this is completely optional). You may resubmit those assignments one time each with changes based on my feedback. If the changes are successful, the paper's grade can go all the way up to full points (or incrementally higher based on the result of the revisions).

However, the original submission needs to be almost compete for the paper to be eligible for revision. In other words, you can't submit one page of a five page paper, take the "F," and count on revising it later. **The original submission needs to be at least one page less than the required minimum to be eligible for revision.** For example, a paper that needs to be at least 5 pages long (check prompt requirements), would need to be at least 4 pages long at the time of original submission in order to be eligible for revision.

## **Absence Policy**

**You may miss up to four class periods with no penalty.** I don't necessarily need to be alerted that you're not going to be there (but feel free to send an email if you wish). Every absence after the fourth will lower your final course grade by 1/3. **If you reach seven absences you will not be able to pass the course.** I make no distinction between "excused" or "unexcused" absences except in the most extreme circumstances (child birth, physical harm, etc.).

In addition, 3 tardies will equal an absence, so be on time.

## Expectations

**Participation:** This is one of my primary expectations. Much of our class will involve class discussions or group activities. These discussions will be more enjoyable for everyone if we all participate and do our parts to keep the conversation going in an intelligent and productive manner. If you haven't done the reading for the day, it's like you're not there. Students who continually appear to be unprepared for discussion will eventually be marked absent even if their bodies are in the room.

**Respect:** We may be discussing touchy subjects from time to time. Disagreement, challenging questions, and debate are good. Outright disrespect, insults, or meanness are not. Listen to other students openly and respond in productive manners. **I also have zero tolerance for any expression of racism, sexism, or homophobia.**

*This is a straightforward statement to me but let me contextualize. Sometimes, this statement makes students afraid to discuss matters of race, gender, or sexuality because they fear they might come off, or be judged as, racist, sexist, or homophobic. My goal is not to shut down conversation, especially since these topics will come up. My goal is to make sure everyone feels safe and respected in this classroom. **So a good rule of thumb is this: if you say something that could make another person in the room feel lesser, judged, or assaulted based on their gender, race, or sexual orientation—that's when we have a problem.** Have some empathy, step outside of your own life experiences, and we should be fine.*

## Academic Honesty

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work



4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities". This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit:

<http://www.uvu.edu/english/student-resources/policies-procedures.html>

## **Waitlist/Add Policy**

It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled.

Students on a waitlist must wait for an email notification that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. Instructors cannot add students. Department administrative staff and academic advisors cannot add students.

## Student Rights and Accountabilities

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## Religious Accommodations

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus provides an interfaith [Reflection Center](#), a place for meditation, prayer, or other forms of individual religious or spiritual expression.

Documents: Guidelines For the [Accommodation of Sincerely Held Religious Beliefs](#) and [Practices Student Religious Accommodation Request Form](#).

## Student Grievances

Sometimes students experience misunderstandings or grievances that require assistance or intervention. The [Ombuds](#) office offers support in such instances as academic complaints and conflicts, grading procedure disputes, mediation of interpersonal conflicts, university policies and procedures, housing disagreements, student/faculty disagreements, or policy issues and

rights violations. In order to serve as a mediator, as opposed to an advocate, the Ombuds neutrally and objectively listens to all problems and serves as a resource in difficult situations. To speak with or meet with the Ombudsman, you may also contact Shawn Nielsen (Administrative Support) at 801-863-8952 or [SNielsen@uvu.edu](mailto:SNielsen@uvu.edu) (email preferred).

## **Further Resources**

### Writing Lab

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one tutorials focused on specific writing assignments and tailored to the individual student's needs.

[www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter)

### First Year Experience Information

[www.uvu.edu/firstyear](http://www.uvu.edu/firstyear)

### Multicultural Student Services

<http://www.uvu.edu/multicultural>

### LGTB Student Services

<http://www.uvu.edu/multicultural/lgbt>

### Veteran's Center

<https://www.uvu.edu/veterans/>

# English 2010: Academic Writing and Research

*Spring 2023 - LC222*

Sec. 017 - TR 08.30-09.45 am

Sec. 035 - TR 10.00-11.15 am

Sec. 049 - TR 11.30-12.45 pm

Sec. 068 - TR 01.00-02.15 pm

**Instructor:** Dr. Zan Cammack (she/her)

**Office:** CB 407J - virtual and F2F office hours [by appointment](#) (see Chat with Dr. Z in Canvas Menu)

**Email:** zan.cammack@uvu.edu

## Textbook and Tech

You will have assigned readings throughout the semester. They will be made available to you via Canvas, so you do not have to purchase a textbook.

You will need regular access to a laptop/phone/tablet and internet access to work on our course via Canvas. You will also need to bring writing materials to class, whether that is pen and paper, laptop, or tablet. If you are having issues with Canvas or other UVU Tech, please contact IT Services. You can also check out a laptop for the semester from the UVU Library as needed: [www.uvu.edu/library/services/equipment/index.html](http://www.uvu.edu/library/services/equipment/index.html)

## Course Description

This course is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Per the Utah Valley University catalog, English 2010 emphasizes academic inquiry and research. English 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. English 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources.

## Course Outcomes

Upon successful completion of English 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Apply reading and writing skills for the purpose of the inquiry.
- Integrate effective source materials into writing projects.
- Produce effective academic writing and research.

## Course Assignments

- **Unit 1, Analysis (15% of grade).** The analysis examines the rhetorical kairos and larger subliminal arguments of a multimedia text.
- **Unit 2, Project Proposal (10% of grade).** The project proposal represents a student's attempt to define a topic and plan a strategy for a longer research paper.
- **Unit 3, Annotated Bibliography (15% of grade).** The annotated bibliography demonstrates the quality of research as well as a summary of the materials and relevance to a larger topic.

- **Unit 4, Literature Review (15% of grade).** The literature review provides an overview of the research on your selected topic while synthesizing a range of perspectives.
- **Unit 5, Researched Argument (20% of grade).** The researched argument essay posits an arguable thesis that can be supported with reasoned evidence from secondary sources.
- **Unit 6, Rhetorical Remix (10% of grade).** The rhetorical remix takes the argument from your essay and presents it to a different rhetorical audience and in a multimedia platform.
- **Attendance & Participation (15% of grade).** Attendance during lectures and participation in the course is essential and includes written lecture recaps and class discussions.

## Final Grade Distribution

A = 100-94	B- = 83-80	D+ = 69-67
A- = 93-90	C+ = 79-77	D = 66-64
B+ = 89-87	C = 76-74	D- = 63- 60
B = 86-84	C- = 73-70	E = 59 and below

## Course Policies

**Land Acknowledgement.** It is our honor and responsibility to acknowledge to all who meet with us at Utah Valley University that we gather on land that is sacred to all indigenous people who came before us in this vast crossroads for the Ute, Goshute, Paiute, Shoshone, Navajo, and Hopi peoples. We recognize their continued relationship with their traditional homelands. We honor their physical presence in our state today, their presence here in spirit, and the memory of their ancestors, in our reverence for their resilience.

**Statement on Anti-Racism in the Classroom.** In this class, we will acknowledge that regardless of one's own race or ethnicity, we are all at various points along an anti-racist journey. We also understand that bias can be unconscious or unintentional and that racism is the combination of social and institutional power plus racial prejudice. Likewise, we accept that racial, ethnic, religious, gender, and class-based inequities are a direct result and function of the many, intersecting institutions we inhabit, including the nation, the university, and the discipline of English studies. As a striving anti-racist community in this class, we will purposefully strive to identify, discuss and resist issues of race, color, ethnicity, gender, class, religion, and the impact(s) they have on us, our peers, our university, and wider (global) communities.

This class may cover topics that challenge beliefs and stir emotions. We will be prepared for these uncomfortable moments, to embrace them as a chance to learn, to push forward, to change, to put into action our anti-racist and wider social equality progress.

**Policy on Pronouns.** In this classroom, we will respect and refer to people using the names and personal pronouns that they share. It is a privilege to not have to worry about which pronoun someone is going to use for you based on how they perceive your gender. If you have this privilege, yet fail to respect someone else's gender identity, it is not only disrespectful and hurtful but also oppressive.

If you make a mistake, the best thing to do for someone is to apologize promptly (for example, "Sorry, I mean (insert pronoun)" and continue the conversation. It's tempting to go on and on about how bad you feel, this may actually make the person who was misgendered feel awkward and responsible for comforting you, which is not their job.

**Modality.** This course is face-to-face meaning you will attend our class on UVU's campus. Weekly activities will be a combination of lecture and active learning on Tuesdays and Thursdays. You will also have weekly interactions with a writing group throughout the semester. There will be some exceptions to this model as needed, but you can generally anticipate this structure throughout the course.

Even though the course occurs face-to-face, we use Canvas and Teams for course content. Our course is organized in Canvas on a weekly basis. Each week will appear as a separate module with specific readings and activities for you to complete during the week. Please pay particular attention to the course Calendar and To-Do list, as these will largely keep you on track. I will make a weekly announcement at the beginning of the week to remind you of the major deadlines as well. Make sure you set your [Canvas notification settings](#) to email your announcements as soon as they are posted since this is my primary mode of communication with the class at large.

You will also need to activate and enroll in our course Teams page as a way to access some recorded content, to meet with your writing groups, and as a possible alternative to on-campus lectures in emergencies.

**Attendance/Participation.** Class participation is essential for student success, as is attendance, which is why the two are combined into a single grading unit. You will need to attend classes regularly, participating in daily lecture recaps that double as attendance. If I see a lack of engagement on a perpetual basis, this will impact your final participation score.

If you are unable to attend a live class lecture, please let me know in advance. You can access recorded lectures in the Course Media section of the class on Canvas (link in the main menu). After watching the recorded session, please remember to complete the lecture recap assignment.

**Late Work.** You have up to two weeks after an assignment is due to complete the work with no late penalty and no questions asked. After two weeks, the assignment will no longer be available. In extenuating situations, you may request additional time to complete these assignments. I do, however, strongly advise you to stay on top of these initial deadlines, since much of the work that we do in this course is part of a process and it's hard to stay on top of things if you are perpetually behind.

Canvas gradebook defaults to assigning a grade of "0" to all late assignments. That doesn't change until I have a chance to grade it. Please be patient; it might take a bit longer for me to grade late work and I will not always be able to provide feedback. Timely feedback is essential for the writing process, so please prioritize deadlines.

There are a few assignments that are an exception to this rule, such as peer reviews. They must occur by the deadlines and cannot be adjusted. You will be notified in advance if that is the case for additional assignments.

**Communication Policies.** Please use my email address ([zan.cammack@uvu.edu](mailto:zan.cammack@uvu.edu)) or communication through Canvas to contact me. I will generally respond within 24 hours (except on weekends). Please also take a moment to read this helpful guide on ["How to Email Your Professor"](#) in a way that ensures best practices.

**Plagiarism.** Plagiarism may be intentional or unintentional. The university takes plagiarism seriously, as do I. For more information and tips on avoiding plagiarism, please visit: <https://www.uvu.edu/english/resources/policies-procedures.html>

**Statement of Accessibility.** If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services (LC 312; (801)863-8747;

<https://www.uvu.edu/accessibility-services/>). Academic Accommodations are granted to all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

**Further Resources.** UVU has many resources for students in need of support for any reason. Please let me know of any special needs you may have.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit [www.uvu.edu/studentcare/](http://www.uvu.edu/studentcare/) for access to a variety of resources. You may also email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at a very low cost (some are free). While there may be a waitlist for individual counseling, group counseling may be available in some circumstances. Student Health Services is located in SC 221, telephone 801-863-8876 [www.uvu.edu/studenthealth/psych/](http://www.uvu.edu/studenthealth/psych/). The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line <https://safeut.med.utah.edu/>. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.

- Center for Social Impact: [www.uvu.edu/socialimpact](http://www.uvu.edu/socialimpact)
- Accessibility Services: [www.uvu.edu/accessibility-services/](http://www.uvu.edu/accessibility-services/)
- International Student Services: [www.uvu.edu/iss/](http://www.uvu.edu/iss/)
- LGBTQ Student Services: [www.uvu.edu/multicultural/lgbt/](http://www.uvu.edu/multicultural/lgbt/)
- Multicultural Student Services: [www.uvu.edu/multicultural/](http://www.uvu.edu/multicultural/)
- Student Health Services: [www.uvu.edu/studenthealth/](http://www.uvu.edu/studenthealth/)
- Veterans Services: [www.uvu.edu/veterans/](http://www.uvu.edu/veterans/)
- Women's Success Center: [www.uvu.edu/wsc/](http://www.uvu.edu/wsc/)
- Writing Center: [www.uvu.edu/writingcenter/](http://www.uvu.edu/writingcenter/)
- I Am First: <https://www.uvu.edu/iamfirst/>
- Library: <https://www.uvu.edu/library/>
- Library Computer Equipment: [www.uvu.edu/library/services/equipment/index.html](http://www.uvu.edu/library/services/equipment/index.html)
- First Year Advising: <https://www.uvu.edu/firstyear/advising/>
- UVU First Year Experience: <https://www.uvu.edu/firstyear/>

## Course Schedule

*This is a general schedule for the semester. A more detailed schedule will be available on Canvas and posted in each weekly module. I reserve the right to change the schedule as needed and will notify students when and if those changes occur.*

Week	Tuesday	Thursday
01	Welcome to ENGL 2010	Unit 1 Overview
02	Interrogating Rhetorical Appeals	Interrogating Audience
03	Interrogating Assumptions	Peer Review

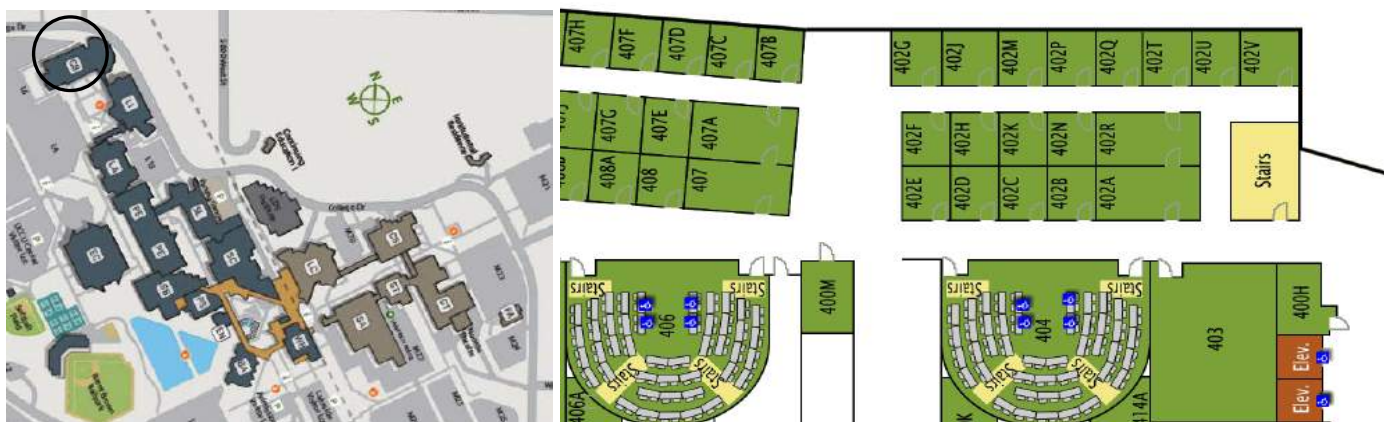


<b>04</b>	Unit 2 Overview - Project Proposal	Research Questions
<b>05</b>	Preparing to Present	Peer Review
<b>06</b>	Unit 3 Overview - Annotated Bibliographies	Library Day
<b>07</b>	Annotating Effectively	Library Day
<b>08</b>	Unit 4 Overview - Literature Review	Cultivating the Conversation
<b>09</b>	<i>Spring Break</i>	<i>Spring Break</i>
<b>10</b>	Synthesizing Information	Peer Review
<b>11</b>	Unit 5 Overview - Research Argument	T-Analysis
<b>12</b>	Outline	Outline (opposing viewpoint)
<b>13</b>	Drafting (Integrating quotes)	Drafting (smooth transitions)
<b>14</b>	Revising (strategies)	Revising (formatting)
<b>15</b>	Unit 6 Overview - Rhetorical Remix	Audience and Complementary Platform
<b>16</b>	Review	Peer Grade Remixes

## English 2010: Academic Writing and Research

Spring 2023 Face-to-Face

- Instructor:** Dr. Angie McKinnon Carter. Please call me Coach Carter.
- Class Modality:** This class will occur live and in-person three times a week. Friday classes will often include meetings with your teams or writing meetings with me.
- Classroom & Time (section):** MWF 8:00–8:50 a.m. GT 511C (section 008)
- Contact Me:** **Microsoft Teams** is the fastest way to contact me. I check that chat throughout the day. (Teams also notifies my cellphone.)  
You can also contact me at my UVU email [carteran@uvu.edu](mailto:carteran@uvu.edu). But it will take longer for me to get back to you.  
Submit assignments to my UVU email ONLY if Canvas is NOT working.  
I accept Facebook and LinkedIn requests after the semester has ended.
- Response Times:** You can expect a response as noted below.  
**Teams:** within 24 hours except from 5 p.m. Friday to 7 a.m. on Monday. I do spend the weekends with my family.  
**Email (UVU):** within 48 hours except as noted above.  
**Writer's Notebook (short assignments):** three to five calendar days  
**Major Papers:** within 10 to 14 days
- Announcements:** I post class announcements in the Announcement feature of Canvas. This syllabus, the course outline, and those announcements will help you succeed in the class.
- Questions:** **When you have a question that applies to the entire class** (how the class functions, confusion about how to do an assignment, when an assignment is due), post it to Ask a Question Channel in Teams.
- Course Site:** Canvas is our learning management system (LMS). Access it via UVLink ([my.uvu.edu](http://my.uvu.edu)) or [uvu.instructure.com](http://uvu.instructure.com). Log in with your UV ID and password.
- Office:** CB 407H. You can also chat with me remotely using Teams.



- Student Hours:** **Schedule through MS Bookings. The links are in Canvas.**  
MW 2:00 p.m.-4:00 p.m. in person or in Microsoft Teams. Other times including some Tuesday evenings are available by appointment.

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## Texts and Other Materials

### REQUIRED TEXTS (HAVE AVAILABLE FOR EACH CLASS)

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 5th ed. Norton, 2021. ISBN: 978-0-393-53870-0 ISBN (ebook): 978-0-393-53869-4 (TS/S)

Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. 5th ed. Bedford/St. Martin's, 2021. ISBN (paperback): 9781319244040 ISBN (ebook): 9781319322731

Published articles for class discussion. Available in Canvas.

Sample papers for each major paper. Some samples are in our books. Others will be available on Canvas in assignment prompts and the Sample Papers Module.

Access to Purdue OWL for documentation and punctuation instruction and reference.

**Textbook Access:** For ebook access to *From Inquiry to Academic Writing* and *They Say/ I Say*, go to the Course Orientation module. You can activate a three-week trial. After that, you will need to purchase an access code or use your print book.

### OPTIONAL TEXTS (HIGHLY RECOMMENDED BUT NOT REQUIRED)

- You need access to a **good quality college dictionary and thesaurus**. UVU's library has free online versions. Random House and Merriam-Webster are excellent print options.
- To improve your style, I recommend *Style: Lessons in Clarity and Grace* 12<sup>th</sup> ed. by Joseph M. Williams and Joseph Bizup (Pearson, 2017. ISBN-13: 978-0-13-408041-3)

### OTHER REQUIRED MATERIALS

- Access to **word processing software**. See the Resources section for a way to download Microsoft Word for free!
- A **USB drive**. (For bringing electronic copies of your papers to class, storing your course materials, and saving the research you find. You should always have a back-up copy of your work.)
- A **package of highlighters** in at least four colors for revision activities during the semester. (Or have highlighting capability in Word, Google Docs, or Adobe Acrobat.)
- Some **loose-leaf paper** (about 50 sheets) for in-class activities and group work **OR** create an **electronic notebook** (one document) for these activities.
- **Physical or e-storage** (to save and organize your work).
  - Create a **digital folder for this class**. I suggest a folder within the class folder for each paper, one for class discussions, and one for research.
  - OR If you print your papers, I suggest using an **accordion file (preferable) or 3-ring binder** to keep everything (yes, everything) until you receive your final grade.

## Course Description

Per the Utah Valley University catalog, English 2010: Emphasizes academic inquiry and research. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. May be delivered hybrid and/or online.

UVU Writing Program Statement: As a result of taking English 1010 and 2010, students will be able to craft an essay that is suitable for the rhetorical context in which they are writing. Students will learn how to appropriately adjust their tone and level of formality for their intended audience, genre, and purpose.

## Course Outcomes

Upon successful completion of English 2010, students should be able to

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

The concepts of rhetorical knowledge; critical thinking, reading, and writing; writing process, and knowledge of conventions are explained in more detail here:

<https://www.uvu.edu/english/writing-program/composition-skills.html>.

## Method: A Community of Practice and Inquiry

ENGL 2010 continues the work we started in ENGL 1010. In ENGL 1010, we viewed **writing as a way to find and understand problems**. ENGL 2010 builds on that foundation. It emphasizes **research-based problem-posing and problem solving** as we create well-reasoned and carefully researched written arguments developed through a process of inquiry, questioning, and negotiating meanings from various perspectives and in multiple contexts. **ENGL 2010 is as much about learning to think, read, and discuss as it is about learning how to write**. In this class, we practice the skills that contribute to being successful writers, researchers, and reviewers.

Succeeding in this course requires developing two interrelated skills: **communication and trust**. I've designed the course to be a safe space for experimenting and growth. You can safely try new methods and techniques and not worry about getting them right the first time. To create that environment, I take a social constructivist approach to writing. **That means that I believe people create knowledge together by sharing ideas and discussing issues together**.

Creating knowledge requires **communication** and **collaboration**. Our class environment lets you first encounter the concepts and skills on your own. We then put those concepts and skills into practice. We explore significant issues, propose ways to research and address those issues, and present the findings from our research from both secondary sources and original research. These activities allow us to refine our writing processes and benefit from working with others. Such interdependent work allows us to explore ideas and craft responses to problems in ways that motivate our readers and us to **resist easy answers and appreciate complexity**. We also come to appreciate the power in using or knowingly resisting standard conventions for organization, style, and editing.

Communication and collaboration require **trust**, which takes time. To facilitate all three, we form **teams** within the first two weeks of class. By working with a core group, you learn to **trust**

each other. The more I teach writing, the more I realize that you need to learn how to rely more on each other. To be clear, I'm not abdicating my responsibility. I will help you personally, but I'll also help you develop the skill of giving and receiving effective feedback. After this semester, you'll still be writing, but without a writing teacher. But you'll always have peers and colleagues. They will be the ones to read and help you improve your writing. Whether you feel like you are an excellent reviewer or you need more training, everyone can improve their ability to give better feedback. (I learn new techniques all the time!)

Teams work best when each person is **prepared**. For the class to function as intended, **you** must come to class each day ready to participate. You prepare for class by completing course readings, noting questions and areas of concern, and submitting drafts—even when you are not sure you are doing it right. **We need you. And you need us.**

Since collaboration and revision are vital to this class, I apply the following principles to our class:

- (1) **Each person provides something to this class that no other person can provide.** Together, we have all the resources we need to become successful writers, researchers, and reviewers. Therefore, each person is necessary because collectively we need each other to become successful.
- (2) Our **class boundaries are as real or artificial** as we decide they are.
- (3) We have the **same number of teachers and students** in this class.

**Communication** is critical at any time but especially now. All of us are under stressors that we couldn't have imagined two years ago. At times, you will need flexibility from me or your teammates. Sometimes, you'll need to provide that **flexibility**. Part of the **trust** that we will develop with each other is being honest with ourselves about when we need exceptions, extensions, or leeway, and when we can step up to ease someone else's burden. For this **give-and-take** to work, we need to **talk** to each other. If you will miss class or need more time for peer review, let **me and your team members** know as soon as possible. Doing so gives us more time to help you. Then be willing to give help as needed. If everyone honestly gives and takes equally, we will help each other do more than any of us would be able to do on our own.

## Coursework & Grading

The coursework in ENGL 2010—both reading, writing, and reviewing—is designed to increase your confidence as a writer and a researcher. Our coursework involves conducting research for and writing the **Researched Argument Essay**. This semester-long project occurs in three roughly equal phases—a planning phase, a research and drafting phase, and a publication phase. Individual assignments map onto these phases.

- In the planning phase (first phase), you **explore the nuances of an issue (Problematizing)**, create **Research Instruments** for your original research project, and gather sources for an **Annotated Bibliography**.
- In the research and drafting phase (second phase), you conduct the original research you proposed in the planning phase and begin writing sections of the researched argument essay—specifically, a **Literature Review** (context for the thesis) and a preliminary **analysis of your original research**.
- In the writing and publishing phase (last phase), you compile the **Researched Argument Essay** which includes, but is not limited to, revised writing from the second phase. And you create a **Companion Piece** that adapts your argument into a different genre.



- Revision portfolios, response papers, in-class writing, peer review, reflective writing, and scheduled individual writing meetings with me (your teacher) help you to work systematically through this process and reflect on your learning.

During class, we **discuss readings** and develop new ideas based on those readings. We **write using the skills** we are learning. We **examine sample texts** to identify patterns we can use in our writing as well as patterns to avoid. We **critically examine** our own writing and other writers' work. This work helps us to create connections within and among the essays and other readers and to **learn techniques** for **improving our writing**.

- **Preparing for and succeeding in class.**

- Class readings include two or three chapters a week and one or two articles or sample papers. Also plan time for finding and reading your own sources.
  - **Read and annotate** any assigned **articles**.
  - **Skim** the reading assignments in *From Inquiry to Academic Writing* and *They Say/I Say* **before** class.
  - **Read/review** the reading assignments in *From Inquiry to Academic Writing* and *They Say/I Say* **after** class to review the material.
- **Schedule writing blocks** in your day (just like going to class.) Plan to research or write at least 15–30 minutes a day (1.5–2.5 hours/week). Some days or weeks will require more.
- Plan to spend at least 9–12 hours per week on this class, including the 150 minutes we will spend in class (three 50-minute sessions each week).

- **Grades on papers.**

- **Proficient (well done!) (B)**—Assignments meet all core requirements and sufficiently address the prompt.
- **Outstanding (A)**—Assignments exceed the requirements for a B by having exceptional insights, ideas, and style.
- **Adequate (C)**—Assignments barely meet the course requirements. The execution lacks finesse: Ideas may lack development, the editing is often weak, and the writer's contribution is minimal.
- **Does Not Meet Expectations Yet—Needs revision (D)** (automatic score of 5/100 points)—Additional revision is required. The paper is missing core elements or misunderstands the assignment prompt. The paper is missing enough documentation to be considered inadvertently plagiarized (missing source references on the Works Cited, in-text citations, or appropriate references to copied ideas, words, or both), or a combination of these.
- **Missing or Misunderstood Expectations—Needs revision (E)** (automatic score of 5/100 points)—The paper is written in the wrong genre. It is missing the Works Cited page. Or it is plagiarized beyond problems understanding documentation. (See the plagiarism section of the syllabus.)
- You are **required to revise** any major assignment that receives Needs Revision or Off Track. You must meet with me first so that I know that you understand the problem and have a good plan for addressing it.

- **FINAL GRADES (PLEASE READ CAREFULLY)**

- To receive a C- in this class regardless of your final score on Canvas, you **MUST**
  - Submit a rough draft of at least three major assignments: Problematizing, Research Instruments, Review of Literature, Annotated Bibliography, or Final Reflective Essay.



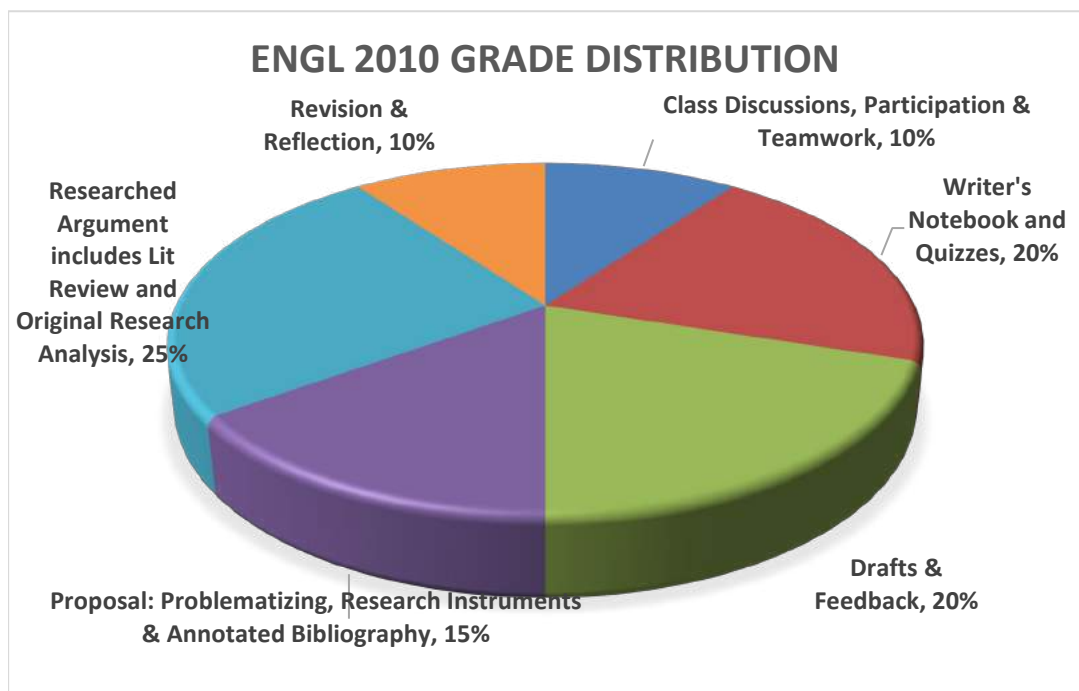
- Submit a rough draft of the Researched Argument Essay.
- Complete at least four feedback activities (peer review, writing center, or student-instructor writing meeting) during the semester.
- Score 70% or above on the Researched Argument Essay and the Final Revision and Reflection Portfolio. If you score below 70% on these assignments, the highest grade possible for the class is a D.

### GRADE SCALE (IN POINTS):

A 94-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	E 59.9 and below
A- 90-93.9	B 84-86.9	C 74-76.9	D 64-66.9	
	B- 80-83.9	C- 70-73.9	D- 60-63.9	

### COURSEWORK

Your course grade is broken down into the following components.



English 2010 includes the following assignments. **Process** assignments (noted with an asterisk\*) are designed to help you do well on the major papers, the **Product** assignments.

- **\*Class Discussions, Participation, and Teamwork (10%):** Attending and participating during class and working well with your team are included here. Your peers' evaluations of you for class work and peer review will be included here.
- **\*Writer's Notebook and Reading Responses (20%):** Writer's notebook (invention) assignments allow you to get into the habit of daily writing and developing your thinking over time. We will start these assignments in class. The weekly Work-in-Progress assignments allow you to revise and submit one of those activities for additional feedback. Reading responses and annotations help you practice reading skills.

- **\*Drafts and Feedback (20%):** Good writing is as much about thinking as it is about putting words on a page. And our thoughts become clearer as we make multiple attempts to express them.
  - **Drafts:** Every major assignment requires a Peer Review Rough Draft. You must have a draft to participate in Peer Review Workshops.
    - **If you are really struggling with a paper**, submit a partial rough draft rather than none at all. With something, I can help diagnose problems.
  - **Writing Meetings:** These one-to-one meetings with me or a librarian allow you to discuss ways to improve your writing or research. Four writing meetings are required: three individual meetings and one group meeting.
    - If you choose, you can replace one meeting with me with a meeting with a librarian or a writing center session. But you can't use these for make-up and extra credit. (See Canvas for details).
  - **Peer Review Workshops:** See the Peer Review Responsibilities Infographic.

Many students worry about peer review, but my experience shows that students recognize good writing and are better at suggesting possible improvements in other people's writing before they can do the same with their own. Peer Review Workshops help you develop expertise as a reader and learn to trust your peers.

The key aspects of peer review are to

    - Submit your rough draft.
    - Review two of your peers' drafts before the next class session.
    - Make six substantial comments on each draft.
    - Discuss the writers' drafts based on your and other reviewers' feedback during class.

See the [Late work policy](#) section for penalties for missing peer review or not completing a peer review session.
- **Proposal (15%):** These three assignments help you plan your topic, focus, and methods for the Researched Argument Essay. You will identify an issue, create a research question, show how both develop from an existing question (via research), and provide an annotated bibliography and research instruments.
  - **Problematizing an Issue (Issue Analysis):** Propose the issue you want to research, present a tentative research question, explore some perspectives and implications of the issue you want to explore in the Research Argument Essay.
  - **Research Instruments:** Determine the type of original research you want to do (a survey or an interview) and develop the materials to do that research ethically. You may also analyze existing data.
  - **Annotated Bibliography:** Include bibliographic entries, and summary and evaluation paragraphs for eight sources. This work helps identify the sources you will need to write the Researched Argument paper.
- **Researched Argument (25%):** An 8-12-page essay, synthesizing 8-10 sources (found during the Ann Bib assignment), that provides your answer—argument (thesis) and reasons—to the research question that you have worked on all semester.
  - **Context for the Thesis (Lit Review):** A 2-3-page overview of key categories from 3-5 sources (found during the Ann Bib assignment). A revised version of this writing begins the Researched Argument Essay. The Lit Review identifies a niche in the existing conversation that your Researched Argument's thesis

addresses. Think of it as telling your readers what they need to understand about a gap in the current conversation that your contribution addresses.

- **Original Research Analysis (ORA)** is a low-stakes 2-3–page essay in which you present your initial findings from your own limited primary research and put that primary research in conversation with two other sources (found during the Ann Bib assignment). A revised version becomes a section of the Researched Argument.
- **Researched Argument Essay Rough Draft** fleshes out the entire argument and inserts the revised Lit Review and Original Research Analysis where appropriate.
- **Researched Argument’s Companion Piece** presents the argument from your Researched Argument essay in a new form. Options include, but are not limited to, an infographic, Ignite presentation, blog, poster, podcast, pamphlet, etc. Including in the Final Revision and Reflection Portfolio.
- **Reflection and Revision (10%)**: Reflect on your work throughout the semester by crafting multimodal, reflective letters (or essays) that demonstrates your current development as a writer. The Final Revision and Reflection Portfolio at the end of the semester brings together key artifacts that illustrate your growth. Prompts will vary.
- **\*Extra Credit** is embedded in the Process categories. Extra credit assignments are noted with EC in the title and show 0 points. The instruction details in Canvas will provide the point value of the extra credit. Use these replace points from missed assignments.

Please do not use these brief descriptions to complete your assignments. I provide detailed assignment sheets for each paper that include specific instructions about what is required, how to begin and draft the paper, how to conduct peer reviews, and what to include in the portfolios. Reading those assignment sheets carefully will help you succeed on each paper.

### SUBMITTING YOUR WORK: PRESENTATION, DOCUMENTATION, AND CITATION

- **Format your paper** using MLA-style since we are dealing with cultural events this semester. We can switch to Chicago-style if you prefer. We’ll discuss options during the first couple weeks of class.) See Module 0 in Canvas for a sample first page (“Format Your Paper Using MLA”) and instructions.
- Whenever you use sources (even one source), I expect that, at a minimum, you will attempt to **use in-text citations and attributive tags** in the paper’s text and that you will include a **Works Cited page** (on the page following the conclusion). If these elements are missing or inadequate, I will return the paper to you **ungraded** so you can address those issues. This process will use one of your OOPS coupons.
- **Change the date** with each draft to make sure that I’m reading the most recent version of your paper. If I read the wrong draft because your submitted rough draft and final draft have the same date, that’s on you.
- **Assignments are due at 9 p.m.** on the due date. This allows me to answer some last-minute questions before I head to bed. All assignments have a **no-late-penalty grace period until 8 a.m. the following day.** (Late points start after 8 a.m.)
- **Peer review assignments including rough drafts** must be submitted by 8 a.m.
- Submit work to the **appropriate assignment in Canvas.** Submit assignments through my UVU email ONLY if Canvas is NOT working and never through Canvas email.
- Have access to your Writer’s Notebook and other pre-class work during our class discussions.

### LATE WORK POLICY

Do everything in your power to **submit your work on time**. On-time work is a university-level expectation. If you need an **exception, ask** for one.

- **Communication is key.** If you talk to me, I will work with you. If you only submit the assignment late, it will lose points.
- My patience and compassion have limits. If you develop a pattern of submitting late work (more than 10% of your assignments are late), I reserve the right to not grade late work.
- **Late major papers** (Problematizing, Research Instruments, Ann Bib, Lit Review, Original Research Analysis, Researched Argument, Companion Piece, Final Revision and Reflection Portfolio) lose 1/3 grade per day rounded to the nearest point. That is, a late major paper worth 100 points would lose 3 points the first day, 6 points the second, and 10 points the third, up to a maximum 25 point-penalty (thus the one-week deadline).
- **For major papers, I will not accept late work after one week unless you have received an exception from me.**
- **Other** assignments lose **10% per day**. For example, a Writer's Notebook worth 10 points would receive 9/10 on the first late day, 8/10 for the second. The maximum deduction is 5/10. I deduct more if an assignment is both late and incomplete. Submit before the associated rough draft is due.
- If you **miss peer review** (exchange day or review day) without giving me and your peer review group advance notice,
  - the highest grade possible is **70% of the points if you exchange papers with someone in class**. It is your responsibility to ask your team members to do an extra peer review. But I will set up Canvas once you have reviewers.
  - If you **only attend the Writing Center**, the highest grade possible is **50%** because you did only half of the assignment—you had your paper reviewed.
- **Mercy points.**
  - I **drop four** of your lowest-point assignments.
    - Three for Writer's Notebook (early draft) assignments
    - One for a missed conference, missed peer review, or late rough draft.
  - **OOPS coupon** for major papers. See the OOPS Coupon assignment in Canvas for how this works.
- If you have an **accommodation** granted by the [Office of Accessibility Services](#) that allows you an extension for submitting work,
  - I still require that **peer review and rough drafts be submitted on time**. Peer reviews are time-sensitive with usually one or two days for a turn-around. This policy has been cleared with Accessibility Services.
  - Your **extension** is for the **paper's final draft**. You and I will negotiate a new due date, and you will submit the final draft by that negotiated date.

### REQUIRED REVISION

- **Writing**, in my view, is a **continuous cycle: invent-draft-revise-edit**. An excellent paper becomes possible through planning ideas, creating an initial draft, receiving feedback, considering how to use that feedback, and making appropriate changes.
- **Revision is required for all major papers.** A single-draft paper has not been revised, so I consider them as rough drafts. The highest grade you can receive on a paper with no drafts is a B (85%).

- Drafts show evidence of change. The page “Compare Drafts” in Canvas provides options and a video that illustrates how to create drafts with visible changes.
- **Peer review is part of the revision process.** Why? Research shows that students who develop good reviewing skills become better writers. (See the Method section for more whys).
- To make the most progress, you’ll need to **write frequently** (probably daily), be willing to make a lot of **high-level changes**, and be **open** to your readers’ suggested changes. Your classmates and I will help you through this process.
- Each class will include **sharing pieces of the current writing project** with your team, sometimes facilitated by me. Doing so helps us develop our talk-about-writing skills and improve our ability to trust and rely on each other’s judgments.
- You will show your progress by **writing revision plans** and **reflecting on** how and why you made **changes** and the effects of those changes.

## Course Policies

### CLASS ETIQUETTE (SUMMARY)

- **Attend** and engage in class. (See [Attendance](#), [Technology Expectations](#), and [Classroom Code of Conduct](#).)
- **Participate** in class discussions and activities civilly and respectfully. (See the [Classroom Code of Conduct](#), [Statement on Diversity and Antiracism](#), and the [Policy on Pronouns](#)).
- Turn in all work **on time**. (This is a university-level expectation. See [Submitting Your Work](#). Given that the highest score on a major paper becomes the new 100%, I propose some exceptions and penalties for [Late Work](#).)
- **Pull your own weight** with your group. Avoid leaving class during team activities. (See the sections [Required Revision](#) and [Method](#).)
- Do not take **credit** for someone else’s work. (See the [Plagiarism](#) policy.)

### MISCELLANEOUS, BUT CRUCIAL, COURSE POLICIES

- Your **work** in this class **is always public**. Only submit writing that you want the teacher and other students to read.
- **Keep all of your writing**, including **distinct, separate drafts of each paper**, until you have received your grade for the class. (This is what the accordion file is for.) You will need access these for revisions and reflective writing.
- **Lost or missing assignments**. You must provide me another copy no matter whose fault it is. Pay attention to the document types you may submit. In this electronic era, someone submitting the wrong file type is the number one reason why I couldn’t access their assignment.

### ATTENDANCE (50 POINTS—PART OF PARTICIPATION AND TEAMWORK)

This course is designated as a face-to-face course. **I plan to teach live and in-person, and I expect you to attend live and in-person too.** An online option is available for dire emergencies and illness with at least two hours’ advance notice.

To **build a community of writers**, you need to interact with me and your fellow classmates. This class is not designed to be an individual experience. It is a community experience. Thus, your **participation is critical** to your and your classmates’ success.

- Three absences are free for everyone. I do not distinguish between excused and unexcused absences. All absences over three must be made-up. Contact me as soon as possible if you will miss . . .
  - class on a regular basis (i.e., sports team commitments or military training),
  - a major assignment such as an editing workshop,
  - class more than twice in a row (i.e., illness).
- If I need to miss class, I will post an announcement in Canvas about the next steps. See the Attendance and Making-up Missed Classes page in Canvas for
  - details on how to make up class if you miss or are too late.
  - details on how you will be graded.

### CLASSROOM CODE OF CONDUCT

The following guidelines should help us maintain an engaging, respectful environment.

- Silence phones, iPods, MP3 players, and other devices during class.
- Don't text or make calls during class. Clear exceptions with me before class (ex., a child is home, and you need to be available for that child).
- Use laptops and tablets (or similar) for this class's work. (I will deduct participation points—including marking you absent from class—for surfing the web, using social media, or doing other classes' homework during our class.)
- Leave the room if you need to make or take a call.
- Stay home if you are ill. Contact me so that I can help you make up the missed material.
- Avoid eating in class. (We can modify this by class discussion.)

### TECHNOLOGY EXPECTATIONS

**Regularly check the Canvas course** for weekly announcements and other class-related communications from me. I recommend that you forward all Canvas communications to a personal email account you check daily.

Thoroughly **familiarize yourself with how Canvas works** in terms of communications, checking course deadlines, and viewing instructor's feedback on your work. The **Canvas Tour** assignment will help you.

You are expected to have **access to a laptop or desktop** computer. To be successful in this class, working on one's phone will not be sufficient. See the [Resources](#) section for options if you don't own a laptop.

I recommend that you **bring earbuds with a microphone** to class. If a team member needs to attend via Teams, you will be able to talk with them without the feedback loop that comes with several people in the same room logging onto the same meeting.

### STATEMENT ON DIVERSITY AND ANTIRACISM IN THE CLASSROOM<sup>1</sup>

In this class, we **value and respect each person's** experiences and perspectives, even when, especially when, we do not agree with each other. We acknowledge that our class includes people representing a wide range of races, ethnicities, genders, sexual

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<sup>1</sup>This diversity statement arose from discussions within the English Department at UVU. I thank my colleagues for reviewing earlier statements and allowing me to borrow ideas from their statements.



orientations, religious and political beliefs, language backgrounds, and writing experiences. Through that diversity, we provide each other perspectives and experiences that no one person can experience.

Some of our conversations will be uncomfortable. But we can **operate from a position of mutual respect, communication, and trust**. **One method** is to acknowledge your position and help us flesh ideas out, especially if you disagree with an idea (e.g., “I take your point about X, but I disagree because...” or “I see this point, but I think we should also consider Y because...”). We **take turns communicating** our own and **listening** to other’s perspectives and experiences. We will disagree with each other. But we do not allow disagreement to become animosity.

Please read the complete statement on the Syllabus Policies page in Canvas.

### POLICY ON PRONOUNS<sup>2</sup>

In this class, we will refer to people by the name(s) and personal pronouns that they prefer. For some of you, being aware of personal pronouns is a new concept that will take some time getting used to. Doing so helps to **build trust** and **conveys respect**.

If you make a mistake, don’t fret. Ideally, immediately correct yourself saying something like, “Sorry, I meant (insert pronoun).” If you realize later you made a mistake, apologize to the person privately. It is important to move on quickly after making and correcting a mistake to avoid awkwardness. It is not the other person’s responsibility to comfort you.

For more details, read the complete statement on the Syllabus Policies page in Canvas.

### STATEMENT OF ACCESSIBILITY

Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at 801-863-8747 or [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). Accessibility Services is on the Orem Campus in LC 312.

***I will work with you to be successful in the course with or without official documentation.*** A Notice of Accommodations from the OAS does offer us more resources.

Please read the complete statement on the Syllabus Policies page in Canvas.

### PLAGIARISM POLICY

I expect you to do your own work and give appropriate credit to your sources. The Plagiarism Policy as outlined on the **Syllabus Policies page in Canvas and UVU’s English Department policies** explains what will happen if do not give appropriate credit or if you actively pass off someone’s work as your own or help someone else to do so. That policy statement, the definitions it provides, and the sanctions it lists are **part of this syllabus**. I encourage you to read it carefully.

## Resources

**Your fellow students.** I recommend exchanging emails/phone numbers with a couple of people in class you can contact should the need arise (ex. illness).

**Your teacher (me!).** My contact information is on the first page. Make sure to see me at least three times a semester for individual help with your papers.

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<sup>2</sup> The ideas and some language for this section come from the following sources: Ashley Nadau’s syllabus, the University of Wisconsin–Milwaukee Lesbian, Gay, Bisexual, Transgender, Queer Plus (LGBTQ+) Resource Center.



## Campus Resources

UVU has so many resources to help you. The link above provides links to every resource you can imagine from child care to food assistance to tutoring and more. Especially look for the following which I describe in more detail on the Syllabus Policies page in Canvas.

- The [Writing Center](#). Extra credit is available for going.
- [Computer Labs](#).
- [Fulton Library](#). **Never** pay for research. You can also [rent laptops](#) for the semester.
- [Free Software](#) including Microsoft Office 365.
- [First Year Experience](#). Their services help you adapt to your first year in college.
- [Multicultural](#) and [LGBT](#) Student Services.
- [UVU Food Pantry](#).
- [Veterans Center](#)

## Relevant University Policies

### RELIGIOUS ACCOMMODATIONS STATEMENT

Religious accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must **provide a written notice** to the instructor of the course for which the student seeks said accommodation **before** the event.

### WAITLIST AND ADD POLICY

Unfortunately, you cannot attend this class until you are officially enrolled. Also, I cannot add you to any class. All adds are done through the Banner online system.

### WITHDRAWAL PROCEDURES

Officially drop the class if you need to stop coming. Do so by Save your GPA. Drop the class (officially withdrawal) on or before the October 31<sup>st</sup> deadline. See the online policy description for more details.

# The All-Parts-in-One Version of the Syllabus

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## ENGL 2010

### Intermediate Writing: Academic Writing & Research

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**This Course is an Invitation: Welcome to ENGL 2010!**

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Hey! I'm Dr. Tyler Chadwick. Call me "Dr. Chadwick" or "Dr. C" or "O Captain! My Captain!" or "Great and Powerful One." If you want, you could also call me Tyler.

Here's my contact info:

- Email: [tyler.chadwick@uvu.edu](mailto:tyler.chadwick@uvu.edu) (<mailto:tyler.chadwick@uvu.edu>)
- Text/Call: 801.781.0277
- Office Hours (CB 402B): By appt (in person or via Teams)
- IG/Twitter/BeReal: @fireinapasture
- Website: [tyler-chadwick.com](http://tyler-chadwick.com) [↗\(http://tyler-chadwick.com\)](http://tyler-chadwick.com)




If you need to reach me, **try email first**; send the message, then wait. I do my best to respond within 24 hours, either by return message or in class; if it's the weekend, I likely won't get back to you until Monday. If I fail to respond at all, forgive me (🙄), then send a gentle follow-up message. If your need's more immediate, **text me**. And if you must, **call**; I probably won't answer because I won't recognize your number, so leave a message or send a text or email.

Here are some things you should know about me:

**First**, I'm married to Jess and we have four daughters (see the image of my family). My relationships with them give vital context to my life and my livelihood.

**Second**, I'm an award-winning writer and editor and I've been teaching writing for over a decade. I also hold a Doctor of Philosophy (PhD) in English and the Teaching of English (yep, that's why I go by "Dr"). All of which means I'm pretty legit. And so, so humble. 😊

**Third**, I believe that "every student has a right to thrive" ([ref](https://www.google.com/books/editio)  <https://www.google.com/books/editio> [n/The New College Classroom/HaNvEAAAQBAJ?](https://www.google.com/books/editio)

[hl=en&gbpv=1&dq=%E2%80%9Cever](https://www.google.com/books/editio)

[y+student+has+a+right+to+thrive%E2%80%9D&pg=PA10&printsec=frontcover](https://www.google.com/books/editio)). No matter your identity, background, experience, worldview, anxieties, weaknesses, strengths, you deserve educational spaces that can challenge and sustain you, boosting your emotional, social, psychological, and moral well-being.

**Fourth**, I believe the things I study matter and can nourish individual lives, relationships, and communities. So I approach every course and class gathering as if they'll be transformative, hoping the experience will open minds and hearts (including my own) to the problems and the promise of language use and what it means to be human. I also suspect you may be anxious about studying the language arts, that you'll probably never share my passion for the subject, and that—let's be real—you're only here to fulfill a General Education requirement.

Even so, as your co-learner in this endeavor I'm committed to your development as a learner and word-worker, and I hope for you to thrive in this course (and beyond). To welcome you into this hope, I offer the following invitations:

- [I Invite You to Consider the Cosmoplastic Nature of Language \(Course Description, Outcomes, & Intentions\)](#)
- [I Invite You to Trust Me, as I'm Trusting You \(My Philosophy of Teaching & Learning\)](#)
- [I Invite You to Actively Engage with Me in Building & Sustaining Our Classroom Community \(Course Materials, Engagement, & Assignments\)](#)
- [I Invite You to Take Charge of Your Learning \(Assessment—i.e., How You'll Be Graded\)](#)
- [I Invite You to Care about Yourself \(Student CARE, Health & Wellness, & Accommodations\)](#)
- [I Invite You to Labor with Integrity, Compassion, & Respect \(Statements on Academic Integrity & Compassion\)](#)
- [Additional Invitations & Resources](#)





## I Invite You to Consider the Cosmoplastic Nature of Language

(Course Description, Outcomes, & Intentions)

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(<https://www.flickr.com/photos/nasawebbtelescope/46250797402>)

Per UVU 

(<https://www.uvu.edu/english/fyw.html>)

English 2010 emphasizes academic inquiry and research; explores issues from multiple perspectives; teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre; and focuses



on critically evaluating, effectively integrating, and properly documenting sources. After completing the course you should be able to identify audience, purpose, and genre in research-focused writing projects; demonstrate uses of reading and writing for inquiry; evaluate and integrate source materials into writing projects; and apply knowledge of college-level academic writing and research.

Excited yet? I imagine you're saying, "Excited? For English? Just, nope." And I totally get it.

Given the goals and outcomes for this course, as well as the fact that many people think English classes are all about instruction in THE correct way to write and speak, you might be wondering if I intend to spend the semester drilling you on "Standard English Usage"—e.g., "proper" grammar (the horror! 😞), punctuation and spelling, correct sentence structure, the 5-paragraph essay (👉), MLA/APA paper formatting, etc. Sure, this standard has its uses, but it's not always—heck, it's not even most of the time—the best way to language. In fact, while it's often placed at the center of our communication and moral universes, it's really just a small system in the cosmos of human languaging and ethics.

I invite you to think through this "language-is-a-universe" metaphor with me and to consider good writing as more than mastery of "Standard English." While we're doing this, we'll tinker with **the cosmoplastic power of words**—their capacity to shape new moral and material worlds—and write researched personal narratives about your habits and practices as a language user.

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## I Invite You to Trust Me, as I'm Trusting You

(My Philosophy of Teaching & Learning)

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<https://www.salon.com/2020/12/26/the-mandalorian-star-wars-religion-helmet/> Ready for a confession?

Here goes: one of my great anxieties as a teacher is the constant sense of loss that accompanies my labor. Some of the losses I fear loom from a distance, hopefully never to be realized—like losing my capacity to do this work. I have two examples here: First, in a recurring nightmare (which usually comes as I'm preparing for each new semester), I walk into class



having forgotten how to teach and unable to learn my students' names (but, hey—at least I'm fully-clothed in the dream!). Second, because my position in the university is contingent, relying on a year-by-year contract with no promise of renewal, I sometimes feel uncertain about my future at UVU.

Outside of these fears imposed by personal inadequacies and broader economic uncertainties, I experience other losses more urgently—especially those that relate to the dynamic nature of education itself. Another example: students come and students go, settling into my classes for a semester (sometimes two), sharing with me as I share with them before they move on in their respective academic journeys. I know this is the way, but the process changes me. Again and again, my pedagogical, scholarly, and moral commitments prompt me to hold myself open to the growth and transformation made possible through encounters with other people and ideas. This labor puts me in the space of loss and renewal as I deconstruct and revise beliefs, ideas, attitudes, habits, and practices in my effort to become a better teacher, learner, and human being.

I share these anxieties for two reasons: one, to let you know that **I don't expect you to be anxiety-free**. And two, to invite you to **trust me with your fears and expectations for the course**, as well as with your ideas about the course content, just as I'm trusting you with my fears, hopes, expectations, and ideas. Our mutual sharing and vulnerability will foster a relationship of trust between you and me and among you and your classmates. And mutual trust will make space for play and community-building in the classroom—for creating an open, safe, light-hearted, and engaging environment in which I hope you feel empowered to tinker openly with ideas, to be yourself, to take the risks inherent in learning, to have epiphanies, to become friends with your classmates, and to laugh and have fun together during class discussions.

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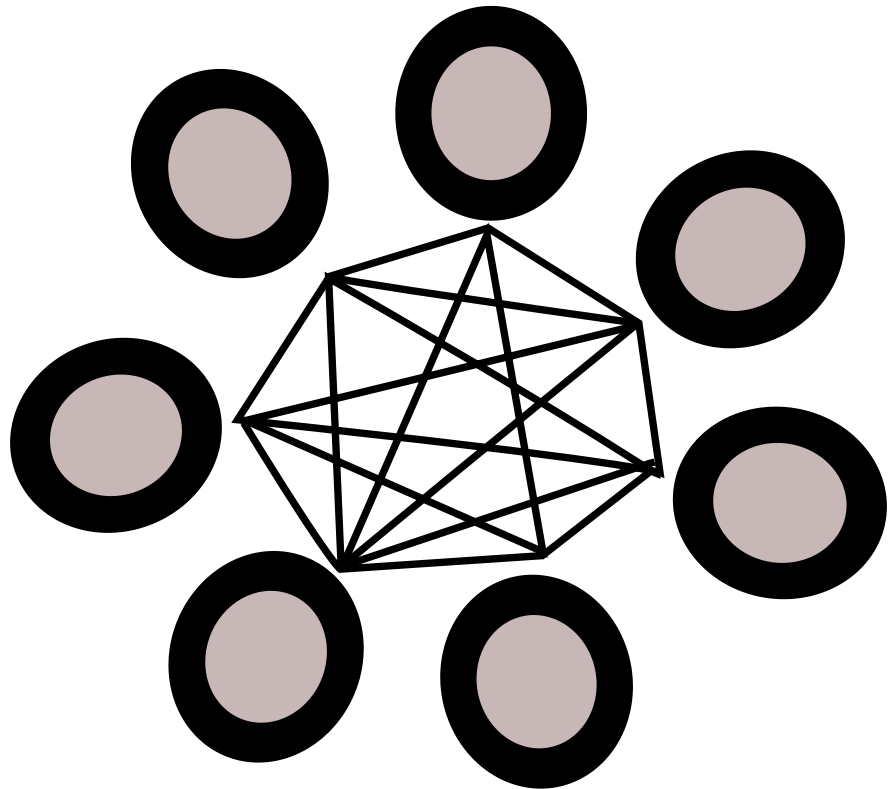
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# I Invite You to Actively Engage with Me in Building & Sustaining Our Classroom Community

(Course Materials, Engagement, & Assignments)

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Our course labors begin with individual acts of reading, listening, and/or watching. **This class has no required textbook**; instead, to save you some dough, I'll share the things you'll need to read, listen to, and watch via Canvas. Because of this, to succeed in the class you'll need some way to access, store, and/or print the course readings. You should also have regular access to a computer (or mobile device) and reliable, high speed internet.



While you'll prepare individually for each class gathering, the course is highly participatory and collaborative

in nature—meaning **it will succeed or fail based on when and how everyone "shows up."** I won't record attendance, but our shared labor will focus heavily on discussion (small- and large-group), collaborative thinking, and workshopping; as such, you have a responsibility to yourself and your classmates to be in class on time and prepared, having completed all assigned work for each class session. Now, I know life happens and your motivation will wax and wane across the semester. Given the influence your dynamic physical, mental, social, and emotional circumstances will have on how you show up, early in the semester we'll acknowledge and think together about the levels of course engagement you might be able to offer at any given time—from thriving to striving to surviving.

As you live into the responsibilities you take up as a co-learner in the college classroom, this course will be a cooperative learning experience in which your ideas, word-work, and questions will drive our shared exploration of language. Your course engagement will play heavily into our shared considerations of your final course grade.

This course is also writing-heavy:

1. I'll invite you to annotate and write short responses to the things you read, listen to, and watch in preparation for class discussions. I call this **Exploratory Writing** and you'll record your responses in a journal, which you'll review and report on several times throughout the semester.

2. I'll invite you to draft and revise (then revise again) several essays that will incorporate relevant experiences from your life, draw from background research, engage questions of audience, and be composed in the appropriate form and voice for each writing. These will be submitted in a **Literacy Portfolio** consisting of the following:
  1. a short (~1 page) **Introduction** in which you translate your preoccupations and motives as a word-worker (as observed throughout the semester) into a singular declaration;
  2. and **three narrative essays** (3–5 pages each) in which you observe, reflection, and seek to represent your habits and practices as a language-user;
3. I'll invite you several times during the semester (including as a final assessment) to write **letters to me** in which you'll reflect on how you're engaging in the course, what you're learning, how you feel you're developing as a writer and learner, and how you would assess your course labors.
4. And I'll invite you to give feedback to and receive feedback from your peers in **Writing Workshops** associated with each essay.

**While I trust that you'll submit your work on time, I'll accept late work with no penalty until one week beyond the submission deadline.** If you run into trouble and are having difficulty meeting a deadline, contact me beforehand and we'll work something out together based on your personal circumstances.

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## I Invite You to Take Charge of Your Learning


(Assessment [i.e., How you'll be graded])

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(<https://www8.gsb.columbia.edu/articles/ideas-work/learning-how-learn>)

Imma be straight with you: **while you will receive a grade in this class at semester's end, I won't be putting grades on individual assignments.** My decision to ungrade this course (as I sometimes call what I'm doing) is based on abundant research in learning and assessment that shows how



“Extrinsic motivation, which includes a desire to get better grades, is not only different from, but often undermines, intrinsic motivation, a desire to learn for its own sake” ([ref](#) )

(<https://www.alfiekohn.org/article/case-grades/>). To offer rewards for completing a task is to move a person's focus from the inherent value within the task itself to the promise of the reward. In the



educational system, this translates into valuing grades (the reward or "product" of a student's labor) over valuing learning (the process of working through and changing in response to the challenges associated with any given task).

I imagine this move away from grades might arouse some anxieties in you. I imagine you're wondering, "But how will I know if I'm passing the class?" Or that you're saying, "I need that number in my gradebook to keep me motivated! I'm not sure I'll do the work without it." Well, here's where I invite you to take charge of your own learning. To foster your self-efficacy and development as a writer and learner, **I'll ask you to write Check-in Letters to me throughout the semester, along with a Final Assessment Letter at semester's end.** In these informal letters, you'll respond to, discuss, and/or question your experience in the class; ideally, you'll use your letters to make the course content personal and to think with me about your progress in the course. In my responses (as in our class discussions), I'll do my best to really engage with and help you think about the meaning and practical value of your course labors—instead of just placing a number on them—by responding to your efforts and your writing with questions and comments that consider what you're saying/doing, how you're saying/doing it, and how what you're saying/doing is shaping our learning community.

My intention with this alternate mode of assessment is to encourage you to focus on working, learning, and writing in more organic, self-directed ways, as opposed to working, learning, and writing as you think you're expected to or simply to get a grade. And my hope is that this process will give you (and me, tbh) a partial liberation from letter grades. **If at any time you're concerned about how you're doing, your best strategy is to complete all the preparation and writing assignments, attend class, and engage in the discussions;** since you'll submit assignments via Canvas, you can keep track of your course progress there; I'll mark each assignment either Complete or Incomplete. You can also feel free to reach out to me at any point to chat about your performance in the course to date.

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## **I Invite You to Care about Yourself**

(Student CARE, Health & Wellness, & Accommodations)

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[\(https://www.instagram.com/uvucare/\)](https://www.instagram.com/uvucare/)

While the traditional classroom order frames me as 'Teacher' and you as 'Student,' **we're both human first.** We have basic physical and psychological needs that need to be met before we can fully participate together in the work of learning. And it's important to me that you feel able to show up fully in that shared work. Hence:

- If you face challenges securing food and/or housing and believe this may affect your education, take advantage of UVU's Coordinated Access to Resources and Education (CARE) Program:




<https://www.uvu.edu/studentcare/> 

[\(https://www.uvu.edu/studentcare/\)](https://www.uvu.edu/studentcare/).

- If you need confidential mental health services as well as other health and wellness resources via the Student Health Services office:

<https://www.uvu.edu/studenthealth/psych/> 

[\(https://www.uvu.edu/studenthealth/psych/\)](https://www.uvu.edu/studenthealth/psych/).

- If you need accommodations due to a disability, let me know early in the semester and contact the Office of Accessibility Services (OAS: <https://www.uvu.edu/accessibility-services/>  [\(https://www.uvu.edu/accessibility-services/\)](https://www.uvu.edu/accessibility-services/)) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) (<mailto:accessibilityservices@uvu.edu>) or 801.863.8747. OAS is located on the Orem Campus in LC 312. If you're deaf/hard of hearing, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) (<mailto:nicole.hemmingsen@uvu.edu>) or text 385.208.2677.
- Given that your regular engagement is vital in this course, if you're unable to attend class due to illness, personal emergency, or other urgent reasons/priorities, reach out to me beforehand (if possible) via email (preferred), text, or phone call. (Note: this should go without saying, but **if you're sick, don't come to class!**) Depending on your circumstances, you can either join class virtually (via Microsoft Teams Livestream and chat) or watch the recorded class session once it's accessible in Canvas (via the Course Media page).



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## I Invite You to Labor with Integrity, Compassion, & Respect

(Statements on Academic Integrity & Compassion)

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### Academic Integrity

When it comes to guidance regarding plagiarism, I draw liberally from writing teacher and thinker-about-digital-things [Jesse Stommel](https://www.jessestommel.courses/wordisflesh/)  [\(https://www.jessestommel.courses/wordisflesh/\)](https://www.jessestommel.courses/wordisflesh/) (whose work I also draw from elsewhere in this syllabus):

Authorship is a hotly contested topic in the academy. At what point do we own the words we say and write or the images we create? Among authors and filmmakers, creative influence, collaboration, and a certain amount of borrowing are acceptable (even encouraged). So, what sort

of statement or warning about plagiarism would be appropriate in this class? Let me go out on a limb and say: in this class, I encourage you to borrow ideas (from me, from the authors we read, from the films we watch, from your classmates). However, even more, I encourage you to really make them your own—by playing with, manipulating, applying, and otherwise turning them on their head. In the end, it's just downright boring to rest on the laurels of others. It's altogether more daring (and, frankly, more fun) to invent something new yourself—a new idea, a new way of thinking, a new claim, a new image. This doesn't give you license to copy something in its entirety and slap your name on it. That's just stealing. Instead, think very self-consciously about the way that you are influenced by your sources—by the way knowledge and creativity depend on a sort of inheritance. And think also about the real responsibility you have to those sources.



## Charter for Compassion

The following statement is a modified version of one offered by writing teacher [Asao B. Inoue](https://wac.colostate.edu/docs/books/labor/appendixb.pdf) (https://wac.colostate.edu/docs/books/labor/appendixb.pdf), who modified the Charter produced by [Charter for Compassion](https://charterforcompassion.org/charter/affirm) (https://charterforcompassion.org/charter/affirm):

The principle of compassion lies at the heart of all religious, ethical, and spiritual traditions, calling us always to treat all others as we wish to be treated ourselves. Compassion impels us to work tirelessly to alleviate the suffering of our fellow creatures, to dethrone ourselves from the center of our world and put another there, and to honor the inviolable sanctity of every single human being, treating everybody, without exception, with absolute justice, equity, and respect.

It is also necessary in both public and private life to refrain consistently and empathically from inflicting pain. To act or speak violently out of spite, chauvinism, or self-interest, to impoverish, exploit or deny basic rights to anybody, and to incite hatred by denigrating others—even our enemies—is a denial of our common humanity. All of us have failed to live compassionately to some degree.

I invite you, therefore, to do all you can, knowing you'll fail on occasion, to restore compassion to

the center of your life (at least in this course) and attempt to engage with your colleagues in this course with compassion. This means you should work to think first of others, their benefit, their well-being, and their learning, knowing that others are compassionately working for your benefit. As a learning community, we will strive to see our interdependence and interconnectedness, and labor for one another.

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## Some Additional Invitations & Resources

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YOU'RE INVITED

### Above All, I Invite You to...

Bring your humanness into the classroom and our conversations.

Be curious and share your curiosity with our classroom community.

Find joy and pleasure in your individual work and in our shared labor.

Ask hard questions.


Have epiphanies—while also having some fun.

Give way to wonder and grace and the unknown.

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## Additional Resources

### Discrimination, Harassment, & Gender-Based Violence (Title IX)


"Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense." For more information, follow this link: [https://www.uvu.edu/equalopportunity/docs/title\\_9\\_syllabus\\_statement.pdf](https://www.uvu.edu/equalopportunity/docs/title_9_syllabus_statement.pdf)   
([https://www.uvu.edu/equalopportunity/docs/title\\_9\\_syllabus\\_statement.pdf](https://www.uvu.edu/equalopportunity/docs/title_9_syllabus_statement.pdf))

### Religious Accommodations


“UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students,” including “reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs.” For more information, follow this link:

<https://www.uvu.edu/facultyrelations/docs/guidelines-for-the-accommodation-of-sincerely-held-religious-beliefs-and-practices.pdf>  [\\_](https://www.uvu.edu/facultyrelations/docs/guidelines-for-the-accommodation-of-sincerely-held-religious-beliefs-and-practices.pdf)


## Writing Lab

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one tutorials focused on specific writing assignments and tailored to the individual student’s needs. [www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter)  [\\_](http://www.uvu.edu/writingcenter)

## Names & Pronouns

In this classroom, we will respect and refer to people using the names and personal pronouns they share. Visit [uvu.edu/multicultural/lgbt](http://uvu.edu/multicultural/lgbt)  [\\_](http://uvu.edu/multicultural/lgbt) to learn more.

## Inclusion & Diversity at UVU

[www.uvu.edu/inclusion/](http://www.uvu.edu/inclusion/)  [\\_](http://www.uvu.edu/inclusion/)

## First Year Experience Information

[www.uvu.edu/firstyear](http://www.uvu.edu/firstyear)  [\\_](http://www.uvu.edu/firstyear)

## Multicultural Student Services

[www.uvu.edu/multicultural](http://www.uvu.edu/multicultural)  [\\_](http://www.uvu.edu/multicultural)

## LGBT Student Services

[www.uvu.edu/multicultural/lgbt](http://www.uvu.edu/multicultural/lgbt)  [\\_](http://www.uvu.edu/multicultural/lgbt)

## Veteran Success Center

[www.uvu.edu/veterans/](http://www.uvu.edu/veterans/)  [\\_](http://www.uvu.edu/veterans/)

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**Tentative Course Schedule:**

**\*\*IMPORTANT:** This course outline is subject to change. I reserve the right to make all necessary changes to fulfill the course objectives and the classes’ needs. You are responsible to know any changes made by Canvas or class announcement.

Date	Topics	Reading*	Assignment
<b>Unit I: Preparing to Enter the Conversation: Problematizing (Issue Analysis), Research Instruments, and Annotated Bibliography</b>			
<b>Week 1’s Goal: Get to know your team and develop writing and research goals.</b>			
1	<b>M Jan. 9</b> <b>Laying the Foundation: Habits of Mind</b> <b>Intro to Teamwork</b> <b>Writing Process—Iron-Man Style</b>	Bring <i>FIAW</i> and <i>TSIS</i> daily. Read before class.	Due at 8 a.m. on day listed; Sat at 11:59 p.m.
<b>W Jan. 11</b>	<b>Laying the Foundation: Team Building</b>	Read <i>FIAW5</i> Ch. 1 “Starting with Inquiry,” pp. 1-21, 24-27.  <i>TSIS5</i> Introduction “Entering the Conversation” (pp.1-16)	<b>Canvas Tour (EC)</b>
<b>F Jan. 13</b>	<b>Laying the Foundation: Beyond Topics to Issues</b> <b>Identifying Issues</b> <b>Review Stasis Theory</b>	Read <i>TSIS5</i> Ch. 12 “Entering Class Discussions” (pp. 172-5)  Read in <i>FIAW5</i> Ch. 5, “Identifying Issues” pp.137-145  <b>Read Res Arg assn prompt and overview of project</b>  <b>Read Res Arg sample: See Canvas</b>	<b>Preparing for Teamwork: Google Form</b>
<b>Sa Jan. 14</b>	<i>Ideal: Submit Goal-Setting Essay this week (It’ll make your workload next week lighter.)</i>		

**Sign up for Writing Meeting #1 (complete by February 24 of Week 7.)**

**Key to Abbreviations:**

<i>FIAW5</i> = <i>From Inquiry to Academic Writing</i> , 5 <sup>th</sup> ed.	Ch. = Chapter	WN = Writer’s Notebook
<i>TSIS5</i> = <i>They Say, I Say</i> , 5 <sup>th</sup> ed.	p. or pp. = page or pages	EC = extra credit
FL=Fulton Library	RD = rough draft	IC=in-class (an assignment due IC)

Skim **Readings from the textbooks** before class. Read and annotate **any articles** before class. Read the textbook chapters after class as a review of the day’s material. Complete **Writer’s Notebook**: Work-in-Progress (WIP) assignments by Thursday at 9 p.m. with a no-late-penalty grace window until Friday at 8 a.m. **Rough drafts** are due *the day of class at 8 a.m.* on the weeks that we do peer review. Respond to your peers’ drafts by the next class day at 8 a.m. Complete the evaluation form and revision plan by Saturday at 9 p.m. (grace until 8 a.m. Monday).

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Date	Topics	Reading*	Assignment
<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <b>2 Week 2's Goal: Identify an issue that you want to research, find at least one source to help you analyze that issue, and develop some tentative research questions.</b> </div>			
M Jan. 16	Martin Luther King Jr. Day	NO CLASS	
W Jan. 18	<b>Drafting Questions</b> <b>Reading Strategies (intro)</b> <b>Preparing to Find Sources</b> <b>Thinking about Citation (MLA or APA)</b>	Read the Problematizing assignment prompt and a sample. Read <i>TSIS</i> Ch. 1, "'They Say': Starting with What Others Are Saying" Read in <i>FIAW5</i> Ch. 5, "Formulating Issue-Based Questions" pp. 150-55 View "Citation: Why Multiple Styles?" Read: Purdue OWL " <a href="#">MLA Overview and Workshop</a> "	
F Jan. 20	<b>Using Sources to Develop Meaty Issue-Based Questions</b> <b>Library Instruction (Topic and Issue Development)</b>	Library Research Tutorials for 2010 & Research Skills: Keyword and Boolean Searching Read <i>TSIS5</i> Ch. 14 "'What's Motivating This Writer?': Reading for the Conversation"	<b>Meet in FL 205 for class.</b> Complete Google Doc in class—rows 2-5 & 8-12.
Sa Jan. 21		<b>Goal-Setting Reflective Essay (hard deadline 8 a.m. Mon)</b> <b>WN: WN: Brainstorming 3 Questions &amp; OR DEJ with RQ.</b>	

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Date	Topics	Reading*	Assignment
<b>Week 3's Goal: Find another 2 sources for the Problematizing Essay. Draft the Problematizing Essay.</b>			
3 Jan. 23	<b>Rhetorical Situation and Annotating: Understanding and Responding to Sources</b>  <b>Reading Strategies (continued)</b>	Annotate the popular article: Kelly & François "A Vision of Division" OR Sherry Turkle's "The Flight from Conversation" (pp. 75-79)  Read <i>FIAW5</i> Ch. 2 "From Reading as Writer to Writing as a Reader," pp. 49-62.  Review <i>TSIS5</i> Ch. 14 "What's Motivating This Writer"	<b>Annotate popular article</b>
W Jan. 25	<b>Choosing the Best Sources</b>  <b>Issue Analysis—Drafting the Problematizing Essay</b>  <b>Preparing for Peer Review</b>  <b>Review MLA Works Cited and Citation</b>	Read in <i>FIAW5</i> Ch. 3 "Writing Yourself into Academic Conversations" pp. 95-97  Read <i>TSIS5</i> Ch. 7 "Saying Why It Matters"  Read <i>FIAW5</i> (Ch. 12) "Revising versus Editing," "The Peer Editing Process," (pp. 397-99), and Canvas: Peer Review Guide  <i>TSIS</i> Ch. 11 "Revising Substantially" Focus on #7 "Keep Asking 'As Opposed to What?'" and revision checklist pp. 159-60, 165-70  Read " <a href="#">MLA Formatting and Style Guide</a> "(Purdue OWL)	<b>Encouraged reading:</b> Kantz, "Helping Students Use Textual Sources Persuasively" (link on Canvas) and/or <i>TSIS5</i> Ch. 4 "Three Ways to Respond"
F Jan. 27	<b>Library Day</b>  <b>Evaluating Sources</b>  <b>Meet in FL 205</b>	Library Tutorial—Evaluating Information  RADAR (see Canvas for link)  Scan <i>FIAW5</i> (Ch. 7) "From Finding to Evaluating Sources" pp. 190-205	Complete Google Doc in class—rows 13, 16-23.  Message me thru Teams with research questions or concerns.
S Jan. 28	<b>Quiz: Principles of Documentation</b>		

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Date	Topics	Reading*	Assignment
		Bring <i>FIAW</i> and <i>TSIS</i> daily. Read before class.	Due at 8 a.m. on day listed; Sat at 11:59 p.m.
<b>Week 4's Goal: Determine which type of original research you want to do. Draft the original research portion of the methods section and the implications section. Revise the Problematizing Essay.</b>			
4 Jan. 30	<b>M</b> <b>Intro. to Original Research: Creating Research Instruments Ethics of Research</b> Research Instruments Sample Activity	Read <i>FIAW5</i> (in Ch. 13) start thru "Writing a Proposal" (pp. 424-42) Read Purdue OWL: <ul style="list-style-type: none"> <li>• <a href="#">"What Is Primary Research and How Do I Get Started?"</a></li> <li>• <a href="#">"Research Ethics"</a></li> <li>• <a href="#">"Pitfalls of Primary Research"</a></li> </ul> Read the Research Instruments Assignment Prompt and a sample (Canvas).	Start on CITI Training
W. Jan. 30	Last day to drop and not show on your transcript		
<b>W Feb. 1</b>	<b>Types of Original Research</b> <b>Creating Appropriate Questions for Surveys and Interviews</b> <b>Consent Forms</b> <b>Problematizing Essay</b> <b>Exchange Day</b>	Read about the kind of research you want to conduct [Purdue OWL <a href="#">interviews</a> and <i>FIAW5</i> pp. 442-48, <a href="#">surveys</a> , or <a href="#">analysis</a> ]. Read <a href="#">"Creating Good Interview and Survey Questions"</a> (Purdue OWL). Read <i>FIAW5</i> (in Ch. 13) "Consent Forms" (pp. 432-34)	<b>Problematizing RD Due</b>
<b>F Feb. 3</b>	<b>Problematizing Essay Peer Review</b> <b>Activating Your Revision Plan</b>	Review <i>TSIS5</i> Ch. 11 "Revising Substantially" Focus on #7 "Keep Asking 'As Opposed to What?'" and revision checklist pp. 159-60, 165-70	<b>Peer Review – Problematizing</b>  Post 6 substantial comments on each writer's RD on Canvas.
<b>S Feb. 4</b>	<b>Reflecting on Problematizing Peer Review</b> (revision plan and evaluation form)		

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Date	Topics	Reading*	Assignment
<b>Week 5's Goal: Submit Problematizing Essay. Read and annotate one source related to your original research. Write its annotation, add to (potentially revise) other sources' annotations.</b>			
5	<b>M</b> <b>Feb.</b> <b>Preparing to Analyze Data</b>	Read Purdue OWL: <a href="#">Analyzing Your Primary Data</a>	Last day to submit <b>Reflecting on</b>
6	<b>Finding More Sources: The Annotated Bibliography</b> <b>Reading and Summarizing Scholarly Articles</b>	Read Annotated Bibliography assignment prompt Read <i>FIAW5</i> Ch. 6, "Working Thesis," pp. 163-169 Read <i>FIAW5</i> (in Ch. 3) "Steps to Writing a Summary" (p. 93, if needed read pp. 85-93) Read <i>FIAW5</i> (in Ch. 4) beginning thru "Identifying Types of Claims" (pp. 104-112) Review <i>TSIS5</i> Ch. 14 "What's Motivating This Writer?"	<b>Problematizing Peer Review</b> (revision plan and evaluation form) <b>Problematizing Final due (Tues, 8 a.m.)</b>
W Feb. 8	<b>Writing Summaries Evaluations: Analyzing Arguments</b>	Read <i>TSIS5</i> Ch. 2 "The Art of Summarizing" <ul style="list-style-type: none"> <li>Min &amp; Wohn "All the News That You Don't Like"</li> </ul> Read <i>FIAW5</i> in Ch. 4 "Analyzing Arguments" pp. 113-124	<b>Annotate Min &amp; Wohn (due before class)</b> Use the Practice Sequence on <i>FIAW5</i> p. 323 to annotate your reading of the scholarly source.

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Date	Topics	Reading*	Assignment
F Feb. 10	<b>Planning for Counterarguments;  Engaging Multiple Perspectives  Introducing Synthesis Charts  Recognizing Logical Fallacies</b>	Bring <i>FIAW</i> and <i>TSIS</i> daily. Read before class. Read <i>TSIS5</i> Ch. 6 “Planting a Naysayer . . .” Read <i>FIAW5</i> Synthesis Charts, pp. 214-15, 236-43 Recognizing Logical Fallacies” pp. 127-31	Due at 8 a.m. on day listed; Sat at 11:59 p.m.
Sa Feb. 11		<b>Research Instruments RD (due by Saturday at 8 a.m.)            CITI Training (last day)</b>	

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<b>Week 6's Goal: Write annotations for all sources so far. Finish finding the sources for your annotated bibliography.</b>			
6 M Feb. 13	<b>Analyzing and Synthesizing Sources: Writing Activity</b> <b>Creating Bibliographic Entries</b>	Overview <a href="#">MLA Works Cited</a> and formatting an <a href="#">online scholarly article that also appears in print</a> and the Writing Center handout.  Read <i>FIAW5</i> (in Ch. 4) "Analyzing and Comparing Arguments" pp. 131-36  Read Purdue OWL " <a href="#">Appropriate Language: Overview</a> " and the pages for each type (formality, jargon, deceitful, stereotypes, pronouns)	<b>Draw to Read</b>
W Feb. 15	<b>Library Day—Guided Research</b> <b>Organizing Research Evaluations: Recognizing Quality Sources</b>	<b>Meet in LI 205 for class.</b>  "Avoiding Disaster" UCLA Library webpages on research organization (see link on Canvas)  Video: Scholarly & Popular Articles (link on Canvas)  Review RADAR Method for Evaluating Sources (link on Canvas)	<b>Find another scholarly source.</b>
F Feb. 17	<b>Writing Day</b>		
S Feb. 18	<b>Quiz: MLA-Works Cited</b> <b>Midterm Assessment of Team Members</b>		
<b>Sign up for Writing Meeting #2. (Due by Week 11—Apr. 7)</b>			

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<b>Unit 2 Drafting Sections of the Researched Argument Essay</b>			
7	<b>Week 7's Goals: Clarify your niche for entering the conversation.</b>		
<b>M Feb. 20</b> Presidents' Day NO CLASS MIDTERM			
<b>W Feb. 22</b>	<b>Introduction to Unit 2a: Literature Reviews</b>  <b>Finding Your Niche by Comparing Arguments</b>  <b>Annotated Bibliography Review</b>	Review <i>TSIS5</i> Ch. 1, "'They Say': Starting with What Others are Saying" (pp. 19-28)  Review <i>FIAW5</i> (Ch. 6) "From Formulating to Developing a Thesis," pp. 163-169 (includes 4 models of a working thesis)  Read <i>FIAW5</i> (Ch. 8) "Writing a Synthesis" (pp. 214-245), skim the readings in this chapter enough to understand the examples	<b>WN: Annotated Bibliography RD—in-class peer review</b>
<b>F Feb. 24</b>	<b>Selecting An Audience</b>  <b>Matching Your Tone to Your Audience</b>  <b>Review Works Cited</b> (come to class with questions from your Works Cited quiz)	Read <i>FIAW5</i> (in Ch. 9) "Considering How Tone May Affect Your Audience" pp. 291-2  Review <i>FIAW5</i> (Ch.2) "Identify the Writer's Audience" p. 61-62  Read Lit Review assignment prompt  Read Max Wright's Lit Review	Recommended Reading: Sage's Researched Argument focusing on her lit review section  <b>Last day for Writing Meeting #1</b>
<b>Sa. Feb. 25</b>	<b>Research Instruments Final (due at 8 a.m.)</b> <b>Quiz: In-Text Citations (MLA)</b>		

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<b>Week 8's Goals: Start drafting the Lit Review (Context for a Thesis).</b>			
8 M Feb. 27	<b>Writing Introductions</b> <b>Context for a Thesis</b> <b>Writing Introductions</b> <b>Reflecting on Revision:</b> <b>Midterm Letter</b>	Read <i>FIAW5</i> , "Context for a Thesis" pp. 170-76 and "Drafting Introductions" pp. 364-373 Review <i>FIAW5</i> Synthesis Charts, pp. 214-15, 236-43 Review <i>FIAW5</i> Ch. 1 pp. 1-21, especially "Academic Writers Reflect," pp. 19-21 Read Midterm Reflection Essay assignment prompt	<b>Synthesis Worksheet</b> <b>Last Day to submit reflection to Writing Meeting #1.</b>
W Mar. 1	<b>Integrating Sources</b> <b>Quotation Sandwiches</b> <b>Find Connections among Sources and Writing Paraphrases activities</b> <b>Giving Credit with an Appropriate Documentation Style:</b> <b>Creating In-text Citations</b>	Read <i>FIAW5</i> (in Ch. 3) "Writing a Paraphrase," pp. 81-5 Read <i>TSIS5</i> Ch. 3 "The Art of Quoting" Read Nancy Paul's Researched Argument <i>FIAW5</i> pp. 266-78 Read from <i>FIAW5</i> (Ch. 8) "Avoiding Plagiarism," "Integrating Sources," and "Using Quotations" (pp.256-66) Overview MLA <a href="#">in-text citation</a> style in Purdue OWL	<b>IC Discussion:</b> <b>What's Wrong with This Quotation?</b>
F Mar. 3	<b>Writing Activity:</b> <b>Synthesizing Sources</b> <b>Responding to Sources:</b> <b>Beyond Summary to Synthesis &amp; Connection</b>	Review <i>FIAW5</i> (Ch. 8) "Writing a Synthesis" (pp. 214-15, 236-245) Read <i>FIAW5</i> "Drafting Introductions" p. 364-373.	<b>WN: Lit Review Niche Statements &amp; Audience Page for Your Lit Review/Res Arg.</b>
Sa. Mar. 4	<b>Annotated Bibliography Due</b> <b>Midterm Course Evaluation and Survey</b> WN (EC): Draft two introductory paragraphs		
<b>Mar. 6-11 SPRING BREAK NO CLASS</b>			

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Date	Topics	Reading*	Assignment
<b>Week 9's Goals: Write the context for a thesis (lit review) and receive feedback. Recognize sentence fragments and ways of fixing them. Finish collecting your original research data.</b>			
9 Mar. 13	<b>M Strategies for Developing Paragraphs</b>	Read <i>FIAW5</i> (Ch. 11) "Developing Paragraphs" pp. 374-87	<b>Midterm Reflective Essay (or Letter)</b>
<b>Paragraph Quiz (before class)</b>			
<b>Writing Center #1 (EC)</b>			
<b>W Mar. 15</b>	<b>Sandwich Principle Framing Recognizing and Addressing Sentence Fragments</b>	Review <i>FIAW5</i> "Read to Discover a Writer's Frame" (pp. 143-44) Review <i>TSIS5</i> Ch. 3 "The Art of Quoting" Grammar Bytes: Sentence Fragments	<b>Lit Review RD (Mon. by 8 a.m.)</b> IC Discussion: From Reading Frames to Writing Frames IC Sentence Fragment activity
<b>F. Mar. 17</b>	<b>Lit Review Peer Review Discussion</b>	Read <i>TSIS5</i> Ch. 11 "Revising Substantially" Focus on #5 "Go Back to the Text" and revision checklist pp. 159-60, 165-70	<b>Peer Review – Lit Review (respond in the RD)</b>
<b>Sa Mar. 17</b>	<b>Reflecting on Lit Review Peer Review (revision plan &amp; evaluations)</b> <b>Conference/Lecture Response #1 (EC)</b>		

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		Bring <i>FIAW</i> and <i>TSIS</i> daily. Read before class.	Due at 8 a.m. on day listed; Sat at 11:59 p.m.
<b>Week 10's Goals: Analyze sample papers of Original Research Essays. Write thesis statements. Practice metacommentary. Used published sources to analyze your original research. Draft the Original Research section of the Researched Argument.</b>			
10	<b>Unit 2b: Evidence for the Researched Argument (Original and Published Research)</b> <b>Thesis Statements -- recapped</b> <b>Need Length? Practice Metacommentary</b>	Read Original Research Analysis assignment description Read <i>FIAW5</i> (Ch. 9) "From Ethos and Pathos to Logos: Appealing to Your Readers" (pp. 279-322) [Note: Skim Loewen's piece] Read <i>TSIS5</i> Ch. 10 "The Art of Metacommentary" Review <i>FIAW5</i> Ch. 6, "Working Thesis," pp. 163-169	
<b>M Mar. 20</b>	Last day to drop (withdraw from) classes		
<b>W Mar. 22</b>	<b>Analyzing Original Research (ORA)</b> <b>Responding in Your Own Style</b> <b>Organization &amp; Framing: Appealing to Your Audience</b>	ORA Samples (See Canvas Samples Module) <i>FIAW5</i> (in Ch. 13) "Make Sense of the Interview" pp. 447-48. Purdue OWL " <a href="#">Analyzing Primary Data</a> ". Read <i>TSIS5</i> , Ch. 9 "Academic Writing Doesn't Mean Setting Aside Your Own Voice"	
<b>F Mar. 24</b>	<b>Writing Meetings</b> No regular class	Sign up for a time via MS Bookings	
<b>Sa Mar. 25</b>	<b>Quiz: Metacommentary and Researched Argument</b>		

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Date	Topics	Reading*	Assignment
<b>Unit 3 Pulling Together the Researched Argument Essay—Blending Published and Original Research</b>			
<b>Week 11's Goals: Used published sources to analyze your original research. Draft thesis statements for your Researched Argument Essay. Create an outline of the researched argument.</b>			
<div style="border: 1px solid black; padding: 2px; display: inline-block;">11</div> <b>M Mar. 27</b>	<b>Unit IV: Writing the Researched Argument Supporting Arguments &amp; the Sandwich Principle</b>	Review <i>FIAW5</i> Ch. 8 “From Synthesis to Researched Argument” (focus on pp. 214-15, 222-26, 236-46) Read <i>TSIS5</i> Ch. 5 “Distinguishing What You Say from What They Say”	
<b>W Mar. 29</b>	<b>Organization: Putting It All Together</b>  <b>Conclusions: Significance &amp; Implications</b>  <b>Outlines</b>	Read <i>TSIS5</i> Ch. 8 “Connecting the Parts” <b>Grammar Bytes: Finding Comma-splices and Fused Sentences.</b>	<b>Researched Argument Tentative Theses</b>  <b>IC Comma splices and Fused Sentences activity</b>
<b>F Mar. 31</b>	<b>Writing Meetings</b>	Sign up for a time via MS Bookings No regular class	
<b>Sa Apr. 1</b>			<b>Organization Quiz</b>

**Avoid late work the last three weeks of the semester.  
 For extenuating circumstances, you must contact me to request an extension.**

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Date	Topics	Reading*	Assignment
<p><b>Week 12's Goals: Draft the Original Research section of the Researched Argument. Submit the analysis of your original research and receive feedback. Write a rough draft of the researched argument essay from your outline that includes the revised context for a thesis and your analysis of your original research as part of your argument. Add 3-4 more pages to flesh out your argument.</b></p>			
<p>12 M Apr. 3</p>	<p><b>Conclusions: Ways of Drafting</b></p>	<p>Read <i>TSIS5</i> Ch. 7 "Saying Why It Matters"            Read <i>FAW5</i> "Drafting Conclusions" (pp. 388-393)</p>	<p><b>WN: Researched Argument Outline and Revised Audience Page</b></p>
<p>W Apr. 5</p>	<p><b>Lessons Learned from Previous Papers: Researched Argument Sample Discussion Setting Off Quotations</b></p>	<p>Read three Researched Argument samples (TBD)            (See Researched Argument Sample Discussion for instructions.)</p> <ul style="list-style-type: none"> <li>• Julie Carlson's on Canvas</li> <li>• Johnson's on Canvas</li> <li>• Max Wright's on Canvas</li> </ul> <p><a href="#">Quotation Marks</a> and <a href="#">Quotations with In-text Citations</a> (Purdue OWL)</p>	<p><b>ORA RD (EC) or Lit Review RD #2 (EC) (due by 8 a.m. Wednesday)</b></p> <p><b>IC Researched Argument Sample Discussion (Read papers by Wed. 8 a.m.)</b></p> <p><b>IC Grammar Minute: Incorporating and Punctuating Quotations</b></p>
<p>F Apr. 7</p>	<p><b>Writing Day--No Class            ORA: Peer Review (EC)            Discussion Day</b></p>		<p><b>Peer Review – ORA            Last Day for Writing Meeting #2</b></p>
<p>Sa Apr. 8</p>		<p><b>Reflecting on Peer Review ORA EC (Revision plan and peer evals)            Writing Center #2 (EC)</b></p>	
<p><b>If desired, sign up for Writing Meeting #3 (complete by April 26).</b></p>			

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Date	Topics	Reading*	Assignment
<b>Week 13's Goals: Submit the Researched Argument Rough Draft. Complete peer review by coming to your Guided Peer Review time.</b>			
13 M Apr. 10	<b>Documentation Review Transforming Arguments from written to multimodal</b>	Review Purdue OWL for <a href="#">Works Cited</a> and <a href="#">in-text citations</a> . Review <i>TSIS5</i> Part I and "Integrating Sources" in <i>FIAW5</i> (pp. 258-66) for referring to sources. Read the Assignment Prompt – Companion Piece.	<b>Researched Argument RD (due to Canvas before 8 a.m. Monday—critical deadline)</b> <b>Writing Meeting #2 reflection (last day)</b>
W Apr. 12	<b>Guided Peer Reviews for Researched Argument Essay</b>	Read <i>TSIS5</i> Ch. 11 "Revising Substantially" focusing on representing what others have said, adding what you say, presenting naysayers.	<b>Peer Review – Researched Argument</b>
F Apr. 14	<b>Guided Peer Reviews for Researched Argument Essay</b>		<b>Preferred Last Day for Writing Meeting #3</b>
Sa. Apr. 15			

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Date	Topics	Reading*	Assignment
<b>Unit 4 Revision &amp; Reflection</b>			
<b>Week 14's Goals: Reflect on your writing process. Create a reverse outline of your Researched Argument draft to improve your essay's organization. Create a revision plan for the essay. Brainstorm options for the companion piece.</b>			
14 M Apr. 17	<b>Guided Peer Reviews for Researched Argument Essay</b>		
W Apr. 19	<b>Unit IV: Revision &amp; Reflection</b>	Review <i>FIAW5</i> Ch. 1 pp. 1-21, especially "Academic Writers Reflect," pp. 19-21 Read the Final Revision and Reflection Portfolio assignment	<b>Reflecting on Guided Peer Review (revision plan &amp; evaluations)</b> <b>Quiz: Reflection (before class)</b>
F Apr. 21	<b>Reformulating Argument for New Audience and Genre: The Companion Piece</b>		
Sa Apr 22			

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Date	Topics	Reading*	Assignment
<b>Week 15's Goals: Revise your Researched Argument Essay based on your peers' and teacher's feedback. Submit the final version of the Researched Argument Essay. Draft the Companion Piece and reflective letter for the Final Revision and Reflection Portfolio.</b>			
15	<b>Editing and Documentation Review</b> <b>Revision and Editing Workshop Week 15</b>	Read Purdue OWL " <a href="#">Apostrophes Introduction</a> " (Knowing when, and when not, to use apostrophes)	<b>Revision and Editing Workshop Week 15: Upload drafts for the papers you want to workshop during class (Res Arg., Companion Piece, final reflective essay)</b>
M	Apr. 24		
W	<b>Last Day of Class</b> <b>Companion Piece and Reflective Essay Review</b> <b>Meet in FL 205</b>		<b>Researched Argument Portfolio (Apr. 28 8 a.m.)</b> <b>Last Day for Writing Meeting #3 (EC)</b>
Apr. 26			
Sa	Apr. 29		<b>Final Team Evaluations</b> <b>SRI &amp; Class Eval (EC)</b> <b>Writing Center #3 (EC)</b> <b>Conference/Lecture Response #2 (EC)</b> <b>Writing Meeting #3 (EC) (reflection due)</b>
<b>Finals' Week Goals: Reflect on your progress as a writer and a researcher. Submit the Final Revision and Reflection Portfolio, which includes a final reflective letter, the companion piece, and a comparison document of the Researched Argument essay. Enjoy reviewing each other's arguments as you watch the Companion Pieces.</b>			
T	<b>Final Exam Week</b> <b>No class this week.</b>	<b>Final Revision &amp; Reflection Portfolio with Companion Piece (due at 8 a.m.)</b> <b>Respond to your assigned companion pieces by Wednesday, May 3 at 11:59 p.m.</b>	
May 2			

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Skim **Readings from the textbooks** before class. Read and annotate **any articles** before class. Read the textbook chapters after class as a review of the day's material. Complete **Writer's Notebook**: Work-in-Progress (WIP) assignments by Thursday at 9 p.m. with a no-late-penalty grace window until Friday at 8 a.m. **Rough drafts** are due *the day of class at 8 a.m.* on the weeks that we do peer review. Respond to your peers' drafts by the next class day at 8 a.m. Complete the evaluation form and revision plan by Saturday at 9 p.m. (grace until 8 a.m. Monday).

Assignments due by Saturday at 9 p.m. have a no-late-penalty grace period until Monday at 8 a.m.

\*Weekly Overview pages provide details about each week's reading and how they connect to the assignments. Find links to sample essays and assignment prompts, the sample essay discussions, and the Sample Essays and Assignment Prompt modules.

**English 2010: Intermediate Writing:  
Academic Writing & Research**  
Utah Valley University – Spring 2023

**Devin Patten**

Office: CB 402E

Office Phone: (801) 863-8774

Email: [devin.patten@uvu.edu](mailto:devin.patten@uvu.edu)

Open Office Hours: T/Th 4:00 – 4:45; M/W by appointment (with wide availability)

Dear students:

Hello, and welcome to class! I hope this doesn't sound dramatic, but it somehow it no longer seems completely right to begin a semester by handing you a document of rules and policies. This letter does serve as a part of the formal syllabus and should be read together with the course policy statement, but I want to start with something a little warmer and inviting, and this letter is my attempt to do that.

I'm starting with this letter because the policy statement is, by nature of the genre, often too dry and impersonal. At the time you are reading this, in early 2023, you have endured many long and frustrating semesters of pandemic and quasi-post-pandemic schooling. Even though the few semesters were a big improvement, we are all tired and many of us have had a very difficult time, and a person doesn't just bounce right back in one or two less-bumpy semesters. I know that your families have been impacted, your friends have been impacted, and your mental health and well-being have been seriously impacted. Many pandemic-related economic factors have largely improved, but I know your emotional well-being may not have fully improved. So before you get to the course policies, which at times sound mean and angry because – when combined – they constitute a long list of rules to live by, I want to invite you to consider me a resource in your education who is very invested in your success. This is a humanities-adjacent class, and it's my goal to show that our writing is most useful when we are considering the ways we can improve the human experience. (This is also one of the reasons I love writing and reading.) In that spirit, if you need something, email me. If you are falling behind, email me. If you are stressed or having a meltdown that impacts class, email me! If you don't want to email me, try to catch me after class or stop by my office.

I have worked to improve and increase the flexibility in my teaching and grading systems, and I want to do what needs to be done to get you through this class. I'm primarily referring to my late policy – which allows you to submit most major assignments one week late without a grading penalty – and my approach to the grading scale. You can read these

in detail in the policy statement and review some videos that explain them. Revision is also an important part of the writing process, and if you keep up on assignment expectations and due dates, you will have the chance to revise some of your major assignments. (Despite the occasional slowness of getting your grades back, you can rest assured you will have time to complete revisions on any eligible papers before the end of the semester.)

I'll move on to a few more items to wrap this up:

First, let me reinforce that the late policy, communication policy, and attendance policy are real. If you come to class, get your work in on time, and communicate with me directly at [devin.patten@uvu.edu](mailto:devin.patten@uvu.edu), you will be well on your way to success in this class! Attend class and be on time. Attendance is important to getting the instruction you need to complete your assignments, and missing class will hurt your grade.

I also want to strenuously encourage you to save all of your work in the cloud. I know you already know this, but I want to formalize this advice in writing. Please do it! Every semester, I have a student or two whose computer crashes or a file is accidentally deleted. When considering the many options available to us, this is not a justification to need additional time to re-write assignments anymore. You have been alerted and advised, so use the cloud! You are all familiar with Google docs, which is a fine cloud option, but let me also suggest another great (perhaps better) option: OneDrive and Office 365. As a UVU student, you have access to the full Microsoft Office suite, which you can download on up to five devices. Even if you have a Chromebook or an over-stuffed hard drive that cannot download the software, you can use Office online! You will get all the tools that Word has, and I really think it's better than Google Docs for individual work. To use the Office cloud tools just go to [office.com](https://office.com) and sign in using your @uvu.edu email account.

That is all the unsolicited advice I will give you for now. Welcome to class! Keep in touch, and let's have a good semester!

dp

## **COURSE DESCRIPTION**

Per the Utah Valley University catalog, English 2010 emphasizes academic inquiry and research in the humanities and social sciences; this class explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. English 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course will include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

Our class examines concepts of rhetoric, research, exploration, and analysis, placing a strong emphasis on the writing process, including invention, drafting, peer review, and revision.

## **COURSE OUTCOMES**

Upon successful completion of English 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level academic writing and research

## **COURSE PRACTICES**

In a perfect world, this is more of a workshop class than a lecture class, and I am more of a facilitator than a lecturer. This approach is designed to help you own your writing, and toward that end, we will engage in various approaches and activities.

We will work within the learning traditions of composition classrooms, using peer groups and small group discussion, with many different kinds of reading and writing opportunities. Many of these activities will take place online. The course makes a special point of developing your capacity to research thoughtfully and rhetorically, so that by the time you leave this class, you should have the knowledge to find, evaluate, and use data, ideas, and other people's writing and visual images for your own specific rhetorical purposes.

We will become a community of thinkers, readers, writers, and learners engaged in a mutual endeavor that will hopefully be interesting and profitable for you. The work of this course is best done together, with every member of the classroom community fully present and participating. I would like to offer the following as guidelines for such a community: come prepared; don't miss class; respect one another's opinions by responding to them intelligently; read one another's work carefully, with as much thought and input as you would like your own work read.

Much of our in-class work will be done in small groups to make discussion and the workload manageable and more fruitful. Therefore, the work of the class cannot succeed without a significant level of participation. Working in groups benefits each member of the

group. The more fully participating you are as an individual member of the group, the more profitable the group will be for you. We will discuss the readings from our texts in groups and also comment on drafts of essays in progress.

### **Invention Work**

As a composition instructor, I value the writing process. Therefore, I expect to see a significant effort in invention work, drafting, and peer review. These writing activities are an integral part of this course, and I expect to see substantive work displayed; in-class writing, drafting, and peer review activities will comprise a large part of your grade.

### **Conferences**

This course is designed to give you opportunities to learn in several different ways, by participating in small groups, by participating in conversation within the larger classroom community, and by working individually. You may also work one-on-one with your instructor. This kind of work is especially important in classes such as this one, where individual work with your instructor can provide you with specific, direct help on issues that concern you in your writing. Therefore, we will occasionally plan time for you and I to meet and discuss your writing.

### **Course Communication**

I would love to have regular, face-to-face conversations with each of my students outside of the classroom, but that will not always be easily arranged. You should rely on email contact to be the best way to communicate with me when we are not in class. Please contact me at my direct email address (devin.patten@uvu.edu) as ***I do not receive messages from the Canvas Inbox.*** I will respond to your emails within one business day, so please refrain from sending repeated messages. We will discuss proper email communication early in the semester, so please use our electronic communication to practice professional email etiquette.

Early in the semester I will ask you to provide a good email address that I can use to contact you. If I need to reach you, I will contact you at that email; you are responsible for checking it in a timely fashion.

I also invite you to come to my office to chat about class. That being said, I often go to the copy room, meet with colleagues, and walk to Taco Bell during my open office hours, so it is always good to send a quick email to let me know you will be stopping by!

### **REQUIRED TEXTS**

*The Norton Sampler*, **10<sup>th</sup> Edition**, by Thomas Cooley. (eBook ISBN: 978-0-393-53711-6; print ISBN: 978-0-393-53712-3)

*The Little Seagull Handbook*, **4<sup>th</sup> Edition**, by Bullock, Brody, and Weinberg. (print ISBN: 978-0-393-87793-9) **Do not buy this book unless you really want the print edition; you will get free access to the online version when you buy a new copy of *The Norton Sampler*.**



There will be other readings that I will post to Canvas that I may require you to print and bring to class.

**You are also required to have a writing notebook.** This will be used daily and brought to conferences with me. I may occasionally require you to leave it with me for grading.

You are required to bring your textbook and notebook to every class session.

## **ATTENDANCE & PARTICIPATION**

In a writing class, your attendance is absolutely necessary. Class activities help you draft your paper, and your participation is helpful to other students and to help build a strong community of writers and readers. However, I understand that from time to time, circumstances may make it impossible for you to attend class. If you must be absent, contact me ahead of time or as soon as possible after the absence, but please remember: it is your responsibility to find out what you missed, and I rarely have the time and patience to recap an entire class in an email (in other words, you need to exchange contact information with a classmate on whom you can rely).

**Be to class every day, on time.** I will take attendance every class period. Excessive absences will severely alter your grade. Missing over three classes will result in dropping your final grade one full letter (i.e., from an "A-" to a "B-"). Additional absences will continue to likewise reduce your grade; seven absences *will* result in a failing grade. Three tardies will equal one missed class, and will also impact your participation grade; tardiness is not only disrespectful, it also disrupts my teaching and the other students' learning (leaving class early, for the same reasons, will be counted as being late). Being late also means that you will likely miss answers to student questions, important information about assignments, and even quizzes. Being excessively late or leaving very early will result in being marked absent.

If you have a very specific, COVID-related health concern for not attending class, you should communicate those concerns to me immediately. Should you miss class because of COVID, you can avoid being marked absent by (1) emailing me before class, (2) joining the Teams meeting live, (3) having your camera on, (4) fully participating in the discussion, and (5) providing documentation of your COVID-19 test and status.

In short, the Teams call is no longer a fall-back option for missing class. We won't use it unless there is a documented health concern. This is a 100% face-to-face class.

**A note about "excused absences":** in college, there is no such thing as an "excused absence." You are either in class or you are not. If you participate in official, school-sanctioned groups (such as the basketball team or student leadership) you are granted accommodations to complete work from missed classes (which should be done in advance), but the absence still counts as an absence. Every absence counts as an absence. As such, you should plan your school/course schedule to accommodate extra-curricular activities rather

than using them to justify missed classes. In other words, the attendance policy applies to everyone; plan your semester accordingly.

**A note about holidays and the academic calendar:** please be aware that this class runs on UVU's academic calendar, and UVU's calendar supersedes the high school calendar in the event of any discrepancies. This means if there is a holiday on the high school calendar, and UVU does not observe that holiday, you must be in class.

### **ASSIGNMENTS, LATE WORK, & GRADE BREAKDOWN**

All major assignments are due in class and on Canvas. Hard-copy assignments submitted in class must be stapled. **I will not accept any emailed assignments.** Any assignment turned in after the deadline (the beginning of class for in-class assignments or the posted deadline for online assignments) will be counted as late. With notable exceptions (see next paragraph), late work will be accepted for seven days after the deadline without penalty. Late work submitted after the seven-day grace period will be docked 50% (after grading). Late work will not be accepted after April 28. *Late or incomplete work will not receive feedback or comments from me or the grader, even if submitted during the grace period.*

**Not all assignments are subject to the seven-day "grace period":**

- Peer reviews and in-class assignments are not accepted late, even at 50% credit.
- Late discussion board assignments are docked 50%.
- Reading responses that are due before a specific class day are docked 50% if not submitted before that class.
- Essentially, any assignment that is designed to be done before or during class hours, whether they are online or in class, do not receive the grace period.

Some assignments will be eligible for revision and resubmission. In these cases, you will be notified when I return the graded assignment, at which time we will establish a due date for your revision. If you intend to revise a paper, you should discuss it with me beforehand. *Only assignments that are submitted on time – and full length – will be eligible for revision.* Some smaller assignments will be graded as Complete/Incomplete. Assignments that don't meet minimum standards for length and content will not be marked Complete.

**Every essay and non-discussion board assignment submitted on Canvas must be uploaded as a file in .doc or .docx file format.**

All submissions must be in proper format for the specific assignment (research assignments will be in APA style) with zero spelling errors and few grammatical errors. They will be graded based on criteria specific to the assignment including organization, formatting, research, style, voice, etc. *Assignments that are short or improperly formatted will not receive full credit.*



## **ASSIGNMENTS**

Literacy Narrative	5%
Project Proposal	10%
Annotated Bibliography	15%
Researched Argument	20%
Project Presentation	10%
Participation/Writing Notebook	15%
Other Assignments	15%
Essay workshops	10%

These totals are flexible and may change during the semester.

## **GRADING SCALES**

<b>Semester:</b>		<b>Essays/Projects:</b>	
A	94-100%	A	94%
A-	90-93%	A-	90%
B+	87-89%	B+	87%
B	84-86%	B	84%
B-	80-83%	B-	80%
C+	77-79%	C+	77%
C	74-76%	C	74%
C-	70-73.9%	C-	70%
D	60-69.9%	D	60%
F	30-59.9%	F	30%

### **Revision**

A good writing class encourages you to revise throughout your drafting process. You should use the class activities, workshops with your classmates, and your conferences with me to guide your revision. After you have received a graded draft with my comments, you will often have an opportunity to revise. In most cases, you will only be allowed to revise a paper once. However, under certain circumstances, I may allow further revision. Late or short work cannot be revised.

Revisions do not automatically warrant higher grades, but re-grading is an option. Revisions must demonstrate substantial improvement over previous drafts. That is, when you revise, you should not just correct editing errors, and you should not just answer my questions or comments. Instead, you should use my comments as a starting point for rethinking how you did the assignment and use the revision as a way to show that you

have learned something that you can apply in new ways and in new contexts. Think of revision as “re-vision”; actually seeing your work in new and different ways.

*No paper that is submitted late – or short of the full, assigned length – is eligible for revision.*

### **Writing Workshops**

We will perform peer review and workshops for most of our major essays. Full participation in these is required. Anything less than full participation (coming to class but not bringing required materials, for example) will negatively impact your grade.

### **Completion of Assignments**

Failure to complete work such as peer responses and participation in reading discussions, or failure to actively participate in group work, etc., will lower your grade significantly. In addition, to earn at least a C+ in this course, you must submit a complete proposal, annotated bibliography, and researched argument essay.

### **PLAGIARISM/ACADEMIC INTEGRITY POLICY**

Utah Valley University has a student code of conduct, which stipulates that all your academic work at the university should be done individually by you. All students acknowledge the jurisdiction of the Honor System. Do not collaborate on any academic work unless specifically approved by your instructor. Plagiarism is covered by the Student Code of Conduct. Complete copies of the academic integrity policy are available on the Student Rights and Accountability page at [uvu.edu/studentresponsibilities](http://uvu.edu/studentresponsibilities).

I take plagiarism very seriously. Cheating is not just an affront to your instructor, it is an attempt to gain an advantage over your peers, most of whom work with honesty and integrity. To be clear, all of the following are considered plagiarism:

- Turning in someone else’s work as your own
  - Copying words or ideas from someone else without giving credit
  - Failing to put a quotation in quotation marks
  - Giving incorrect information about the source of a quotation
  - Changing words but copying the sentence structure of a source without giving credit
  - Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
  - *Submitting work that is not original to this class, even if it is your own work*
- 
- Additionally, the expectation in my class is that *students will create original work for each assignment*; this means two things:
    1. you cannot re-submit content/writing more than one time in this class. In more practical terms, this means each assignment and essay should be

new content and writing; re-submitting an assignment (or portions thereof) is unethical and will be treated as plagiarism.

2. You must fully write/create all of your work by yourself. Using an AI tool to create class work or hiring someone to create original work are both unethical and will be treated as plagiarism.

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

No plagiarized assignment will receive credit. I reserve the right to check any submitted work against UVU's plagiarism checker.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities". This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit:

<http://www.uvu.edu/english/student-resources/policies-procedures.html>

Students commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Per university policy, submitting non-original work (even if it is your own work) is also plagiarism; this means you cannot submit the same work to multiple classes, and everything you submit must be work original to this class. Students who commit plagiarism will receive either an automatic E for that assignment or an E for the course, depending upon the severity of the plagiarism. If you have questions about effectively utilizing and citing sources, please let me know.

## **ADDITIONAL RESOURCES**

### **Accessibility**

If you have any disability which may impair your ability to successfully complete this course, please contact the Office of Accessibility Services (LC 312; 863-8747; [www.uvu.edu/asd/](http://www.uvu.edu/asd/)). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Office of Accessibility Services.

Students who need accommodations because of a disability may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

**For high school students:** if you have a 504 plan, you need to speak with Accessibility Services to get a UVU Statement of Accommodations. These documents are required for college courses and are much more helpful for your college instructors. If you need some guidance on this, please ask me.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has experienced or experiences harassment or sexual assault, including dating and domestic violence, stalking, or sexual exploitation, you are encouraged to report it to the Title IX Coordinator in the Office for Equal Opportunity and Affirmative Action, BA-203, (801) 863-7999.

Please be aware that all faculty members and university employees are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Please know that you can seek confidential resources at UVU Student Health Services, SC-221, (801) 863-8876.

Please visit <https://www.uvu.edu/equalopportunity/> for more information.

### **Food & Housing Instability**

Any student who has difficulty affording groceries or obtaining sufficient food to eat every day, or who lacks a safe and stable place to live, and who believes this may affect their performance in school, is urged to visit <https://www.uvu.edu/studentcare/> for access to a variety of resources. You may also email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

### **Campus Mental Health Resources**

All of us have a need to maintain our mental health and will benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some services



are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. Student Health Services can be contacted in SC 221, by phone at 801-863-8876, or at <https://www.uvu.edu/studenthealth/psych/>.

Additionally, the following community resources are available 24/7:

- National Suicide Prevention Lifeline: 1-800-273-8255
- Safe Utah Crisis Chat & Tip Line <https://safeut.med.utah.edu/>
- Crisis Text Line 741-741 or call 9-1-1
- If an emergency is happening on campus, call 9-1-1 or campus police at 801-863-5555

### **Writing Lab**

UVU's Student Writing Center offers an advising program where you have the opportunity to discuss your work with a peer tutor or faculty writing advisor. The intent of the Student Writing Center advisor is to help you think about your writing process by sharing their impressions of your materials, offering revision strategies, discussing different ways to approach an assignment, as well as to provide another reader and voice for you. Advisors are available to help you with any writing assignment for any class you take.

**Writing Center:** [www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter)

**First Year Experience Information:** [www.uvu.edu/firstyear](http://www.uvu.edu/firstyear)

**Multicultural Student Services:** <http://www.uvu.edu/multicultural>

**LGBT Student Services:** <http://www.uvu.edu/multicultural/lgbt>

**Veteran's Center:** <https://www.uvu.edu/veterans/>

**Software:** <https://www.uvu.edu/itservices/catalog/software/>

### **COURSE POLICIES/RULES**

**Be Respectful and Enjoy Class:** in a positive environment, ENGL 2010 and our discussions will be fun and lively, and very conducive to learning. Show respect to both students and me by observing certain rules and behavior:

- Speak respectfully: No put downs, vulgarity, racism, harassment, or aggressive behavior.
- No cell phones. Ever. **I do not want to see your cell phone.** If I see it, you will be marked absent for the day. (This applies to other devices, including laptops, tablets, and smart watches.)
- No audio devices or music players. No ear buds or headphones on during class.
- Do not use laptops.
- Give respect to the lesson and persons speaking. No sleeping. Sleeping will count as an absence.
- Don't be a distraction.
- Be ready to actively participate.

Please come to our class with an open and respectful mind. Our classroom is a sharing environment where we will bounce ideas and opinions around. I will not tolerate any disrespectful comments about race, gender, sexuality, religion, social class, etc. directed towards classmates or myself. Please keep in mind that you do not know the people in this room: you don't know their backgrounds, family histories, or lived experiences.

### **Tech and devices in the classroom:**

If you want to use a laptop to take notes, that is fine. Please just be aware that any use of that laptop for non-class purposes will frustrate me – immensely – and will result in your participation grade being lowered. Please: do not use your device for anything other than taking notes. I strongly encourage you to close it when you are not actively writing.

If you choose to use a laptop, this is what I request:

1. Send me an email letting me know you will be using your device for class notes
2. Start a Google doc, title it "[your name] ENGL 2010 Notes"
3. Share the doc with me at [devin.patten@uvu.edu](mailto:devin.patten@uvu.edu)

I will check it regularly, so please do not abuse it!

### **THE COVID**

You are required to follow all COVID-19 policies the school determines essential. They are subject to change, so I will not list them here; each of us is responsible to remain aware of them and to educate ourselves as to the best practices to follow in class and on campus. I expect you to be 100% respectful of those who choose to approach COVID with a different level of concern than you; there will be no “mask shaming,” and you are to refrain from arguing with those who aren't wearing masks. To that point:

Masks are encouraged by the CDC, and we strongly recommend them on campus, especially in our classrooms. While we cannot require them at this time pursuant to Utah law, we ask that everyone be respectful of an individual's choice. If you feel unsafe in an unmasked environment due to your health concerns, it is acceptable to politely ask those around you to wear a mask. If someone asks you to wear a mask, we encourage you to comply. Do not argue with another student over masks.

(From “Letter to Students,” 2021, Provost Vaught & V.P. Reyes)

I strongly encourage you – and I politely invite you – to wear a mask in my classroom.

Failure to follow school-, facilitator-, or instructor-mandated guidelines (as of this writing, there are none specific to UVU, but there are some specific to certain high school campuses) will result in instructions to leave the class as well as being marked absent and a loss of points. The loss of points will be at my discretion but will be severe. Failure to leave class when asked will result in the student being referred to the Office of Student Rights and Accountability.

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This policy statement is a living document; I reserve the right to alter it according to need. It's also a formal document, and sometimes it might even feel angry! Usually, I am not too formal (or angry). Please feel at ease to approach me with whatever concerns you have, whether they be about grades, lessons, assignments, worries about class, or anything I can help you with. I look forward to having a good, engaging semester.

## **English 2010: Intermediate Writing:**

### **Academic Writing & Research**

Utah Valley University – Spring 2023 (Live-interactive Broadcast)

#### **Devin Patten**

Office: CB 402E

Office Phone: (801) 863-8774

Email: [devin.patten@uvu.edu](mailto:devin.patten@uvu.edu)

Open Office Hours: T/Th 4:00 – 4:45; M/W by appointment (with wide availability)

Dear students:

Hello, and welcome to class! I hope this doesn't sound dramatic, but it somehow it no longer seems completely right to begin a semester by handing you a document of rules and policies. This letter does serve as a part of the formal syllabus and should be read together with the course policy statement, but I want to start with something a little warmer and inviting, and this letter is my attempt to do that.

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in detail in the policy statement and review some videos that explain them. Revision is also an important part of the writing process, and if you keep up on assignment expectations and due dates, you will have the chance to revise some of your major assignments. (Despite the occasional slowness of getting your grades back, you can rest assured you will have time to complete revisions on any eligible papers before the end of the semester.)

I'll move on to a few more items to wrap this up:

First, let me reinforce that the late policy, communication policy, and attendance policy are real. If you come to class, get your work in on time, and communicate with me directly at [devin.patten@uvu.edu](mailto:devin.patten@uvu.edu), you will be well on your way to success in this class! Attend class and be on time. Attendance is important to getting the instruction you need to complete your assignments, and missing class will hurt your grade.

I also want to strenuously encourage you to save all of your work in the cloud. I know you already know this, but I want to formalize this advice in writing. Please do it! Every semester, I have a student or two whose computer crashes or a file is accidentally deleted. When considering the many options available to us, this is not a justification to need additional time to re-write assignments anymore. You have been alerted and advised, so use the cloud! You are all familiar with Google docs, which is a fine cloud option, but let me also suggest another great (perhaps better) option: OneDrive and Office 365. As a UVU student, you have access to the full Microsoft Office suite, which you can download on up to five devices. Even if you have a Chromebook or an over-stuffed hard drive that cannot download the software, you can use Office online! You will get all the tools that Word has, and I really think it's better than Google Docs for individual work. To use the Office cloud tools just go to [office.com](https://office.com) and sign in using your @uvu.edu email account.

That is all the unsolicited advice I will give you for now. Welcome to class! Keep in touch, and let's have a good semester!

dp

## **COURSE DESCRIPTION**

Per the Utah Valley University catalog, English 2010 emphasizes academic inquiry and research in the humanities and social sciences; this class explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. English 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course will include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

Our class examines concepts of rhetoric, research, exploration, and analysis, placing a strong emphasis on the writing process, including invention, drafting, peer review, and revision.

## **COURSE OUTCOMES**

Upon successful completion of English 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level academic writing and research

## **COURSE PRACTICES**

In a perfect world, this is more of a workshop class than a lecture class, and I am more of a facilitator than a lecturer. This approach is designed to help you own your writing, and toward that end, we will engage in various approaches and activities.

We will work within the learning traditions of composition classrooms, using peer groups and small group discussion, with many different kinds of reading and writing opportunities. Many of these activities will take place online. The course makes a special point of developing your capacity to research thoughtfully and rhetorically, so that by the time you leave this class, you should have the knowledge to find, evaluate, and use data, ideas, and other people's writing and visual images for your own specific rhetorical purposes.

We will become a community of thinkers, readers, writers, and learners engaged in a mutual endeavor that will hopefully be interesting and profitable for you. The work of this course is best done together, with every member of the classroom community fully present and participating. I would like to offer the following as guidelines for such a community: come prepared; don't miss class; respect one another's opinions by responding to them intelligently; read one another's work carefully, with as much thought and input as you would like your own work read.

The work of this class cannot succeed without a significant level of participation. Working in groups benefits each member of the group. The more fully participating you are as an individual member of the group, the more profitable the group will be for you. We will

discuss the readings from our texts in groups and also comment on drafts of essays in progress.

### **Invention Work**

As a composition instructor, I value the writing process. Therefore, I expect to see a significant effort in invention work, drafting, and peer review. These writing activities are an integral part of this course, and I expect to see substantive work displayed; in-class writing, drafting, and peer review activities will comprise a large part of your grade.

### **Course Communication**

I would love to have regular, face-to-face conversations with each of my students outside of the classroom, but that will not always be easily arranged. You should rely on email contact to be the best way to communicate with me when we are not in class. Please contact me at my direct email address (devin.patten@uvu.edu) as *I do not receive messages from the Canvas Inbox*. I will respond to your emails within one business day, so please refrain from sending repeated messages. We will discuss proper email communication early in the semester, so please use our electronic communication to practice professional email etiquette.

Early in the semester I will ask you to provide a good email address that I can use to contact you. If I need to reach you, I will contact you at that email; you are responsible for checking it in a timely fashion.

I also invite you to come to my office to chat about class. That being said, I often go to the copy room, meet with colleagues, and walk to Taco Bell during my open office hours, so it is always good to send a quick email to let me know you will be stopping by!

### **REQUIRED TEXTS**

*The Norton Sampler*, **10<sup>th</sup> Edition**, by Thomas Cooley. (eBook ISBN: 978-0-393-53711-6; print ISBN: 978-0-393-53712-3)

*The Little Seagull Handbook*, **4<sup>th</sup> Edition**, by Bullock, Brody, and Weinberg. (print ISBN: 978-0-393-87793-9) *Do not buy this book unless you really want the print edition; you will get free access to the online version when you buy a new copy of The Norton Sampler.*

There will be other readings that I will post to Canvas that I may require you to print and bring to class.

**You are also required to have a writing notebook.** This will be used daily and brought to conferences with me. I may occasionally require you to leave it with me for grading.

You are required to bring your textbook and notebook to every class session.

### **ATTENDANCE & PARTICIPATION**

In a writing class, your attendance is absolutely necessary. Class activities help you draft your paper, and your participation is helpful to other students and to help build a strong



community of writers and readers. However, I understand that from time to time, circumstances may make it impossible for you to attend class. If you must be absent, contact me ahead of time or as soon as possible after the absence, but please remember: it is your responsibility to find out what you missed, and I rarely have the time and patience to recap an entire class in an email (in other words, you need to exchange contact information with a classmate on whom you can rely).

**Be to class every day, on time.** This is a 100% live class; it is not recorded, and you cannot attend the class from any location outside of your assigned classroom. In other words, there isn't a live-stream you can join from your own device. You need to be in your classroom. I will take attendance every class period. Excessive absences will severely alter your grade. **Missing over three classes will result in dropping your final grade one full letter** (i.e., from an "A-" to a "B-"). Additional absences will continue to likewise reduce your grade; seven absences *will* result in a failing grade. Three tardies will equal one missed class, and will also impact your participation grade; tardiness is not only disrespectful, it also disrupts my teaching and the other students' learning (leaving class early, for the same reasons, will be counted as being late). Being late also means that you will likely miss answers to student questions, important information about assignments, and even quizzes. Being excessively late or leaving very early will result in being marked absent.

If you have a very specific, COVID-related health concern for not attending class, you should communicate those concerns to me immediately. Be ready to provide documentation of your status and COVID-19 testing.

**A note about "excused absences":** in college, there is no such thing as an "excused absence." You are either in class or you are not. If you participate in official, school-sanctioned groups (such as the basketball team or student leadership) you are granted accommodations to complete work from missed classes (which should be done in advance), but the absence still counts as an absence. Every absence counts as an absence. As such, you should plan your school/course schedule to accommodate extra-curricular activities rather than using them to justify missed classes. In other words, the attendance policy applies to everyone; plan your semester accordingly.

**A note about holidays and the academic calendar:** please be aware that this class runs on UVU's academic calendar, and UVU's calendar supersedes the high school calendar in the event of any discrepancies. This means if there is a holiday on the high school calendar, and UVU does not observe that holiday, you must be in class.

### **ASSIGNMENTS, LATE WORK, & GRADE BREAKDOWN**

All major assignments are due in class and on Canvas. Hard-copy assignments submitted in class must be stapled. **I will not accept any emailed assignments.** Any assignment turned in after the deadline (the beginning of class for in-class assignments or the posted deadline for online assignments) will be counted as late. With notable exceptions (see the following bulleted list), late work will be accepted for seven days after the deadline without penalty. Late work submitted after the seven-day grace period will be docked 50% (after grading).

Late work will not be accepted after April 28. *Late or incomplete work will not receive feedback or comments from me or our graders, even if submitted during the grace period.*

**Not all assignments are subject to the seven-day “grace period”:**

- Peer reviews and in-class assignments are not accepted late, even at 50% credit.
- Late discussion board assignments are docked 50%.
- Reading responses that are due before a specific class session are docked 50% if not submitted before that class.
- Essentially, any assignment that is designed to be done before, and used in, the class session, whether they are online or in class, do not receive the grace period.

Some assignments will be eligible for revision and resubmission. In these cases, you will be notified when I return the graded assignment, at which time we will establish a due date for your revision. If you intend to revise a paper, you should discuss it with me beforehand. *Only assignments that are submitted on time – and full length – will be eligible for revision.* Some smaller assignments will be graded as Complete/Incomplete. Assignments that don't meet minimum standards for length and content will not be marked Complete.

**Every essay and non-discussion board assignment submitted on Canvas must be uploaded as a file in .doc or .docx file format.**

All submissions must be in proper format for the specific assignment (research assignments will be in APA style) with zero spelling errors and few grammatical errors. They will be graded based on criteria specific to the assignment including organization, formatting, research, style, voice, etc. *Assignments that are short or improperly formatted will not receive full credit.*

**ASSIGNMENTS**

Literacy Narrative	5%
Project Proposal	10%
Annotated Bibliography	15%
Researched Argument	20%
Project Presentation	10%
Participation/Writing Notebook	15%
Other Assignments	15%
Essay workshops	10%

These totals are flexible and may change during the semester.

## GRADING SCALES

Semester:		Essays/Projects:	
A	94-100%	A	94%
A-	90-93%	A-	90%
B+	87-89%	B+	87%
B	84-86%	B	84%
B-	80-83%	B-	80%
C+	77-79%	C+	77%
C	74-76%	C	74%
C-	70-73.9%	C-	70%
D	60-69.9%	D	60%
F	30-59.9%	F	30%

### Completion of Assignments

Failure to complete work such as peer responses and participation in reading discussions, or failure to actively participate in group work, etc., will lower your grade significantly. In addition, to earn at least a C+ in this course, you must submit a complete proposal, annotated bibliography, and researched argument essay.

### Revision

A good writing class encourages you to revise throughout your drafting process. You should use the class activities, workshops with your classmates, and your conferences with me to guide your revision. After you have received a graded draft and comments, you will often have an opportunity to revise. In most cases, you will only be allowed to revise a paper once. However, under certain circumstances, I may allow further revision. Late or short work cannot be revised.

Revisions do not automatically warrant higher grades, but re-grading is an option. Revisions must demonstrate *substantial* improvement over previous drafts. That is, when you revise, you should not just correct editing errors, and you should not just answer my questions or comments. Instead, you should use the grader's comments as a starting point for rethinking how you did the assignment and use the revision as a way to show that you have learned something that you can apply in new ways and in new contexts. Think of revision as "re-vision"; actually seeing your work in new and different ways.

*No paper that is submitted late – or short of the full, assigned length – is eligible for revision.*

### PLAGIARISM/ACADEMIC INTEGRITY POLICY

Utah Valley University has a student code of conduct, which stipulates that all your academic work at the university should be done individually by you. All students acknowledge the jurisdiction of the Honor System. Do not collaborate on any academic work unless specifically approved by your instructor. Plagiarism is covered by the Student Code of Conduct. Complete copies of the academic integrity policy are available on the

Student Conduct and Conflict Resolution web page at [www.uvu.edu/studentconduct](http://www.uvu.edu/studentconduct).

I take plagiarism very seriously. Cheating is not just an affront to your instructor, it is an attempt to gain an advantage over your peers, most of whom work with honesty and integrity. To be clear, all of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- *Submitting work that is not original to this class, even if it is your own work*
  
- Additionally, the expectation in my class is that *students will create original work for each assignment*; this means two things:
  1. you cannot re-submit content/writing more than one time in this class. In more practical terms, this means each assignment and essay should be new content and writing; re-submitting an assignment (or portions thereof) is unethical and will be treated as plagiarism.
  2. You must fully write/create all of your work by yourself. Using an AI tool to create class work or hiring someone to create original work are both unethical and will be treated as plagiarism.

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

No plagiarized assignment will receive credit. I reserve the right to check any submitted work against UVU's plagiarism checker.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the

- course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities". This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit:

<http://www.uvu.edu/english/student-resources/policies-procedures.html>

Students commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Per university policy, submitting non-original work (even if it is your own work) is also plagiarism; this means you cannot submit the same work to multiple classes, and everything you submit must be work original to this class. Students who commit plagiarism will receive either an automatic E for that assignment or an E for the course, depending upon the severity of the plagiarism. If you have questions about effectively utilizing and citing sources, please let me know.

## **ADDITIONAL RESOURCES**

### **Accessibility**

If you have any disability which may impair your ability to successfully complete this course, please contact the Office of Accessibility Services (LC 312; 863-8747; [www.uvu.edu/asd/](http://www.uvu.edu/asd/)). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Office of Accessibility Services.

Students who need accommodations because of a disability may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

**For high school students:** if you have a 504 plan, you need to speak with Accessibility Services to get a UVU Statement of Accommodations. These documents are required for college courses and are much more helpful for your college instructors. If you need some guidance on this, please ask me.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you

know has experienced or experiences harassment or sexual assault, including dating and domestic violence, stalking, or sexual exploitation, you are encouraged to report it to the Title IX Coordinator in the Office for Equal Opportunity and Affirmative Action, BA-203, (801) 863-7999.

Please be aware that all faculty members and university employees are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Please know that you can seek confidential resources at UVU Student Health Services, SC-221, (801) 863-8876.

Please visit <https://www.uvu.edu/equalopportunity/> for more information.

### **Food & Housing Instability**

Any student who has difficulty affording groceries or obtaining sufficient food to eat every day, or who lacks a safe and stable place to live, and who believes this may affect their performance in school, is urged to visit <https://www.uvu.edu/studentcare/> for access to a variety of resources. You may also email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

### **Campus Mental Health Resources**

All of us have a need to maintain our mental health and will benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some services are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. Student Health Services can be contacted in SC 221, by phone at 801-863-8876, or at <https://www.uvu.edu/studenthealth/psych/>.

Additionally, the following community resources are available 24/7:

- National Suicide Prevention Lifeline: 1-800-273-8255
- Safe Utah Crisis Chat & Tip Line <https://safeut.med.utah.edu/>
- Crisis Text Line 741-741 or call 9-1-1
- If an emergency is happening on campus, call 9-1-1 or campus police at 801-863-5555

### **Writing Lab**

UVU's Student Writing Center offers an advising program where you have the opportunity to discuss your work with a peer tutor or faculty writing advisor. The intent of the Student Writing Center advisor is to help you think about your writing process by sharing their impressions of your materials, offering revision strategies, discussing different ways to approach an assignment, as well as to provide another reader and voice for you. Advisors are available to help you with any writing assignment for any class you take.

**Writing Center:** [www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter)

**First Year Experience Information:** [www.uvu.edu/firstyear](http://www.uvu.edu/firstyear)

**Multicultural Student Services:** <http://www.uvu.edu/multicultural>

**LGBT Student Services:** <http://www.uvu.edu/multicultural/lgbt>

**Veteran's Center:** <https://www.uvu.edu/veterans/>

**Software:** <https://www.uvu.edu/itservices/catalog/software/>  
**UVU Student Care Hub:** <https://www.uvu.edu/studentcare/>

## **COURSE POLICIES/RULES**

### **Classroom Behavior**

Be respectful and enjoy class! In a positive environment, ENGL 2010 and our discussions will be fun and lively, and very conducive to learning. Show respect to both students and me by observing certain rules and behavior:

- Speak respectfully: No put downs, vulgarity, racism, harassment, or aggressive behavior.
- No cell phones. **I do not want to see your cell phone.** If I see it, you will be marked absent for the day. (This applies to other devices, including laptops, tablets, and smart watches.)
- No audio devices or music players. No headphones on during class.
- Do not use laptops without checking with me first, and do not use them for anything other than taking class notes. (See next section.)
- Give respect to the lesson and persons speaking. No sleeping. Sleeping will count as an absence.
- Don't be a distraction.
- Be ready to actively participate.

Please come to our class with an open and respectful mind. Our classroom is a sharing environment where we will bounce ideas and opinions around. I will not tolerate any disrespectful comments about race, gender, sexuality, religion, social class, age, etc. directed towards classmates or me. Please keep in mind that you do not know the people in this room: you don't know their backgrounds, family histories, or lived experiences.

### **Tech and Devices in the Classroom**

The device policy at each satellite location may be stricter than those listed above; this is at your facilitator's discretion, and their rules will fall under this syllabus. Violation of their rules will negatively impact your participation grade.

If you are attending class in my UVU classroom, and you want to use a laptop to take notes, that is fine. Please just be aware that any use of that laptop for non-class purposes will frustrate me – immensely – and will result in your participation grade being lowered. Please: do not use your device for anything other than taking notes or referencing the readings. I strongly encourage you to close it when you are not actively using it.

If you choose to use a laptop, this is what I request:

1. Send me an email letting me know you will be using your device for class notes.
2. Start a Google doc, title it "[your name] ENGL 1010 Notes."
3. Share the doc with me at [devin.patten@uvu.edu](mailto:devin.patten@uvu.edu).

I will check it regularly, so please do not abuse it.

## **The COVID**

You are required to follow all COVID-19 policies the school (this includes UVU and your high school) determines essential. They are subject to change, so I will not list them here; each of us is responsible to remain aware of them and to educate ourselves as to the best practices to follow in class and on campus. I expect you to be 100% respectful of those who choose to approach COVID with a different level of concern than you; there will be no “mask shaming,” and you are to refrain from arguing with those who aren’t wearing masks. To that point:

Masks are encouraged by the CDC, and we strongly recommend them on campus, especially in our classrooms. While we cannot require them at this time pursuant to Utah law, we ask that everyone be respectful of an individual’s choice. If you feel unsafe in an unmasked environment due to your health concerns, it is acceptable to politely ask those around you to wear a mask. If someone asks you to wear a mask, we encourage you to comply. Do not argue with another student over masks.

(From “Letter to Students,” 2021, Provost Vaught & V.P. Reyes)

Failure to follow school-, facilitator-, or instructor-mandated guidelines (as of this writing, there are none specific to UVU) will result in a request to leave the class as well as being marked absent and a loss of points. The loss of points will be at my discretion but will be severe. Failure to leave class when asked will result in the student being referred to the Office of Student Conduct.

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I reserve the right to alter this policy statement, and its rules, according to need, as I see fit.

This syllabus is a formal document; sometimes it even feels mean! Usually, I am not too formal. Please feel at ease to approach me with whatever concerns you have, whether they be about grades, lessons, assignments, worries about class, or anything I can help you with. I look forward to having a good, engaging semester.



## English 2010: Intermediate Writing Academic Writing & Research

*Instructor:* Dr. Catherine Lui  
*Email:* [CatherineL@uvu.edu](mailto:CatherineL@uvu.edu)  
*Office:* CB 410G

*Section:* English 2010  
*Time:* 9:00 am – 12:50 pm (MWF)  
*Classroom:* GT 511D

### *Textbooks:*

Everyone's an Author, 3rd Edition  
ISBN: 9780393420814 (paperback) – available at UVU bookstore  
E-book: <https://ncia.wwnorton.com/ebook-everyone3>  
by Lunsford, Brody, Ede, Moss, Papper, & Walters



### Course Description

Per the Utah Valley University catalog, English 2010:

- Emphasizes academic inquiry and research in the humanities and social sciences.
- Explores issues from multiple perspectives.
- Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, & genre.
- Focuses on critically evaluating, effectively integrating, and properly documenting sources.
- May include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios in addition to major essay assignments.

### Course Outcomes

Upon successful completion of English 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing skills for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level academic writing and research.

### Course Assignments

**WP1: Group Synthesis Essay** (7% or 70 points, 3-4 pages)

- With your group, write a synthesis essay about two articles.
- Identify a theme/central idea/common thread between the two texts.
- Highlight three connections (e.g.: similarities, differences) between these two sources to support and explain that theme/central idea/common thread.
- Write the essay to a specific, popular audience of your group's choice with the main purpose of informing your readers about the different views that exist on the issue.
- Include a References (APA) / Works Cited (MLA) list on a separate page (**NOT** included in the page limit).

**WP2: Project Proposal Slideshow** (13% or 130 points, 10 slides, 7-10 minutes)

Formally propose to me, your instructor, a semester research topic that specifies:

- The exact topic and why it matters (to you and to the world);
- What you currently know about it and how you intend to complete the research.
- Your proposal will also set a schedule for the work to be done leading up to the research paper. You will present your Research Proposal in the form of a slideshow.

**WP3: Annotated Bibliography** (16% or 160 points, 5-6 pages)

An annotated bibliography is a list of the most relevant and useful articles and sources on your research topic. Provide eight sources (ALL peer-reviewed *OR* 6 peer-reviewed sources + 2 scholarly but not peer reviewed) and detailed notes about each article:

- an accurate summary of each article and the type of research conducted,
- possible biases or limitations, authors' conclusions, the usefulness of the article,
- how it compares to the other articles/sources on your list, and
- how the research will inform your research paper (WP4).

List sources alphabetically in APA/MLA style.

**WP4: Final Research Paper** (30% or 300 points, 6-8 pages)

- Take a position on your chosen research topic and present it to an academic audience by supporting it with credible evidence (i.e., a minimum of 8 and maximum of 10 scholarly sources).
- You are entering the academic conversation about your topic and proposing an argument that includes “so what?” as you make a call to action based on the claims you make and the evidence you provide in your paper.

**WP5: Reflection Project** (15% or 150 points, 7 slides, 7-10 minutes)

- Reflecting on your experience in English 2010, consider why writing matters to you as a university student and address your future goals as a writer.
- Compose a presentation in a different genre (e.g.: a poster, slideshow, pamphlet, postcard, website, video, storify essay, or any other appropriate “text” of your choice) about your writing progress this semester.
- Showing evidence/examples from your past papers (WP1-4), carefully chronicle your learning and how this course has shaped your writing and thinking.

**Final Grade Distribution**

<i>Category</i>	<i>Points</i>
Attendance/Participation	190
WP1 Group Synthesis Essay	70
WP2 Project Proposal Slideshow	130
WP3 Annotated Bibliography	160
WP4 Final Research Essay	300
WP5 Reflection Project	150
<b>Total:</b>	<b>1,000</b>

<b>Grade</b>	<b>%</b>	<b>Grade</b>	<b>%</b>
<b>A</b>	94 – 100	<b>C</b>	74 – 76.9
<b>A-</b>	90 – 93.9	<b>C-</b>	70 – 73.9
<b>B+</b>	87 – 89.9	<b>D+</b>	67 – 69.9
<b>B</b>	84 – 86.9	<b>D</b>	64 – 66.9
<b>B-</b>	80 – 83.9	<b>D-</b>	60 – 63.9
<b>C+</b>	77 – 79.9	<b>E</b>	59.9 & below

**Course Policies**

Our course is delivered in person. Owing to the possibility of a pandemic, we will practice meeting online (through Microsoft Teams) throughout the semester. This would help ensure that, in the event of a campus closure in the middle of the semester, students would already be familiar with online learning and the challenges that it might pose. It is, therefore, imperative that students familiarize themselves with the Course Syllabus & Schedule, which is posted in “Files” of Canvas.

We will work towards our course outcomes by engaging in the following activities: writing, analyzing our writing, identifying rhetorical strengths and patterns of error, learning techniques of library research, studying and practicing writing in specific genres, carefully reading texts, annotating, discussing concepts and applications, working in small groups, revising and editing, and developing presentation skills. Throughout the semester, we will read the essays we write, we will share opinions through discussions and written responses, and we will carefully think about the ideas being presented by our peers. Assignments must be **typed**; save all your work multiple times. In addition, keep all graded and ungraded work both on USB thumb drive and as hard copies in a designated English 2010 folder at least until final grades are posted.

## Style, Documentation, and Citation

Academic writing is a social process that engages audiences in a communicative, dialogic interaction. We will practice this process methodology of writing by working in pairs/groups to read and revise drafts. Peer reviews help us to focus on **dialogic practice**: communicating and responding to particular audiences to achieve desired goals. We will learn to revise and edit our work according to these conventions to produce polished, error-free work.

For all assignments, you may choose your documentation style based on your major: **APA for social sciences**—psychology, sociology, nursing, social work, criminology, business, and education; **OR MLA for humanities**—literature, language, history, philosophy, the arts, and religion. Choosing one style is sound pedagogy for it allows a deeper focus on mastery of one format versus splitting attention across two or more different styles.

## Attendance

Attendance credit will be given to participation in class and online discussions, group work, writing, and other activities. To complete the course with a passing grade, you must participate in our in-person and online classroom regularly and actively. **Three** in-class/online participation grades of ‘0’ receive no penalty. Every absence after three will reduce your grade. More than **four** absences limits your course grade to a maximum of C. If you do not participate in class/online more than **six** times, you will be subject to failing the course. To be excused from class, please submit documentation, such as a doctor’s note, court notice, or police report.

## Late Work Policy

To receive full credit, all work must be submitted at the beginning of the class period it is due. All assignments submitted past the deadline will be docked half a letter grade each day. A week after the submission deadline, no late papers will be evaluated. Extraordinary circumstances, however, will be considered. In such cases, submit a formal explanatory letter with documentation, such as physician’s report, hospital bill, police report in case of accident.

## Communication Policy

Our main form of communication is through Canvas, UVU email, and/or MS Teams Chat. I use them to communicate important information about the class and will respond to your emails no longer than ONE business day. (*I will respond to emails received after 12 pm MST on Friday by noon on the following Monday.*) If I receive multiple emails about the same question/concern, I may respond with a class announcement in Canvas. You are responsible for forwarding your UVU email account to your personal email account and read class-related announcements and messages regularly.

## Online Class Etiquette

**Everyone** in our class deserves respect. All should feel comfortable expressing opinions, and offering critical and honest responses to each other's work and discussions. However, this can and should be done in a thoughtful, kind, and ethical way. Remember that expressing an opinion is one way of formulating and figuring out what it is. The response of others may help us learn, grow, and further develop our own stance on an issue. Keep an open mind about learning with and from others, and observe in-person/online classroom etiquette and expectations, such as the following:

- In all communications with peers and your instructor, you are expected to be respectful, to listen carefully, and to avoid personal attacks or rude language.
- Everyone involved is to avoid using sexist, racist, homophobic, or otherwise offensive language.
- Online communication has the potential to cause more misunderstanding than face-to-face interactions. Keep this limitation in mind and strive to use clear, detailed, and precise language.

## Technology Expectations

For learning best practices, you are expected to do the following:

- Regularly check the Canvas course (and MS Teams) for weekly announcements and other class-related communications from your instructor. A good recommendation is to forward all Canvas communications to a personal email account that you monitor daily.
- Thoroughly familiarize yourselves with how the Canvas interface works, in terms of communications, checking course deadlines, and viewing instructor's feedback on your work. Complete "Canvas Tour" assignment to help prepare you for this.
- Have access to a stable Internet connection and a laptop or desktop computer. To be successful in this class, working on one's phone will not be sufficient. If interested, check out webcams and headphones from the UVU Fulton Library. In addition, laptops can be checked out for an entire semester. For more information, visit <https://www.uvu.edu/library/services/equipment/index.html>.
- UVU has been taking thorough COVID-19 precautions on campus. Thus, you may complete course work in computer labs at the Fulton Library and/or on open-access computers located on every floor. You need to decide the COVID-19 risk level on campus yourselves.

## Plagiarism

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form);
2. incorporates into one's work the words or ideas of another person without clear; attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented;
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work; or
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade.
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade.
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (*Article IV, Section M in the print version*).

For more information and tips on avoiding plagiarism, please visit: [English Resources; Policies & Procedures](#)

## Statement of Accessibility

If you have any disability which may impair your ability to successfully complete this course, please contact the Office of Accessibility Services (OAS). Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by OAS.

Students who need accommodations because of a disability may contact OAS located on the Orem Campus in LC 312. To schedule an in-person appointment, please call 801-863-8747. To schedule a video conference or phone appointment, please use "Log into Accommodate" on the website (<https://www.uvu.edu/accessibility-services/>) or call 801-863-8747.

## Waitlist and Add Policy

It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled. Students on a waitlist must wait for email notifications that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. Instructors cannot add students. Department administrative staff and academic advisors cannot add students.

## Further Resources

- **C.A.R.E** (links to many items below) <https://www.uvu.edu/studentcare/>
- **First Year Experience Information** <https://www.uvu.edu/firstyear>
- **Learning Resources** [https://www.uvu.edu/academicstandards/learning\\_resources.html](https://www.uvu.edu/academicstandards/learning_resources.html)
- **Food Insecurity** <https://www.uvu.edu/studentcare/food/index.html>
- **Health Needs** <https://www.uvu.edu/studentcare/health/index.html>
- **Housing Insecurity** <https://www.uvu.edu/studentcare/housing/index.html>

- **Academic Tutoring** <https://www.uvu.edu/academictutoring/>
- **Advising** <https://www.uvu.edu/advising/>
- **LGBT Student Services** <https://www.uvu.edu/multicultural/lgbt>
- **Multicultural Student Services** <https://www.uvu.edu/multicultural>
- **Veteran Success Center** <https://www.uvu.edu/veterans/>
- **Writing Center** <https://www.uvu.edu/writingcenter>

## English 2010 Course Schedule



*(This course schedule is subject to change as needed.)*

<b>1<sup>st</sup> Week</b>	<i>1/9 Mon</i>	<b>Course Orientation:</b> Welcome to English 2010; About Your Instructor; Getting Started with Technology; Canvas Tour; Campus Policies; Student Resources <b>Introductions</b>
	<i>1/11 Wed</i>	<b>Ch 14:</b> Writing Analytically (pp. 229-234) <b>WP1:</b> Group Synthesis Essay
	<i>1/13 Fri</i>	<b>Group collaboration:</b> Group Synthesis Essay Tutorial & Drafting
<i>Only those who will risk going too far can possibly find out how far one can go. – T.S. Eliot</i>		
<b>2<sup>nd</sup> Week</b>	<i>1/16 Mon</i>	<b><i>Martin Luther King Jr. Day Holiday—Mon, 1/16</i></b>
	<i>1/18 Wed</i>	<b>Ch 25:</b> Synthesizing Ideas (pp. 534-540) <b>WP1:</b> Group Synthesis Essay + Author Tags or Signal Phrases
	<i>1/20 Fri</i>	<b>Ch 30:</b> What's Your Style? (pp. 663-668) <b>WP1:</b> Group Project – Synthesis Essay and Group Work <b>Group collaboration:</b> Group Synthesis Essay – <i>drafting</i>
<b>3<sup>rd</sup> Week</b>	<i>1/23 Mon</i>	<b>Submit WP1 Group Synthesis Essay (by 9 pm)</b> <b>Ch 30:</b> Appropriateness, Correctness, & Tone (pp. 668-677) <b>WP1:</b> Group Synthesis Essay
	<i>1/25 Wed</i>	<b>Ch 20:</b> Starting Your Research (pp. 477-485) <b>WP2:</b> Project Proposal Slideshow
	<i>1/27 Fri</i>	<b>Group sharing:</b> Project Proposal Slideshow Tutorial
<i>Goals are dreams with deadlines. – Diana Scharf Hunt</i>		
<b>4<sup>th</sup> Week</b>	<i>1/30 Mon</i>	<b>Ch 17:</b> Project Proposal (pp. 386-395) <b>WP2:</b> Project Proposal Slideshow
	<i>2/1 Wed</i>	<b>Ch 36:</b> Making a Presentation (pp. 794-796) <b>WP2:</b> Project Proposal Slideshow
	<i>2/3 Fri</i>	<b>Group sharing:</b> Project Proposal Slideshow – <i>drafting</i>



5 <sup>th</sup> Week	2/6 Mon	<b>Submit WP2 The Project Proposal Slideshow (by 9 am)</b> <b>Library Instruction: FL 205</b>
	2/8 Wed	<b>Ch 24:</b> Annotating a Bibliography (pp. 529-533) <b>WP3:</b> Annotated Bibliography
	2/10 Fri	<b>Group sharing:</b> Annotated Bibliography Tutorial
6 <sup>th</sup> Week	2/13 Mon	<b>Ch 21:</b> Finding Sources (pp. 486-505) <b>WP3:</b> Annotated Bibliography
	2/15 Wed	<b>Ch 26:</b> Quoting, Paraphrasing, Summarizing (pp. 541-554) <b>WP3:</b> Annotated Bibliography— <i>drafting</i>
	2/17 Fri	<b>Online activity:</b> <b>WP3</b> Peer review 1
<i>One of the secrets of life is to make stepping stones out of stumbling blocks. – Jack Penn</i>		
7 <sup>th</sup> Week	2/20 Mon	<b>Presidents' Day Holiday—Mon, 2/20</b>
	2/22 Wed	<b>Ch 22:</b> Keeping Track (pp. 515-519); <b>Ch 23:</b> Evaluating Sources (pp. 520-528) <b>WP3:</b> Annotated Bibliography— <i>drafting</i>
	2/24 Fri	<b>Online activity:</b> <b>WP3</b> Peer review 2
8 <sup>th</sup> Week	2/27 Mon	<b>Submit WP3 Annotated Bibliography (by 9 pm)</b> <b>Ch 12:</b> Arguing a Position (pp. 143-164) <b>WP4:</b> Final Research Paper
	3/1 Wed	<b>Ch 28:</b> MLA Style (pp. 563-617) <b>OR Ch 29:</b> APA Style (pp. 618-662) <b>WP4:</b> Final Research Paper
	3/3 Fri	<b>Group sharing:</b> Final Research Paper Tutorial
<b>Spring Break – March 6-11, Mon-Sat</b>		
9 <sup>th</sup> Week	3/13 Mon	<b>Ch 18:</b> Means of Persuasion: Emotional, Ethical, & Logical (pp. 421-432) <b>WP4:</b> Final Research Paper
	3/15 Wed	<b>Ch 18:</b> Analyzing & Constructing Arguments (pp. 411-419) <b>WP4:</b> Final Research Paper – <i>drafting</i>
	3/17 Fri	<b>Online activity:</b> <b>WP4</b> Peer review 1
<i>Don't put off until tomorrow what you can do today. – Benjamin Franklin</i>		
10 <sup>th</sup> Week	3/20 Mon	<b>Ch 19:</b> Strategies for Supporting an Argument (pp. 451-473) <b>Ch 27:</b> Giving Credit, Avoiding Plagiarism (pp. 555-562) <b>WP4:</b> Final Research Paper
	3/22 Wed	<b>Ch 28: Sample Paper:</b> MLA (pp. 601-617) <b>OR Ch 29:</b> APA (pp. 647-661) <b>WP4:</b> Final Research Paper— <i>drafting</i>
	3/24 Fri	<b>Online activity:</b> <b>WP4</b> Peer review 2

<b>Submit WP4 Draft: 48 hours BEFORE your scheduled SL Conference</b>		
<b>11<sup>th</sup> Week</b>	<b>3/27 Mon</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
	<b>3/29 Wed</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
	<b>3/31 Fri</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
<b>12<sup>th</sup> Week</b>	<b>4/3 Mon</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
	<b>4/5 Wed</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
	<b>4/7 Fri</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
<i>How wonderful it is that nobody need wait a single moment before starting to improve the world. – Anne Frank</i>		
<b>13<sup>th</sup> Week</b>	<b>4/10 Mon</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
	<b>4/12 Wed</b>	Student Lecturer Conference ( <i>Refer to Schedule in “Files”</i> )
	<b>4/14 Fri</b>	<b>Submit WP4 Final Research Paper (by 9 pm)</b> <b>WP#5:</b> Reflection Project <b>Group sharing:</b> Reflection Project Tutorial
<b>14<sup>th</sup> Week</b>	<b>4/17 Mon</b>	<b>Ch 37:</b> Reflecting on Your Writing (pp. 812-814) <b>WP#5:</b> Reflection Project – <i>drafting</i>
	<b>4/19 Wed</b>	<b>Ch 36:</b> Making a Presentation (pp. 794-796) – <i>review</i> <b>WP#5:</b> Reflection Project — <i>drafting</i>
	<b>4/21 Fri</b>	<b>Group sharing:</b> Finalize WP5 Reflection Project
<i>Life is like riding a bicycle. To keep your balance, you must keep moving. – Albert Einstein</i>		
<b>15<sup>th</sup> Week</b>	<b>4/24 Mon</b>	<b>Submit WP5 Reflection Project by 9 am on 4/24 (Mon)</b>
	<b>4/26 Wed</b>	<b>Feedback by end of class on 4/26 (Wed)</b>
	<b>5/3 Wed</b>	<b>SRI Survey Receipt (12:50 pm)</b>



## English 2010 - Intermediate Writing: Academic Writing and Research

**Instructor:** Dr. Christopher Scott

**Telephone:** (801) 863-6139

**E-mail:** cscott@uvu.edu

**Office:** CB 402-C

**Open Hours:** Mondays and Wednesdays 10:30am-12:30pm (or by appointment)

**Course Information:** Spring 2023

Section: 059

Days/Time: Mondays and Wednesdays at 1-2:15pm

Location: CB-202

### Course Materials

- Course syllabus

### Course Description

Per the Utah Valley University catalog, English 2010 (1) emphasizes academic inquiry and research in the humanities and social sciences; (2) explores issues from multiple perspectives; (3) teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre; and (4) focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

### Additional Course Information

Students will participate individually and in small groups to become part of the larger conversation that exists among critical thinking, reading, and writing. Students will be encouraged to broaden their perspectives through reading, writing, questioning, and conversing on various topics, some of which may exist outside one's "comfort zone." This class is a "safe/brave" space where students should feel safe to be themselves and feel brave to explore new ideas in a healthy, collaborative environment geared toward growth—academically and personally.

### Course Outcomes

Upon successful completion of English 2010, students should be able to

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level academic writing and research

*\*Realization of these learning objectives is contingent upon honest effort, participation, and commitment.*

### Absences

Students are allowed **two** absences (the equivalent of one week of class) without penalty. On the third absence, however, students will lose half of the attendance grade, and any additional absences will result in the loss of the remaining attendance points. More than **six** absences (the equivalent of three weeks of class) could result in failure of the course. Consistently arriving to class late or leaving early will equate to an absence. Additionally, any apparent lack of engagement (e.g., sleeping, texting, surfing the Internet, working on material from another class, failing to participate in collaborative work, etc.) may result in an absence, since a lack of engagement negatively affects the class community and learning environment. I may collect evidence of participation in various class activities in conjunction with attendance.

If students cannot attend class because of unforeseen events or extenuating circumstances (such as family and medical emergencies), it is their responsibility to communicate with me in a timely manner and keep me informed.

*\*Students infected with COVID-19 or its variants must provide medical documentation to receive accommodation(s).*

### **Late Work**

Late work is accepted but lowered 10% after the deadline and another 10% each additional calendar day thereafter. For example, if an assignment were due at 11:59pm on Monday and a student submitted a paper worth 95% (i.e., an “A” paper) on the day after the deadline, that paper would receive a score of 85% at best (and so on).

*\*Late work will not receive specific feedback and opportunities for revision.*

### **Deadline-Extensions**

Deadline-extensions can be granted for extenuating circumstances. Contact me with a request for an extension before an assignment is due, and provide an explanation as well as a proposed completion date that is within one week of the assignment’s original due date. *Anything submitted outside of these parameters will not be accepted.*

### **Incomplete Work**

Any submitted assignment that fails to meet its minimum-length requirement is considered “incomplete” and cannot receive full credit. For a submission to be considered “complete” it must (1) be formatted according to the assignment’s expectations (margins, font, font size, etc.) and (2) meet the minimum required length.

*\*Incomplete work will not receive specific feedback and opportunities for revision.*

### **Revision**

Students may revise any assignment once except the Final Research Paper and Reflection Letter (because of time constraints at the end of the semester). I will accept a revised paper no later than **one week** after the student receives both the assignment grade and my feedback (unless otherwise specified). For revisions to be accepted, they must include the following:

1. Revised assignment with visible changes (highlighted, italicized, comments, etc.)
2. A brief (half page or more) statement of improvements (i.e., what you changed and why)

*\*Resubmitting an assignment that fails to follow the above two criteria will not be accepted.*

### **Course Assignments**

Attendance and Participation		10%
Student Conferences		5%
Peer Reviews		10%
Summary Assessment		5%
Analysis Assessment		5%
Synthesis Assessment		5%
Research Plan Presentation		5%
Research Outline		5%
Annotated Bibliography		5%
Section Draft		10%
Introduction and Conclusion Draft		10%
Final Research Paper		20%
Reflection Letter		5%

## Assignment Descriptions

### Student Conferences

Throughout the semester, I meet with students individually to discuss progress (plans, questions, concerns, feedback, etc.). Students select a day/time to meet and receive credit for attending. Failing to attend a scheduled conference will forfeit credit for that session of student conferences.

### Peer Reviews

Peer reviews are opportunities to receive feedback on assignments before submitting the final draft. For these sessions, students exchange drafts with two partners and read them one at a time. I will provide assignment-specific evaluation criteria to apply when reviewing assigned drafts. Avoid missing peer reviews because they are time-sensitive and cannot be repeated. More importantly, your peers will be expecting your participation and meaningful feedback.

### Summary Assessment

Summarize a text by identifying its main argument/idea and the main reason(s) or point(s). Summaries condense a text by presenting only its main argument/idea and logical structure. Brief summaries should not include any unnecessary details.

### Analysis Assessment

Analyze pre-selected evidence to support an argument that will be provided to you. Focus on the details of the evidence, interpret what it means, and connect that interpretation to the argument by explaining how and/or why it supports the reason.

### Synthesis Assessment

Summarize a text by identifying the main argument/idea and the main reason(s). Summaries condense a text by presenting only its logical structure. Synthesis means (1) making connections between the arguments of multiple authors; (2) finding similarities and differences; (3) noticing patterns; (4) observing gaps, which is a major step in strengthening your credibility with your designated audience; and (5) demonstrating your awareness of different perspectives. To complete this assignment, synthesize the 2 sources provided in your Summary Assessment.

### Research Plan Presentation

Present to the class all the required elements that comprise your research outline by explaining why you made your decisions and how you tested your logic. Each presentation should be between five and seven minutes long. Be prepared to answer questions about your plan.

### Research Outline

Select a topic of interest (the same topic with which you will complete the remaining assignments), and write a research plan. In this plan, identify your (1) topic, (2) issue question, (3) research significance, (4) tentative main claim, (5) one reason that supports that main claim, and (6) types of evidence you anticipate needing to support the reason.

### Annotated Bibliography

An annotated bibliography manages your sources (e.g., citations of books, articles, and other academic documents). Each citation is followed by the annotation: (1) a summary of the source's main argument/idea and (2) a brief evaluative paragraph that explains how/why you could use the source. The purpose of the annotation is to inform the researcher about the relevance, accuracy, and quality of the sources cited as well as encourage synthesis among sources. Present **4 sources (must be scholarly)**, in your annotated bibliography. (The annotated bibliography is a working document and should increase in size as a student progresses in his or her research this semester.)

## Section Draft

While drafting this section, demonstrate analysis and interpretation of your evidence before connecting the interpretation to your reason. Present a counterargument by summarizing the alternative perspective's main argument/idea, either refuting it or conceding, and providing evidence to support your counterargument.

## Introduction and Conclusion Draft

Draft an introduction with all its component parts: opening move, common ground, topic statement, literature review, gap in the academic conversation, issue question, significance statement, thesis statement, and statement of reason(s). Likewise, draft a conclusion and include its parts: restatement of thesis in more detail, restatement of significance in more detail, call for action (only for claims of proposal), and a call for further research.

## Final Research Paper (all parts together: Introduction, Section, Conclusion)

Continuing with the momentum of the previous assignments and incorporating the results of research this semester, students will complete a culminating research-based argumentative essay.

## Reflection Letter

Write a short letter to your classmates and instructor about your writing progression this year. In the letter, identify (1) how you've grown as a writer (give examples), (2) what challenges you faced and how you overcame them, and (3) which areas you still need to improve as you move into other classes.

## Final Grade Distribution

If you receive a "C" in this course, you have met the minimum requirement. To receive a grade higher than a "B" will require your consistent presence, effort, and attention to all details and assignments. You must demonstrate a commitment to your growth and that of your peers by participating at all times.

A = 100-94	B+ = 89.9-87	C+ = 79.9-77	D+ = 69.9-67	E = 59.9 and below
A- = 93.9-90	B = 86.9-84	C = 76.9-74	D = 66.9-64	
	B- = 83.9-80	C- = 73.9-70	D- = 63.9- 60	

## Course Policies

This class will have you involved directly in writing, responding, and reflecting on reading and writing processes. This course encourages collaborative learning through small and large groups, formal and informal writing activities, drafting reflections, and peer review. Because the course depends on your active preparation for every class meeting along with your involvement, regular (and on time) attendance and participation are critical to your success in this class.

## Communication Policies

You can contact me via e-mail, Canvas, or telephone. I do my best to respond to your queries/messages within 24 hours; however, this response time might be longer than 24 hours during weekends and holidays. I am also available to meet during office hours. Contact me if you would like an appointment during these hours or another time that is more convenient. I am happy to discuss any issues, needs, or concerns you might have.

## Style, Documentation, and Citation

We will follow MLA style for this course. All work must be typed in Times New Roman, 12-point size, double-spaced, and with one-inch margins on all sides. Your last name and page number should appear at the top right of each page. All work should have a title. Citations MUST be included in text and appear alphabetized on a "Works Cited" page at the end. Visit the OWL at Purdue (<https://owl.purdue.edu/>) or the UVU Writing Center (<https://www.uvu.edu/writingcenter/>) for additional information about citing sources.

## Plagiarism

Plagiarism might be intentional or unintentional. Unintentional plagiarism, or the incidental use of another's ideas or words without proper attribution, arises from a lack of understanding about the rules of citation and quotation.

One commits plagiarism (academic fraud) when one does any of the following:

1. represents as one's own the work or knowledge of another person (or self from previously submitted work), regardless of the form in which that work or knowledge had originally appeared (e.g., in the form of a book, article, essay, lecture, website, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention

*\*Anyone who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice in plagiarism, and the sanctions outlined below, as relevant, will be applied to that person as well.*

If evidence demonstrates plagiarism (as defined above), the following sanctions shall be imposed:

1. The academic work shall receive a failing grade.
2. The student will fail the course (or may elect to drop the course if the last day to drop a course has not yet passed).
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of Utah Valley University's Student Code of Conduct, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

*\*Submitting an assignment that has been produced by either artificial-intelligence software or someone else (e.g., a paid writing service) will receive the same sanctions as submitting an assignment that has been plagiarized.*

For more on avoiding plagiarism: <http://www.uvu.edu/english/student-resources/policies-procedures.html>

### **Class Etiquette**

Students will frequently engage in discussions. They are expected to comport themselves respectfully throughout the semester. More specifically, I expect students to behave in a manner appropriate of academia. Students should exhibit thoughtful and respectful engagement with their instructor, peers, and the course material. Inevitably our discussions and course material will lead to vigorous debate. This is a part of the learning process; however, I expect all students to disagree without being disrespectful or dismissive. Also, we will argue about the issues and their merits. We will NOT engage in ad hominem (personal) attacks.

Students are expected to participate in discussions. Students must be open to critical and academic debate and discussion about topics with which they might or might not agree. Regardless of personal beliefs or opinions, students must show respect to their peers at all times. I will not tolerate any racist, sexist, homophobic, ageist, ableist, or other discriminatory language (unless you are reading from a direct quote to support an argument in an assignment).

As members of this learning community I expect the following behavior:

- Students shall respond to their instructor and peers with respect and civility. More specifically, students MUST avoid divisive and offensive comments. For example, students should NOT use racist, sexist, homophobic, ageist, ableist, or other discriminatory commentary.

If students violate the Class Etiquette policy, I will document the infraction and impose the following penalty/ies:

- The first offense will result in a warning for the student.
- The second offense will result in the student receiving a zero on the particular assignment.
- The third offense will result in the same penalty as the second offense, AND the student will be reported to the Office of Student Conduct and Conflict Resolution. The student will be removed from class, and I will work with the Office of Student Conduct and Conflict Resolution to enact permanent sanctions allowable under UVU Student Conduct Policy.

### **Statement of Accessibility**

If students have any disability which may impair their ability to complete this course successfully, they should contact the Accessibility Services Department (LC 312; 863-8747; [www.uvu.edu/asd/](http://www.uvu.edu/asd/)). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

### **Waitlist and Add Policy**

It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled. Students on a waitlist must wait for an e-mail notifications that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. Instructors, department administrative staff, and academic advisors cannot add students.

### **Further Resources**

#### **Writing Lab**

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one tutorials focused on specific writing assignments and tailored to the individual student's needs.

[www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter)

#### **First Year Experience Information**

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#### **LGBTQ+ Student Services**

<http://www.uvu.edu/multicultural/lgbt>

#### **Multicultural Student Services**

<http://www.uvu.edu/multicultural>

#### **Veteran's Center**

<https://www.uvu.edu/veterans/>

## English 2010 - Intermediate Writing: Academic Writing and Research

**Instructor:** Dr. Christopher Scott

**Telephone:** (801) 863-6139

**E-mail:** cscott@uvu.edu

**Office:** CB 402-C

**Open Hours:** Mondays and Wednesdays 10:30am-12:30pm (or by appointment)

**Course Information:** Spring 2023

Section: 072

Days/Time: Mondays and Wednesdays at 2:30-3:45pm

Location: CB-202

### Course Materials

- Course syllabus

### Course Description

Per the Utah Valley University catalog, English 2010 (1) emphasizes academic inquiry and research in the humanities and social sciences; (2) explores issues from multiple perspectives; (3) teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre; and (4) focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

### Additional Course Information

Students will participate individually and in small groups to become part of the larger conversation that exists among critical thinking, reading, and writing. Students will be encouraged to broaden their perspectives through reading, writing, questioning, and conversing on various topics, some of which may exist outside one's "comfort zone." This class is a "safe/brave" space where students should feel safe to be themselves and feel brave to explore new ideas in a healthy, collaborative environment geared toward growth—academically and personally.

### Course Outcomes

Upon successful completion of English 2010, students should be able to

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level academic writing and research

*\*Realization of these learning objectives is contingent upon honest effort, participation, and commitment.*

### Absences

Students are allowed **two** absences (the equivalent of one week of class) without penalty. On the third absence, however, students will lose half of the attendance grade, and any additional absences will result in the loss of the remaining attendance points. More than **six** absences (the equivalent of three weeks of class) could result in failure of the course. Consistently arriving to class late or leaving early will equate to an absence. Additionally, any apparent lack of engagement (e.g., sleeping, texting, surfing the Internet, working on material from another class, failing to participate in collaborative work, etc.) may result in an absence, since a lack of engagement negatively affects the class community and learning environment. I may collect evidence of participation in various class activities in conjunction with attendance.

If students cannot attend class because of unforeseen events or extenuating circumstances (such as family and medical emergencies), it is their responsibility to communicate with me in a timely manner and keep me informed.

*\*Students infected with COVID-19 or its variants must provide medical documentation to receive accommodation(s).*

### **Late Work**

Late work is accepted but lowered 10% after the deadline and another 10% each additional calendar day thereafter. For example, if an assignment were due at 11:59pm on Monday and a student submitted a paper worth 95% (i.e., an “A” paper) on the day after the deadline, that paper would receive a score of 85% at best (and so on).

*\*Late work will not receive specific feedback and opportunities for revision.*

### **Deadline-Extensions**

Deadline-extensions can be granted for extenuating circumstances. Contact me with a request for an extension before an assignment is due, and provide an explanation as well as a proposed completion date that is within one week of the assignment’s original due date. *Anything submitted outside of these parameters will not be accepted.*

### **Incomplete Work**

Any submitted assignment that fails to meet its minimum-length requirement is considered “incomplete” and cannot receive full credit. For a submission to be considered “complete” it must (1) be formatted according to the assignment’s expectations (margins, font, font size, etc.) and (2) meet the minimum required length.

*\*Incomplete work will not receive specific feedback and opportunities for revision.*

### **Revision**

Students may revise any assignment once except the Final Research Paper and Reflection Letter (because of time constraints at the end of the semester). I will accept a revised paper no later than **one week** after the student receives both the assignment grade and my feedback (unless otherwise specified). For revisions to be accepted, they must include the following:

1. Revised assignment with visible changes (highlighted, italicized, comments, etc.)
2. A brief (half page or more) statement of improvements (i.e., what you changed and why)

*\*Resubmitting an assignment that fails to follow the above two criteria will not be accepted.*

### **Course Assignments**

Attendance and Participation		10%
Student Conferences		5%
Peer Reviews		10%
Summary Assessment		5%
Analysis Assessment		5%
Synthesis Assessment		5%
Research Plan Presentation		5%
Research Outline		5%
Annotated Bibliography		5%
Section Draft		10%
Introduction and Conclusion Draft		10%
Final Research Paper		20%
Reflection Letter		5%



## Assignment Descriptions

### Student Conferences

Throughout the semester, I meet with students individually to discuss progress (plans, questions, concerns, feedback, etc.). Students select a day/time to meet and receive credit for attending. Failing to attend a scheduled conference will forfeit credit for that session of student conferences.

### Peer Reviews

Peer reviews are opportunities to receive feedback on assignments before submitting the final draft. For these sessions, students exchange drafts with two partners and read them one at a time. I will provide assignment-specific evaluation criteria to apply when reviewing assigned drafts. Avoid missing peer reviews because they are time-sensitive and cannot be repeated. More importantly, your peers will be expecting your participation and meaningful feedback.

### Summary Assessment

Summarize a text by identifying its main argument/idea and the main reason(s) or point(s). Summaries condense a text by presenting only its main argument/idea and logical structure. Brief summaries should not include any unnecessary details.

### Analysis Assessment

Analyze pre-selected evidence to support an argument that will be provided to you. Focus on the details of the evidence, interpret what it means, and connect that interpretation to the argument by explaining how and/or why it supports the reason.

### Synthesis Assessment

Summarize a text by identifying the main argument/idea and the main reason(s). Summaries condense a text by presenting only its logical structure. Synthesis means (1) making connections between the arguments of multiple authors; (2) finding similarities and differences; (3) noticing patterns; (4) observing gaps, which is a major step in strengthening your credibility with your designated audience; and (5) demonstrating your awareness of different perspectives. To complete this assignment, synthesize the 2 sources provided in your Summary Assessment.

### Research Plan Presentation

Present to the class all the required elements that comprise your research outline by explaining why you made your decisions and how you tested your logic. Each presentation should be between five and seven minutes long. Be prepared to answer questions about your plan.

### Research Outline

Select a topic of interest (the same topic with which you will complete the remaining assignments), and write a research plan. In this plan, identify your (1) topic, (2) issue question, (3) research significance, (4) tentative main claim, (5) one reason that supports that main claim, and (6) types of evidence you anticipate needing to support the reason.

### Annotated Bibliography

An annotated bibliography manages your sources (e.g., citations of books, articles, and other academic documents). Each citation is followed by the annotation: (1) a summary of the source's main argument/idea and (2) a brief evaluative paragraph that explains how/why you could use the source. The purpose of the annotation is to inform the researcher about the relevance, accuracy, and quality of the sources cited as well as encourage synthesis among sources. Present **4 sources (must be scholarly)**, in your annotated bibliography. (The annotated bibliography is a working document and should increase in size as a student progresses in his or her research this semester.)

## Section Draft

While drafting this section, demonstrate analysis and interpretation of your evidence before connecting the interpretation to your reason. Present a counterargument by summarizing the alternative perspective's main argument/idea, either refuting it or conceding, and providing evidence to support your counterargument.

## Introduction and Conclusion Draft

Draft an introduction with all its component parts: opening move, common ground, topic statement, literature review, gap in the academic conversation, issue question, significance statement, thesis statement, and statement of reason(s). Likewise, draft a conclusion and include its parts: restatement of thesis in more detail, restatement of significance in more detail, call for action (only for claims of proposal), and a call for further research.

## Final Research Paper (all parts together: Introduction, Section, Conclusion)

Continuing with the momentum of the previous assignments and incorporating the results of research this semester, students will complete a culminating research-based argumentative essay.

## Reflection Letter

Write a short letter to your classmates and instructor about your writing progression this year. In the letter, identify (1) how you've grown as a writer (give examples), (2) what challenges you faced and how you overcame them, and (3) which areas you still need to improve as you move into other classes.

## Final Grade Distribution

If you receive a "C" in this course, you have met the minimum requirement. To receive a grade higher than a "B" will require your consistent presence, effort, and attention to all details and assignments. You must demonstrate a commitment to your growth and that of your peers by participating at all times.

A = 100-94	B+ = 89.9-87	C+ = 79.9-77	D+ = 69.9-67	E = 59.9 and below
A- = 93.9-90	B = 86.9-84	C = 76.9-74	D = 66.9-64	
	B- = 83.9-80	C- = 73.9-70	D- = 63.9- 60	

## Course Policies

This class will have you involved directly in writing, responding, and reflecting on reading and writing processes. This course encourages collaborative learning through small and large groups, formal and informal writing activities, drafting reflections, and peer review. Because the course depends on your active preparation for every class meeting along with your involvement, regular (and on time) attendance and participation are critical to your success in this class.

## Communication Policies

You can contact me via e-mail, Canvas, or telephone. I do my best to respond to your queries/messages within 24 hours; however, this response time might be longer than 24 hours during weekends and holidays. I am also available to meet during office hours. Contact me if you would like an appointment during these hours or another time that is more convenient. I am happy to discuss any issues, needs, or concerns you might have.

## Style, Documentation, and Citation

We will follow MLA style for this course. All work must be typed in Times New Roman, 12-point size, double-spaced, and with one-inch margins on all sides. Your last name and page number should appear at the top right of each page. All work should have a title. Citations MUST be included in text and appear alphabetized on a "Works Cited" page at the end. Visit the OWL at Purdue (<https://owl.purdue.edu/>) or the UVU Writing Center (<https://www.uvu.edu/writingcenter/>) for additional information about citing sources.

## Plagiarism

Plagiarism might be intentional or unintentional. Unintentional plagiarism, or the incidental use of another's ideas or words without proper attribution, arises from a lack of understanding about the rules of citation and quotation.

One commits plagiarism (academic fraud) when one does any of the following:

1. represents as one's own the work or knowledge of another person (or self from previously submitted work), regardless of the form in which that work or knowledge had originally appeared (e.g., in the form of a book, article, essay, lecture, website, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention

*\*Anyone who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice in plagiarism, and the sanctions outlined below, as relevant, will be applied to that person as well.*

If evidence demonstrates plagiarism (as defined above), the following sanctions shall be imposed:

1. The academic work shall receive a failing grade.
2. The student will fail the course (or may elect to drop the course if the last day to drop a course has not yet passed).
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of Utah Valley University's Student Code of Conduct, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

*\*Submitting an assignment that has been produced by either artificial-intelligence software or someone else (e.g., a paid writing service) will receive the same sanctions as submitting an assignment that has been plagiarized.*

For more on avoiding plagiarism: <http://www.uvu.edu/english/student-resources/policies-procedures.html>

### **Class Etiquette**

Students will frequently engage in discussions. They are expected to comport themselves respectfully throughout the semester. More specifically, I expect students to behave in a manner appropriate of academia. Students should exhibit thoughtful and respectful engagement with their instructor, peers, and the course material. Inevitably our discussions and course material will lead to vigorous debate. This is a part of the learning process; however, I expect all students to disagree without being disrespectful or dismissive. Also, we will argue about the issues and their merits. We will NOT engage in ad hominem (personal) attacks.

Students are expected to participate in discussions. Students must be open to critical and academic debate and discussion about topics with which they might or might not agree. Regardless of personal beliefs or opinions, students must show respect to their peers at all times. I will not tolerate any racist, sexist, homophobic, ageist, ableist, or other discriminatory language (unless you are reading from a direct quote to support an argument in an assignment).

As members of this learning community I expect the following behavior:

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## **Further Resources**

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## English 2010 - Intermediate Writing: Academic Writing and Research

**Instructor:** Dr. Christopher Scott

**Telephone:** (801) 863-6139

**E-mail:** cscott@uvu.edu

**Office:** CB 402-C

**Open Hours:** Mondays and Wednesdays 10:30am-12:30pm (or by appointment)

**Course Information:** Spring 2023

Section: 082

Days/Time: Mondays and Wednesdays at 4-5:15pm

Location: CB-202

### Course Materials

- Course syllabus

### Course Description

Per the Utah Valley University catalog, English 2010 (1) emphasizes academic inquiry and research in the humanities and social sciences; (2) explores issues from multiple perspectives; (3) teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre; and (4) focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

### Additional Course Information

Students will participate individually and in small groups to become part of the larger conversation that exists among critical thinking, reading, and writing. Students will be encouraged to broaden their perspectives through reading, writing, questioning, and conversing on various topics, some of which may exist outside one's "comfort zone." This class is a "safe/brave" space where students should feel safe to be themselves and feel brave to explore new ideas in a healthy, collaborative environment geared toward growth—academically and personally.

### Course Outcomes

Upon successful completion of English 2010, students should be able to

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level academic writing and research

*\*Realization of these learning objectives is contingent upon honest effort, participation, and commitment.*

### Absences

Students are allowed **two** absences (the equivalent of one week of class) without penalty. On the third absence, however, students will lose half of the attendance grade, and any additional absences will result in the loss of the remaining attendance points. More than **six** absences (the equivalent of three weeks of class) could result in failure of the course. Consistently arriving to class late or leaving early will equate to an absence. Additionally, any apparent lack of engagement (e.g., sleeping, texting, surfing the Internet, working on material from another class, failing to participate in collaborative work, etc.) may result in an absence, since a lack of engagement negatively affects the class community and learning environment. I may collect evidence of participation in various class activities in conjunction with attendance.

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1. Revised assignment with visible changes (highlighted, italicized, comments, etc.)
2. A brief (half page or more) statement of improvements (i.e., what you changed and why)

*\*Resubmitting an assignment that fails to follow the above two criteria will not be accepted.*

### **Course Assignments**

Attendance and Participation		10%
Student Conferences		5%
Peer Reviews		10%
Summary Assessment		5%
Analysis Assessment		5%
Synthesis Assessment		5%
Research Plan Presentation		5%
Research Outline		5%
Annotated Bibliography		5%
Section Draft		10%
Introduction and Conclusion Draft		10%
Final Research Paper		20%
Reflection Letter		5%

## Assignment Descriptions

### Student Conferences

Throughout the semester, I meet with students individually to discuss progress (plans, questions, concerns, feedback, etc.). Students select a day/time to meet and receive credit for attending. Failing to attend a scheduled conference will forfeit credit for that session of student conferences.

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### Summary Assessment

Summarize a text by identifying its main argument/idea and the main reason(s) or point(s). Summaries condense a text by presenting only its main argument/idea and logical structure. Brief summaries should not include any unnecessary details.

### Analysis Assessment

Analyze pre-selected evidence to support an argument that will be provided to you. Focus on the details of the evidence, interpret what it means, and connect that interpretation to the argument by explaining how and/or why it supports the reason.

### Synthesis Assessment

Summarize a text by identifying the main argument/idea and the main reason(s). Summaries condense a text by presenting only its logical structure. Synthesis means (1) making connections between the arguments of multiple authors; (2) finding similarities and differences; (3) noticing patterns; (4) observing gaps, which is a major step in strengthening your credibility with your designated audience; and (5) demonstrating your awareness of different perspectives. To complete this assignment, synthesize the 2 sources provided in your Summary Assessment.

### Research Plan Presentation

Present to the class all the required elements that comprise your research outline by explaining why you made your decisions and how you tested your logic. Each presentation should be between five and seven minutes long. Be prepared to answer questions about your plan.

### Research Outline

Select a topic of interest (the same topic with which you will complete the remaining assignments), and write a research plan. In this plan, identify your (1) topic, (2) issue question, (3) research significance, (4) tentative main claim, (5) one reason that supports that main claim, and (6) types of evidence you anticipate needing to support the reason.

### Annotated Bibliography

An annotated bibliography manages your sources (e.g., citations of books, articles, and other academic documents). Each citation is followed by the annotation: (1) a summary of the source's main argument/idea and (2) a brief evaluative paragraph that explains how/why you could use the source. The purpose of the annotation is to inform the researcher about the relevance, accuracy, and quality of the sources cited as well as encourage synthesis among sources. Present **4 sources (must be scholarly)**, in your annotated bibliography. (The annotated bibliography is a working document and should increase in size as a student progresses in his or her research this semester.)

## Section Draft

While drafting this section, demonstrate analysis and interpretation of your evidence before connecting the interpretation to your reason. Present a counterargument by summarizing the alternative perspective's main argument/idea, either refuting it or conceding, and providing evidence to support your counterargument.

## Introduction and Conclusion Draft

Draft an introduction with all its component parts: opening move, common ground, topic statement, literature review, gap in the academic conversation, issue question, significance statement, thesis statement, and statement of reason(s). Likewise, draft a conclusion and include its parts: restatement of thesis in more detail, restatement of significance in more detail, call for action (only for claims of proposal), and a call for further research.

## Final Research Paper (all parts together: Introduction, Section, Conclusion)

Continuing with the momentum of the previous assignments and incorporating the results of research this semester, students will complete a culminating research-based argumentative essay.

## Reflection Letter

Write a short letter to your classmates and instructor about your writing progression this year. In the letter, identify (1) how you've grown as a writer (give examples), (2) what challenges you faced and how you overcame them, and (3) which areas you still need to improve as you move into other classes.

## Final Grade Distribution

If you receive a "C" in this course, you have met the minimum requirement. To receive a grade higher than a "B" will require your consistent presence, effort, and attention to all details and assignments. You must demonstrate a commitment to your growth and that of your peers by participating at all times.

A = 100-94	B+ = 89.9-87	C+ = 79.9-77	D+ = 69.9-67	E = 59.9 and below
A- = 93.9-90	B = 86.9-84	C = 76.9-74	D = 66.9-64	
	B- = 83.9-80	C- = 73.9-70	D- = 63.9- 60	

## Course Policies

This class will have you involved directly in writing, responding, and reflecting on reading and writing processes. This course encourages collaborative learning through small and large groups, formal and informal writing activities, drafting reflections, and peer review. Because the course depends on your active preparation for every class meeting along with your involvement, regular (and on time) attendance and participation are critical to your success in this class.

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## Style, Documentation, and Citation

We will follow MLA style for this course. All work must be typed in Times New Roman, 12-point size, double-spaced, and with one-inch margins on all sides. Your last name and page number should appear at the top right of each page. All work should have a title. Citations MUST be included in text and appear alphabetized on a "Works Cited" page at the end. Visit the OWL at Purdue (<https://owl.purdue.edu/>) or the UVU Writing Center (<https://www.uvu.edu/writingcenter/>) for additional information about citing sources.

## Plagiarism

Plagiarism might be intentional or unintentional. Unintentional plagiarism, or the incidental use of another's ideas or words without proper attribution, arises from a lack of understanding about the rules of citation and quotation.



One commits plagiarism (academic fraud) when one does any of the following:

1. represents as one's own the work or knowledge of another person (or self from previously submitted work), regardless of the form in which that work or knowledge had originally appeared (e.g., in the form of a book, article, essay, lecture, website, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention

*\*Anyone who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice in plagiarism, and the sanctions outlined below, as relevant, will be applied to that person as well.*

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1. The academic work shall receive a failing grade.
2. The student will fail the course (or may elect to drop the course if the last day to drop a course has not yet passed).
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of Utah Valley University's Student Code of Conduct, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

*\*Submitting an assignment that has been produced by either artificial-intelligence software or someone else (e.g., a paid writing service) will receive the same sanctions as submitting an assignment that has been plagiarized.*

For more on avoiding plagiarism: <http://www.uvu.edu/english/student-resources/policies-procedures.html>

### **Class Etiquette**

Students will frequently engage in discussions. They are expected to comport themselves respectfully throughout the semester. More specifically, I expect students to behave in a manner appropriate of academia. Students should exhibit thoughtful and respectful engagement with their instructor, peers, and the course material. Inevitably our discussions and course material will lead to vigorous debate. This is a part of the learning process; however, I expect all students to disagree without being disrespectful or dismissive. Also, we will argue about the issues and their merits. We will NOT engage in ad hominem (personal) attacks.

Students are expected to participate in discussions. Students must be open to critical and academic debate and discussion about topics with which they might or might not agree. Regardless of personal beliefs or opinions, students must show respect to their peers at all times. I will not tolerate any racist, sexist, homophobic, ageist, ableist, or other discriminatory language (unless you are reading from a direct quote to support an argument in an assignment).

As members of this learning community I expect the following behavior:

- Students shall respond to their instructor and peers with respect and civility. More specifically, students MUST avoid divisive and offensive comments. For example, students should NOT use racist, sexist, homophobic, ageist, ableist, or other discriminatory commentary.

If students violate the Class Etiquette policy, I will document the infraction and impose the following penalty/ies:

- The first offense will result in a warning for the student.
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- The third offense will result in the same penalty as the second offense, AND the student will be reported to the Office of Student Conduct and Conflict Resolution. The student will be removed from class, and I will work with the Office of Student Conduct and Conflict Resolution to enact permanent sanctions allowable under UVU Student Conduct Policy.

### **Statement of Accessibility**

If students have any disability which may impair their ability to complete this course successfully, they should contact the Accessibility Services Department (LC 312; 863-8747; [www.uvu.edu/asd/](http://www.uvu.edu/asd/)). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

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### **Further Resources**

#### **Writing Lab**

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one tutorials focused on specific writing assignments and tailored to the individual student's needs.

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<http://www.uvu.edu/multicultural>

#### **Veteran's Center**

<https://www.uvu.edu/veterans/>

## English 2010 - Intermediate Writing: Academic Writing and Research

**Instructor:** Dr. Christopher Scott

**Telephone:** (801) 863-6139

**E-mail:** cscott@uvu.edu

**Office:** CB 402-C

**Open Hours:** Mondays and Wednesdays 10:30am-12:30pm (or by appointment)

**Course Information:** Spring 2023

Section: 601

Days/Time: Mondays and Wednesdays at 5:30-6:45pm

Location: CB-202

### Course Materials

- Course syllabus

### Course Description

Per the Utah Valley University catalog, English 2010 (1) emphasizes academic inquiry and research in the humanities and social sciences; (2) explores issues from multiple perspectives; (3) teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre; and (4) focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

### Additional Course Information

Students will participate individually and in small groups to become part of the larger conversation that exists among critical thinking, reading, and writing. Students will be encouraged to broaden their perspectives through reading, writing, questioning, and conversing on various topics, some of which may exist outside one's "comfort zone." This class is a "safe/brave" space where students should feel safe to be themselves and feel brave to explore new ideas in a healthy, collaborative environment geared toward growth—academically and personally.

### Course Outcomes

Upon successful completion of English 2010, students should be able to

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level academic writing and research

*\*Realization of these learning objectives is contingent upon honest effort, participation, and commitment.*

### Absences

Students are allowed **two** absences (the equivalent of one week of class) without penalty. On the third absence, however, students will lose half of the attendance grade, and any additional absences will result in the loss of the remaining attendance points. More than **six** absences (the equivalent of three weeks of class) could result in failure of the course. Consistently arriving to class late or leaving early will equate to an absence. Additionally, any apparent lack of engagement (e.g., sleeping, texting, surfing the Internet, working on material from another class, failing to participate in collaborative work, etc.) may result in an absence, since a lack of engagement negatively affects the class community and learning environment. I may collect evidence of participation in various class activities in conjunction with attendance.

If students cannot attend class because of unforeseen events or extenuating circumstances (such as family and medical emergencies), it is their responsibility to communicate with me in a timely manner and keep me informed.

*\*Students infected with COVID-19 or its variants must provide medical documentation to receive accommodation(s).*

### **Late Work**

Late work is accepted but lowered 10% after the deadline and another 10% each additional calendar day thereafter. For example, if an assignment were due at 11:59pm on Monday and a student submitted a paper worth 95% (i.e., an “A” paper) on the day after the deadline, that paper would receive a score of 85% at best (and so on).

*\*Late work will not receive specific feedback and opportunities for revision.*

### **Deadline-Extensions**

Deadline-extensions can be granted for extenuating circumstances. Contact me with a request for an extension before an assignment is due, and provide an explanation as well as a proposed completion date that is within one week of the assignment’s original due date. *Anything submitted outside of these parameters will not be accepted.*

### **Incomplete Work**

Any submitted assignment that fails to meet its minimum-length requirement is considered “incomplete” and cannot receive full credit. For a submission to be considered “complete” it must (1) be formatted according to the assignment’s expectations (margins, font, font size, etc.) and (2) meet the minimum required length.

*\*Incomplete work will not receive specific feedback and opportunities for revision.*

### **Revision**

Students may revise any assignment once except the Final Research Paper and Reflection Letter (because of time constraints at the end of the semester). I will accept a revised paper no later than **one week** after the student receives both the assignment grade and my feedback (unless otherwise specified). For revisions to be accepted, they must include the following:

1. Revised assignment with visible changes (highlighted, italicized, comments, etc.)
2. A brief (half page or more) statement of improvements (i.e., what you changed and why)

*\*Resubmitting an assignment that fails to follow the above two criteria will not be accepted.*

### **Course Assignments**

Attendance and Participation		10%
Student Conferences		5%
Peer Reviews		10%
Summary Assessment		5%
Analysis Assessment		5%
Synthesis Assessment		5%
Research Plan Presentation		5%
Research Outline		5%
Annotated Bibliography		5%
Section Draft		10%
Introduction and Conclusion Draft		10%
Final Research Paper		20%
Reflection Letter		5%

## Assignment Descriptions

### Student Conferences

Throughout the semester, I meet with students individually to discuss progress (plans, questions, concerns, feedback, etc.). Students select a day/time to meet and receive credit for attending. Failing to attend a scheduled conference will forfeit credit for that session of student conferences.

### Peer Reviews

Peer reviews are opportunities to receive feedback on assignments before submitting the final draft. For these sessions, students exchange drafts with two partners and read them one at a time. I will provide assignment-specific evaluation criteria to apply when reviewing assigned drafts. Avoid missing peer reviews because they are time-sensitive and cannot be repeated. More importantly, your peers will be expecting your participation and meaningful feedback.

### Summary Assessment

Summarize a text by identifying its main argument/idea and the main reason(s) or point(s). Summaries condense a text by presenting only its main argument/idea and logical structure. Brief summaries should not include any unnecessary details.

### Analysis Assessment

Analyze pre-selected evidence to support an argument that will be provided to you. Focus on the details of the evidence, interpret what it means, and connect that interpretation to the argument by explaining how and/or why it supports the reason.

### Synthesis Assessment

Summarize a text by identifying the main argument/idea and the main reason(s). Summaries condense a text by presenting only its logical structure. Synthesis means (1) making connections between the arguments of multiple authors; (2) finding similarities and differences; (3) noticing patterns; (4) observing gaps, which is a major step in strengthening your credibility with your designated audience; and (5) demonstrating your awareness of different perspectives. To complete this assignment, synthesize the 2 sources provided in your Summary Assessment.

### Research Plan Presentation

Present to the class all the required elements that comprise your research outline by explaining why you made your decisions and how you tested your logic. Each presentation should be between five and seven minutes long. Be prepared to answer questions about your plan.

### Research Outline

Select a topic of interest (the same topic with which you will complete the remaining assignments), and write a research plan. In this plan, identify your (1) topic, (2) issue question, (3) research significance, (4) tentative main claim, (5) one reason that supports that main claim, and (6) types of evidence you anticipate needing to support the reason.

### Annotated Bibliography

An annotated bibliography manages your sources (e.g., citations of books, articles, and other academic documents). Each citation is followed by the annotation: (1) a summary of the source's main argument/idea and (2) a brief evaluative paragraph that explains how/why you could use the source. The purpose of the annotation is to inform the researcher about the relevance, accuracy, and quality of the sources cited as well as encourage synthesis among sources. Present **4 sources (must be scholarly)**, in your annotated bibliography. (The annotated bibliography is a working document and should increase in size as a student progresses in his or her research this semester.)

## Section Draft

While drafting this section, demonstrate analysis and interpretation of your evidence before connecting the interpretation to your reason. Present a counterargument by summarizing the alternative perspective's main argument/idea, either refuting it or conceding, and providing evidence to support your counterargument.

## Introduction and Conclusion Draft

Draft an introduction with all its component parts: opening move, common ground, topic statement, literature review, gap in the academic conversation, issue question, significance statement, thesis statement, and statement of reason(s). Likewise, draft a conclusion and include its parts: restatement of thesis in more detail, restatement of significance in more detail, call for action (only for claims of proposal), and a call for further research.

## Final Research Paper (all parts together: Introduction, Section, Conclusion)

Continuing with the momentum of the previous assignments and incorporating the results of research this semester, students will complete a culminating research-based argumentative essay.

## Reflection Letter

Write a short letter to your classmates and instructor about your writing progression this year. In the letter, identify (1) how you've grown as a writer (give examples), (2) what challenges you faced and how you overcame them, and (3) which areas you still need to improve as you move into other classes.

## Final Grade Distribution

If you receive a "C" in this course, you have met the minimum requirement. To receive a grade higher than a "B" will require your consistent presence, effort, and attention to all details and assignments. You must demonstrate a commitment to your growth and that of your peers by participating at all times.

A = 100-94	B+ = 89.9-87	C+ = 79.9-77	D+ = 69.9-67	E = 59.9 and below
A- = 93.9-90	B = 86.9-84	C = 76.9-74	D = 66.9-64	
	B- = 83.9-80	C- = 73.9-70	D- = 63.9- 60	

## Course Policies

This class will have you involved directly in writing, responding, and reflecting on reading and writing processes. This course encourages collaborative learning through small and large groups, formal and informal writing activities, drafting reflections, and peer review. Because the course depends on your active preparation for every class meeting along with your involvement, regular (and on time) attendance and participation are critical to your success in this class.

## Communication Policies

You can contact me via e-mail, Canvas, or telephone. I do my best to respond to your queries/messages within 24 hours; however, this response time might be longer than 24 hours during weekends and holidays. I am also available to meet during office hours. Contact me if you would like an appointment during these hours or another time that is more convenient. I am happy to discuss any issues, needs, or concerns you might have.

## Style, Documentation, and Citation

We will follow MLA style for this course. All work must be typed in Times New Roman, 12-point size, double-spaced, and with one-inch margins on all sides. Your last name and page number should appear at the top right of each page. All work should have a title. Citations MUST be included in text and appear alphabetized on a "Works Cited" page at the end. Visit the OWL at Purdue (<https://owl.purdue.edu/>) or the UVU Writing Center (<https://www.uvu.edu/writingcenter/>) for additional information about citing sources.

## Plagiarism

Plagiarism might be intentional or unintentional. Unintentional plagiarism, or the incidental use of another's ideas or words without proper attribution, arises from a lack of understanding about the rules of citation and quotation.

One commits plagiarism (academic fraud) when one does any of the following:

1. represents as one's own the work or knowledge of another person (or self from previously submitted work), regardless of the form in which that work or knowledge had originally appeared (e.g., in the form of a book, article, essay, lecture, website, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention

*\*Anyone who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice in plagiarism, and the sanctions outlined below, as relevant, will be applied to that person as well.*

If evidence demonstrates plagiarism (as defined above), the following sanctions shall be imposed:

1. The academic work shall receive a failing grade.
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## **Further Resources**

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# ENGL-2010-069 | 2023 Spring - Full Term

## Intermediate College Writing

Tue & Thurs 1:00- 2:15

Room: LA029 (basement Liberal Arts bld)

**Important note:** The course calendar (on the menu in Canvas) is the only method for students to access the day to day activities, links to required readings, due dates, and other needed materials. Consult the calendar often to keep up to date.

**Dr. Jerry Petersen**

**Department of English and Literature**

**Office hours: T/R 12:30 1:00**

**Additional hours / best to email for appointment**

**Office: CB 401H**

**Phone: 801-863-5495**

**Email: [jerryp@uvu.edu](mailto:jerryp@uvu.edu)**

### **Catalogue Course Description**

Emphasizes academic inquiry and research in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

## Additional Course Information

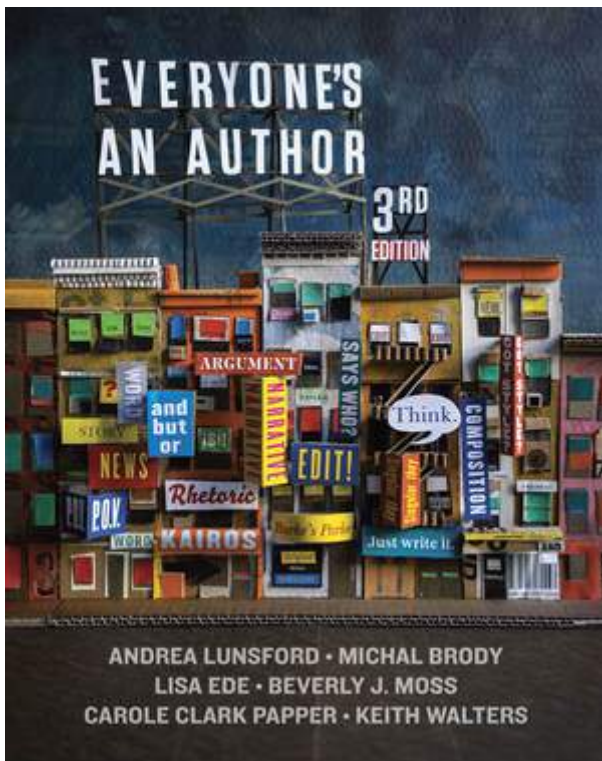
Writing and reading are related, and across time and space authors inspire readers to respond, carrying on a dynamic interaction not unlike that of the art of conversation. English 2010 is focused upon helping students achieve the competence, authority, and confidence needed to enter conversations in the fields of academic writing and other genres. Students will practice close reading of texts, develop research skills and strategies, and explore a range of writing practices and rhetorical situations designed to keep the conversation going.

### Required Text: Everyone's an Author, 3rd Edition

ISBN: 9780393420814 (paperback)—available at UVU bookstore

E-book: <https://ncia.wwnorton.com/ebook-everyone3> 

(<https://ncia.wwnorton.com/ebook-everyone3>)



## Course Learning Outcomes

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for discovery
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level, academic writing and research

## More Specific Goals Within Learning Outcomes

Students will also practice and learn to:

- Demonstrate the conventions of academic writing
- Demonstrate research proficiency through the selection of appropriate secondary sources
- Demonstrate proper citation and the use of both primary and secondary sources
- Demonstrate critical thinking in close reading and thoughtful writing
- Develop revision skills through the creation of multiple drafts, participation in peer review and reflection on one's own writing process

Students will also be encouraged to:

- Feel more comfortable and confident as academic writers
- Gain confidence in ability to take charge of own learning
- Increase willingness to take risks in thought and expression
- Gain confidence in ability to analyze and enjoy material written by others
- Gain confidence in your ability to work with and learn from others
- Develop an appreciation for the academic values of inquiry and discussion

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## Major Assignments

- Slideshow Proposal
- Annotated Bibliography
- Rhetorical Think Piece
- Argumentative Research Paper
- Reflection/Portfolio

## Grading

Course Portfolio	60%
Weekly Canvas RRs	20%
In-class coursework/participation	20% (turning in work on time/showing up/ participating in class)

## Portfolio (60%)

A primary means of evaluating your work will be your portfolio, which is a body of written work produced throughout the semester. You will select 4 of your reading responses (RRs) from your weekly postings to Canvas, and include your sequence of formal writing assignments (A1-A4) along with a series of rough drafts to document your efforts. You will also write a three to four page introduction to your portfolio, discussing its contents and demonstrating an awareness of your own writing process. The portfolio is worth 60% of your grade. I will not accept your portfolio if you have not completed each formal writing assignment and submitted it for review. The portfolio will be graded holistically, which means to assess

the work based upon an appreciation of the overall quality and effectiveness of the writing apart from focusing solely upon scoring of either content or form.

## **Weekly Canvas RRs (20%)**

Reading responses (RR for short) are short weekly posts to the Canvas discussion boards (click Discussions tab on left menu). Think of this forum as a safe place to test out ideas and pre-write some themes that may become useful in your formal assignments. It is ungraded, so you are free to be curious and experimental. You don't have to be "correct." All I ask is that responses substantive, thoughtful and posted on time. It is not possible to make them up, as they are part of a class wide conversation on the move. They should be at least two substantial paragraphs or near to one page in length (if they were double-spaced in 12pt.font), and they are due by Friday midnight of the week they are assigned. In addition, you must post a comment to at least two other students by the following Sunday midnight (directions for peer to peer posting are in the Discussion forum).

## **Class Coursework and participation (20%)**

Every day you come to class prepared to discuss readings, bring rough drafts for peer review and other writing assignments on time, you get these critical points. Failure to participate may result in being marked absent. Being absent is one sure way to lose these points.

## **Revision**

You will produce multiple drafts of each major writing assignment to be reviewed by your class peers and myself. The revisions made to papers must be *substantial*, which means revisions beyond spelling and grammatical errors. The changes should focus on global issues, such as clarifying your thesis, employing appropriate tone, improving organization and adding critical evidence/support to your argument.

In order to assess your revisions, each major assignment turned in to me must include at least one previous draft. If you do not provide an earlier draft with your revised paper I will not accept the paper. This means you should save everything you write for this class. Preliminary drafts written on a computer should be printed out periodically to demonstrate the paper's development.

Because the portfolio determines the majority of your grade and will not be graded until the end of the semester, there will be no grades assigned to your individual papers. The portfolio is meant to allow you to focus on writing as a process that requires multiple drafts, so giving a grade in the review and

feedback process works against this notion. You will receive credit points in the coursework and participation category for completing written assignments. At any time, you are welcome to visit me and discuss your progress in the course.

## **Expectations and policies**

### **Writing as a Process**

This course teaches writing as a process; therefore, in order to be successful, it is essential that you participate fully in that process every day. If you are not able to attend, you are responsible for material missed, so make a friend on the first day that you can call upon to find out what we covered. Understand, however, that no summary of a discussion can replace your own participation in the classroom learning process.

### **Participation Guidelines**

Talking about ideas in a stimulating and respectful setting like a college classroom can help to clarify one's thinking, so our class will include discussions as a means to improve your ability to express your thoughts and to and push your thinking in new directions. In a nutshell, three things are required of you: Come to class. Do the readings. Come to class (having done the readings) and be prepared to discuss them.

You are encouraged to contribute your insights, to disagree with your peers, and to ask questions, because a degree of wrangle and tussle over meanings and interpretation is useful to achieve new insights and can contribute important points of reference to individual and group projects. Mean-spirited or disparaging remarks, insults, or an apparent lack of respect for your peers and/or their ideas are not productive and will not be tolerated. Be prepared to question and be prepared to listen.

### **Attendance**

Your participation is essential, as it provides much to the development of your own thinking and your classmate's success. This is why the attendance policy is important to keep in mind and observe in practice. If you miss more than four classes, your final grade will be reduced by a half-grade. If you miss seven or more classes during the semester, whether the absences are excused or not, you will fail the course. If you miss more than 20 minutes of a class session, you will be marked absent for that day. If I notice a pattern of absence or tardiness I will insist that you drop the course.

### **Late Work**

Late work is only accepted for valid emergencies and with my prior approval. Contact me before the assignment is due in a formal request by email. Explain the delay and provide a completion date (must be within one week of original due date). Missing assignments will prevent you from passing the course.

## Cell phones and computers

Use for class related activities only please.

## Grading

In line with the expectations of college work at UVU, the following grading guidelines apply:

A = Exceptional performance and achievement

B = Good performance and achievement

C = Adequate performance and achievement

D = Minimal performance and achievement

E = Unsatisfactory performance and achievement

(more on grades at UVU at <https://www.uvu.edu/policies/officialpolicy/policies/show/policyid/297>

[➔ \(https://www.uvu.edu/policies/officialpolicy/policies/show/policyid/297\)](https://www.uvu.edu/policies/officialpolicy/policies/show/policyid/297).)

To get a C, students must do the work and adequately. To earn a B or an A, students must do the work with concerted effort and attention to detail.

**You must complete all class assignments in order to receive a passing grade.**

## Disabilities

I am committed to helping all my students succeed, so do not hesitate to seek accommodations to which you may be entitled. Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

## Further Resources

Writing Center:

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through

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Veteran Success Center

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C.A.R.E- links to many items below

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

<https://www.uvu.edu/studentcare/> [\\_ \(https://www.uvu.edu/studentcare/\)](https://www.uvu.edu/studentcare/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

Learning Resources

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[https://www.uvu.edu/academicstandards/learning\\_resources.html](https://www.uvu.edu/academicstandards/learning_resources.html) [\\_ \(https://www.uvu.edu/academicstandards/learning\\_resources.html\)](https://www.uvu.edu/academicstandards/learning_resources.html)

[\\_ \(https://www.uvu.edu/academicstandards/learning\\_resources.html\)](https://www.uvu.edu/academicstandards/learning_resources.html)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

Health Needs

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

<https://www.uvu.edu/studentcare/health/index.html> [\\_ \(https://www.uvu.edu/studentcare/health/index.html\)](https://www.uvu.edu/studentcare/health/index.html)

[\\_ \(https://www.uvu.edu/studentcare/health/index.html\)](https://www.uvu.edu/studentcare/health/index.html)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

Food Insecurity

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

<https://www.uvu.edu/studentcare/food/index.html> 

[\(https://www.uvu.edu/studentcare/food/index.html\)](https://www.uvu.edu/studentcare/food/index.html)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

### Housing Insecurity

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

<https://www.uvu.edu/studentcare/housing/index.html> 

[\(https://www.uvu.edu/studentcare/housing/index.html\)](https://www.uvu.edu/studentcare/housing/index.html)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

### Academic Tutoring

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

<https://www.uvu.edu/academictutoring/>  [\\_ \(https://www.uvu.edu/academictutoring/\)](https://www.uvu.edu/academictutoring/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

### Math Lab

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

<https://www.uvu.edu/mathlab/>  [\\_ \(https://www.uvu.edu/mathlab/\)](https://www.uvu.edu/mathlab/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

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### Advising

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

<https://www.uvu.edu/advising/>  [\\_ \(https://www.uvu.edu/advising/\)](https://www.uvu.edu/advising/)

[\\_ \(https://www.uvu.edu/studenthealth/\)](https://www.uvu.edu/studenthealth/)

### Academic Honesty












Plagiarism is a serious breach of academic honesty. Far worse, in my opinion, is how plagiarism prevents learning and stunts personal maturity and academic honesty. It is difficult to think for oneself when treating the ideas or words of someone else as one's own. It is a general term that covers a number of serious writing and research problems, both unintentional or intentional, such as:

- claiming authorship of a complete paper or assignment that someone else has written
- purchasing a paper from an on-line service or an individual and submitting it as one's own
- downloading material from the Internet and pasting it into an assignment as if it were original work
- failing to document the words or ideas of a source within a paper
- failing to indicate direct quotations from another writer
- patchwriting: integrating words and sentences from a source into one's own prose without appropriate indication (quotation marks or spacing) and/or documentation

You will have ample opportunity to ask questions about plagiarism and documentation before you submit an assignment. Any student guilty of plagiarism will fail the course and be reported to the Dean. Such offenses may result in academic probation, suspension, or dismissal from the college.

## Course Summary:




Date	Details	Due
Tue Jan 10, 2023	 <b><u>Intro to Course</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240321&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240321&amp;include_contexts=course_552142</a>	12am
	 <b><u>Note: Assigned Readings are due on day listed</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240297&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240297&amp;include_contexts=course_552142</a>	12am

Date	Details	Due
Thu Jan 12, 2023	 <b><u>Ch 4 Textbook</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240298&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240298&amp;include_contexts=course_552142</a>	12am
Thu Jan 12, 2023	 <b><u>Ch2 in Textbook</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240291&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240291&amp;include_contexts=course_552142</a>	12am
Thu Jan 12, 2023	 <b><u>Read short essay To Siri with Love</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240322&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240322&amp;include_contexts=course_552142</a>	12am
Fri Jan 13, 2023	 <b><u>RR 1 (go to Discussion tab for all RRs and for directions)</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240317&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240317&amp;include_contexts=course_552142</a>	12am
Tue Jan 17, 2023	 <b><u>Ch 3, 20, 21, 22, 24</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240333&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240333&amp;include_contexts=course_552142</a>	12am
Tue Jan 17, 2023	 <b><u>Discuss A2 Annotated Bibliography</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240315&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240315&amp;include_contexts=course_552142</a>	12am
Tue Jan 17, 2023	 <b><u>Read Assignment 1 directions (in Canvas assignment tab)</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240293&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240293&amp;include_contexts=course_552142</a>	12am

Date	Details	Due
Thu Jan 19, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240314&amp;include_contexts=course_552142">Ch 17 page 386 about project proposals</a> <a href="https://uvu.instructure.com/calendar?event_id=1240314&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240314&amp;include_contexts=course_552142)</a>	12am
Thu Jan 19, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240334&amp;include_contexts=course_552142">Ch 8 &amp; 23</a> <a href="https://uvu.instructure.com/calendar?event_id=1240334&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240334&amp;include_contexts=course_552142)</a>	12am
Thu Jan 19, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240290&amp;include_contexts=course_552142">Library Research (Armchair and in person)</a> <a href="https://uvu.instructure.com/calendar?event_id=1240290&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240290&amp;include_contexts=course_552142)</a>	12am
Fri Jan 20, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240312&amp;include_contexts=course_552142">RR 2 Rhetorical situations preparing your topic area</a> <a href="https://uvu.instructure.com/calendar?event_id=1240312&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240312&amp;include_contexts=course_552142)</a>	12am
Tue Jan 24, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240316&amp;include_contexts=course_552142">Ch 26 and 27 (MLA or APA pick 28 or 29)</a> <a href="https://uvu.instructure.com/calendar?event_id=1240316&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240316&amp;include_contexts=course_552142)</a>	12am
Tue Jan 24, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240329&amp;include_contexts=course_552142">Ch 36 making presentations</a> <a href="https://uvu.instructure.com/calendar?event_id=1240329&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240329&amp;include_contexts=course_552142)</a>	12am
Thu Jan 26, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240320&amp;include_contexts=course_552142">Proposal presentations start</a> <a href="https://uvu.instructure.com/calendar?event_id=1240320&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240320&amp;include_contexts=course_552142)</a>	12am
Thu Jan 26, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240300&amp;include_contexts=course_552142">Proposal rubric (revise guide)</a> <a href="https://uvu.instructure.com/calendar?event_id=1240300&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240300&amp;include_contexts=course_552142)</a>	12am
Fri Jan 27, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240304&amp;include_contexts=course_552142">RR 3 Issue/topic overview source</a> <a href="https://uvu.instructure.com/calendar?event_id=1240304&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240304&amp;include_contexts=course_552142)</a>	12am
Mon Jan 30, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240304&amp;include_contexts=course_552142">Sign up sheet</a> <a href="https://uvu.instructure.com/calendar?event_id=1240304&amp;include_contexts=course_552142">(https://uvu.instructure.com/calendar?event_id=1240304&amp;include_contexts=course_552142)</a>	12am

Date	Details	Due
	<a href="#">event_id=1240285&amp;include_contexts=course_552142</a>	
	 <b><u>Important: A1 Peer Review: Have a first version of your proposal to workshop in small groups.</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240289&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240289&amp;include_contexts=course_552142)         </a>	12am
Tue Jan 31, 2023	 <b><u>Read this! Schedule and tips for Proposal Presentations</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240284&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240284&amp;include_contexts=course_552142)         </a>	12am
	 <b><u>Remember you are doing research this week as well as attending presentations.</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240306&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240306&amp;include_contexts=course_552142)         </a>	12am
Fri Feb 3, 2023	 <b><u>RR 4 evaluate two sources</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240323&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240323&amp;include_contexts=course_552142)         </a>	12am
Tue Feb 7, 2023	 <b><u>No class meeting today.</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240283&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240283&amp;include_contexts=course_552142)         </a>	12am
Thu Feb 9, 2023	 <b><u>Presentations continue</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240325&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240325&amp;include_contexts=course_552142)         </a>	12am
Fri Feb 10, 2023	 <b><u>RR 5 Source Comparison</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240311&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240311&amp;include_contexts=course_552142)         </a>	12am
Tue Feb 14, 2023	 <b><u>finish presentations today! If you have not presented be ready to go today!</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240330&amp;include_contexts=course_552142">           (https://uvu.instructure.com/calendar?event_id=1240330&amp;include_contexts=course_552142)         </a>	12am








Date	Details	Due
Thu Feb 16, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240324&amp;include_contexts=course_552142">Ballenger Paraphrase handout</a></u></b> (this reading is for RR this week) ( <a href="https://uvu.instructure.com/calendar?event_id=1240324&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240324&amp;include_contexts=course_552142</a> )	12am
Thu Feb 16, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240307&amp;include_contexts=course_552142">Submit your slideshow file and notes using the online submission function in the in the assignment tab for A1 by today midnight</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240307&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240307&amp;include_contexts=course_552142</a> )	12am
Fri Feb 17, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240313&amp;include_contexts=course_552142">RR 6 Tannen Paraphrase Challenge</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240313&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240313&amp;include_contexts=course_552142</a> )	12am
Tue Feb 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240332&amp;include_contexts=course_552142">Annotation peer review sheet (just so you have a copy accessible)</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240332&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240332&amp;include_contexts=course_552142</a> )	12am
Tue Feb 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240303&amp;include_contexts=course_552142">Peer review of A2 Annotated Bib (six of eight)</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240303&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240303&amp;include_contexts=course_552142</a> )	7am
Thu Feb 23, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240296&amp;include_contexts=course_552142">In class projects/ and feedback on Annotations</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240296&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240296&amp;include_contexts=course_552142</a> )	12am
Thu Feb 23, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240331&amp;include_contexts=course_552142">Bring your annotations in-progress to class. You'll meet with me to get on track with your research and focus.</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240331&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240331&amp;include_contexts=course_552142</a> )	7am
Fri Feb 24, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240279&amp;include_contexts=course_552142">No RR (work on annotations)</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240279&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240279&amp;include_contexts=course_552142</a> )	12am

Date	Details	Due
Tue Feb 28, 2023	 <b>"Clean Sweep," by Ryan Kohls</b> <a href="https://uvu.instructure.com/calendar?event_id=1240328&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240328&amp;include_contexts=course_552142</a>	12am
Tue Feb 28, 2023	 <b>Read the directions for A3 rhetorical thinkpiece</b> <a href="https://uvu.instructure.com/calendar?event_id=1240327&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240327&amp;include_contexts=course_552142</a>	12am
Thu Mar 2, 2023	 <b>A3 samples Read so we can discuss</b> <a href="https://uvu.instructure.com/calendar?event_id=1240337&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240337&amp;include_contexts=course_552142</a>	12am
Thu Mar 2, 2023	 <b>Read Ch 30 (quiz is coming)</b> <a href="https://uvu.instructure.com/calendar?event_id=1240294&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240294&amp;include_contexts=course_552142</a>	12am
Fri Mar 3, 2023	 <b>A2 Due Annotated Bibliography: Please submit online in Assignments in Canvas</b> <a href="https://uvu.instructure.com/calendar?event_id=1240336&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240336&amp;include_contexts=course_552142</a>	12am
Fri Mar 3, 2023	 <b>RR 7 Reflection on A2</b> <a href="https://uvu.instructure.com/calendar?event_id=1240287&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240287&amp;include_contexts=course_552142</a>	7am
Tue Mar 14, 2023	 <b>RR 8 In class RR, just come to class</b> <a href="https://uvu.instructure.com/calendar?event_id=1240335&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240335&amp;include_contexts=course_552142</a>	12am
Thu Mar 16, 2023	 <b>Synthesis worksheet (in class activity)</b> <a href="https://uvu.instructure.com/calendar?event_id=1240301&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240301&amp;include_contexts=course_552142</a>	12am
Fri Mar 17, 2023	 <b>RR 9 (rhetorical thinkpiece worksheet)</b> <a href="https://uvu.instructure.com/calendar?event_id=1240302&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240302&amp;include_contexts=course_552142</a>	12am

Date	Details	Due
Tue Mar 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240309&amp;include_contexts=course_552142">Ballengar 3 leads worksheet</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240309&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240309&amp;include_contexts=course_552142</a> )	12am
Tue Mar 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240305&amp;include_contexts=course_552142">In class workshops and feedback / working towards RR 9</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240305&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240305&amp;include_contexts=course_552142</a> )	12am
Thu Mar 23, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240319&amp;include_contexts=course_552142">Use the Ballenger Three leads handout to explore possibilities. In-class workshop and help from professor</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240319&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240319&amp;include_contexts=course_552142</a> )	12am
Fri Mar 24, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240288&amp;include_contexts=course_552142">RR 10</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240288&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240288&amp;include_contexts=course_552142</a> )	12am
Tue Mar 28, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240299&amp;include_contexts=course_552142">Bring A3 early drafts and prepare to workshop and talk with peer review groups.</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240299&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240299&amp;include_contexts=course_552142</a> )	12am
Thu Mar 30, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240339&amp;include_contexts=course_552142">A3 In class peer review</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240339&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240339&amp;include_contexts=course_552142</a> )	12am
Mon Apr 3, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240295&amp;include_contexts=course_552142">Chapter 11 and 12 Arguing a position</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240295&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240295&amp;include_contexts=course_552142</a> )	12am
Wed Apr 5, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240292&amp;include_contexts=course_552142">Chapter 18 Analyzing and Constructing Arguments</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240292&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240292&amp;include_contexts=course_552142</a> )	12am
	 <b><u><a href="https://uvu.instructure.com/courses/552142/assignments/6674568">A3 Rhetorical Think Piece</a></u></b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674568">https://uvu.instructure.com/courses/552142/assignments/6674568</a> )	due by 11:59pm

Date	Details	Due
Fri Apr 7, 2023	 <b><u>RR 11 Due by Sunday Night</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240340&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240340&amp;include_contexts=course_552142</a>	12am
Mon Apr 17, 2023	 <b><u>Chapter 19 – Strategies for Supporting Arguments:</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240308&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240308&amp;include_contexts=course_552142</a>	12am
	 <b><u>Discuss A4, Research Essay</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240280&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240280&amp;include_contexts=course_552142</a>	12am
	 <b><u>A4 workshop peer reviews</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240338&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240338&amp;include_contexts=course_552142</a>	12am
Wed Apr 19, 2023	 <b><u>Companion Piece Show and Tell</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240310&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240310&amp;include_contexts=course_552142</a>	12am
	 <b><u>Continue Companion Piece show n tell</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240318&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240318&amp;include_contexts=course_552142</a>	12am
Fri Apr 21, 2023	 <b><u>Start RR 12 last one!</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240326&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240326&amp;include_contexts=course_552142</a>	12am
Mon May 1, 2023	 <b><u>A4 peer review points/ workshop</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240281&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240281&amp;include_contexts=course_552142</a>	12am
Wed May 3, 2023	 <b><u>A4 peer review points/ workshop</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240282&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240282&amp;include_contexts=course_552142</a>	12am
Wed May 10, 2023	 <b><u>SUBMIT PORTFOLIO HERE: A5 Writing Portfolio and Statement</u></b>	due by 11:59pm



Date	Details	Due
	<b>60% (portfolio includes A4 final)</b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674575">https://uvu.instructure.com/courses/552142/assignments/6674575</a> )	
	 <b>A1 Slideshow Project Proposal</b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674566">https://uvu.instructure.com/courses/552142/assignments/6674566</a> )	
	 <b>A2 Annotated Bibliography</b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674567">https://uvu.instructure.com/courses/552142/assignments/6674567</a> )	
	 <b>A2 peer review (this one is for points--bring what you have)</b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240286&amp;include_contexts=course_552142">https://uvu.instructure.com/calendar?event_id=1240286&amp;include_contexts=course_552142</a> )	
	 <b>A4 Research Paper and Companion Piece (this goes in the portfolio too)</b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674569">https://uvu.instructure.com/courses/552142/assignments/6674569</a> )	
	 <b>A5 Part B Reflection Letter</b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674571">https://uvu.instructure.com/courses/552142/assignments/6674571</a> )	
	 <b>Attendance and Participation and 4 Peer Reviews 20%</b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674572">https://uvu.instructure.com/courses/552142/assignments/6674572</a> )	
	 <b>RR Reading Responses</b> ( <a href="https://uvu.instructure.com/courses/552142/assignments/6674573">https://uvu.instructure.com/courses/552142/assignments/6674573</a> )	

# ENGL-2010-086 | 2023 Spring - Full Term

## Intermediate College Writing

Tue & Thurs 4:00-5:15

Room: LA029 (basement Liberal Arts bld)

**Important note:** The course calendar (on the menu in Canvas) is the only method for students to access the day to day activities, links to required readings, due dates, and other needed materials. Consult the calendar often to keep up to date.

**Dr. Jerry Petersen**

**Department of English and Literature**

**Office hours: T/R 12:30 to 1:00**

**Additional hours / best to email for appointment**

**Office: CB 401H**

**Phone: 801-863-5495**

**Email: [jerryp@uvu.edu](mailto:jerryp@uvu.edu)**

### **Catalogue Course Description**

Emphasizes academic inquiry and research in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

## Additional Course Information

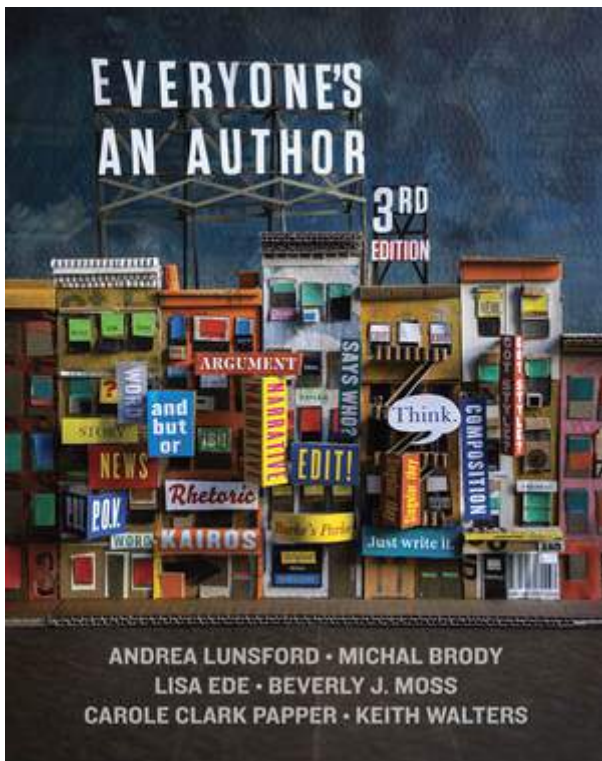
Writing and reading are related, and across time and space authors inspire readers to respond, carrying on a dynamic interaction not unlike that of the art of conversation. English 2010 is focused upon helping students achieve the competence, authority, and confidence needed to enter conversations in the fields of academic writing and other genres. Students will practice close reading of texts, develop research skills and strategies, and explore a range of writing practices and rhetorical situations designed to keep the conversation going.

### Required Text: *Everyone's an Author*, 3rd Edition

ISBN: 9780393420814 (paperback)—available at UVU bookstore

E-book: <https://ncia.wwnorton.com/ebook-everyone3> 

(<https://ncia.wwnorton.com/ebook-everyone3>)



## Course Learning Outcomes

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for discovery
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level, academic writing and research

## More Specific Goals Within Learning Outcomes

Students will also practice and learn to:

- Demonstrate the conventions of academic writing
- Demonstrate research proficiency through the selection of appropriate secondary sources
- Demonstrate proper citation and the use of both primary and secondary sources
- Demonstrate critical thinking in close reading and thoughtful writing
- Develop revision skills through the creation of multiple drafts, participation in peer review and reflection on one's own writing process

Students will also be encouraged to:

- Feel more comfortable and confident as academic writers
- Gain confidence in ability to take charge of own learning
- Increase willingness to take risks in thought and expression
- Gain confidence in ability to analyze and enjoy material written by others
- Gain confidence in your ability to work with and learn from others
- Develop an appreciation for the academic values of inquiry and discussion

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## Major Assignments

- Slideshow Proposal
- Annotated Bibliography
- Rhetorical Think Piece
- Argumentative Research Paper
- Reflection/Portfolio

## Grading

Course Portfolio	60%
Weekly Canvas RRs	20%
In-class coursework/participation	20% (turning in work on time/showing up/ participating in class)

## Portfolio (60%)

A primary means of evaluating your work will be your portfolio, which is a body of written work produced throughout the semester. You will select 4 of your reading responses (RRs) from your weekly postings to Canvas, and include your sequence of formal writing assignments (A1-A4) along with a series of rough drafts to document your efforts. You will also write a three to four page introduction to your portfolio, discussing its contents and demonstrating an awareness of your own writing process. The portfolio is worth 60% of your grade. I will not accept your portfolio if you have not completed each formal writing assignment and submitted it for review. The portfolio will be graded holistically, which means to assess

the work based upon an appreciation of the overall quality and effectiveness of the writing apart from focusing solely upon scoring of either content or form.

## **Weekly Canvas RRs (20%)**

Reading responses (RR for short) are short weekly posts to the Canvas discussion boards (click Discussions tab on left menu). Think of this forum as a safe place to test out ideas and pre-write some themes that may become useful in your formal assignments. It is ungraded, so you are free to be curious and experimental. You don't have to be "correct." All I ask is that responses substantive, thoughtful and posted on time. It is not possible to make them up, as they are part of a class wide conversation on the move. They should be at least two substantial paragraphs or near to one page in length (if they were double-spaced in 12pt.font), and they are due by Friday midnight of the week they are assigned. In addition, you must post a comment to at least two other students by the following Sunday midnight (directions for peer to peer posting are in the Discussion forum).

## **Class Coursework and participation (20%)**

Every day you come to class prepared to discuss readings, bring rough drafts for peer review and other writing assignments on time, you get these critical points. Failure to participate may result in being marked absent. Being absent is one sure way to lose these points.

## **Revision**

You will produce multiple drafts of each major writing assignment to be reviewed by your class peers and myself. The revisions made to papers must be *substantial*, which means revisions beyond spelling and grammatical errors. The changes should focus on global issues, such as clarifying your thesis, employing appropriate tone, improving organization and adding critical evidence/support to your argument.

In order to assess your revisions, each major assignment turned in to me must include at least one previous draft. If you do not provide an earlier draft with your revised paper I will not accept the paper. This means you should save everything you write for this class. Preliminary drafts written on a computer should be printed out periodically to demonstrate the paper's development.

Because the portfolio determines the majority of your grade and will not be graded until the end of the semester, there will be no grades assigned to your individual papers. The portfolio is meant to allow you to focus on writing as a process that requires multiple drafts, so giving a grade in the review and

feedback process works against this notion. You will receive credit points in the coursework and participation category for completing written assignments. At any time, you are welcome to visit me and discuss your progress in the course.

## **Expectations and policies**

### **Writing as a Process**

This course teaches writing as a process; therefore, in order to be successful, it is essential that you participate fully in that process every day. If you are not able to attend, you are responsible for material missed, so make a friend on the first day that you can call upon to find out what we covered. Understand, however, that no summary of a discussion can replace your own participation in the classroom learning process.

### **Participation Guidelines**

Talking about ideas in a stimulating and respectful setting like a college classroom can help to clarify one's thinking, so our class will include discussions as a means to improve your ability to express your thoughts and to and push your thinking in new directions. In a nutshell, three things are required of you: Come to class. Do the readings. Come to class (having done the readings) and be prepared to discuss them.

You are encouraged to contribute your insights, to disagree with your peers, and to ask questions, because a degree of wrangle and tussle over meanings and interpretation is useful to achieve new insights and can contribute important points of reference to individual and group projects. Mean-spirited or disparaging remarks, insults, or an apparent lack of respect for your peers and/or their ideas are not productive and will not be tolerated. Be prepared to question and be prepared to listen.

### **Attendance**

Your participation is essential, as it provides much to the development of your own thinking and your classmate's success. This is why the attendance policy is important to keep in mind and observe in practice. If you miss more than four classes, your final grade will be reduced by a half-grade. If you miss seven or more classes during the semester, whether the absences are excused or not, you will fail the course. If you miss more than 20 minutes of a class session, you will be marked absent for that day. If I notice a pattern of absence or tardiness I will insist that you drop the course.

### **Late Work**

Late work is only accepted for valid emergencies and with my prior approval. Contact me before the assignment is due in a formal request by email. Explain the delay and provide a completion date (must be within one week of original due date). Missing assignments will prevent you from passing the course.

## Cell phones and computers

Use for class related activities only please.

## Grading

In line with the expectations of college work at UVU, the following grading guidelines apply:

A = Exceptional performance and achievement

B = Good performance and achievement

C = Adequate performance and achievement

D = Minimal performance and achievement

E = Unsatisfactory performance and achievement

(more on grades at UVU at <https://www.uvu.edu/policies/officialpolicy/policies/show/policyid/297>

[➔ \(https://www.uvu.edu/policies/officialpolicy/policies/show/policyid/297\)](https://www.uvu.edu/policies/officialpolicy/policies/show/policyid/297).)

To get a C, students must do the work and adequately. To earn a B or an A, students must do the work with concerted effort and attention to detail.

**You must complete all class assignments in order to receive a passing grade.**

## Disabilities

I am committed to helping all my students succeed, so do not hesitate to seek accommodations to which you may be entitled. Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

## Academic Honesty

Plagiarism is a serious breach of academic honesty. Far worse, in my opinion, is how plagiarism prevents learning and stunts personal maturity and academic honesty. It is difficult to think for oneself when treating the ideas or words of someone else as one's own. It is a general term that covers a number of serious writing and research problems, both unintentional or intentional, such as:

- claiming authorship of a complete paper or assignment that someone else has written
- purchasing a paper from an on-line service or an individual and submitting it as one's own
- downloading material from the Internet and pasting it into an assignment as if it were original work
- failing to document the words or ideas of a source within a paper
- failing to indicate direct quotations from another writer
- patchwriting: integrating words and sentences from a source into one's own prose without appropriate indication (quotation marks or spacing) and/or documentation

You will have ample opportunity to ask questions about plagiarism and documentation before you submit an assignment. Any student guilty of plagiarism will fail the course and be reported to the Dean. Such offenses may result in academic probation, suspension, or dismissal from the college

#### Further Resources

##### Writing Center:

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one online tutorials focused on specific writing assignments and tailored to the individual student's needs.

<https://www.uvu.edu/writingcenter/>

##### First-Year Experience:

<https://www.uvu.edu/firstyear/>

##### Multicultural Student Services:

<https://www.uvu.edu/multicultural/>

##### LGBT Student Services

<https://www.uvu.edu/multicultural/lgbt/>

##### Veteran Success Center

<https://www.uvu.edu/veterans/>

##### C.A.R.E- links to many items below

<https://www.uvu.edu/studentcare/>

#### Learning Resources



[https://www.uvu.edu/academicstandards/learning\\_resources.html](https://www.uvu.edu/academicstandards/learning_resources.html)

Health Needs

<https://www.uvu.edu/studentcare/health/index.html>

Food Insecurity

<https://www.uvu.edu/studentcare/food/index.html>

Housing Insecurity

<https://www.uvu.edu/studentcare/housing/index.html>

Academic Tutoring

<https://www.uvu.edu/academictutoring/>



Math Lab








<https://www.uvu.edu/mathlab/>

Advising

<https://www.uvu.edu/advising/>

## Course Summary:



Date	Details	Due
Tue Jan 10, 2023	 <b><u><a href="https://www.uvu.edu/academicstandards/learning_resources.html">Intro to Course</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240388&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240388&amp;include_contexts=course_560335</a> )	12am
	 <b><u><a href="https://www.uvu.edu/academicstandards/learning_resources.html">Note: Assigned Readings are due on day listed</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240381&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240381&amp;include_contexts=course_560335</a> )	12am

Date	Details	Due
Thu Jan 12, 2023	 <b><u>Ch 4 Textbook</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240370&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240370&amp;include_contexts=course_560335)         </a>	12am
	 <b><u>Ch2 in Textbook</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240411&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240411&amp;include_contexts=course_560335)         </a>	12am
	 <b><u>Read short essay To Siri with Love</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240380&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240380&amp;include_contexts=course_560335)         </a>	12am
Fri Jan 13, 2023	 <b><u>RR 1 (go to Discussion tab for all RRs and for directions)</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240392&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240392&amp;include_contexts=course_560335)         </a>	12am
	 <b><u>Ch 3, 20, 21, 22, 24</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240424&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240424&amp;include_contexts=course_560335)         </a>	12am
Tue Jan 17, 2023	 <b><u>Discuss A2 Annotated Bibliography</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240414&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240414&amp;include_contexts=course_560335)         </a>	12am
	 <b><u>Read Assignment 1 directions (in Canvas assignment tab)</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240373&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240373&amp;include_contexts=course_560335)         </a>	12am

Date	Details	Due
Thu Jan 19, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240403&amp;include_contexts=course_560335">Ch 17 page 386 about project proposals</a> <a href="https://uvu.instructure.com/calendar?event_id=1240403&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240403&amp;include_contexts=course_560335)</a>	12am
Thu Jan 19, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240425&amp;include_contexts=course_560335">Ch 8 &amp; 23</a> <a href="https://uvu.instructure.com/calendar?event_id=1240425&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240425&amp;include_contexts=course_560335)</a>	12am
Thu Jan 19, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240404&amp;include_contexts=course_560335">Library Research (Armchair and in person)</a> <a href="https://uvu.instructure.com/calendar?event_id=1240404&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240404&amp;include_contexts=course_560335)</a>	12am
Fri Jan 20, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240402&amp;include_contexts=course_560335">RR 2 Rhetorical situations preparing your topic area</a> <a href="https://uvu.instructure.com/calendar?event_id=1240402&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240402&amp;include_contexts=course_560335)</a>	12am
Tue Jan 24, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240415&amp;include_contexts=course_560335">Ch 26 and 27 (MLA or APA pick 28 or 29)</a> <a href="https://uvu.instructure.com/calendar?event_id=1240415&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240415&amp;include_contexts=course_560335)</a>	12am
Tue Jan 24, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240397&amp;include_contexts=course_560335">Ch 36 making presentations</a> <a href="https://uvu.instructure.com/calendar?event_id=1240397&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240397&amp;include_contexts=course_560335)</a>	12am
Thu Jan 26, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240382&amp;include_contexts=course_560335">Proposal presentations start</a> <a href="https://uvu.instructure.com/calendar?event_id=1240382&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240382&amp;include_contexts=course_560335)</a>	12am
Thu Jan 26, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240406&amp;include_contexts=course_560335">Proposal rubric (revise guide)</a> <a href="https://uvu.instructure.com/calendar?event_id=1240406&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240406&amp;include_contexts=course_560335)</a>	12am
Fri Jan 27, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240389&amp;include_contexts=course_560335">RR 3 Issue/topic overview source</a> <a href="https://uvu.instructure.com/calendar?event_id=1240389&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240389&amp;include_contexts=course_560335)</a>	12am
Mon Jan 30, 2023	 <a href="https://uvu.instructure.com/calendar?event_id=1240389&amp;include_contexts=course_560335">Sign up sheet</a> <a href="https://uvu.instructure.com/calendar?event_id=1240389&amp;include_contexts=course_560335">(https://uvu.instructure.com/calendar?event_id=1240389&amp;include_contexts=course_560335)</a>	12am

Date	Details	Due
	<a href="#">event_id=1240375&amp;include_contexts=course_560335</a>	
Tue Jan 31, 2023	 <b><u>Important: A1 Peer Review: Have a first version of your proposal to workshop in small groups.</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240405&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240405&amp;include_contexts=course_560335)         </a>	12am
Tue Jan 31, 2023	 <b><u>Read this! Schedule and tips for Proposal Presentations</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240429&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240429&amp;include_contexts=course_560335)         </a>	12am
Tue Jan 31, 2023	 <b><u>Remember you are doing research this week as well as attending presentations.</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240416&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240416&amp;include_contexts=course_560335)         </a>	12am
Fri Feb 3, 2023	 <b><u>RR 4 evaluate two sources</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240395&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240395&amp;include_contexts=course_560335)         </a>	12am
Tue Feb 7, 2023	 <b><u>No class meeting today.</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240374&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240374&amp;include_contexts=course_560335)         </a>	12am
Thu Feb 9, 2023	 <b><u>Presentations continue</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240383&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240383&amp;include_contexts=course_560335)         </a>	12am
Fri Feb 10, 2023	 <b><u>RR 5 Source Comparison</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240408&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240408&amp;include_contexts=course_560335)         </a>	12am
Tue Feb 14, 2023	 <b><u>finish presentations today! If you have not presented be ready to go today!</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240398&amp;include_contexts=course_560335">           (https://uvu.instructure.com/calendar?event_id=1240398&amp;include_contexts=course_560335)         </a>	12am








Date	Details	Due
Thu Feb 16, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240422&amp;include_contexts=course_560335">Ballenger Paraphrase handout</a></u></b> (this reading is for RR this week) ( <a href="https://uvu.instructure.com/calendar?event_id=1240422&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240422&amp;include_contexts=course_560335</a> )	12am
Thu Feb 16, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240417&amp;include_contexts=course_560335">Submit your slideshow file and notes using the online submission function in the in the assignment tab for A1 by today midnight</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240417&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240417&amp;include_contexts=course_560335</a> )	12am
Fri Feb 17, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240419&amp;include_contexts=course_560335">RR 6 Tannen Paraphrase Challenge</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240419&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240419&amp;include_contexts=course_560335</a> )	12am
Tue Feb 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240399&amp;include_contexts=course_560335">Annotation peer review sheet (just so you have a copy accessible)</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240399&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240399&amp;include_contexts=course_560335</a> )	12am
Tue Feb 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240390&amp;include_contexts=course_560335">Peer review of A2 Annotated Bib (six of eight)</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240390&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240390&amp;include_contexts=course_560335</a> )	7am
Thu Feb 23, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240384&amp;include_contexts=course_560335">In class projects/ and feedback on Annotations</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240384&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240384&amp;include_contexts=course_560335</a> )	12am
Thu Feb 23, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240426&amp;include_contexts=course_560335">Bring your annotations in-progress to class. You'll meet with me to get on track with your research and focus.</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240426&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240426&amp;include_contexts=course_560335</a> )	7am
Fri Feb 24, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240368&amp;include_contexts=course_560335">No RR (work on annotations)</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240368&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240368&amp;include_contexts=course_560335</a> )	12am

Date	Details	Due
Tue Feb 28, 2023	 <b>"Clean Sweep," by Ryan Kohls</b> <a href="https://uvu.instructure.com/calendar?event_id=1240396&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240396&amp;include_contexts=course_560335</a>	12am
Tue Feb 28, 2023	 <b>Read the directions for A3 rhetorical thinkpiece</b> <a href="https://uvu.instructure.com/calendar?event_id=1240385&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240385&amp;include_contexts=course_560335</a>	12am
Thu Mar 2, 2023	 <b>A3 samples Read so we can discuss</b> <a href="https://uvu.instructure.com/calendar?event_id=1240401&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240401&amp;include_contexts=course_560335</a>	12am
Thu Mar 2, 2023	 <b>Read Ch 30 (quiz is coming)</b> <a href="https://uvu.instructure.com/calendar?event_id=1240371&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240371&amp;include_contexts=course_560335</a>	12am
Fri Mar 3, 2023	 <b>A2 Due Annotated Bibliography: Please submit online in Assignments in Canvas</b> <a href="https://uvu.instructure.com/calendar?event_id=1240420&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240420&amp;include_contexts=course_560335</a>	12am
Fri Mar 3, 2023	 <b>RR 7 Reflection on A2</b> <a href="https://uvu.instructure.com/calendar?event_id=1240410&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240410&amp;include_contexts=course_560335</a>	7am
Tue Mar 14, 2023	 <b>RR 8 In class RR, just come to class</b> <a href="https://uvu.instructure.com/calendar?event_id=1240427&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240427&amp;include_contexts=course_560335</a>	12am
Thu Mar 16, 2023	 <b>Synthesis worksheet (in class activity)</b> <a href="https://uvu.instructure.com/calendar?event_id=1240372&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240372&amp;include_contexts=course_560335</a>	12am
Fri Mar 17, 2023	 <b>RR 9 (rhetorical thinkpiece worksheet)</b> <a href="https://uvu.instructure.com/calendar?event_id=1240369&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240369&amp;include_contexts=course_560335</a>	12am

Date	Details	Due
Tue Mar 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240409&amp;include_contexts=course_560335">Ballengar 3 leads worksheet</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240409&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240409&amp;include_contexts=course_560335</a> )	12am
Tue Mar 21, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240418&amp;include_contexts=course_560335">In class workshops and feedback / working towards RR 9</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240418&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240418&amp;include_contexts=course_560335</a> )	12am
Thu Mar 23, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240391&amp;include_contexts=course_560335">Use the Ballenger Three leads handout to explore possibilities. In-class workshop and help from professor</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240391&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240391&amp;include_contexts=course_560335</a> )	12am
Fri Mar 24, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240394&amp;include_contexts=course_560335">RR 10</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240394&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240394&amp;include_contexts=course_560335</a> )	12am
Tue Mar 28, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240407&amp;include_contexts=course_560335">Bring A3 early drafts and prepare to workshop and talk with peer review groups.</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240407&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240407&amp;include_contexts=course_560335</a> )	12am
Thu Mar 30, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240428&amp;include_contexts=course_560335">A3 In class peer review</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240428&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240428&amp;include_contexts=course_560335</a> )	12am
Mon Apr 3, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240386&amp;include_contexts=course_560335">Chapter 11 and 12 Arguing a position</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240386&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240386&amp;include_contexts=course_560335</a> )	12am
Wed Apr 5, 2023	 <b><u><a href="https://uvu.instructure.com/calendar?event_id=1240378&amp;include_contexts=course_560335">Chapter 18 Analyzing and Constructing Arguments</a></u></b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240378&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240378&amp;include_contexts=course_560335</a> )	12am
	 <b><u><a href="https://uvu.instructure.com/courses/560335/assignments/6675060">A3 Rhetorical Think Piece</a></u></b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675060">https://uvu.instructure.com/courses/560335/assignments/6675060</a> )	due by 11:59pm

Date	Details	Due
Fri Apr 7, 2023	 <b><u>RR 11 Due by Sunday Night</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240421&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240421&amp;include_contexts=course_560335</a>	12am
Mon Apr 17, 2023	 <b><u>Chapter 19 – Strategies for Supporting Arguments:</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240412&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240412&amp;include_contexts=course_560335</a>	12am
Wed Apr 19, 2023	 <b><u>Discuss A4, Research Essay</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240376&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240376&amp;include_contexts=course_560335</a>	12am
Wed Apr 19, 2023	 <b><u>A4 workshop peer reviews</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240423&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240423&amp;include_contexts=course_560335</a>	12am
Wed Apr 19, 2023	 <b><u>Companion Piece Show and Tell</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240413&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240413&amp;include_contexts=course_560335</a>	12am
Wed Apr 19, 2023	 <b><u>Continue Companion Piece show n tell</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240393&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240393&amp;include_contexts=course_560335</a>	12am
Fri Apr 21, 2023	 <b><u>Start RR 12 last one!</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240387&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240387&amp;include_contexts=course_560335</a>	12am
Mon May 1, 2023	 <b><u>A4 peer review points/ workshop</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240400&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240400&amp;include_contexts=course_560335</a>	12am
Wed May 3, 2023	 <b><u>A4 peer review points/ workshop</u></b> <a href="https://uvu.instructure.com/calendar?event_id=1240377&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240377&amp;include_contexts=course_560335</a>	12am
Wed May 10, 2023	 <b><u>SUBMIT PORTFOLIO HERE: A5 Writing Portfolio and Statement</u></b>	due by 11:59pm



Date	Details	Due
	<b>60% (portfolio includes A4 final)</b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675065">https://uvu.instructure.com/courses/560335/assignments/6675065</a> )	
	 <b>A1 Slideshow Project Proposal</b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675058">https://uvu.instructure.com/courses/560335/assignments/6675058</a> )	
	 <b>A2 Annotated Bibliography</b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675059">https://uvu.instructure.com/courses/560335/assignments/6675059</a> )	
	 <b>A2 peer review (this one is for points--bring what you have)</b> ( <a href="https://uvu.instructure.com/calendar?event_id=1240379&amp;include_contexts=course_560335">https://uvu.instructure.com/calendar?event_id=1240379&amp;include_contexts=course_560335</a> )	
	 <b>A4 Research Paper and Companion Piece (this goes in the portfolio too)</b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675061">https://uvu.instructure.com/courses/560335/assignments/6675061</a> )	
	 <b>A5 Part B Reflection Letter</b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675062">https://uvu.instructure.com/courses/560335/assignments/6675062</a> )	
	 <b>Attendance and Participation and 4 Peer Reviews 20%</b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675063">https://uvu.instructure.com/courses/560335/assignments/6675063</a> )	
	 <b>RR Reading Responses</b> ( <a href="https://uvu.instructure.com/courses/560335/assignments/6675064">https://uvu.instructure.com/courses/560335/assignments/6675064</a> )	

# English 2010 Online

Spring 2023

## **Contact Information:**

Professor: Dr. Stephen Fullmer, Ph.D.  
Office: CB 407  
Email: [fullmest@uvu.edu](mailto:fullmest@uvu.edu)  
Hours: Tuesday and Thursday 9:00-10:00 a.m. or by appointment since it is online  
Texts: TBA  
<http://owl.english.purdue.edu/>

**Important Note:** This syllabus contains the rules for the class and the route to be followed to obtain an acceptable grade in the class. You are responsible to read and understand these rules, and you will be held accountable for them throughout the semester; they are considered in the computation of your final grade. Remember, this is an ONLINE course, so apply the policies in an ONLINE netiquette fashion.

**Academic Honesty/Plagiarism Statement:** “Plagiarism, or the use of others’ words or ideas without proper attribution, is an impediment to your education and to the education mission of UVU. Under the policy of the English and Literature Department, work that has been plagiarized must receive a failing grade. A distinction is made between unintentionally plagiarized work, which must be corrected in order to be considered for a passing grade, and intentional plagiarism, which will be forwarded to the Office of the Dean of Student Life as a disciplinary matter in accordance with UVU’s statement on Student Rights and Responsibilities. Evidence of intentional plagiarism will cause you to fail this course.”

**Students with Disabilities:** If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department. Academic accommodations are granted for all students who have qualified disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

**Classroom Behavior and Grievance Criteria:** The “Student Rights and Responsibilities Code: section VI A-X is the guide for your classroom behavior and section XVI C is the guide for registering a formal grievance or requesting a grade change. The “Student Rights and Responsibilities Code” is available online at [http://www.uvu.edu/info/polic/stud/E-6\\_2.htm](http://www.uvu.edu/info/polic/stud/E-6_2.htm).

**Course Objective:** The UVU English Department Mission Statement identifies that each student will learn the ability to communicate effectively among the primary skills that students should acquire as part of a broad university education. This requirement is founded on the belief that effective writing is essential to any area of inquiry; moreover, it is both a method of learning as well as a means of expressing that learning. Effective writing helps students develop skills in verbal expression and sound thinking. In-other-words, this class will support the ability to engage successfully in logical reasoning, critical analysis, moral discrimination, creative imagination, and independent thought. By the end of the course you should be able to read difficult, technical academic prose and analyze how authors present ideas relative to the Rhetorical Situation (purpose, audience, and context). You should be able to use the information appropriately; follow complex and difficult directions precisely; be painstaking and meticulous in all written work; synthesize ideas into a single and coherent direction; generate ideas, think critically, perceive relationships, solve problems, and give order to experience; write the culmination of research and thinking precisely and effectively; control the logic and structure of sentences and paragraphs, control style, patterns, and diction; determine a thesis about a topic and support it with data, “arguments,” conclusions, and judgments from multiple sources.

**Learning Outcomes:** In this course, each student will learn how to utilize *rhetorical knowledge*, *critical thinking*, *process in writing*, and *basic conventions of grammar*. Remember, to accomplish these outcome assessments, each student will be responsible to hand in all work according to the posted due date, bring all drafts of papers to class, participate in workshops, ask questions during class, and work in peer critiquing groups.

**Rhetorical Knowledge:**

- Write and read personal narrative/essay, analytical, persuasive, and argumentative genres, thus understanding how genres shape reading and writing.
- Focus on a purpose by writing coherent, unified texts that say something important or significant.
- Develop depth by distinguishing between what is fundamental and what is only peripheral in responding respectfully and ethically to different audiences.
- Recognize that rhetorical knowledge and skills will improve personal, academic, spiritual, professional, and civic lives.

**Critical Thinking:**

- Read and evaluate several literary genres, thus developing a lively appreciation for good writing.
- Cultivate a desire for the pursuit of truth, by recognizing logical fallacies, questioning assumptions, evaluating persuasive appeals, and analyzing the use of language.
- Identify author's claims, main ideas, and supporting evidence.
- Integrate own ideas with those of others fairly and morally.
- Locate and evaluate scholarly sources.
- Experience how an educated intellect enhances writing and the writer.
- Use reading and writing to lead to a balanced, whole person.
- Analyze Great Works of Literature and respond to them maturely, thoroughly, and seeking authorial intent.

**Process:**

- Be aware that it takes multiple drafts to create and complete a successful text.
- Assess own work and improve work based on that assessment.
- Evaluate peers writing during each genre assigned in class and give suggestions for improvement based on that assessment.
- Evaluate peers writing and be able to articulate respectfully how to improve the text. Much of the "grading and assessment" done in this course will be a combination of class peers and the professor's feedback.
- Understand that writing is an open and recursive process.
- Learn to balance advantages of peer comments with own personal responsibility.
- One of the most important aspects of "process writing" is working in peer groups exhibiting responsibility, promptness, preparedness, fairness, and basically taking your own learning into your own hands with the help of others in peer groups.

**Conventions:**

- Control surface features such as a syntax, grammar, punctuation, and spelling.
- Use style, grammar, and punctuation for rhetorical effectiveness.
- Practice appropriate means of documenting work thus establishing and maintaining academic integrity.
- To avoid basic mechanical errors in writing.
- Implementing proper format, structure, and organization skills.
- Avoid trivial excuses as to why something is not done or ready to be handed in on the assigned due date. No late assignments will be accepted—no exceptions.

**Means**

The means for achieving the above stated outcomes include the following:

- Each student will produce approximately 20 pages of polished writing while practicing and utilizing all phases of the writing process—prewriting, drafting, revising, and editing; moreover, students will understand how to improve style, grammar, punctuation, genre conventions, document design, library research and source documentation.
- Each student will write multiple analysis papers after careful deconstruction in class.
- Frequent, periodic review of and commentary on student writing projects, including whole-class and small-group workshops and student-instructor consultations. One of the most important aspects of “process writing” is working in peer groups exhibiting responsibility, promptness, preparedness, fairness, and basically taking your own learning into your own hands with the help of others in peer groups.
- Learn to balance advantages of peer comments with own personal responsibility.
- Write and read personal narrative/essay, analytical, persuasive, and argumentative genres, thus understanding how genres shape reading and writing.
- Cultivate a desire for the pursuit of truth, by recognizing logical fallacies, questioning assumptions, evaluating persuasive appeals, and analyzing the use of language.
- Integrate own ideas with those of others fairly and morally.
- Locate and evaluate scholarly sources.
- Experience how an educated intellect enhances writing and the writer.
- Develop depth by distinguishing between what is fundamental and what is only peripheral in responding respectfully and ethically to different audiences.
- Recognize that rhetorical knowledge and skills will improve personal, academic, spiritual, professional, and civic lives.
- Be aware that it takes multiple drafts to create and complete a successful text.
- Assess own work and improve work based on that assessment.
- Understand that writing is an open and recursive process.
- Reading and analysis of a variety of texts and genres.

### **Class Policies and Procedures:**

**Attendance:** online...so no worries

**Late Work:** Simply, no late work will be accepted. Besides the major assignments, there will be many short writes, workshops, quizzes, one-page responses, in-class analyzes, and anything else that is necessary to help facilitate the understanding of writing. Also note that the in-class quizzes or writing prompts cannot be excused. This also applies to the mid-term and final exam.

**Final Exam:** Please note the final exam schedule posted online. You must be present to receive credit for the final exam—no part of the final can be given early or late.

### **Grade-Breakdown:**

A = 100-95, A- = 94-90, B+ = 89-88, B = 87-85, B- = 84-80, C+ = 79-78, C = 77-75, C- = 74-70, D+ = 69-68, D = 67-65, D- = 64-60, F = 59yz

## ENGLISH 2010 SEC. 20

Tamara Pace Thomson

- Email: [tamarat@uvu.edu](mailto:tamarat@uvu.edu) or [breedinglilacs@icloud.com](mailto:breedinglilacs@icloud.com)
- CB 405D ◦ Office hours: by appointment.

**“We are all apprentices in a craft where no one ever becomes a master.”**  
-Ernest Hemingway

**“The purpose of a writer is to keep civilization from destroying itself.”**  
-Albert Camus

### COURSE DESCRIPTION

ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. We will explore issues from multiple perspectives and practice careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. In order to facilitate effective arguments, our class will function as a discourse community wherein diverse points of view are presented. As you examine alternative viewpoints and make judgments about which positions you will assert in your writing, you will learn to question and examine your own reasons for your assertions. This class, then, welcomes diversity of opinion and the challenging of ideas as a way for each of us to better understand and present our own beliefs. Effective arguments will integrate practical reasoning, authorial purpose, and anticipate reader response. Argumentation does not preclude other modes of expository writing, so you will be expected to draw from your narrative, comparative, analytic, and interpretive skills.

Many students think that argumentation means to fight. However, I see arguing as a means of gaining understanding. Before one can make an argument they must first inquire, research, analyze, and explore. Writing is actually a means of thinking and of creating meaning. Analytical and argumentative writing are the very basis of academic inquiry that lead to problem solving and discovery. You cannot know what you think until you write it, and before you write it you need to ask questions and search for their answers.

Although I expect the final drafts of your papers to hold to the highest standards, I believe that writing is iterative and that it is a process of becoming. As such, you will have opportunities to conference with me, peer review with each other, and to revise your papers. Nothing is more satisfying than working on a rough draft until it expresses your thoughts and ideas in a polished paper that you can feel proud about sharing.

### COURSE OBJECTIVES

Upon successful completion of ENGL 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate critical reading, writing, and thinking skills, learning to inquire into issues and problems, explore and interrogate multiple perspectives, negotiate meanings across a diverse array of positions, and problematize oversimplifications.
- Demonstrate use of process as an integral component of college-level writing.

- Demonstrate knowledge of conventions of academic writing and research.
- Craft well-reasoned written and oral arguments derived from personal and public inquiry.
- Demonstrate the ability to complicate problematic, clichéd notions of interpretation and articulation.

## REQUIRED MATERIALS

A small composition for notes

A computer (or other electronic device) or a notebook for daily journals

Readings on Canvas

## COURSE REQUIREMENTS

### Assignments

\*\*Canvas will have more complete information on each assignment.

Course Total Points:	571	
Major papers	405 points	about 70% of total grade
Minor assignments/projects	166 points	30% of total grade

### Major Papers

*Memoir* essay – 75 points

Rhetorical Analysis – 125 points

Researched Argument Paper – 175 points

Multimodal Assignment – 15 points

Multimodal Presentation – 15 points

### Minor Papers/Projects

Annotated Bibliography – 15 points

Library Assignment – 10 points

Style Academy – 15 points (5 each)

Journal – 30 points

Review Papers – 20 points (10 each)

Review Presentation – 10 points

Writing Center Visit – 10 points

Reading (sometimes watching or listening) Points – 36 points

Other minor assignments – 20 points

### Grading scale

94%= A	73-76.9%= C
90-93.9%= A-	70-72.9%= C-
87-89.9%= B+	67-69.9%= D+
83-86.9%= B	64-66.9%= D
80-82.9%= B-	60-63.9%= D-
77-79.9%= C+	0-59.9% = E

### Required Format for Papers

Papers should be submitted according to MLA guidelines. They should be double-spaced, with 1

inch margins, and in size 12 Times New Roman (or Garamond) font. Points will be deducted for extra-large spacing, font, or margins, so don't try to wiggle your way out of writing a few extra sentences by extending those margins. (Don't do it!) For information on MLA, refer to an MLA handbook or Purdue Owl online.

### **Final Exam**

There is no final exam in English 1010 or 2010.

## **CLASS POLICIES**

### **Attendance**

Because this is a discussion-based class, students are expected to attend class. Students are permitted to only miss **three class sessions** without consequence. Each additional absence will result in a reduction of the student's final grade. Your contribution is important to our class, and it is important to attend. Use your absences wisely. That being said, if you have an emergency, let me know. If you need to be excused from class, please contact me BEFORE the intended class date. If you are sick with COVID symptoms, please do not attend class. Text me and you may join on TEAMS. You will need to email me proof of a positive test or a doctor's note to continue to attend on TEAMS. More information about COVID may be found at <https://www.uvu.edu/covidinfo/>

### **Class Conduct and Discussions**

Please treat class members with compassion and respect; together we constitute a discourse community with differing viewpoints and shared interests. The best learning takes place in environments free of hostility, contempt, or ridicule. However, the class should encourage sincere and earnest disagreements and debates about the issues we discuss—after all, this is a class on argumentation. To encourage participation, students should expect to be called upon without warning to comment and should come prepared.

The use of any electronic device for recreational purposes is prohibited in class. If a student uses either cell phone, laptop, or other electronic media (i.e. ipod, ipad) inappropriately (checking Facebook, shopping for underwear, etc.) the instructor reserves the right to require that the student leave the classroom. In that event, the student is automatically considered absent.

Because this is a rhetoric class we will be analyzing texts (which includes film clips etc.) and discussing how effectively the argument of the text is made. Such analyzing necessitates reading viewpoints that may not correspond to your own. Please remember that you are at UVU to learn—to expand your mind and to gain new knowledge. Please keep an open, generous, and critical (as in *rhetorical*) attitude about the texts we read. Our classroom should be a safe place where everyone can express their opinions while being respectful of opposing views.

### **Homework**

Students who are absent without being excused, and who do not complete or turn in an assignment on the assigned day will not be able to make up the assignment. Late Assignments: Assignments are due at the **beginning** of class on the specified due dates. **Late papers will be penalized 10% for the first day (not class period) late, and 10% per day thereafter.** Other assignments will not be accepted late. Computer trouble is not an acceptable excuse for late work, so be sure to save your work in multiple locations to avoid issues. That said, if you have trouble

keeping up or if you encounter unforeseen extenuating circumstances, talk to me *before* your circumstances become a bigger problem and I will work with you.

Students are fully responsible for all missed work (including handouts, reading logs, or papers) due to absence, tardiness, or other extenuating circumstances. The majority of class assignments are listed on the class schedule, so students are accountable for all homework.

**You are responsible for checking the schedule on Canvas to know what reading assignments and other assignments are due.** I do not always have time to remind you of everything, AND the **schedule is subject to change**. I will let you know beforehand if assignment due dates will be changed, but please be responsible and check Canvas before class. Ignorance is not an excuse for a missing assignment.

### **Email Correspondence**

Email is the best way to get in touch with me during non-class hours. If you need to contact me, you may do so at [tamarat@uvu.edu](mailto:tamarat@uvu.edu). Keep in mind that I do not always check my email at night—nor do I always have time to respond immediately. But I will usually respond within 24 hours. If you don't hear from me within 24 hours, you are welcome to email me again.

### **Assessment**

My own experience as a student taught me that feedback from teachers can make all the difference in encouraging students to become the best thinkers and writers they are capable of being. In my evaluation of your writing I strive to always think of you as an individual—one who wants me to engage with your ideas and not just with your mistakes. I try to identify patterns in your writing, both effective patterns and ineffective ones, to point out your strengths and to show you where you can improve. I connect my comments to lessons in class, using terms we have discussed. Through my comments I will encourage you to take your writing to a higher level of precision and clarity. I want to motivate you to see writing as iterative and to believe that you can continue to improve your thinking and writing, instead of becoming discouraged by focusing on the ways that you are failing. For this reason, I have built into my syllabus time for you to write multiple drafts of each paper and to have a peer review day for feedback. I also conference with you so that my feedback will help you to revise before you receive a final grade.

### **Revision Policy**

I want you all to succeed as writers. And since the only way you succeed is by deliberate practice from feedback, I accept revisions if you receive a B+ or lower on the first three major assignments. (The multimodal project comes too late in the semester to allow for revisions.) But since I want you to get the most from these revisions, I do require you to do all the following:

1. Read carefully my comments on your paper.
2. Visit with me in my office (or on Teams) to discuss a revision strategy.
3. Ask at least one other person (a roommate, a peer tutor, a parent or friend) to read and comment on your paper.



4. Rewrite the paper with significant revisions highlighted (with a highlighter or using mark-up on a word processor).
5. Write a reflection (between 300-500 words) describing (1) the changes you made, (2) how the changes make the paper more effective, and (3) how revising the paper will help you in future writing tasks, in this class or in other classes. Please be specific in your reflection by providing details, referring to specific page numbers, and using language from class instruction. (And tell me who you asked to read the paper, from #3.)
6. Turn it in with the graded draft and reflection included. I won't accept the revisions without all three parts—the graded draft with my comments, the new highlighted draft, and the reflection.

### **Office Hours and Appointments**

Students with questions or concerns are encouraged to meet with me. You may set up an appointment with me via email or during a brief after-class conversation. Please notify me ASAP if you are unable to keep your appointment.

### **Other Useful Resources**

If you are struggling financially and need access to financial assistance for housing or for food, please contact me. <https://www.uvu.edu/studentcare/> has great resources for food needs, healthcare needs, mental health needs, housing needs etc.

### **Writing Center**

<https://www.uvu.edu/writingcenter/>

### **First Year Experience Information**

[www.uvu.edu/firstyear](http://www.uvu.edu/firstyear)

### **Multicultural Student Services**

<http://www.uvu.edu/multicultural>

### **LGTB Student Services**

<http://www.uvu.edu/multicultural/lgbt>

### **Veteran's Center**

<https://www.uvu.edu/veterans/>

### **MLA online**

resource—[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

Style Academy- <http://styleacademy.byu.edu>

### **Learning Resources**

[https://www.uvu.edu/academicstandards/learning\\_resources.html](https://www.uvu.edu/academicstandards/learning_resources.html)

**Health Needs**

<https://www.uvu.edu/studentcare/health/index.html>

**Food Insecurity**

<https://www.uvu.edu/studentcare/food/index.html>

**Housing Insecurity**

<https://www.uvu.edu/studentcare/housing/index.html>

**Academic Tutoring**

<https://www.uvu.edu/academictutoring/>

**Math Lab**

<https://www.uvu.edu/mathlab/>

**Advising**

<https://www.uvu.edu/advising/>

**Statement of Accessibility**

If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department (LC 312; 863-8747; [www.uvu.edu/asd/](http://www.uvu.edu/asd/)). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

**Religious Accommodations**

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus provides an interfaith [Reflection Center](#), a place for meditation, prayer, or other forms of individual religious or spiritual expression.

Documents: Guidelines For the [Accommodation of Sincerely Held Religious Beliefs](#) and [Practices Student Religious Accommodation Request Form](#).

## Student Grievances

Sometimes students experience misunderstandings or grievances that require assistance or intervention. The [Ombuds](#) office offers support in such instances as academic complaints and conflicts, grading procedure disputes, mediation of interpersonal conflicts, university policies and procedures, housing disagreements, student/faculty disagreements, or policy issues and rights violations. In order to serve as a mediator, as opposed to an advocate, the Ombuds neutrally and objectively listens to all problems and serves as a resource in difficult situations. To speak with or meet with the Ombudsman, you may also contact Shawn Nielsen (Administrative Support) at 801-863-8952 or [SNielsen@uvu.edu](mailto:SNielsen@uvu.edu) (email preferred).

## Inclusion and Belonging

My classroom is a safe place for everyone; conservative, liberal, LGBTQ+, differently abled, faithful, those who are questioning their faith, all classes, all races, etc. etc. I expect everyone to treat each other with respect. Please do not assume that your privilege is shared by all, nor should you assume that your experience or viewpoint is shared by all. We will become a tightknit community by the end of the semester, and I expect you to be loving, accepting, and respectful of everyone in our class, whether they are similar to you or not, and whether you agree with them or not.

## Preventing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has experienced or experiences harassment or sexual assault including, dating and domestic violence, stalking or sexual exploitation, you are encouraged to report it to the Title IX Coordinator in the Office for Equal Opportunity and Affirmative Action, BA-203, (801) 863-7999. Please be aware that all faculty members and university employees are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Please know that you can seek confidential resources at UVU Student Health Services, SC-221, (801) 863-8876. Please visit <https://www.uvu.edu/equalopportunity/> for more information.

## Plagiarism

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented

3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities". This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

**For more information and tips on avoiding plagiarism, please visit:**

<http://www.uvu.edu/english/student-resources/policies-procedures.html>

**Schedule: We will make adjustments to the schedule as needed. Stay tuned, and check Canvas frequently.**

## English 2010: Intermediate Writing: Academic Writing and Research (Online)

Instructor: Brock Jones, PhD (he/him/his)

Campus Office: CB 410E

Virtual Student Hours (via Teams): Monday & Wednesday 11 a.m.-noon and by appt.

Email: brock.jones@uvu.edu

### INTRODUCTION

Welcome to English 2010! First and foremost, I hope that you will come to this class open to the possibility that it can be more than just a required course. Of all the required General Education courses you have taken or will take, I believe (with perhaps more than just a little bias!) that writing courses such as this can be among the most beneficial, satisfying and useful of university-required courses across majors and fields of interest. Much of what you encounter and learn this semester will have broad practical application outside of this class and the university. I believe in the power of words and ideas—more specifically the written word—to change us. I believe in the power of writing to help us become more informed and engaged, more filled with wonder, more willing to stand for goodness and justice in all forms, and more confident to sift through the massive heap of information (and yes, misinformation) that stands in the way of our seeing, understanding and acting. It should be obvious by the current state of our world that the inherent power of words and ideas can also, sadly, be leveraged to have the opposite effect.

I believe good writing is an end all its own, vital for its own sake. I also believe in writing's capacity to move us toward lasting transformation. I think it's important to tell you from the beginning that I stand firmly with this university, the English Department, and the numerous organizations and individuals around the nation in seeking to root out systemic oppression—racism, sexism, homophobia, transphobia, discrimination—in all its forms and manifestations. In both my professional and personal lives, I stand with movements against oppression in Utah, the United States, and across the world. I am committed to this messy and difficult work and have designed this course, its materials, assignments and grading systems around the guiding principles of inclusivity, diversity, fairness, equality, empathy, wonder, curiosity and creativity. I simply ask that you thoughtfully consider, evaluate, and complicate your own position(s) on these matters and all others we will read about and discuss this semester.

### COURSE DESCRIPTION

Per the UVU catalog, English 2010 emphasizes academic inquiry and research. English 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. English 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

### COURSE LEARNING OUTCOMES

Upon successful completion of English 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects
- Demonstrate use(s) of reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level, academic writing and research

### COURSE TEXTBOOK AND MATERIALS

- All required course readings will be provided as PDFs available for download on Canvas, or as web links
- Computer or tablet with access to a word processing platform, internet access, and access to Canvas and Microsoft Teams

## COURSE ASSIGNMENTS

Assignments are structured to develop the capabilities and strategies of academic literacy and writing. Each assignment is designed to build on each other, each assignment preparing you for the next assignment. More complete assignment descriptions are available on Canvas that explain in more detail what is required and expected. Below are brief descriptions of what you can expect with each assignment.

**Roots of Knowledge Proposal:** This assignment asks you to become familiar with UVU's Roots of Knowledge stained-glass exhibition, also known as the Bingham Gallery, in order to write a proposal letter to the exhibition curator in which you advocate for the inclusion of a person, place, thing, idea, or event not currently depicted in the stained glass (1 single-spaced page).

**Annotated Bibliography:** This assignment asks you to create an annotated bibliography containing information sources on the topic you proposed in your Research Proposal. An annotated bibliography is a collection of complete bibliographic citations of published sources (journal articles, books, videos, podcasts, news articles, etc.) accompanied by a detailed summary and evaluation of the source. This assignment is driven by research and acts as the bridge between your research proposal and the actual argumentative research essay (10 sources, at least two of which must be primary sources).

**Researched Argument:** This assignment and the companion piece are the culminating assignments of the semester. You've researched and thought about a topic of your choosing and this assignment is your turn to add your voice to that conversation in the form of a well-researched, evidence-based argumentative essay (8-10 double-spaced pages).

**(Re)Visiting Local Histories Project and Presentation:** This assignment will ask you to engage with a local historical event that has been monumentalized or made public in some way. You'll research the event, visit the monument, and write an essay that tells the rest of the story that was inevitably left off the historical record as recorded on your chosen monument (approximately 6 double-spaced pages)

**Final Reflection:** This assignment asks you to reflect on your writing and engagement level over the course of the semester, discussing what you have learned, gained or lost (~3 double-spaced pages).

**Other Assignments:** In addition to the above writing assignments, other assignments such as small writing assignments, quizzes, discussion board posts, reading responses, peer reviews and other assignments may be included in your course grade.

## COURSE POLICIES

**Grading:** Grades in a writing course like this can be fraught in too many ways to articulate here. Thus, in this course your final course grade will be assessed via a system based more on individual labor and the quantity of work you complete than the quality of writing you produce. This system will be further detailed during the first weeks of class. More important than grades to your writing assignments will be constructive feedback you will receive from your peers and me. Grades and the scheme(s) that help me arrive at them are open for discussion and always transparent, and will require the full participation of us all in the difficult and messy work of assessing writing and thinking carefully about who has the power to decide what is considered "good" and "acceptable," and the implications of those ideas and that power dynamic.

**Respectful Conduct:** Every student has the right to a full range of expression, which is particularly important to our course as you will likely read about, bump up against, discuss and write about a wide range of topics and ideas, some of which you may not agree with. However, no student is free to use language or articulate ideas that are racist, sexist, homophobic, inflammatory, insulting, discriminatory, hateful or disrespectful in any way. Be respectful of others' comments, thoughts, ideas, and writing even if it contradicts your own. Respectful discourse, even if it leads to disagreement, is a vital principle of democracy.

## Names and Personal Pronouns

Out of respect for each of you, please let me know if you prefer to use a name other than the name contained in the university's official documents or systems. Likewise, if you have a preferred personal pronoun you'd like me and others to use when addressing you, please let me know and I will ensure you are addressed accordingly.

**Communication Policy:** There are two basic ways to communicate with me: email/Canvas messaging and Microsoft Teams. If you have a question about course material, assignments, due dates, or anything else that is not a private matter, please consider message me in our Microsoft Teams General Channel. I like this method because I can quickly answer your question in a public space and in so doing perhaps answer that same question for other students. If, however, you need to message me more privately, please email me at my UVU email address ([brock.jones@uvu.edu](mailto:brock.jones@uvu.edu)) or directly through Canvas (which I have forwarded to my UVU email). I try to respond to all such messages within 24 hours, though on the weekends it may take me longer than that to respond.

**Student Office Hours:** I hold regular student hours virtually via MS Teams (see top of this syllabus). I invite you to pop into Teams during those hours to ask any questions pertaining to the course and to discuss assignments, grades, etc. This time has been set aside for students, so please take advantage.

**Late work:** If you have a compelling reason for turning in an assignment late, I will work with you. I ask that you inform me of the issue before the assignment is due, where possible. More than two late assignments will likely negatively affect your final course grade.

**Microsoft Teams & Canvas:** Please ensure that you check our course Canvas site and our Teams pages daily and that you pay attention to and thoroughly read all announcements, messages, and communications from me. I reserve the right to make course changes while the semester progresses based on class needs, and you are expected to note and adhere to all such changes.

**Content Accommodation:** Please review the syllabus and readings to determine whether the content of the course or any of the readings conflict with any of your core beliefs. If you do see such a conflict, you may want to drop the class before the last day to drop courses because I will not grant content accommodation for this course. You are welcome to come and discuss any such conflict with me.

**Academic Honesty and Plagiarism:** Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any of the following:

- represents as one's own work the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g., in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
- incorporates into one's work the words or ideas of another person without clear attribution appearing at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas have been misrepresented
- fails to acknowledge clearly the partial or full authorship of someone else when submitting work
- consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention

A person who knowingly allows his or her work to be copied or submitted by another student as course work without the work's proper authorship clearly defined is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

- The academic work will receive a failing grade.

- The student will fail the course or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing grade.
- A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version). For more information and tips on avoiding plagiarism, please visit <http://www.uvu.edu/english/student-resources/policies-procedures.html>

**Statement of Accessibility:** If you have any disability that may impair your ability to successfully complete this course, please contact the Accessibility Services Department. Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department. Students who need accommodations because of a disability may contact the Accessibility Services Department as well. To set up an appointment or speak to a counselor, visit the ASD office in LC 312, call at (801) 863-8747, or visit the website at <https://www.uvu.edu/accessibility-services/>. Deaf/Hard of hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text (385) 208-2677.

**Waitlist and Add Policy:** It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled. Students on a waitlist must wait for an email notification that allows them to register and enroll in the course. All adds and enrollments into a course off a waitlist are through the online system. Instructors cannot add students.

#### RESOURCES

**UVU Writing Center:** The writing center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills through one-on-one tutorials focused on specific writing assignments and tailored to the individual student's needs. The Writing Center is located on the second floor of the Fulton Library in room 208. For more information about hours of operation and services, visit the website at <http://www.uvu.edu/writingcenter/>

**Multicultural Student Services:** Located in LA 114. For more information, visit the website at [www.uvu.edu/multicultural](http://www.uvu.edu/multicultural)

**LGBTQ Student Services:** There is an LGBTQ Student Services lounge in LA 126. For more information, visit the website at <http://www.uvu.edu/multicultural/lgbt/>

**Veteran Success Center:** Located in WB 100a. For more information, visit the website at <http://www.uvu.edu/veterans/>

**First-Year Experience and Student Retention:** Located in LC 405. For more information, visit the website at [www.uvu.edu/firstyear](http://www.uvu.edu/firstyear)



## ENGL 2010 Online

### Instructor: Nathan Gale, Ph.D.

- Office: CB 407N
- Office Hours: Mon. & Wed.: 11:00 AM – 12:00 PM (and by appointment)
- Email: [ngale@uvu.edu](mailto:ngale@uvu.edu)

### ENGL 2010

The UVU course catalog states that ENGL 2010 emphasizes the production of well-reasoned and carefully researched written arguments that embody the spirit of inquiry, explore and interrogate multiple perspectives, and negotiate meanings across a diverse array of positions. Course work includes a research project (broken up into three papers and an annotated bibliography), in-class writings, and collaboration.

### ENGL 2010 Expected Learning Outcomes

In ENGL 2010, students build on the knowledge and information that they learned in ENGL 1010. By the end of ENGL 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

### Required Texts

Lunsford, Andrea et al. *Everyone's an Author with Readings*. 3rd edition. New York: W. W. Norton & Company, 2020. eBook.

### Description of Assignments.

**Chapter Quizzes.** Most of your textbook reading will be accompanied by a multiple choice and short answer chapter quiz. These quizzes will ask you to complete a specific task or answer a set of specific questions. Your answers will be graded based on how fully developed your answers to these quizzes are.

**Discussion Posts/Responses.** Throughout the semester, you will be asked to participate in various discussion forums. You will need to complete the task or answer the question in an original post, along with replying to two other students' posts. You will be graded on how well you do both of these.

**Writing Exercises.** Each writing exercise should address the prompts provided and/or the descriptions given on the syllabus course calendar.

**The Project Proposal Presentation.** This semester you'll be conducting research on an issue that you select. For this presentation, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research. You will present your findings in a PowerPoint/Google Slides presentation that you will upload to a specific discussion post.

**Structured Research Notes.** For this assignment you will create a list of at least 8 relevant sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

**Presenting Research Perspectives.** For this paper, you will map the controversy surrounding your issue by summarizing at least three different positions on the issue—all directed toward a specific audience that might be interested in this issue. Ex: 3 Ways to Talk About Gun Control to a Gun Collector

**Final Research Paper with Companion Piece.** For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select. Along with the major paper, you will also produce a re-mediated version of your argument in the form of a Companion Piece.

**Reflection Essay.** For this short paper, you will reflect on the work you have done this semester and how you have taken certain steps to improve your writing for college classes.

### **Canvas and Online Workload Expectations**

With the exception of the Discussion Posts/Responses and Project Proposal Presentation, all assignments must be turned in as DOC, DOCX, or PDF files through Canvas unless cleared with the instructor a week in advance of the due date. Please note that even though you may turn in papers at any time through Canvas, your papers and assignments are due by 11:59 PM on the day stated in the course schedule below. The Canvas link will disappear after class has started on the due date. See the Late Paper Policy for more information.

### **Peer Reviews**

The Presenting Research Perspectives and Final Research Paper will include mandatory peer review workshops. In order to participate in peer reviews, you will need to submit a minimum of 3 printed pages of the paper you will be reviewing. After the due date for the rough draft submission has past, you will be assigned 2 student papers to review. Please use the appropriate Peer Review Prompts to evaluate the student's papers and then upload that prompt on the student's submission page as an attachment to a comment. Please let me know if you have any questions about this process. It is very important that you attend class on peer review days, as you will not be able to make up these points.

### **Grades**

If, at the end of this semester, you have earned a C in this class, it means you did what was minimally expected of you: you came to all classes and did all the work per instructions. If you

want a B or an A, you must not only do all the work, but you must do the work with shining effort and attention. Even though grading a paper might seem subjective, there are certain aspects in every student's paper that I expect to find.

Your final grade for this course will consist of the following:

The Project Proposal Presentation	10%
Structured Research Notes	15%
Presenting Research Perspectives	15%
Final Research Paper	20%
Discussion Posts/Responses	10%
Chapter Quizzes	15%
Companion Piece	05%
Reflection Essay	05%
Writing Exercises	03%
Peer Reviews	02%

A=100%-94%, A-=93.9%-90%, B+=89.9%-86%, B=85.9%-83%, B-=82.9%-80%, C+=79.9%-76% C=75.9%-73% C-=72.9%-70% D+=69.9%-66% D=65.9%-63% D-62.9%-60% E= 59% and below

### **Paper Reuse Policy**

You are not allowed, under any circumstances, to reuse papers from prior classes in this course (including prior 2010 courses). Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft of the first major assignment.

### **Rough Draft Policy**

Students are asked to submit rough drafts of a few major assignments through Canvas as DOC, DOCX, or PDFs. These rough drafts will be read by the instructor and returned (with comments) through Canvas. Since these are rough drafts, the instructor's comments will point out only those large problem areas that the student needs to improve. This does not mean, nor should the student understand this as meaning, that the rough draft comments are in any way exhaustive. The student is responsible for continuing to improve his/her paper. Should the student have a question about the comments on the rough draft or any specific problems/questions regarding parts of the rough draft that did not receive comments, it is the student's responsibility to contact the instructor.

### **Submitting Assignments**

All assignments with the exception of Discussion Posts and the Project Proposal Presentation must be submitted as a DOC, DOCX, or PDF file through Canvas. Paper copies of final assignments will not be accepted unless cleared with the instructor before the assignment is due. No assignment will be accepted through email.

### **PDF and Doc/Docx Resources.**

Please note that as a UVU student, you have access to Microsoft Office 365 (including Word and PowerPoint) for free. Please visit: <https://www.uvu.edu/software> . The following are additional PDF/Doc resources.

#### **CutePDF Writer:**

After installing the following program (<http://www.cutepdf.com/download/CuteWriter.exe>), choose to “print” your Word (.doc, .docx) file or Works (.wks). Choose “CutePDF Writer” instead of your normal printer. Then choose a location to save your PDF.

#### **MS Word Add-in:**

Install the following add-in for Word (<http://www.microsoft.com/download/en/confirmation.aspx?id=7>). Now you can choose to save your Word (.doc, .docx) file as a PDF.

#### **Libre Office:**

Libre Office is a free, downloadable Office suite capable of opening, editing, and saving as DOC, DOCX, and PDF formats. <https://www.libreoffice.org/> ([Links to an external site.](#))[Links to an external site.](#)

### **Late Assignments**

Papers are due by 11:59 PM on the due date specified unless otherwise stated. Writing Exercises, Chapter Quizzes, Discussion Posts, Peer Reviews, and rough drafts will not be accepted late. Major Assignments turned in after the due date/time will receive a 5 percent deduction unless the instructor has agreed to late submission in advance of the due date. For each calendar day following, the work will receive an additional 5 percent deduction. Work is not accepted after three late days in the regular semester. So if your paper is due on a Sunday, it will be accepted late up until 11:59 p.m. on Wednesday with a 15 percent deduction.

### **Classroom behavior**

Even though this is an online class, students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally (including email conversations). If a student is found to be disruptive by the instructor, he or she may be asked to meet with the instructor or the Department Chair.

### **Academic Integrity**

It is the philosophy of Utah Valley University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Each Person is expected to maintain academic ethics and avoid dishonesty in all its forms, including but not

limited to, cheating and plagiarism, and fabrication as defined hereafter.” (UVU “Students’ Rights and Responsibilities Code”)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. The penalty in this class is a failing grade on the assignment for a first offense and will fail the class on the second offense. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing and/or cheating will be referred to the Office of Student Conduct and Conflict Resolution. Americans with Disabilities Act. Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

### **Student Services**

Writing Lab Encouragement and Information: [www.uvu.edu/owl](http://www.uvu.edu/owl) (Links to an external site.)[Links to an external site.](#)[Links to an external site.](#)

First Year Experience Information (make students aware of this program): [www.uvu.edu/firstyear](http://www.uvu.edu/firstyear) (Links to an external site.)[Links to an external site.](#)

Multicultural Student Services: <http://www.uvu.edu/multicultural> (Links to an external site.)[Links to an external site.](#)

LGBTB Student Services: <http://www.uvu.edu/multicultural/lgbt> (Links to an external site.)[Links to an external site.](#)

### **Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in UVLink. For Fall and Spring Semesters, if a student officially withdraws from a semester class during the first three weeks of the semester, no grade entry will appear on the permanent record. For Summer term, and block classes, no grade entry will appear on the permanent record of students who officially withdraw from classes through the 100% tuition refund date. For Fall and Spring Semesters, if a student officially withdraws after the third week, but prior to the last day to drop classes, the withdrawal will appear on the permanent record as a “W.” For Summer Terms and block classes, if a student officially withdraws after the 100% tuition refund date, but prior to the last day to drop classes, the withdrawal will appear on the permanent record as a “W.”

### **Writing Center**

The Writing Center, Room FL 208 on the second floor of the Library, offers tutoring for any writing you are assigned while a student at UVU. In accordance with the precautions taken by the university, the UVU Writing Center has transitioned its services from face-to-face tutorials to

synchronous online tutorials for the duration of Summer Term. Effective immediately, we will be using MyWCOonline to meet virtually rather than at the university.

Please be patient as we try to transition quickly to the online format. If you have any questions or concerns about the new services, please feel free to contact any of our Front Desk at [writingcenter@uvu.edu](mailto:writingcenter@uvu.edu) or 385-208-1035.

### **Electronic Communication Policy**

Since this is an online class, all students must have access to a computer with Internet capabilities. Students should check their UVU email and our Course Canvas page daily for course information and updates. I will send group emails through Canvas. I am happy to communicate with students through email. However, I ask that you use Canvas to do so. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during school days and occasionally on the weekend. However, it is the most reliable way to get ahold of me outside of my office hours.

I have adopted Canvas email/messages as the sole official means of communication with students. Canvas is used to remind students of important deadlines and communicate sensitive grade-based information. If you email me from an unknown email outside of Canvas, I may not respond. This is done, because given the nature of this course, I want to ensure that each student reaches me in an official but safe manner.

### **Syllabus and Schedule Changes**

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

### **Course Schedule**

Assignments are due on the day they are listed on Canvas. It is the student's responsibility to keep track of these due dates/times.

LESSON/WEEK	ASSIGNMENT	DUE DATE
1	Read: Welcome to Lesson 1 Read: They Say/I Say: Introduction	Monday Jan. 9

1	Read: <i>Everyone's and Author (EaA)</i> : Chapter 4: Meeting the Expectations of Academic Writing	Wednesday Jan. 11
1	Quiz: Chapter 4	Wednesday Jan. 11
1	Discussion: Introductions and Argument Clinic	Post due Friday – Responses due Sunday Jan. 13-15
2	Read: Welcome to Lesson 2 Read: <i>EaA</i> : Chapter 3: Rhetorical Situations	Tuesday Jan. 17
2	Quiz: Chapter 3	Tuesday Jan. 17
2	Read: <i>EaA</i> : Chapter 17: Making a Proposal	Thursday Jan. 19
2	Quiz: Chapter 17	Thursday Jan. 19
2	Writing Exercise: Brainstorming Your Research Interests	Friday Jan. 20
2	Discussion: Changing Rhetorical Situations	Post due Friday – Responses due Sunday Jan. 20-22

3	Read: Welcome to Lesson 3 Read: EaA: Chapter 20	Monday Jan. 23
3	Review: Project Proposal Presentation Assignment Description	Tuesday Jan. 24
3	<b>DUE:</b> Writing Assignment – Project Proposal Presentation	Sunday Jan. 29
4	Read: Welcome to Lesson 4 Read: <i>EaA</i> : Chapter 21: Finding Sources	Monday Jan. 30
4	Quiz: Chapter 21	Monday Jan. 30
4	Read: <i>EaA</i> : Chapter 22: Keeping Track	Wednesday Feb. 1
4	Quiz: Chapter 22	Wednesday Feb. 1
4	Read: <i>EaA</i> : Chapter 23: Evaluating Sources Read: Library Research Tutorial 1	Friday Feb. 3
4	Quiz: Chapter 23 Quiz: Library Tutorial Quiz	Friday Feb. 3



5	Read: Welcome to Lesson 5 Read: Structured Research Notes Assignment Description	Monday Feb. 6
5	Read <i>EaA</i> : Chapter 24: Annotating a Bibliography	Monday Feb. 6
5	Quiz: Chapter 24	Monday Feb. 6
5	Read: <i>EaA</i> : Chapter 25: Synthesizing Ideas	Wednesday Feb. 8
5	Quiz: Chapter 25	Wednesday Feb. 8
5	Read: <i>EaA</i> : Chapter 26: Quoting, Paraphrasing, Summarizing	Friday Feb. 10
5	Quiz: Chapter 26	Friday Feb. 10
5	Discussion: Workshop to Begin Drafting Annotations	Post due on Friday – Responses due on Sunday Feb. 10-12
6	Read: Welcome to Lesson 6 Read: Academic Citation Styles: Why So Many and Why Are They Different? Read: Plagiarism Tutorial	Monday Feb. 13
6	Read: <i>EaA</i> : Chapter 27: Giving Credit, Avoiding Plagiarism	Monday

		Feb. 13
6	Quiz: Chapter 27	Monday Feb. 13
6	Quiz: Plagiarism: Avoiding Plagiarism	Monday Feb. 13
6	Read: EaA: Chapter 28: MLA Style	Wednesday Feb. 15
6	Quiz: Documentation: MLA	Wednesday Feb. 15
6	<b>DUE:</b> Writing Assignment – Structured Research Notes	Sunday Feb. 19
7	Read: Welcome to Lesson 7 Read: Presenting Research Perspectives Assignment Description	Tuesday Feb. 21
7	Read: <i>EaA</i> : Chapter 30: What's Your Style?	Tuesday Feb. 21
7	Quiz: Chapter 30	Tuesday Feb. 21
7	Read: EaA: Chapter 31: Mixing Languages and Dialects	Thursday Feb. 23

7	Quiz: Chapter 31	Thursday Feb. 23
7	Discussion: Thinking About Style	Posts due on Friday – Responses due on Sunday Feb. 24-26
8	Read: Welcome to Lesson 8 Read: <i>EaA</i> : Chapter 6: Reading Rhetorically	Monday Feb. 27
8	Quiz: Chapter 6	Monday Feb. 27
8	Read: <i>EaA</i> : Chapter 7: Annotating, Summarizing, Responding	Wednesday March 1
8	Quiz: Chapter 7	Wednesday March 1
8	Read: <i>EaA</i> : Chapter 26: Quoting, Paraphrasing, Summarizing	Wednesday March 1
8	Quiz: Documentation: MLA	Wednesday March 1
8	Discussion: What's Wrong with This Quotation?	Wednesday - Sunday March 1-5

9	Read: Welcome to Lesson 9 Read: How to Peer Review	Monday March 13
9	Submit: Rough Draft of Presenting Research Perspectives Paper	Tuesday March 14
9	Submit: 2 Peer Reviews to Assigned Students Using Peer Review Form	Sunday March 19
10	Read: Welcome to Lesson 10	Monday March 20
10	Read: <i>EaA</i> : Chapter 12: Arguing a Position	Monday March 20
10	Quiz: Chapter 12	Monday March 20
10	<b>DUE:</b> Writing Assignment – Presenting Research Perspectives	Sunday March 26
11	Read: Welcome to Lesson 11 Read: <i>EaA</i> : Chapter 18: Analyzing and Constructing Arguments	Monday March 27
11	Quiz: Chapter 18	Monday March 27

11	Read: <i>EaA</i> : Chapter 19: Strategies for Supporting an Argument	Wednesday March 29
11	Quiz: Chapter 19	Wednesday March 29
11	Read: Final Research Paper Assignment Description Discussion: Ethos, Pathos, and Logos in Visuals	Posts due on Friday – Responses due on Sunday March 31- April 2
12	Read: Welcome to Lesson 12 Read: <i>They Say/I Say</i> : Chapter 6:	Monday April 3
12	Quiz: <i>TSIS</i> – Chapter 6	Monday April 3
12	Read: <i>They Say/I Say</i> : Chapter 10	Wednesday April 5
12	Quiz: <i>TSIS</i> : Chapter 10	Wednesday April 5
12	Writing Exercise: Outlining Your Paper	Friday April 7

13	Read: Welcome to Lesson 13	Monday April 10
13	Submit: Rough Draft of Researched Argument Essay	Tuesday April 11
13	Submit: 2 Peer Reviews to Assigned Students Using Peer Review Form	Wednesday – Sunday April 12-16
14	Read: Welcome to Lesson 14	Monday April 17
14	Submit: Rough Draft for Instructor Feedback	Monday April 17
15	Read: Welcome to Lesson 15	Monday April 24
15	Read: <i>EaA</i> : Chapter 35: Writing in Multiple Modes	Monday April 24
15	<b>DUE:</b> Writing Assignment – Final Research Paper	Friday April 28

Finals Week	<b>DUE:</b> Writing Assignment – Companion Piece	Monday May 1
Finals Week	<b>DUE:</b> Writing Assignment – Reflection	Tuesday May 2
Finals Week	<b>DUE:</b> SRI Completion	Wednesday May 3

SYLLABUS ENGLISH 2010

INTERMEDIATE WRITING/ACADEMIC WRITING & RESEARCH

Spring 2023

Sections 23, 39, 61, 74, X35

Dr. Jacob Robertson, instructor

**for INSTRUCTOR INFORMATION, "Instructor Responsibilities," and "Student Responsibilities," please read the "About the Instructor" module on the home screen**

For technical issues dealing with Canvas, please contact UVU's Office of Teaching and Learning:

EMAIL: TeachingLearning@uvu.edu

PHONE: (801) 863-8255

**IMPORTANT NOTE: if you email me to ask me about ANY of the policies contained in this syllabus, I will merely copy-and-paste the relevant section of this syllabus as my email response. Familiarize yourself with this document; it is your "contract" for the class.**

### **LATE WORK POLICY**

**I WILL NOT ACCEPT LATE WORK.**

ALL ASSIGNMENTS CLOSE at 11:59 PM on the DEADLINE date. I will NOT re-open assignments once they have closed.

However, all assignments will be available from the first day of the semester so you can get a headstart on things, if you're so inclined. Work to get stuff in early rather than late and you'll never have a problem with this rule. Wait until the last minute to do anything, and, well...



## **REQUIRED TEXTS**

### MAIN TEXT:

Lunsford, Andrea, et al. *Everyone's an Author*, 3rd Edition

ISBN: 9780393420814 (paperback)—available at UVU bookstore

E-book: <https://ncia.wwnorton.com/ebook-everyone3>

### SUPPLEMENTAL TEXTS:

Williams, Joseph M., and Joseph Bizup. *Style: Lessons in Clarity and Grace*. 10th, 11th, or 12th editions. Pearson. (paperback) -- Available at the UVU bookstore or on Amazon.com. (I will tend to refer to this simply as **STYLE**)

Readings from other texts or sources (not counting sources from your own research) will be made available as either PDFs or links to external online sources. Some of these texts can be found in Module 2, “Syllabus and Major Texts,” and/or in the module to which they primarily pertain.

### **Prerequisite(s):**

Appropriate test scores taken within the last three years or completion of ENGH 1000 with a grade of C- or higher.

Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. May be delivered hybrid and/or online. Lab access fee of \$7 for computers applies.

### **Course Description**

According to the Utah Valley University catalog, ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. ENGL 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. ENGL 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

## **Course Outcomes**

Upon successful completion of ENGL 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

## **Course Assignments**

The English 2010 curriculum is divided up into “modules.” Each module represents roughly one week of work. The various readings and writing assignments in these modules are designed to give you practice taking on the role of "Scholar." This role demands that you resist arguing from a subjective, opinion-oriented position and instead engage in objective, truth-oriented inquiry.

Over the course of this semester, you will build a single, argumentative research essay through effective research, planning, and writing exercises. This essay will be the culminating assignment in the class, and all of the essays you write this semester will eventually be revised into sections of that final essay.

This work will be broken up across five major writing phases, each involving several small writing projects that will help you build your final research assignments.

The phases and writing projects are these:

### **Preliminary Writing (10% of grade)**

Writing Project #1.1: The Opinion Essay, in which you share your opinion on some controversial issue.

Writing Project #1.2: Summary of a Controversial Issue, in which you find two non-academic essays arguing opposing views on your controversial issue, summarize each argument, and articulate some problem (social, political, cultural, economic, moral, religious, aesthetic, philosophical, and/or ideological) that is suggested by these competing arguments.

### **Research (15% of grade)**

Writing Project #2: Structured Research Notes, in which you find at least nine (9) more relevant sources that can inform your thinking on your controversial issue, and on the underlying problem you've articulated regarding that controversy. You will take notes on these sources and then present them as a series of MLA-formatted Structured Research Notes, or what scholars call an Annotated Bibliography)

Writing Project #3: Presenting Research Perspectives, in which you use rhetorical analysis and stasis theory to analyze three (3) key sources (at least one of which must be academic) to explain how they help you better understand the nature of the problem you're addressing.

#### **Drafting Writing Project #4: The Researched Argument (15% of grade)**

This drafting stage for your researched argument essay will be broken down into three parts:

Writing Project #4.1: The Position Essay, in which you take a position on the nature of the problem you've discovered.

Writing Project #4.2: Anticipating and Responding to Counter-Arguments, in which you address potential weaknesses in your position and either concede to them or refute them

Writing Project #4.3: The Researched Argument Rough Draft, in which you combine elements of all the previous essays into a single, coherent essay.

#### **Writing Project #4: Final Draft (20%)**

After some directed revision exercises, you will submit a final version of your researched argument. This is a hefty portion of your grade, so it is in your best interest to take the previous writing assignments seriously.

#### **Writing Project #5: Self-Reflective Essay (10% of grade)**

In this concluding essay, you will look back at your writing this semester, evaluate your strengths and weaknesses as a writer, and develop a plan for continuing to grow as a writer in the near future.

The rest of your grade in this class consists of the following:

**Chapter Quizzes (10%)**

**Style Studies (10%)**

**Directed Revisions (10%)**

## **GRADING & COURSE POLICIES**

All work is graded on the traditional A through F scale (or A - E here at UVU), but will be recorded numerically as points. Grades will be assigned based on:

- 1.) completeness
- 2.) how well you fulfilled the expectations of the assignment
- 3.) the quality of your writing (i.e: did it meet university-level standards?).

Work marked credit/no credit will receive full credit as long as it is complete, fulfills the assignment expectations, and is turned in on time. If it is done incorrectly, I may have you redo it, or I may simply give you partial credit, at my discretion.

For work turned in late, see the section on LATE WORK at the beginning of this syllabus.

### **Final Grade Distribution**

A = 100-94    B+ = 89.9-87    C+ = 79.9-77    D+ = 69.9-67    E = 59.9 and below

A- = 93.9-90    B = 86.9-84    C = 76.9-74    D = 66.9-64

B- = 83.9-80    C- = 73.9-70    D- = 63.9- 60

### **Style Studies**

One thing that I'll introduce in this class is the study of style: the intentional, artful, sentence-level arrangement of words, phrases and clauses so one's writing is clear, graceful, and interesting. Over my many years as a writing instructor, I've realized that most "problems" with student writing involve some lack of knowledge concerning basic principles of style.

Therefore, over the course of the semester, I will assign you certain readings to help you learn the principles of style. You will be quizzed on these readings, and then will be assigned directed exercises on your own writing so you can practice the stylistic principles that will make your writing clear, coherent, cohesive, and graceful.

## **Class Participation**

Participation is expected in both face-to-face and online classrooms, but I'm not going to take roll. You're adults and this is *your* education, after all, and if you choose not to come, that's your right. Moreover, I've found that the poor performance which usually accompanies a failure to attend class, study the texts, and participate in the actual work of education is its own punishment; I don't need to throw salt in the wound by keeping a running tally of your failure to engage — your disengagement will show in your grade. .

If you do miss class, please note the “Late Work” policy at the beginning of this syllabus. It also applies to lectures: I won't re-teach something in my office if you have demonstrated a lack of interest engaging in the class or attending class.

## **Assignment Access and Submission**

For both online & face-to-face classes, most assignments will be opened from the very first day of classes. Each assignment will have a DUE DATE and a DEADLINE (as explained in more detail further below). All assignments must be submitted through Canvas on the day the assignment is due and no later than the deadline for each assignment (see DEADLINES below).

## **Document Design**

Unless otherwise noted, drafts of all the major writing projects (not necessarily all assignments, though) must conform to MLA formatting standards — that, when submitted, your major essays must:

- Be word-processed in Times New Roman, 12-point font, and be double spaced with one-inch margins.
- Have MLA formatted headings and headers, also in Times New Roman, 12-point font. Last name and page numbers should appear in the heading.
- NOT have cover pages (that's APA!)

**If essays do not meet these basic standards for document design, I will not grade them or give feedback.** Instead, I'll assign the grade an automatic “zero” until you to fix the formatting errors. This is not because MLA formatting is particularly important, but because it's the easiest part of any writing assignment, and so your failure to do the easiest part of the assignment communicates to me how little you care about the assignment or your grade. So, if you don't want an automatic “zero” on your writing assignments, show me that you care about your assignment and format it for MLA! I take no pity on students who don't even make an effort.

## Document Set-Up Tutorials

If you don't know how to do MLA, there are many tutorials for formatting an essay in MLA on the internet.

This YouTube tutorial walks you through setting up a Google Doc for MLA:

[Setting up MLA format in Google Docs](#)

And for more help composing and sharing Google Documents, refer to this video:

[How to create & share Google Docs Tutorial HD 2016](#)

## Word Processing

I will only accept assignments composed in Google Docs. To submit a Google Doc in Canvas, set up a folder in your Google Drive entitled "Your Last Name, Engl 2020" and share that folder with my gmail address ([misterjrobertson@gmail.com](mailto:misterjrobertson@gmail.com)). After that, just be sure to create every document for this class in that folder and all you'll need to do is paste the document URL into the submission box on Canvas.

If you submit a document and I can't access it, I will give the assignment a "zero" and request access. The grade will remain a "zero" until I get access to the document.

Here's a video that will show you how to share a folder in Google Drive:

<https://www.youtube.com/watch?v=xi65DbMyrgU>

## Due Dates & Deadlines, Late Work, Etc. (THIS IS IMPORTANT!)

As already mentioned at the top of this document: **I WILL NOT ACCEPT LATE WORK.** All assignments close at 11:59 PM on the DEADLINE date. I will NOT re-open assignments once they have closed. I also will not accept assignments through email or any other method: assignments must be turned in to the Canvas submission page before the deadline to receive credit. This also holds for assignments you've created in your Google Folder but never turned in: assignment **MUST BE SUBMITTED TO CANVAS** to receive credit.

However, every assignment has a **DUE DATE** and a **DEADLINE**. Learning to work towards deadlines is an important part of every professional's life and, as in the professional world, it is **YOUR** responsibility to do your work and submit it in a timely fashion.

[Obligatory Note: students with school-authorized accommodations, student-athletes, or students with other extenuating circumstances, such as military personnel, may speak to me privately, IN ADVANCE, and we can work together to develop solutions to any legitimate extenuating circumstance.]

All submissions should be submitted before midnight (that's 11:59 PM Mountain Time) on the **DUE DATE**. However, the **DEADLINE** for assignments in any given module will be the same: the Sunday following the week (or period) that the module covers. **Assignments will not be accepted after the DEADLINE**. Assignment submissions will be closed in Canvas on the **DEADLINE** and I will not re-open any assignment on Canvas once it's closed.

I begin grading assignments the day after the due date, and the first thing I do is assign a grade of "zero" to any unsubmitted assignment. Though you will still have time to submit after the due date and before the deadline, that zero may remain on your grade for some time, because I don't get around to grading late work immediately, and because my first priority are those who turned in their assignments on or before the due date. It may take me even longer to give feedback when I'm grading essays, because it takes time to give feedback on longer writing assignments (see **FEEDBACK** section below for more).

Consider the time between the due date and the deadline to be a "grace" period: the time between the **DUE DATE** and the **DEADLINE** should be sufficient to submit an assignment in case of an emergency. However, after the **DEADLINE**, the assignment will be closed forever and **IF YOU ASK ME TO RE-OPEN AN ASSIGNMENT AFTER THE DEADLINE, I WILL SIMPLY COPY-AND-PASTE THIS SECTION OF MY SYLLABUS AS A RESPONSE TO YOUR EMAIL**.

**IF YOU ASK ME TO GRADE AN ASSIGNMENT ATTACHED TO AN EMAIL, I WILL SIMPLY COPY-AND-PASTE THIS SECTION OF MY SYLLABUS AS A RESPONSE TO YOUR EMAIL.**

**ALSO:** Any incomplete assignment turned in to Canvas, even if it is turned in by the deadline, will not receive full credit.

## **PEER REVIEW**

Peer reviews will be done as discussion posts.

Students should be assigned peers to review within 24 hours of the due date for submitting an assignment to be peer reviewed, so be sure to wait until your peer review assignment to comment on your peers' work or you may end up having to do more work than you need to. You will **NOT** be graded on any feedback you give **UNTIL** you have given feedback to you assigned peers. Additional peers you give feedback to **MAY** be counted as extra credit, at my discretion.

**In order to give peer feedback and receive peer feedback, drafts must be submitted for peer review by the peer review submission deadline. You will not be assigned peers to review if you do not submit your peer review draft on time. Again: **SUBMIT PEER REVIEW ASSIGNMENTS BY THE DUE DATE** or you **CANNOT** participate in any part of the peer review process and **CANNOT** receive *any* credit for the peer review portion of that writing project.**

## **Feedback & Student Conferences**

I begin reading your submissions the day after the due date. However, it takes time to read and comment on student writing — especially essays! — so be patient regarding the timeliness of feedback. I am, however, amenable to one-on-one conferences with students, so if you'd like to talk about an essay, set an appointment with me and we can talk.

In both feedback and student conferences, though, my comments will rarely tell you how to “fix” any particular issue in an assignment (although I may make suggestions about rewriting or revising a section). Instead, I will mentor you in the use of the textbook revision strategies, the strategies I taught in class, and the principles of style, organization, and critical thinking you have been studying, and I will expect you to employ them. I do this to help you become a stronger, more disciplined, and more independent student & writer.

I also rarely provide feedback on every assignment you turn in; rather, as I read your writings, I try to get a sense of who you are as a writer, your strengths and weaknesses, and I provide *cumulative* and writer-specific feedback on select assignments.

I will, however, grade every writing project using the rubric available here on Canvas, so familiarize yourself with that. I also employ a mixture of marginal comments written on the document and video comments which I'll upload on the assignment submission page in Canvas.

In order to see comments on the document itself, click on the “view feedback” link in the upper right corner of the assignment's submission page.

My feedback will focus on the following four areas of writing practice that I enumerated previously:

- 1.) your ETHOS as a writer content (critical thinking skills, arguments, self-presentation and character, appropriate use of jargon, etc.)



- 2.) your EMOTIONAL appeals (word choice, point of view, use of examples, emotional connection with your audience, etc.)
- 3.) your LOGICAL appeals (your use of sufficient, typical, accurate, and relevant reasons and evidence to support your claims and assertions)
- 4.) organization (paragraph structure, ordering of ideas, working towards a climax, etc.)
- 5.) style (sentence level rhetorical choices, word choice), and
- 6.) conventions (MLA formatting, spelling, punctuation, syntax and grammar, etc.)

If I see a need for further study in any of these areas, I will point you back to the books for more study. Whether you choose to study and improve or not is up to you.

Where stylistic issues are concerned, my comments will use the specific stylistic terminology (derived from classical rhetorical theory) that you will encounter in Joseph Williams's *Style: Lessons in Clarity and Grace* and the "Appendix" to T. R. Johnson's *A Rhetoric of Pleasure* (both of which are mentioned in the "required texts" section at the beginning of this syllabus). These texts, along with a few PDFs and online resources that I will make available, will teach you specific analytical and revision strategies to help analyze and revise stylistic weaknesses in your writing.

### **Grammar Mastery**

A precursor to stylistic effectiveness is knowledge of the rules and conventions of Standard American English, including proper grammar and usage. This should go without saying, but in order to get passing grades on the assignments in this class, you must prove yourself competent in the rules of grammar and standard American English. There is no time in this class to teach the basic conventions of grammar; improvement in that area requires a different class. However, if you want a refresher on grammar and the basic conventions of American English, there are many online sources available to help, including Purdue University's OWL website; videos on YouTube (including that old standard *Schoolhouse Rock*, which is a fun and fantastic way to brush up on the basics); grammar.com, grammarly.com, etc.

Here is a link to Purdue's Online Writing Lab (OWL):

<https://owl.purdue.edu/>

Here is a link to a *Schoolhouse Rock Grammar video* on YouTube (it's "Busy Prepositions" -- because, in my experience, prepositions are the part of speech students seem to understand the least!):

## **Plagiarism**

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied or submitted by another student as course work, without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below will be applied, as relevant, to both plagiarizers and their accomplices, as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions will be imposed:

1. The academic work will receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, will be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student, and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit:  
<http://www.uvu.edu/english/student-resources/policies-procedures.html>

### **Class Etiquette**

"Two hands clap and there is a sound. What is the sound of one hand?"

— Hakuin Ekaku

“He who knows only his own side of a case knows little of that.”

— John Stuart Mill

Viewpoint diversity is a priority in this class. What that means is that individuals have a right to hold and defend their ideas, even if those ideas aren't very popular, and a university education should prepare students to engage respectfully with persons of diverse viewpoints if graduates are to participate in a vibrant public sphere. However, all discussions — especially those in which people disagree — should be free from hostility and informed by a spirit of charity. UVU does not tolerate language that intentionally insults or degrades any ethnic, cultural, or social group (including, but not limited to, language that is racist, sexist, homophobic, ableist, anti-religious, etc.), but disagreement is not insult, and to be easily offended is, itself, an offensive and hateful act.

Therefore, while this classroom invites individuals of all viewpoints to speak, however unorthodox those views may seem, overtly offensive language — including accusations designed to shut down ideas you may disagree with — will not be tolerated, nor will attempts to silence someone on the grounds that they refuse to conform to a particular ideological doctrine or worldview.

While disagreement is not insult, insult is not argument.

### **Sexual Harassment Policy**

Under Title IX of the Education Amendments of 1972, students who encounter sexual harassment from other students are protected. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your me or contact the administration office.

### **A Note on Sexual Misconduct**

*Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.*

*Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately.*

*If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our school's website.*

*Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.*

***As a teacher, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.***

## **Statement of Accessibility**

If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department (LC 312; 863-8747; [www.uvu.edu/asd/](http://www.uvu.edu/asd/)). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

## **Further Resources**

### Writing Lab

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved

through one-on-one tutorials focused on specific writing assignments and tailored to the individual student's needs.

[www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter)

There are numerous other resources and services that UVU provides for students with specific needs, including:

First Year Experience Information

[www.uvu.edu/firstyear](http://www.uvu.edu/firstyear)

Advising

<https://www.uvu.edu/advising>

POP, the "Preventative Outreach Program" (which helps with things like stress management, time management, study skills, etc.)

Veteran Success Center

<https://www.uvu.edu/veterans/>

<https://www.uvu.edu/studenthealth/psych/outreach.html>

Multicultural Student Services

<http://www.uvu.edu/multicultural>

LGTB Student Services

<http://www.uvu.edu/multicultural/lgbt>

UVU Student Health Services

<https://www.uvu.edu/studenthealth/>

UVU Food Pantry (includes on-line orders!)

<https://www.uvu.edu/socialimpact/programs/food-pantry.html>

# English 2010: Intermediate Writing



<p><b>Academic Writing and Research</b></p> <p>Spring Semester 2023</p> <p>Sect. 45, TTR 11:30 AM – 12:45 PM CB 202</p> <p>Sect. 65, TTR 1 PM – 2:15 PM CB 202</p>
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**Instructor:** Ms. Larisa Schumann, PhD

**Email:** [larisa.schumann@uvu.edu](mailto:larisa.schumann@uvu.edu)

**Office location:** Clarke Building (CB) #410J (fourth floor next to the west elevator) [Map](#)

**Office phone:** 801-863-5192

**Student office hours:** Tues., and Thurs., 10 AM -11 AM and 3 – 4 PM. Also, by appointment.

**Course Description:** Per the Utah Valley University catalog, "[English 2010](#) emphasizes academic inquiry and research. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources." 3 credit hours.

**Prerequisites:** Appropriate ACT test scores taken within the last three years or completion of ENGL 1010 or ENGL 101H with a grade of C- or higher, or ENGH 1005 with a grade of C or higher.

## **Welcome to English 2010. Intermediate Writing: Academic Writing and Research.**

This class builds on the skills and concepts you should have acquired in *English 1010: Introduction to Writing*. In English 2010 you will continue learning academic style and the genres of writing. You will learn about Rhetoric and how to identify the Audience, Purpose, and Genre of a text, along with the rhetorical means of persuasion. Then you will deploy those rhetorical skills in your writing projects, which will focus on the theme of "Citizenship & Belonging." We will analyze the arguments that our society has made historically, and continues to make, about citizenship and belonging. You will create your own arguments about citizenship and belonging in individual and group assignments. Regular attendance and classroom participation is crucial for success in this class.

As your professor, I will instruct you on core concepts, facilitate discussions, and evaluate your work. My job is to ensure that you successfully learn and meet the Course Outcomes.

## Guiding Questions

- Who is a citizen? What does citizenship mean?
- What are the duties and responsibilities of citizens to their communities, nations, or the world?
- Who belongs to the community? Who doesn't?
- What arguments have and continue to circulate in our culture regarding citizenship and belonging?

## University-Mandated Course Outcomes

Upon successful completion of English 2010, students should:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate uses of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

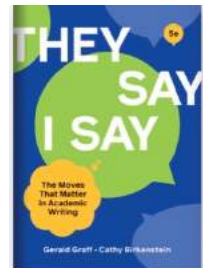
## Class-Specific Outcomes

- Demonstrate how rhetoric functions in their lives.
- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts.
- Learn to critique your work as well as others' work.
- Work collaboratively with classmates.

## Required Text & Readings

[They Say, I Say: The Moves that Matter in Academic Writing, 5<sup>th</sup> Edition](#) by Graff & Birkenstein ISBN 978-0-393-53870-0.

- with Ebook, *The Little Seagull Handbook*, and InQuizitive for Writers



Other assigned readings posted on Canvas.

## Required Tech

[Office365](#), which is provided **FREE** for all students by UVU. Office365 has a cloud function where you may save all your assignments in a secure location. Also, using this tech will prepare you for future internships and jobs, as well as give you a marketable skill set. If you **use Google Docs**, it is very likely that assignments will not be formatted correctly, and the grade will suffer.

## Recommended Websites

Canvas Community Guides:

<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

Modern Language Association (MLA): <http://style.mla.org>

UVU Fugal Writing Center <https://www.uvu.edu/writingcenter/>

## Further Course Description

While our class meets F2F at specific times, you should also plan to meet and work online with me and your classmates. Even though you will complete most of your work independently, some work will be done collaboratively with classmates, such as peer reviews.

Typically, your class meetings will follow two different formats. At the beginning of a unit or module, you will prepare for each class meeting by reading from your book and taking notes to prepare for class discussion. Later in the unit you will start drafting ideas, sentences and paragraphs, and then entire essays to share with your classmates in writing workshops. At the end of the unit, you will submit a writing project for evaluation. In each writing assignment you will demonstrate how well you understand the concepts of rhetoric and the essay's genre. While there will be a short final exam for this class, most of your course grade will be based on the combined grades for minor and major writing assignments.

Please contact me with any questions or concerns about the course content or the assignments. There are no dumb questions! Sometimes the only way to clarify something is by sending a Canvas Inbox message or Outlook email. Teams is also a great venue for online appointments. And you can stop by my office in the [Clarke Building \(CB\)](#) at any time to ask questions, for one-on-one tutoring, or to just say hello.

## COURSE ASSIGNMENTS

All assignments are focused on teaching you the required skills to meet the course outcomes. The course is divided into units or modules that lead to a writing project submission.

Other smaller assignments such as process work, writing exercises, and reading responses are created to reinforce important research and writing concepts—they are not “busy work” or “hoops to jump through.” Rather, these assignments teach valuable concepts and skills that you will demonstrate in your assessments (major essays).

All major projects must include an “Author’s Note” with each and every draft, *revised* with every draft, and should be addressed to your readers (your writing group for the first draft and your professor for the final draft). Detailed descriptions for the Author’s Note and assignments appear at the end of this syllabus. Essays that are missing an author’s note will not be graded until completed (with an author’s note).

## ASSIGNMENT CATEGORIES

### **Attendance = 10% of course grade**

Improvement in writing is a complex process that requires lots of practice and feedback from readers. **Regular attendance is necessary for success in this course.** Missing more than half a class session (arriving late or leaving early = absence. Everyone gets two “free” absences, no questions asked. If you do become ill or incapacitated for any reason, please contact me about your options for keeping up to date.

You will sign or check a roll sheet during class meetings. The attendance score will be tracked online in the Canvas gradebook.

I promise to be both fair and flexible while you navigate all the school, work, and family demands. If needed, you will have optional activities to complete for



more attendance points. However, commit now to attending class because your attendance facilitates the collaborative learning that will happen in our classroom.

### Minor Writing Assignments = 30% of course grade

<b>Writing Exercises</b>	Short writing activities from your textbooks. See each specific posted assignment for more details on requirements. 10 points each awarded based on level of completion (see the accompanying rubric).
<b>Critical Reading Responses</b>	Short papers tightly focused on an assigned reading. Shows evidence of critical thinking about the text and is not merely a summary of the reading. Assessed on content and style. Demonstrate, through evidence that you have done some critical thinking about the text(s) and can clearly write about them with polished prose. You will write three or four responses that are polished and pithy-- 500-750 words (about 2-2.5 pages). 25 points each. See each specific posted assignment for instructions, requirements, and evaluation (see the accompanying rubric).
<b>Process Work</b>	Includes pre-writing activities, drafts of major writing assignments, and peer reviews of major writing assignments. Most assignments will be submitted online, except when you meet with your workshop group. For that assignment, you will submit preliminary and revised drafts to be read in a small group workshop and/or by your professor. Three to 15 points per assignment, based on the level of complexity and completion (see the accompanying rubric).

### Major Writing Assignments 60%

#### **Essay #1 “They Say” -- Rhetorical Analysis: Arguments about Citizenship & Belonging (100 points possible)**

**In this first essay, you will wrestle with questions about citizenship and belonging by analyzing a contemporary text that makes arguments about the duties, rights, and responsibilities of citizens.** During class, you will generate lists of topics and ideas from our discussions about the founding documents of the United States (*Declaration of Independence, The Constitution, The Bill of Rights, Amendments to the Constitution*) that will guide this analysis. For instance, you could write about freedom of religion, freedom of speech, or voting rights. You could write about the more ambiguous right of “life, liberty, and the pursuit of happiness.” **Identifying a topic that is most interesting to you will make this assignment more interesting to you as a writer**, as well as for your readers.

**Step #1.** After identifying your topic, select an essay, speech, or editorial published in a reputable publication (this could be an argument you either agree or disagree with). Possible sources are editorials from a newspaper or blog that you frequently read such as *The Deseret News, The Salt Lake Tribune, The Wall Street Journal, The New York Times, Epoch Times, or the Liahona*. Another option is a published speech or article by contemporary advocates and public figures like Joe Biden, Tucker Carlson, Laura Ingraham, Wendy Watson

Nelson, Nancy Pelosi, Condoleezza Rice, Joe Rogan, Mitt Romney, Ron DeSantis, Donald Trump, or Dieter Uchtdorf. (You may **not** use an anonymous source.)

**Step #2.** Perform a close reading and annotation of your chosen text. Submit a copy of your annotation.

**Step #3.** Write your analysis (essay) and apply your skills of rhetorical analysis to explicate how well the author uses their rhetorical and argumentative strategies to persuade the intended audience of the author's purpose. Be specific about intended audience, purpose, historical/cultural context, argumentative claim(s), rhetorical appeals, and kinds of evidence. In short, you will do both textual and contextual analysis. [You will use templates from *They Say/I Say* in your essay to structure your rhetorical analysis. Approx. 5-7 pages, using [MLA style rules](#).]

**Author's Note:** Each essay draft must include an author's note (page one) explaining to the readers (your writing group or professor): 1) what you were trying to accomplish in this draft, 2) what you think is going well, and 3) what you are having trouble with, and 4) what you would like advice on from your reader. Author's notes must be revised throughout the drafting process, from draft one to final.

**Essay #2  
"I Say" – Narrative  
Essay: Citizenship &  
Belonging  
(100 points  
possible)**

**Essay #2 asks you to enter into the long tradition of activists who spoke and wrote about the inalienable human rights endowed by Divine Providence as based upon their own personal experience(s).** As such, you will argue for change, broadly speaking, that is important to you, by building from an experience that you or somebody close to you has had regarding citizenship and belonging. This essay will be organized as a narrative, but because it will be important to recognize the ways in which the issue has a wider socio-cultural relevance, you will also need to make a case for the larger importance of the issue to your audience. To do so, you will incorporate **at least three** scholarly/reliable sources that help you to further discuss/narrate the subject.

You should answer these questions implicitly in your essay: *How does this issue affect others as well? Why should we (the readers) care?*

The personal experience, organized as a narrative, will serve as the framework for your paper, and your research will help to shape the context of your argument. **Combining both narrative and research** is crucial for the overall success of this assignment; indeed, achieving a balance between the two is key, and many students find this part to be more difficult than it sounds.

Since this assignment invites you to think critically about your own experience and how that experience fits into a larger whole, it might be particularly helpful (for you as well as the reader) to begin by thinking of a cohesive narrative of your own experience and then looking to outside sources for similar (or dissimilar) experiences in contemporary society. For example, [Leslie Marmon Silko claims people of color are treated badly by Border Patrol agents](#). Have you had a similar experience with someone in authority who may have mistreated

you and abused your rights of citizenship? [Frederick Douglass](#), who had been emancipated from slavery, shared that there was nothing for him to celebrate on the USA's Independence Day, the Fourth of July. How must he have felt when he was able to vote for the first time? How did you feel when you voted, ran for office, or did something to exercise your rights of citizenship? Another example is [Amy Tan's essay, "Mother Tongue."](#) Did your parents or grandparents immigrate? What was their assimilation process like? Or, did you move to the United States as a child (or more recently) and have to learn to belong? What was that process like? What were your struggles? [Tammy Duckworth](#), a military veteran, can trace her legacy back to the American Revolution. Her experiences in war have made her a patriot. Did you or someone in your family go to war to defend the Nation's values? Another recent example of active citizenship is [Dr. Mona Hanna-Attisha's experience](#) discovering and exposing the lead-contaminated water of Flint, Michigan. Like her, were you "born an activist" with a desire to share the American Dream with others? Or did you discover a problem later in life and then stand up to write a wrong in your community? (For more about her work, see her book, [What the Eyes Don't See.](#))

**A thesis statement** should shape and guide your paper; however, since you are writing a narrative, it can be implicit rather than explicit. *Your argument should be addressed to a specific audience that includes people who both agree and disagree with you.* [See *They Say/I Say* for the templates for structuring your argument. Approx. 5-7 pages, using [MLA style rules.](#)]

Author's note: Each essay draft must include an author's note (page one) explaining to the readers: 1) what you were trying to accomplish in this draft, 2) what you think is going well, and 3) what you are having trouble with, and 4) what you would like advice on from your reader. Author's notes must be revised throughout the drafting process.

**Essay #3**  
**"We Say" –**  
**Collaborative**  
**Project: Political**  
**Action Committee**  
**Proposal and**  
**Presentation**  
**(200 points**  
**possible)**

Essay #3 will require you and THREE of your peers to form a political action committee that will promote some kind of public awareness campaign about an issue of local or national importance regarding citizenship and belonging.

Part 1: Proposal. Your group will identify a problem regarding citizenship and belonging and present a solution in either a speech, persuasive essay, or editorial. Be as creative as you wish while keeping in mind your objective: to persuade a skeptical audience – student government, university administration, the mayor, city council, state legislators, Senators, the governor, or the US President – of the value of and need for action. A template for the proposal can be found on Canvas.

Authors' Note: Each essay draft must include an authors' note (page one) explaining to the readers: 1) what your group is trying to accomplish in this draft, 2) what is going well, and 3) what your group is having trouble with, and 4) what advice your group would like from your readers. Authors' notes must be revised throughout the drafting process.

**Part 2: Multimedia Presentation of Collaborative Proposal.** Your group will turn your proposal into a multimedia text such as an Infographic, Prezi, a short film, music video, or web page. Your task is to take the written proposal text and add visuals so that it can convey your message to a different audience: your classmates. (It is possible that group members will not receive the same grade for the assignment.) 10-15 minutes; all group members must speak in the presentation of your collaborative proposal (more details forthcoming).

**Part 3: Individual Reflection.** After the proposal and presentation are completed, you will submit a short (200-350 words) personal reflection about your experience. Please share what you learned, especially about how the experience shaped your understanding of citizenship and belonging. Feel free to provide any feedback about your group members (positive or negative) in your reflection. No author's note is required for this reflection.

### Extra Credit Opportunities

You may revise one essay for a possible revised (new) grade. You must first meet/conference with your professor to discuss the needed revisions. Once you have discussed possible revisions, and made those revisions, PRINT and submit your revised essay with clearly marked revisions along with a detailed author's note. Put everything in a pocketed folder and give to your professor before the last day of class. (Merely fixing grammar, style, or formatting errors is just editing and will not result in a grade change.)

## COURSE POLICIES

### Class Conduct and Etiquette (Online and F2F)

Our classroom is a place for the free exchange of ideas in an environment of mutual respect. You are expected to participate by verbally sharing your ideas in small and large group discussions. Such is expected and will largely determine your success in understanding and applying concepts to improve your writing. **Research shows that being active in a learning community like English 2010 positively impacts course grades and overall student satisfaction with the college experience.**

You are expected to regularly check the Canvas course for weekly announcements and other class-related communications from the instructor. Students should thoroughly familiarize themselves with how the Canvas interface works, in terms of communications, checking course deadlines, and viewing instructor's feedback on their work.

My other expectations about classroom etiquette (F2F or online).

- All communications with your peers and the instructor are to be respectful.
- Listen to and/or read instructions carefully.
- Avoid personal attacks or rude language.
- No sexist, racist, homophobic, or otherwise offensive language will be tolerated.

- Online communication has the potential to cause more misunderstanding than face-to-face interactions; please keep this limitation in mind and strive to use clear, detailed, and precise language.

## Netiquette

Any time you respond to your instructor or a classmate through email, on a discussion thread, or in electronic comments, please be respectful and use appropriate language for an academic setting. Use Standard English with edited spelling, grammar, and punctuation. *Do not use all capital letters, mixed capital and lower-case letters, icons, or other inappropriate language short cuts; save that for your text messaging.* Remember, you want to build ethos and credibility in ALL writing situations. This article provides some helpful insights:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>.

## Student Conduct

The institution (Utah Valley University) expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. For more information about your rights and responsibilities as a student at UVU go to:

<https://www.uvu.edu/studentconduct/students.html>

## Conferences/Student Office Hours

You have the option to meet in person or online with me about any of your assignments. We can discuss ideas, brainstorm, make revisions, or do research. **I am here to help you succeed at meeting all the course outcomes.** Meetings can be scheduled via the [Canvas Calendar>Find Appointment](#) function. Because your time, as well as mine, is valuable, please notify me at least two hours in advance if you need to re-schedule an appointment.

Student Guide on using the Canvas

scheduler: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>

## Communication Policies

We can meet in my office, talk over the telephone, or meet online using Teams whenever you have questions. Also, you may contact me by email [larisa.schumann@uvu.edu](mailto:larisa.schumann@uvu.edu) or send a message through our Canvas site. While I will endeavor to respond as quickly as possible, please allow a few hours for a response between regular work hours (M-F, 9 AM – 5 PM). Please do not use Teams to communicate since I do not constantly monitor our channel. *I do not check messages on Weekends.* Please follow the guidelines of proper email etiquette when sending an email message, as shown in the Netiquette section.

Since this course contains outside links, they may periodically be missing or broken. I will continuously monitor the course, but if you see any problems, please let me know ASAP. Please contact me in class or by email/Canvas

message with any questions or concerns you might have with the class (technical and content-related). Any feedback to make it better is most appreciated.

## Evaluation of Course Work

All assignments will be evaluated using a rubric, which can be found in the assignment. Go to the [Canvas Guide](#) if you need help finding the rubric. Minor writing assignments such as writing exercises, critical reading responses, and process work will be evaluated based on completion and effort; points will be awarded in a range from 3-25. Higher scores may be given for more detailed and descriptive content. Generally, 10 points will be given for each complete draft or peer review. All Major Writing Projects (final drafts) will be assigned a letter grade with a corresponding point value (see Grading Scale). They will be evaluated on the following three criteria:

- Focus, Purpose, and Genre.
  - Focus: the essay follows the assignment description prompt.
  - Purpose: the essay clearly demonstrates why you are writing the essay and what you want readers to do or think after reading it.
  - Genre: the essay follows conventions for its distinct genre.
- Support and Audience.
  - Support: the essay has adequate evidence to support the thesis (claim) and sub-points.
  - Audience: the essay uses evidence and language appropriate for the intended audience.
- Style and Conventions.
  - Style: sentence variety; clear authorial voice; follows grammar, spelling, and punctuation rules.
  - Conventions: the essay is formatted according to MLA 2021 style rules, 9<sup>th</sup> ed.

## Final Grade Distribution

Simply fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class, logging onto Canvas multiple times a week, and doing assignments is not something that earns extra credit or an automatic “A” for your course grade. Rather, it’s an expectation for being in the course.

A higher-than-average grade will be based on:

- the distinctive quality and development of your work.
- consistently demonstrating critical and creative thinking in your writing.
- your ability to guide a piece of writing through the various stages of revision, when applicable.
- a willingness to take risks by exploring new subjects, genres, and techniques.

Below is a breakdown of how final grades are calculated. As we move into the semester, you will see more detailed descriptions about how your writing is evaluated (using a rubric). *Please schedule a meeting with me if*

*you have questions about how any of your assignments were graded. We can discuss options for improvement as well as fix errors. Remember, I am here to help you succeed.*

## Grading Scale/Point Value for Letter Grades

Letter Grade	100 Point scale	4.0 Scale
A+	97-100	Outstanding
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0 Exceeds Expectations
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0 Meets Expectations/Average
C-	70-72	1.7
D+	67-69	1.3
D	64-66	1.0 Below Average/Needs Work
D-	60-63	0.7
E/F	Below 60	0.0 Unacceptable/Incomplete

**Students who do not submit all components of all major writing projects for evaluation will not receive a passing grade in the class, no matter the total of their cumulative grade book score as shown on Canvas.**

### Late Work Policy

**All late assignments will be penalized .25%/hour for each hour late.**

Minor assignments will not be graded nor receive feedback if submitted more than 48 hours late. You may submit major writing projects up to one week late. After those times, the assignments will be locked. Please contact me if you have extenuating circumstances.

### Style, Documentation, and Citation

The style and citation expectations for the majority of the work done in the class will be MLA 2021 documentation style (9<sup>th</sup> edition), as shown in the MLA handbook and on their website <https://style.mla.org>. While we will review the basics, **YOU are responsible for following these guidelines and learning the basic rules of MLA style.** However, the assignment's style requirements may change based on the rhetorical nature of a specific assignment. Those alterations will be clearly explained in those assignments' instructions.

- UVU Writing Center helpful handouts on MLA Style: [www.uvu.edu/writingcenter/handouts.html](http://www.uvu.edu/writingcenter/handouts.html).
- The UVU Library has a helpful citation page: <https://uvu.libguides.com/citations>

*Please search these resources for answers before emailing your professor with questions.*

### University Plagiarism Policy

See University Policy 541 <https://policy.uvu.edu/getDisplayFile/563a3c1c65db23201153c268>.

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "[Student Conduct](#)". This documentation shall also be provided to the student and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

## Note from your professor about plagiarism.

[Avoiding Plagiarism \(pdf\)](#)

Most student plagiarism is unintentional. In my 20+ years of teaching, I have only seen a handful of students intentionally plagiarize. If I do catch your unintentional plagiarism, you will receive a failing grade on the assignment, with a chance for a "do over." You will need to schedule a meeting with me, where we will discuss your options for fixing your errors. After revising, you will receive a new, and hopefully, passing grade. If you intentionally plagiarize or cheat on an assignment (as described above), the process will not apply. Rather, your infraction will be reported to the University and become part of your permanent record. Penalties for intentional plagiarism range from a failing grade for the assignment, a failure of the course, to expulsion from the University.

## Technology

Because this course uses technology, you should have access to a stable Internet connection and a laptop or desktop computer. **Trying to complete your course work on your smart phone is a VERY BAD idea.** All the features of Canvas are only available using a laptop or desktop computer. You may check out laptops, webcams, hotspots, and headphones from the UVU Library for FREE. More information:

<https://www.uvu.edu/library/services/equipment/>



Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, et cetera) are not acceptable excuses for submitting late work. You should plan adequately to avoid last-minute crises with technology. However, if you have extreme and unusual extenuating circumstances, such as being robbed, losing your backpack, giving birth or other medical emergencies, please contact me ASAP. No late work will be accepted after the last day of classes (April 26, 2023); only your final exam will be accepted thereafter until May 4, 2023.

Good planning can help avoid last-minute crises with technology, but they will inevitably happen. If you are unable to upload an assignment to Canvas, submit it to me—as an attachment—by Outlook email ([Larisa.Schumann@uvu.edu](mailto:Larisa.Schumann@uvu.edu)). Please include an explanatory message. Then keep trying to upload the document to Canvas since that is the platform for grading your work. **Backup all your assignments!**

## Statement of Accessibility

If you have any condition or disability which may impair your ability to successfully complete this course, please contact the [UVU Accessibility Services Department \(ASD\)](#). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department. Accommodations are not retroactive. Please verify your need for accommodations with me in person or via email.

Please notify me to request an accommodation for sincerely held religious beliefs and practices. You may need to complete the Religious Accommodation Request Form. See [university policy 601](#).

## Waitlist and Add Policy

It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled. Students on a waitlist must wait for an email notification that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. **Instructors cannot add students.** Department administrative staff and academic advisors cannot add students. Note: this policy primarily applies to face-to-face classes.

## Other Helpful Resources

- Academic Tutoring <https://www.uvu.edu/academictutoring/>
- Campus Maps <https://www.uvu.edu/accessibility-services/maps/>
- C.A.R.E. <https://www.uvu.edu/studentcare/>
- First-Year Experience Information <http://www.uvu.edu/firstyear>
- Food Insecurity <https://www.uvu.edu/studentcare/food/index.html>

- Fulton Library (FL) supports information access, student learning, and knowledge creation <https://www.uvu.edu/library>. It is a treasure-trove of information, includes willing librarians who want to help you with all your research questions. Includes links to more information about study rooms, equipment checkout, and a coffee shop.
- Health Needs <https://www.uvu.edu/studentcare/health/index.html>
- Housing Insecurity <https://www.uvu.edu/studentcare/housing/index.html>
- The Resources for Success pamphlet provides all kinds of helpful information for you or your classmates. See [https://www.uvu.edu/firstyear/docs/resources\\_for\\_success.pdf](https://www.uvu.edu/firstyear/docs/resources_for_success.pdf).
- Writing Lab: The UVU Fugal Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one tutorials focused on specific writing assignments and tailored to the individual student's needs. [uvu.edu/writingcenter](http://uvu.edu/writingcenter)

## Course Schedule\* [TTR]

\*Dates are subject to change as needed to benefit student learning.

### Week 1. Course Introduction

Tuesday, January 10: Introduction to Course and Syllabus.

Thurs. January 12: What is Rhetoric? The Rhetorical Situation and Reading Rhetorically. [The Conversation](#).

- BEFORE class time read and be ready to discuss, *They Say/I Say*, Prefaces and Introduction (pp. x-18). Complete exercise #2, p. 17, and bring a printed or hand-written copy with you to class.
- BEFORE class time, prepare for quiz on the Syllabus and assigned reading (in class).

### Week 2. Unit 1. "They Say"—Definitions of Citizenship & Belonging

Tues., Jan. 17: Class Topic: What is Citizenship? What does it mean to belong? [The Great American Melting Pot](#).

- BEFORE class time read and/or listen to: "[I Have a Dream](#)" by [Martin Luther King, Jr.](#), "A Quilt of a Country: Out of Many, One?" by Anna Quindlen, and [Rights And Responsibilities \(PDF\)](#) by USCIS.gov. Identify and note two important traits of citizenship. Be ready to share with the class.

Thurs., January 19: Class topic: What is Rhetoric? (No class meeting due to Professor's Jury Duty).

- BEFORE class time read, "[Shitty First Drafts](#)" by [Anne Lamott](#), also posted on Canvas. Write response #1, uploaded to Canvas before class.
- AFTER class time: watch videos and answer discussion board posting. (See the assignment in Canvas.)

### Week 3

Tuesday, Jan. 24: Essay #1 introduced. Invention activities. [Founding Documents](#).

- BEFORE class time read and be ready to discuss, *They Say/I Say*, chapter 1, "'They Say' Starting with What Others are Saying" (pp. 19-31)
- Complete exercise #2, pp. 29, and bring a printed or hand-written copy with you to class.

*The remainder of the schedule will be provided ASAP.*

# English 2010. Intermediate Writing: Academic Writing and Research

**Spring Semester 2023**  
(MW)

Section 060, Mondays & Wednesdays, 1 – 2:15 PM, GT 511C  
Section 073, Mondays & Wednesdays, 2:30 – 3:45 PM, GT 511C

**Instructor:** Ms. Larisa Schumann, PhD  
**Email:** [larisa.schumann@uvu.edu](mailto:larisa.schumann@uvu.edu)  
**Office location:** Clarke Building (CB) #410J (fourth floor next to the west elevator) [Map](#)  
**Office phone:** 801-863-5192  
**Student office hours:** Tues., and Thurs., 10 AM -11 AM and 3 – 4 PM.  
Also, by appointment.



## Course Description:

Per the Utah Valley University catalog, "[English 2010](#) emphasizes academic inquiry and research. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources." 3 credit hours.

**Prerequisite(s):** Appropriate ACT test scores taken within the last three years or completion of ENGL 1010 or ENGL 101H with a grade of C- or higher, or ENGH 1005 with a grade of C or higher.

## Welcome to English 2010: Intermediate Writing: Academic Writing and Research.

This class builds on the skills and concepts you should have acquired in *English 1010: Introduction to Writing*. In English 2010 you will continue learning academic style and the genres of writing. You will learn about Rhetoric and how to identify the Audience, Purpose, and Genre of a text, along with the rhetorical means of persuasion. Then you will deploy those rhetorical skills in your writing projects, which will focus on a research project (on a topic of your choice). Regular attendance and classroom participation is crucial for success in this class.

As your professor, I will instruct you on core concepts, facilitate discussions, and evaluate your work. My job is to ensure that you successfully learn and meet the Course Outcomes (see below).

## Course Outcomes

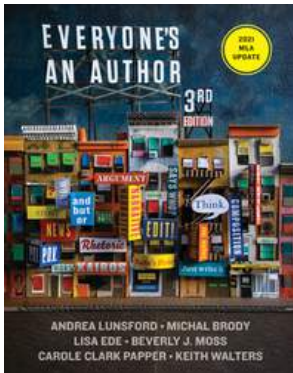
Upon successful completion of English 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.

- Demonstrate uses of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

### Class-Specific Outcomes

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts.
- Learn to critique your work as well as others' works.
- Work collaboratively with classmates.



### Required Textbook:

*Everyone's an Author*, third edition, by Andrea Lunsford. [Digital Resources for Everyone's an Author \(www.norton.com\)](#)

**Blog:** <http://everyonesanauthor.tumblr.com>

### Required Tech:

[Office365](#), which is provided **FREE** for all students by UVU. Office365 has a cloud function where you may save all your assignments in a secure location. Also, using this tech will prepare you for future internships and jobs, as well as give you a marketable skill set. If you **use Google Docs**, it is very likely that your assignments will not be formatted correctly, and the grade will suffer.

### Recommended Websites:

- Canvas Community Guides: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>
- Modern Language Association (MLA): <http://style.mla.org>
- UVU Fugal Writing Center <https://www.uvu.edu/writingcenter/>
- Grammar Girl's Quick & Dirty Tips <https://www.quickanddirtytips.com/grammar-girl>
- The Forest of Rhetoric <http://rhetoric.byu.edu/>

### Further Course Description:

While our class meets F2F at specific times, you should also plan to meet and work online with me and your classmates. Even though you will complete most of your work independently, some work will be done collaboratively with classmates, such as peer reviews. Typically, your class meetings will follow two different formats. At the beginning of a unit or module, you will prepare for each class meeting by reading from your book and taking notes to prepare for a quiz and class discussion. Later in the unit you will start drafting ideas, sentences and paragraphs, and then entire essays to share with your classmates in writing workshops. At the end of the unit, you will submit a writing project for evaluation. In each writing assignment you will demonstrate how well you understand the concepts of rhetoric and the essay's genre. While there will be a short final exam for this class, most of your course grade will be based on your combined essay grades.

Please contact me with any questions or concerns about the course content or the assignments. There are no dumb questions! Sometimes the only way to clarify something is by sending an inbox message or email. Teams is also a great venue for online meetings. And you can stop by my office in the Clarke Building (CB) at any time to ask questions, for one-on-one tutoring, or to just say hello.

### COURSE ASSIGNMENTS

All assignments are focused on teaching you the required skills to meet the course outcomes (see page 1). The course is divided into units or modules that lead to a writing project submission.

The primary emphasis of this class is a research project based on your choice of topic. You must choose a topic that is complex and not easily answered or resolved. The topic must offer enough scope for you to write multiple arguments about it. A shortlist of topics that students have written about in my past classes appears at the end of this document. Please note that **project topics must be approved by your professor** and some topics, like abortion rights, gun rights, and decreasing the legal drinking age, might not be allowed.

You will complete smaller projects leading up to the major project, the Research Argument Essay, which is worth the greatest number of points and percentage of your course grade. Other smaller assignments such as process work, and quizzes are created to reinforce important research and writing concepts—they are not “busy work” or “hoops to jump through.” Rather, these assignments teach valuable concepts and skills.

**Once you choose your research project topic there is no changing it—you are “locked in.”** The projects build upon each other. The proposal is for the research paper. The annotated bibliography is of the sources you will cite in your research paper. The research paper is an argument essay that supports all claims with reliable and credible research from a variety of sources. The companion piece is a visual rhetoric piece that presents the argument of your research paper for a new audience.

All major projects must include an “Author’s Note” with each and every draft, *revised* with every draft, and should be addressed to your readers (your writing group for the first draft and your professor for the final draft). Detailed descriptions for the Author’s Note and assignments appear at the end of this syllabus. Essays that are missing an author’s note will not be graded until complete.

## ASSIGNMENT CATEGORIES

**Attendance (10% of course grade).** Improvement in writing is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary for success in this course. Missing more than half a class session = absence. Everyone gets two “free” absences, no questions asked. If you do become ill or incapacitated for any reason, please contact me about your options for keeping up to date. You will sign or check a roll sheet during class meetings. The attendance score will be tracked online in the Canvas gradebook. I promise to be both fair and flexible while you navigate all you school, work, and family demands. If needed, you will have optional activities to complete for more attendance points.

**Participation (10%).** Small assignments that reinforce concepts from reading assignments. These shorter assignments will include reading quizzes, reflections, and discussion board postings. Points will be awarded for each of these smaller assignments in a range from 1-20. Most assignments will be submitted online, and some assignments will be submitted on paper (during class time, such as quizzes).

**Process Work (15%).** Includes pre-writing activities, drafts of major writing assignments, and peer reviews of major writing assignments. 5-20 points each. Most assignments will be submitted online.

### Major Writing Assignments:

- **The Research Project Proposal (RPP) (15%).** The project proposal is for your research project and will be your first attempt to define and plan a strategy for that project. (It is not a proposal to solve a problem). The proposal shares your interests in your topic area, asks important questions, and sets out plans for research. See the assignment description on Canvas for more details. Author’s Note and Works Cited required for all drafts. 100 points possible. (Note: Once your topic is chosen and posted, you are locked

into the topic for this assignment, as well as all subsequent assignments. Be sure to choose a topic you will enjoy for the entire semester).

- **Annotated Bibliography (AB) (15%).** The annotated bibliography will include an introduction followed by citations and annotations for 10 published and credible sources on the topic chosen for the RPP. Choose a variety of sources and genres. Your sources should include diverse perspectives. Do NOT use nor cite Wikipedia. See the assignment description on Canvas for more details. Author's Note required for all drafts. No Works Cited required. 100 points possible.
- **Researched Argument Essay (RAE) (25%).** Based upon the topic of your RPP and AB, you will present a claim coupled with well-developed reasons (often called an Aristotelian Argument). You will use your gathered sources as evidence to effectively prove your argument to the target audience. See the assignment description on Canvas for more details. Final draft: 8+ pages for the essay, following the outline/template as provided; 1-2 pages of WC. Author's Note and Works Cited required for all drafts. 200 points possible.

**Final Exam: (20%).** See the assignment description on Canvas for more details. Uploaded to Canvas by the end of class time on our assigned final exam day (see the course schedule). An Author's Note or Works Cited is NOT required. 50 points possible.

#### **Submission guidelines for all final drafts of essays:**

All essays must be submitted electronically on the day and by the time noted in the assignment description. A few general comments and suggestions will be noted in the comments box and on the rubric. Then a letter grade will be assigned. However, if you want extensive comments or written feedback on the paper itself, you must submit a hard copy of the essay to me (after submitting the electronic copy). The author's note should request handwritten comments and be signed by you.

#### **Extra Credit Opportunities:**

- You will have the option to complete small bonus assignments that will improve your skills and enhance your grade.
- You may revise the RPP or the AB for a possible revised (new) grade. You must first meet/conference with your professor to discuss the needed revisions. Once you have discussed possible revisions, and made those revisions, PRINT and submit your revised essay with clearly marked revisions along with a detailed author's note. Put everything in a pocketed folder and give to your professor before the last day of class. Merely fixing grammar, style, or formatting errors is just editing and will not result in a grade change.

## **COURSE POLICIES**

### **Class Conduct and Etiquette (Online and F2F)**

Our classroom is a place for the free exchange of ideas in an environment of mutual respect. You are expected to participate by sharing your ideas. Full participation is expected and will largely determine your success in understanding and applying concepts to improve your writing. **Research shows that being active in a learning community like English 2010 positively impacts course grades and overall student satisfaction with the college experience.**

Students are expected to regularly check the Canvas course for weekly announcements and other class-related communications from the instructor. Students should thoroughly familiarize themselves with how the Canvas interface works, in terms of communications, checking course deadlines, and viewing instructor's feedback on their work. See "Canvas Tour" assignment for help.

My other expectations about classroom etiquette (F2F or online).

- All communications with your peers and the instructor are to be respectful.
- Listen to and/or read instructions carefully.
- Avoid personal attacks or rude language.
- No sexist, racist, homophobic, or otherwise offensive language will be tolerated.
- Online communication has the potential to cause more misunderstanding than face-to-face interactions; please keep this limitation in mind and strive to use clear, detailed, and precise language.

The institution (Utah Valley University) expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. For more information about your rights and responsibilities as a student at UVU go to: <https://www.uvu.edu/studentconduct/students.html>

### **Conferences/Student Office Hours**

You have the option to meet in person or online with me about any of your assignments. We can discuss ideas, brainstorm, make revisions, or do research. **I am here to help you succeed at meeting all the course outcomes.** Meetings may be scheduled via the [Canvas Calendar>Find Appointment](#) function. Because your time, as well as mine, is valuable, please notify me at least two hours in advance if you need to re-schedule an appointment.

Student Guide on using the Canvas scheduler: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>

### **Communication Policies**

We can meet in my office, talk over the telephone, or meet online using Teams whenever you have questions. Also, you may contact me by email [larisa.schumann@uvu.edu](mailto:larisa.schumann@uvu.edu) or send a message through our Canvas site. While I will endeavor to respond as quickly as possible, please allow a few hours for a response between regular work hours (M-F, 9 AM – 5 PM). Please do not use Teams to communicate since I do not constantly monitor our channel. *I do not check messages on Weekends.* Please follow the guidelines of proper email etiquette when sending an email message (see the following link): <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>.

Since this course contains outside links, they may periodically be missing/broken. I will continuously monitor the course, but if you see any problems, please let me know ASAP. Please contact me in class or by email/Canvas message with any questions or concerns you might have with the class (technical and content-related). Any feedback to make it better is most appreciated.

### **Evaluation of Course Work**

**All assignments will be evaluated using a rubric, which can be found in the assignment.** Go to the [Canvas Guide](#) if you need help finding the rubric. **Participation assignments** will be evaluated based on completion and

effort; points will be awarded in a range from 5-20. **Process Work** will be evaluated based on completion; higher scores may be given for more detailed and descriptive content. Generally, 10 points will be given for each complete draft or peer review. All **Major Writing Projects** (final drafts) will be assigned a letter grade with a corresponding point value (see Grading Scale). **Projects/Papers** will be evaluated on the following three criteria:

- Focus, Purpose, and Genre.
  - Focus: the essay follows the assignment description prompt.
  - Purpose: the essay clearly demonstrates why you are writing the essay and what you want readers to do or think after reading it.
  - Genre: the essay follows conventions for its distinct genre.
- Support and Audience.
  - Support: the essay has adequate evidence to support the thesis (claim) and sub-points.
  - Audience: the essay uses evidence and language appropriate for the intended audience.
- Style and Conventions.
  - Style: sentence variety; clear authorial voice; follows grammar, spelling, and punctuation rules.
  - Conventions: the essay is formatted per MLA 2021 style rules, 9<sup>th</sup> ed.

### Final Grade Distribution

Simply fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class, logging onto Canvas multiple times a week, and doing assignments is not something that earns extra credit or an automatic “A” for your course grade. Rather, it’s an expectation for being in the course.

A higher-than-average grade will be based on:

- the distinctive quality and development of your work.
- consistently demonstrating critical and creative thinking in your writing.
- your ability to guide a piece of writing through the various stages of revision, when applicable.
- a willingness to take risks by exploring new subjects, genres, and techniques.

Below is a breakdown of how final grades are calculated. As we move into the semester, you will see more detailed descriptions about how your writing is evaluated (using a rubric). *Please schedule a meeting with me if you have questions about how any of your assignments were graded.* We can discuss options for improvement as well as fix errors. Remember, I am here to help you succeed.

*Note: students who do not submit all major writing assignments for evaluation will not receive a passing grade in the class, no matter the total of their cumulative grade book score as shown on Canvas.*

### Grading Scale/Point Value for Letter Grades

Letter Grade	100 Point scale	4.0 Scale
A+	97-100	Outstanding
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3



Letter Grade	100 Point scale	4.0 Scale
B	83-86	3.0 Exceeds Expectations
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0 Meets Expectations/Average
C-	70-72	1.7
D+	67-69	1.3
D	64-66	1.0 Below Average/Needs Work
D-	60-63	0.7
E/F	Below 60	0.0 Unacceptable/Incomplete

### Late Work Policy

**All late assignments will be penalized .25%/hour for each hour late.** Small assignments like process work, workshop drafts, writing activities, and so forth will not be graded nor receive feedback if submitted more than 48 hours late. You may submit major writing projects up to one week late. Please contact me if you have extenuating circumstances.

### Style, Documentation, and Citation

The style and citation expectations for the majority of the work done in the class will be MLA 2021 documentation style (9<sup>th</sup> edition), as shown in the MLA handbook and on their website (<https://style.mla.org>). While we will review the basics, **YOU are responsible for following these guidelines and learning the basic rules of MLA style**. However, the assignment's style requirements may change based on the rhetorical nature of a specific assignment. Those alterations will be clearly explained in those assignments' instructions. For questions on grammar, usage, and general style concerns, your textbook is the first and best source (see chapter 28).

- MLA.org style site is also useful: <https://style.mla.org>.
- UVU Writing Center helpful handouts on MLA Style: [www.uvu.edu/writingcenter/handouts.html](http://www.uvu.edu/writingcenter/handouts.html).
- The UVU Library has a helpful citation page: <https://uvu.libguides.com/citations>
- The Purdue OWL has some helpful videos posted on their YouTube channel that gives an overview of MLA style <https://www.youtube.com/user/OWLPurdue/videos>.

*Please search these resources for answers before emailing your professor with questions.*

### Plagiarism Policy

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Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)

2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "[Student Conduct](#)". This documentation shall also be provided to the student and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

See also: UVU OWL's (UVU's Online Writing Lab) handout - [Avoiding Plagiarism \(pdf\)](#)

**Note from your professor about plagiarism.** Most student plagiarism is unintentional. In my 20+ years of teaching, I have only seen a handful of students intentionally plagiarize. If I do catch your unintentional plagiarism, you will receive a failing grade on the assignment, with a chance for a "do over." You will need to schedule a meeting with me, where we will discuss your options for fixing your errors. After revising, you will receive a new, and hopefully, passing grade.

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Because this course uses technology, you should have access to a stable Internet connection and a laptop or desktop computer. **Trying to complete your course work on your smart phone is a VERY BAD idea.** All the features of Canvas are only available using a laptop or desktop computer. You may check out laptops, webcams, hotspots, and headphones from the UVU Library for FREE. More information:

<https://www.uvu.edu/library/services/equipment/>

Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, et cetera) are not acceptable excuses for submitting late work. You should plan adequately to avoid last-minute crises with technology. However, if you have extreme and unusual extenuating circumstances, such as being robbed, losing your backpack, giving birth or other medical emergencies, please contact me ASAP. No late work will be accepted after the last day of classes (April 26, 2023); only your final exam will be accepted thereafter until May 4, 2023.

Good planning can help avoid last-minute crises with technology, but they will inevitably happen. If you are unable to upload an assignment to Canvas, submit it to me—as an attachment—by Outlook email

([Larisa.Schumann@uvu.edu](mailto:Larisa.Schumann@uvu.edu)). Please include an explanatory message. Then keep trying to upload the document to Canvas since that is the platform for grading your work. Back up all your assignments in case of internet outages or crashes, or theft of your device or data.

### Statement of Accessibility

If you have any condition or disability which may impair your ability to successfully complete this course, please contact the [UVU Accessibility Services Department \(ASD\)](#). Academic Accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department. Please note that accommodations are not retroactive. Please verify your need for accountability with me verbally or over email.

Please notify me to request an accommodation for sincerely held religious beliefs and practices. You may need to complete the Religious Accommodation Request Form. See [university policy 601](#).

### Waitlist and Add Policy

It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled. Students on a waitlist must wait for an email notification that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. **Instructors cannot add students.** Department administrative staff and academic advisors cannot add students. Note: this policy primarily applies to face-to-face classes.

### Other Helpful Resources

- Academic Tutoring <https://www.uvu.edu/academictutoring/>
- Campus Maps <https://www.uvu.edu/accessibility-services/maps/>
- C.A.R.E. <https://www.uvu.edu/studentcare/>
- First-Year Experience Information <http://www.uvu.edu/firstyear>
- Food Insecurity <https://www.uvu.edu/studentcare/food/index.html>
- Fulton Library (FL) supports information access, student learning, and knowledge creation <https://www.uvu.edu/library>. It is a treasure-trove of information, includes willing librarians who want to help you with all your research questions. Includes links to more information about study rooms, equipment checkout, and a coffee shop.
- Health Needs <https://www.uvu.edu/studentcare/health/index.html>
- Housing Insecurity <https://www.uvu.edu/studentcare/housing/index.html>
- The Resources for Success pamphlet provides all kinds of helpful information for you or your classmates. See [https://www.uvu.edu/firstyear/docs/resources\\_for\\_success.pdf](https://www.uvu.edu/firstyear/docs/resources_for_success.pdf).
- Writing Lab: The UVU Fugal Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one tutorials focused on specific writing assignments and tailored to the individual student's needs. [uvu.edu/writingcenter](http://uvu.edu/writingcenter)

# Appendices:

## Kenneth Burke's "Unending Conversation" Metaphor.

<https://youtu.be/faaQuZQkRZQ>

"Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress."

Source: Burke, Kenneth. *The Philosophy of Literary Form*. U of California P, 1941, pp. 110-111.

## How to find a topic for the English 2010 Research Project

- Starting Your Research <https://uvu.libguides.com/basic-research/home>
- Research guides <https://uvu.libguides.com/>
- CQ Researcher (basic database with lots of reliable information on current issues)  
<http://library.cqpress.com.ezproxy.uvu.edu/cqresearcher/toc.php?mode=cqres-topic>

## Past topics chosen by English 2010 students

- Teaching minors about the dangers of online pornography
- Freedom of speech for college and university newspapers
- Genetic modification of embryos using CRISPR
- Bullying in elementary school
- Prison reform
- Dangers of childhood obesity and malnutrition
- Child poverty
- Human trafficking and sex-trafficking
- Aftercare for victims of sex-trafficking
- Social disorder and crime
- The exploitation of children in Mexico
- Weaknesses of smart homes
- Using social media to motivate positive change
- Dangers of overconsumption of social media
- Domestic abuse (female and male)
- Abuses and overuse of cosmetic surgery in Utah
- Dangers of newborn male circumcision
- Immigration and southern border patrol

- Universal health insurance
- Homelessness in Utah
- Gender/race wage gap
- Pleasure/child marriages in the Middle East and Africa
- Using technology in elementary classrooms
- Negative impacts of business monopolies on small and locally-owned businesses
- Privacy rights
- Discrimination against and segregation of Hispanic/Latinx groups in Provo
- Abolishing the death penalty
- Wrongful imprisonment
- Social engineering against senior citizens

## Guidelines for Author's Notes

An Author's Note provides readers the needed context for responding to your writing. It should appear on page 1 of your document. Use letter format and address your reader(s) by name. The body of your note should include the following:

- **Identify the text and your stage in the writing process.**
  - Example sentences:
    - This is my introduction for the \_\_\_\_\_ assignment.
    - This is my shitty first draft of the \_\_\_\_\_ assignment.
    - This is my revised draft of the \_\_\_\_\_ assignment
- **Include your assessment of the piece, both positive and negative.**
  - Example sentences:
    - I like \_\_\_\_\_ because \_\_\_\_\_.
    - My introduction is strong, but my conclusion is weak.
    - The transitions between paragraphs are smooth.
    - My in-text citations are not all correct.
- **Request the type of feedback and response you need.**
  - Example sentences:
    - Is my thesis clear? It seems unfocused to me.
    - Is my argument clear?
    - Does the text seem organized?
    - I need help with my style and word choice. Could you include suggestions for me?

An Author's Note helps the writer get helpful and focused feedback, as well as demonstrate your plans for the writing project.

### Sample Author's Note for English 2010

Dear Group Members:

In this revision of my argument essay, I went through and tried to make sure each paragraph was a complete thought and that the sentences made the points that I wanted. Overall, throughout the essay I tried to have each thought fit nicely into the set of thoughts, and then looking at a macro level that each set of thoughts flowed smoothly overall. I added a few things here and there to tie a few unconnected thoughts together across the piece and think this helped combine individual ideas together into the overall argument.

I think I'm at a good point where my thoughts are arranged how I want them, and I've made relative peace with the points and arguments that I tried to make. There are a lot more points that would be great additions to this paper, but space constraints exist and I'm at the maximum page length I'm willing to keep it at.

I rearranged and rewrote a few smaller parts to be more precise in what I meant. I think that my current hook is a little bit better, too, especially because my original intro was undeveloped. I still do not straight up answer "so what" and "who cares?" but I think I did an okay enough job of implying those answers throughout. When reading through, please pay attention to the overall flow of ideas and make note of any portions that require a second read. For example, if a sentence feels out of place or is just plain difficult to read, those are issues I'd like to fix in my next revision.

Thanks!

-Gabe

# Course Schedule\* [MW]

\*Dates are subject to change as needed to benefit student learning.

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## UNIT 1: COURSE INTRODUCTION

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### Week 1.

Monday, January 9: Introduction to Course and Syllabus.

Weds. January 11: What is Rhetoric? The Rhetorical Situation and Reading Rhetorically.

- BEFORE class time read and be ready to discuss, *Everyone's an Author* (EA), [chapter 1 "Thinking Rhetorically,"](#) [chapter 2, "Engaging Respectfully with Others,"](#) and [chapter 3, "Rhetorical Situations."](#)
- BEFORE class time, prepare for quiz on the Syllabus and chapters 1, 2 & 3 (in class).

### Week 2

Monday, January 16: **Holiday. (No class meeting)**

Weds., Jan. 18: Class Topic: What is Rhetoric? (**Online workday since Professor has Jury Duty**)

- BEFORE class time read and be ready to discuss, *Everyone's an Author*, Ch. 4, "Meeting the Expectations of Academic Writing" and ["Re: Your Recent Email to Your Professor."](#)
- During class time: Take the quiz.

**The remainder of the schedule will be given ASAP.**

# Syllabus for Online English 2010

## Course Information for ENGLISH 2010: Intermediate Writing

- Instructor: Dr. Charles A. Vogel, Associate Professor of English
- Office Hours: By appt. (NOTE: this is an online class, so most contacts will be by e-mail using the Canvas e-mail system or via Teams)
- Office: CB 410B
- E-mail: to contact me, first use the Canvas email system; if I do not reply after 4 days, you may contact me via my office e-mail account at [vogelch@uvu.edu](mailto:vogelch@uvu.edu)
- [Canvas Quickstart Guide \(Links to an external site.\)](#)[Links to an external site.](#)

## COURSE DESCRIPTIONS FOR ENGL 1010 AND ENGL 2010:

The prerequisite for English 2010 is English 1010 or its equivalent. Following is the UVU catalog course description for each course, so you can review the basic expectations for taking English 2010 and completing the first year composition requirement at UVU:

**English 1010 - Introduction to Writing:** Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. In addition to major essay assignments, may include in-class writing and collaboration, research writing, journals, and portfolios.

### **ENGL 2010: Intermediate Writing/Academic Writing and Research 3:3:0**

Prerequisite(s): Appropriate ACT test scores taken within the last three years or completion of ENGL 1010 or ENGL 101H with a grade of C- or higher, or ENGL 1005 with a grade of C or higher.

Emphasizes academic inquiry and research. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. May be delivered hybrid and/or online. Lab access fee of \$7 for computers applies.

## Course Outcomes for Engl 2010

- Identify awareness of audience, purpose, and genre through a variety of research-focused writing projects
- Demonstrate use(s) of critical reading and writing for inquiry
- Evaluate and integrate source materials into writing projects
- Apply knowledge of college-level, academic writing and research.

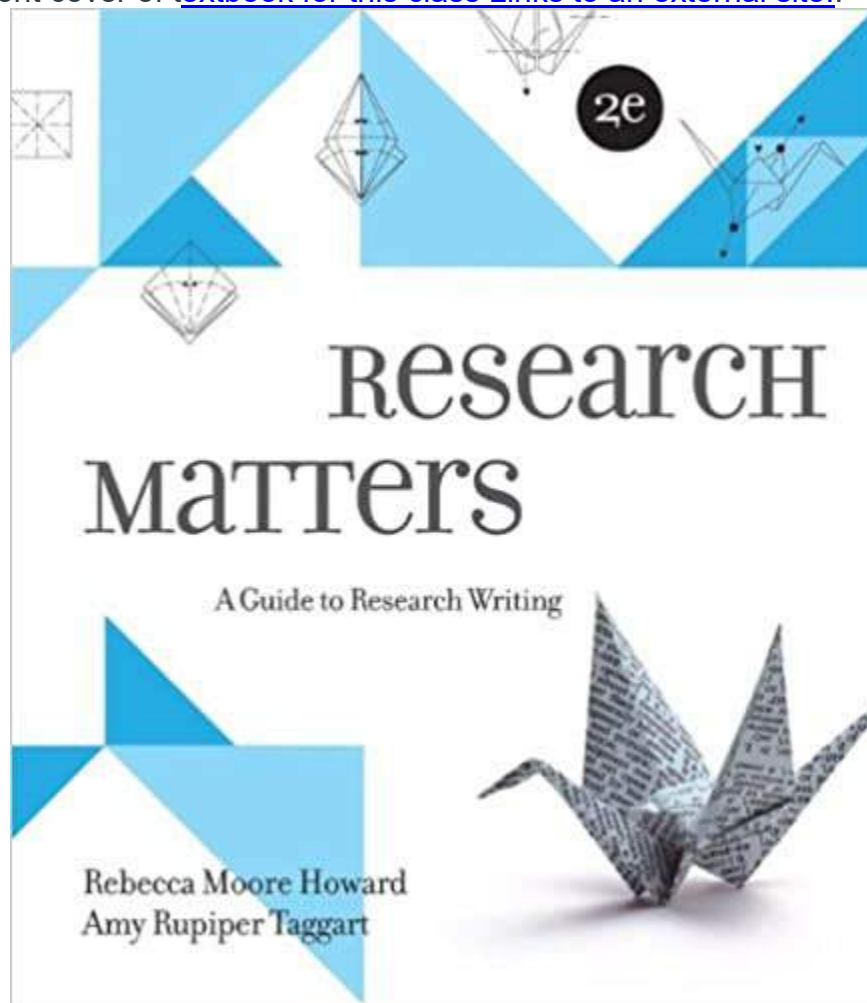
## Required Text

- *Research Matters: A Guide to Research Writing* by Rebecca Moore Howard and Amy Ruppert Taggart. McGraw-Hill Education, 2013, 2nd edition. ISBN-



13: 978-0073405940. This text is available at the UVU Bookstore. The publisher's website is as follows: <https://www.mheducation.com/highered/product/research-matters-mla-2016-update-howard-rupiper-taggart/M9781260088298.html> Links to an external site. A Cover of the book is cut/pasted below to ensure that you have the correct text for this class.

- Front cover of [textbook for this class](#) Links to an external site.:



- **Access to a Research Library and Librarians:** Being able to visit the UVU Library or an equivalent university research library in your area will make your research efforts more efficient, particularly if you need help finding credible sources for your academic research paper for this class. The librarians at UVU are particularly helpful in helping students in their research efforts.
- **Wordprocessor--[Microsoft Word or the Apple equivalent to Word.](#) ([Links to an external site.](#))** All written assignments in this class need to be turned in using either Word or PDF files (Canvas prefers such formats and it makes it easier for your classmates and students to comment on your writing). Be sure to back up any of your research and writing efforts this semester to a thumb-drive or the Cloud so that you do not lose work in progress or research efforts you have made. If your computer crashes, or is stolen, or if your hard

copy is "eaten by a dog" ..... it helps to have some kind of electronic backup of your work.

- **Canvas access**--For online English 2010, you will be accessing the class through Canvas. **NOTE:** The class is set up in a way that you can preview the entire class and all of its learning activities, but the assumption is that you will only work on activities week-by-week to accomplish the goals of this class and to interact with your classmates and with your instructor. Commit yourself to spending 5-10 hours per week to succeed in this class.
- **The week-by-week progression** outlined on Canvas takes you through the process of planning a major research paper (including working with a service learning partner), formally proposing that paper, researching by using academic and professional databases, drafting and taking notes on your research efforts, editing multiple times, writing several drafts of your paper, and carefully formatting and revising your paper to conform to APA format requirements. You are presenting a major **academic argumentative research paper**, one which you would be proud to share with a future employer or as part of a portfolio of your writing skills. This is not the type of class where you can complete everything for the class in a single week or two. You need to follow the week-by-week progression of the class in order to be successful in this class.
- **NOTE on Textbook Reading:** To learn more about what an "academic argumentative research paper" is and the overall process involved in writing such a complex paper, you should read Part One (chapters 1-5) in our textbook in the first several weeks of the semester. These textbook chapters describe the specific expectations associated with writing an academic research paper assignment and they explain and justify the professional and academic purposes of why such papers are common requirements for those pursuing a college or university education.

### **Basic Steps to the Process of Learning to Research and Write an Academic or Professional Argumentative Research Paper Addressed to Interdisciplinary Readers and a Specific Service Learning Partner (SLP)**

The major steps you will go through as part of the learning process in this course include the following:

- Picking a meaningful and focused research topic, one that matches well with the expressed needs of a service learning partner of your choice (see [The Value of Service Learning Projects](#) and [2.1 Coming Up with Great Research Paper Topic Ideas](#) )
- Planning and performing preliminary research in academic and professional databases to create an appropriately focused and manageable research and writing project for a 12 page academic argumentative essay
- Adapting your selected research paper topic to meet the needs of a "service learning partner" by seeking a community or professional partner who can

benefit from your research and some of the writing products associated with the paper (e.g. an oral report, brochure, web page, or poster).

- Adapting your topic ideas to the writing of an academic argumentative essay. Typically, students propose to "answer a question, improve a condition, solve a problem, or explore an issue" in collaboration with their designated service learning partner's expression of their needs; all topics require support from research accessed through credible academic databases
- Learning how to use a university research library by visiting a library, using a library's Reference section, and learning how to access credible professional and academic resources via online databases
- Formally proposing a major research paper project, including completing a professional background study that uses credible sources and by submitting a preliminary bibliography in APA format and budgeting your time and expenses for this overall project
- Locating credible, authoritative sources on a focused and issue-oriented topic by using a range of academic and professional databases; also, tracking details about sources that will allow you to introduce and establish their credibility in your paper (a google search on most authors results in giving you a mini-biography or a professional profile, details of which can be used in your essay to introduce and establish your authors)
- Collecting usable details from your research efforts by using note-taking strategies, including writing summaries, paraphrases, and quotations from sources you have located
- Learning how to cite sources correctly in APA format using parenthetical in-text citation techniques; also constructing a Reference page (APA format is required for all assignments in this class)
- Planning, organizing, and composing a formal paper (including structuring a title page, an abstract, a table of contents, figures along with captions, in-text citations in APA that coordinate with a final Reference page)
- Revising your writing of your paper at different stages of its production and integrating input from peers, tutors, self-evaluations, rubrics, and your instructor
- Providing constructive feedback to your classmates through peer review processes to make yourself more aware of assignment requirements and to help yourself and your classmates improve their writing performances

- Formatting in-text citations correctly and a Reference page; learning how to create a formal academic argumentative essay with a title, headings, subheadings, a header, and page numbering formats using APA guidelines
- Engaging in weekly discussions about your writing and thinking processes about your paper moving your research topic and research process forward step by step until the paper is completed
- Learning to sustain a mature academic and professional writing voice by composing sentences using "3rd person" (not using "I") and by using strong verbs and active rather than passive verbs
- Editing and proofreading and copy-editing to improve your writing style, format, usage, and grammar
- Presenting highlights of your research findings to your service learning partner by creating an oral report
- Compiling revisions and improvements to your final essay draft on a cover sheet as well as performing an overall self-evaluation of your learning and improvements made in your research paper by completing a final portfolio submission at the end of the semester

### **Weekly Online Discussions**

Any online learning experience works better if you interact with classmates, so week by week, you will engage in online discussions with your fellow students in a process that seeks to replicate the types of discussions and interactions that take place in a face-to-face class. A good discussion posting involves responding to the prompt given **AND** responding to several of your classmates' postings. To earn full credit for discussion responses, you must respond in a meaningful way to each **discussion prompt** by the deadlines posted in Canvas.

### **Major Writing Assignment Submission Pattern--The Peer Review Process and Instructor Input on Your Writing**

As you work on each of your major writing assignments for this class (the major writing assignments include the proposal, the summary, the oral report, and the research paper), you will follow a similar pattern each time in drafting and submitting your assignments for peer review and then resubmitting your essays to receive input and evaluations of your writing from your instructor. The pattern follows several three-week cycles, which go as follows:

- **First week**--submit a paper draft by the deadline posted on Canvas; only papers submitted by the deadline will be qualified to participate in the peer review process that follows.

- **Second week**--complete the peer reviews that have been assigned to you by Canvas. The assignment of peer reviews is an automated process. You must complete the rubric for each peer review and include comments to earn full credit for completion of the peer review process.
- **Third week**--submit revised draft of your essay for an evaluation and grade given by your instructor. The input you receive from your instructor can be used to improve subsequent submissions and your overall portfolio submission at the end of the semester.

The class has three such cycles this semester occurring in the months of September, October, and November in the Fall Semester or January, February, and March in the Spring Semester. The final portfolio for this Fall Semester class will be due in December.

Please refer to the Assignment tab in Canvas for specific due dates. (**HINT:** changing the view to "type" in Canvas on the Assignment page allows you to review all the Assignments and due dates in the easiest fashion)

### **Necessary Writing Tools**

**Internet access, Canvas, and Word-processing Tools:** You will need to have regular access to the Internet and Canvas to complete this course. You will also need access to the UVU Library to succeed in this class. You must have purchased a word-processing program ([preferably Microsoft Word or the Apple version of Word](#)) [Links to an external site.](#) to enable yourself to draft and write the papers for this class. Canvas prefers documents that are submitted in Word or PDF formats, so be sure to save your documents in that format before submitting any required writing for this class. Many word processing programs today provide APA guides to aid you in your research and writing; these are built right into the word processing program as well as spelling and grammar checkers, dictionaries, and thesaurus tools.

**Backing up your work:** Most researchers and writers hate to lose their work, so they invest in a thumbdrive/flashdrive or they back things up to a "Cloud" resource or back up work to some other hard drive. Be sure to back up and save your research and drafting and writing efforts this semester and do not rely solely on your home computer or a single internet/web location to save your writing. Make the necessary investment to back up any of your research and writing on a thumb-drive or other location like the Cloud in case of theft, loss, or computer hard-drive crashes. Of course, all your work for this semester will be completed and submitted using the Canvas learning system, so if you are not familiar with Canvas, check out the [Canvas Quick Startup Guide](#) for a tutorial on how to use Canvas.

**Recommended:** I have provided you with links to many valuable research writing resources, including the APA Handbook and other resources such as writing/researching handbooks, online sites such as the [Purdue OWL Links to an external site.](#), or UVU's very own Writing Center and OWL to access online materials such as handouts on documentation and format. The [UVU Writing Center \(Links to an](#)

[external site.](#) [Links to an external site.](#) allows students to correspond with tutors through online chats, so check out their homepage for these resources.

### **General Description of Expectations for Online English 2010 Class**

English 1010 is a prerequisite for English 2010, so you will soon notice as you complete the requirements for English 2010 that it is a continuation and expansion upon what you have already learned in English 1010.

One major goal of English 2010 is to improve your current communication abilities by helping you to gain expertise in the following areas, which can lead you to succeed in a range of classes in an out of your major:

- Improve your critical and analytical reading capabilities, including techniques for evaluating logic, rationality, and credibility of sources as well as your own arguments
- Gain information on how to best structure and present argumentative, persuasive, issue-based academic research writing to communicate with an interdisciplinary audience of readers
- Service learning: adapt your major research project (including the proposal, research paper, oral report, and final portfolio) to serve an organization (i.e. service learning project) and report the results of your research to that organization via an oral report
- Gain knowledge, skills, and abilities related to note-taking and how to summarize/paraphrase/quote sources; by applying the "sandwich principle" you will learn how to avoid plagiarism by properly and professionally crediting sources using an accepted professional mode of citation
- Documentation of sources in an acceptable professional style (i.e. most students in this class write in APA—the American Psychological Association; however, our text book supports MLA-- Modern Language Association, Chicago, and CSE documentation and citation styles). The default style for this class will be APA style.
- Performing credible university-level library research by searching and using peer reviewed and professional-level sources that are retrieved from **academic and professional databases** (a key purpose of this class regards finding credible sources and evaluating them, not falling into the trap of relying solely on generalized "googling" for source materials)

### **Major Writing Assignments and Requirements**

The following are the major written assignments that you are required to complete to earn an overall grade in this class; each of the five major assignments need to be completed and turned in on time in order for you to earn a grade in this class. Each of these major assignments will move through a drafting, peer evaluation, and final draft



process and will receive instructor evaluation and input when final drafts for each are submitted.

1. **Proposal for Research** (5+ pgs.)--presentation of your topic, your proposed service learning partner, your background research efforts, and your preliminary research of credible sources
2. **Summary / Synthesis** (3-5 pgs.)--submission of a section of your research essay (not the introduction or conclusion) where you present and integrate multiple research sources using the "Sandwich Principle"
3. **Argumentative research paper essay draft** (12-20 pgs.) The preliminary pages (i.e. title page, table of contents, abstract, list of figures, and Reference pages) are in addition to the basic 12 pages of text required for completion of this major writing assignment. The paper should include several visuals that help present the arguments within the paper. The paper's minimum length, as measured from the first word of the introduction to the final word of the conclusion, should be 12 pages.
4. **"Oral and Visual Report" to Service Learning Partner**--submitted as a Powerpoint, Prezi, Youtube presentation or as a pamphlet, brochure, webpage, or bulletin board or some other visual format preferred by your Service Learning Partner. Your oral and visual report needs to be submitted externally to your service learning partner, who should then give you feedback on your findings and on your presentation, which you can report as part of your final portfolio submission.
5. **Final Portfolio**-- a major revision of your final argumentative research paper draft, along with a self-evaluative cover letter detailing your service learning and overall learning process, as well as an accounting for your substantive improvements/edits to your final submission of your paper. Your edits should be highlighted by **changing font colors** anywhere your paper has been substantively improved or edited for improvement.

**NOTE:** The major writing assignments listed above must meet minimum requirements to earn a passing grade in this class. Those submissions that do not meet the basic assignment requirements, including page minimums or other major assignment criteria (see rubrics for each) will receive failing grades. Paper submissions that miss the deadlines published in Canvas will also receive failing grades. Papers that are plagiarized will also receive failing grades and students will be referred to the Office of the Dean of Student Services in accordance with the UVU Plagiarism Policy (see Student Rights and Responsibilities).

Each of the above five major writing assignments have **RUBRICS** (i.e. evaluation criteria) associated with them to help guide your efforts in completing them successfully. Also, many of these formal writing assignments have student samples posted on Canvas to help give you an idea of how the assignments can be successfully completed. The student samples provided are usually located as attachments for the assignment but they can also be found on the Canvas Homepage in the modules related to each assignment. These paper samples are not perfect, but they should give you a basic sense of what you need to do to successfully complete each assignment in this course.

**Other shorter writing assignments and learning activities** which help you earn participation and discussion credit for the class include the following:

6. **Weekly discussions** (see [Discussion Index](#))

7. **Service learning assessments**

8. **Cover sheets for each of your major papers** that summarize substantive improvements and edits to submissions after you have gone through the peer review process

9. **UVU Library Research Tutorial:** Completion of the [UVU Library online tutorial materials](#)[Links to an external site.](#)

10. **An annotated bibliography**, listing research resources from academic/professional databases and reflecting your completion of an adequate background study of your selected topic as part of your proposal submission and week four learning activities (see [WEEK FOUR: Annotated Bibliography](#) and [UVU Writing Center Handouts Links to an external site.](#))

11. **Evidence of a note-taking and drafting process** of your major research paper. Usually students submit research note cards or digital equivalents of note-taking on research sources as well as summaries, paraphrases, quotes of sources used and rough and more formal outlines for various sections of their essay. Your final portfolio submission will involve turning in some of the "rough" writing that led to the completion of your paper.

12. **Front and back matter (i.e. preliminary pages) of your research paper** must be submitted to create an acceptable research paper. As part of your final draft of your research paper, you must submit a title page, a table of contents, an abstract, a list of figures or visuals used within your paper, the body of your paper with in-text citations to credit sources (12 pgs. of text) and a clear introduction/body/conclusion to reflect the organization of your essay, and finally an APA style Reference page, and an Appendix and/or Glossary if necessary

13. **Peer reviews of classmates' papers** as assigned in Canvas. Each major paper assignment has a peer review associated with it; so, for the proposal, the summary/synthesis assignment, the research paper draft, and the oral report, be prepared to give feedback to the classmates assigned to you.

14. **Deadlines:** To be a successful student in this class, you must submit your weekly discussions and writing assignments by the established deadlines. Students who miss weekly deadlines and major assignment deadlines tend not to succeed in this online class, so make it a habit to turn things in on time. Late submissions receive significant reductions in credit for each day that they are late.

### **Grading, Assessments, Input, and Evaluation**

Online English 2010 allows you to work on and develop a single major argumentative academic research paper throughout the semester. You will be provided with feedback along the way from students and your instructor and also from your own self-evaluations guided by rubrics.



Students in this class are encouraged to engage in a continual revision process because a key guiding philosophy of this class is that good writing only comes as a result of consistent and meaningful revision. The revisions of your final argumentative research paper become part of a final portfolio submission (see [PORTFOLIO](#)), which in effect functions as the final exam for this course and allows you to learn from and apply insights gained from instructor comments on the final draft of your research essay as well as other feedback given to you throughout the semester.

The final portfolio submission earns the largest portion of your grade for this class.

The grade breakdown for the major written assignments (see 1-5 above) and your online participation will be as follows:

- Proposal (5+ pgs.) ..... 10%
- Summary / Synthesis (3-5 pgs.) ..... 10%
- Argumentative Research Paper (12-20 pgs.)..... 20%
- Oral report to Service Learning Partner..... 10%
- Final Portfolio..... 30%
- Weekly Discussions & Class Participation..... 20%

The final portfolio system allows for you to revise your argumentative research paper final draft to significantly improve your grade. You can also benefit from earlier instructor and peer input on your other assignments and demonstrate your learning and improvement in this class by your work on your final portfolio submission for this course. The portfolio includes a cover sheet summarizing your revisions and a cover letter.

The final portfolio is due at the end of the semester. All other due dates are posted in Canvas but can be easily seen using the Assignments and Calendar tabs in Canvas.

**Grading Scheme Used in Canvas for This Course**

Following is the "grading scheme" used in Canvas and by this class:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 82.0%
B-	< 82.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 72.0%
C-	< 72.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 62.0%
D-	< 62.0 %	to 60.0%

E < 60.0 % to 0.0%

If you look at the Assignment tab in Canvas and change the view there, you can see all assignments and the percentages and points earned for each assignment. The major writing assignments earn the most points, particularly the final drafts of papers and the portfolio assignment, but weekly discussions earn 50 points if you both write and respond to your classmates week by week.

### **Writing Policies**

**Submission:** Any written work submitted late will be penalized for lateness (one full grade drop for each day late: Day one: A to B, Day two: B to a C, Day three: C to D etc.). Late submissions of your research paper final draft or your portfolios usually result in a failing grade for those assignments and commonly lead to an overall failing grade for the course, so be sure to plan your semester well to meet deadlines. Lateness in submitting essays and assignments is the most common cause of failure in this course, so plan to submit your work on time to succeed and earn a good grade in this course.

In order to receive a final passing grade in this class, you must satisfactorily complete the minimum requirements for the major writing assignments (including meeting the page minimums!) and you must turn in all of the major assigned papers (the 5 listed above) on time.

**Paper Format:** Formal papers must be submitted in Word or pdf file format. An acceptable font (10-12 pt. Calibri, Times Roman, or Garamond are good fonts to use) and format (APA is required) for all paper submissions. Essays should use uniform double spacing, have one inch margins on all four sides, and have page numbers and the author's name in the top right hand corner of each page according to APA guidelines; APA has a standard running header that is required for each page in a paper.

The final argumentative research paper will require a cover page, front matter such as a table of contents page, an abstract, and list of illustrations, as well as a Reference page. Sources used to support the argumentative research paper must come from credible academic and professional sources; thus, most sources used in research papers are derived from a research effort among peer reviewed journals and books.

**Peer Reviews:** Research has shown that one's skills in writing improve most rapidly when peer evaluation is used to provide feedback, so we will be using this learning strategy for each major written assignment in the class. So, in this class, each formal paper you write will be critiqued by several of your classmates before you revise and submit your writing to your instructor for comments and evaluation.

**If you fail to submit a draft of a paper assignment by the due date, you will not be allowed to participate in the peer review process because Canvas automatically assigns peer reviews soon after papers are due.**

The peer review process also operates in this class through your weekly discussions with classmates that allow you to interact and collaborate with your classmates. You

may also use the Canvas People tab or the Canvas mail system to collaborate and communicate with classmates on any assignments you are working on.

**Discussions:** Throughout the semester, you will be assigned to provide written responses to selected reading assignments and to engage in other writing, researching, or learning activities, including online discussions. Since what you write may be viewed by your classmates, do not post things on our class site that are of a personal nature or that might be deemed offensive by your classmates (see Netiquette explanation below).

Beyond earning you a portion of your participation grade for this class, your discussion responses and your completion of any exercises will enable you to become more engaged with your peers, your text book, and course handouts and links and thus better prepare you for the completion of your major writing assignments.

Discussion responses entail a response to the prompt given and multiple responses to several classmates' postings. In effect, the online discussion replaces face to face class meetings, so it is essential that once a week at a minimum you engage with this class by participating in the online discussions.

**Netiquette at UVU** (see [UVU Internet Policy \(Links to an external site.\)](#)[Links to an external site.](#))

Netiquette is a set of rules for communicating respectfully online. In order to maintain a positive online environment for our class, students should follow the netiquette guidelines summarized below.

Students are expected to:

- Respect the privacy of other students
- Express differences of opinion in a respectful and rational way
- Maintain an environment of constructive criticism when commenting on the work of other students
- Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

Students should not:

- Show disrespect for the instructor or other students in the class
- Send messages or comments that are threatening, harassing, or offensive
- Use inappropriate or offensive language
- Convey a hostile or confrontational tone when communicating or working collaboratively with other students
- Use all UPPERCASE in their messages — this is the equivalent of SHOUTING

### **Academic Honesty/Plagiarism**

Plagiarism, which is the use of others' words or ideas without proper attribution, is an impediment to your education and is contrary to the educational mission of Utah Valley

University. Under the policy of the English/Literature Department of UVU, **work that has been plagiarized must receive a failing grade.**

A distinction is made between unintentionally plagiarized work, which can be corrected in order to be considered for a passing grade, and intentional plagiarism, which will be forwarded to the Office of the Dean of Student Life as a disciplinary matter in accordance with UVU's statement on Student Rights and Responsibilities. Evidence of intentional plagiarism may cause you to fail this course, so remember to speak to your instructor or visit the UVU Writing Center if you have any questions about avoiding plagiarism.

The UVU English/Literature Dept. plagiarism policy may be found at [www.uvu.edu/english/student/plagiarism.html](http://www.uvu.edu/english/student/plagiarism.html) (Links to an external site.)Links to an external site..

### **Students with Disabilities**

If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department (WB 146; 801-863-8747). Academic accommodations are granted for all students who have qualified disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

### **Attendance and Hours Required Weekly for This Course**

Although this is an online class and daily attendance in a classroom setting is not required, regular online participation (each week--5-10 hrs is the norm) is vital to your success. Students who do not engage with the class learning activities week-by-week seldom do well in this class and most students who fail this class do so because they have not completed their week-by-week learning activities or submitted major writing drafts and peer reviews and assignments on time.

I once heard the issue of attendance put this way,

“A student's overall grade seldom if ever surpasses the percentage of their attendance or participation; so, if your 'attendance' is less than average you can expect your final grade to coincide with that attendance level.”

In a traditional university or college class setting for a three-credit course, students are expected to spend three hours in class and a minimum of two hours of homework time for each hour in class. Doing the math, this formulation suggests that the expectation is that online students will spend at least nine hours in class to succeed in a college-level course. Over the course of a typical fifteen-week semester, an average of 135 hours, then, would be an average expectation of the time commitment you are making to successfully complete this course.

Since you are enrolled in an online class, typically "absences" for sickness are usually not an issue. In a typical face-to-face course, though, more than three missed class days can begin to seriously affect a student's overall grade. So, for this online class, be sure not to fall behind by making a commitment to spending 2-3 days each week (about 9 hours total) working through the materials related to this course and make it a point to

never let a week go by without moving forward with the various requirements of this class, particularly moving forward the major project--the writing of your 15+ page argumentative research paper.

Writing a major research paper is a very complex task that cannot be completed overnight. I often think of this class and the writing of a major college research paper in comparison to the complexities of house-building since both follow a similar process: an architectural plan (proposal), building a foundation (background study and preliminary research), contracting various entities to build the house--plumbers, roofers, framers....(drafting), finishing and landscape and interior work such as painting, flooring, etc. (revising, editing, proofreading, peer review). A major paper of 15 pages takes most students 100-150 or so hours to complete, depending on your experience, so your "attendance" in this online class will be judged by your final "building" product and the hours that a good product inevitably takes to complete.

For some students, financial aid benefits may be tied to attendance, even for online courses, (e.g. Veterans and athletic scholarships), so you need to participate on this course each week to be verified as an "active" participant in the course. Canvas tracks your interactions with the course, so be sure to remain active in the course if your performance in this class is tied to financial aid in some way. Basically, you cannot check out for a week or two and expect to do well in this course; diligent and consistent effort and meeting deadlines is the recipe for your success. If you have not regularly participated in this online class, I may be called upon to report that to your sponsoring organization and you may lose a scholarship or other financial support, so be sure to check in each week and work on this class consistently in order to maintain your financial aid and to pass the course and earn a good grade in it.

## Help?

Take full responsibility for your own learning in this class by participating regularly, reading critically, researching from academic and professional databases, writing multiple drafts that you edit and proofread and have others review, and by meeting deadlines.

Four services that can help you succeed in this class include:

(1) the [Writing Center \(Links to an external site.\)](#)[Links to an external site.](#) provides both live tutors those you can chat with online as well as a web presence through their homepages; students report to me that the UVU's Writing Center and UVU Library chat lines are open and helpful to online or distance education learners

(2) the [Library Homepage \(Links to an external site.\)](#)[Links to an external site.](#), Librarians, and the Library's live chat lines are a very useful resource for students involved in writing research papers

(3) free access to online sites such as the Purdue OWL [an external](#) and the APA site [www.apastyle.org/](http://www.apastyle.org/) [\(Links to an external site.\)](#)[Links to an external site.](#) or easybib.com to help with citation issues

(4) the Get Help tab, which provides 24/7 assistance on Canvas issues

(5) [Service Learning at UVU \(Links to an external site.\)](#)[Links to an external site.](#) (see [http://www.uvu.edu/volunteer/ \(Links to an external site.\)](http://www.uvu.edu/volunteer/)[Links to an external site.](#))

(6) the UVU Office of Teaching and Learning (OTL) offers support for online learners at UVU ([https://www.uvu.edu/otl/ Links to an external site.](https://www.uvu.edu/otl/))

(7) contact your instructor Dr. Charles Vogel using the People tab in Canvas about any questions you have about the course or the assignments in the course or grading and evaluations done in this class.

### **Get Help?**

If you have any technical issues with the online class, use the Get Help tab or Service Desk at UVU to make contact with a technical person who is best situated to help you. The tabs on this class labeled "Success Strategies and Policies" can also help to put you in touch with the resources you need to resolve any technical issues you experience in taking this class.

For non-technical course issues, anything related to the course itself, please contact me, your instructor, via e-mail using the Canvas e-mail system. You will see my name in the "Inbox" and on the "People" tabs in Canvas.

### **Summary of Week by Week Course Learning Activities**

## Course Schedule

Textbook: *Research Matters: A Guide to Research Writing* (RM) by Rebecca Moore Howard and Amy Rupiper Taggart

<b>Week</b>	<b>Readings and Learning Activities</b>	<b>Assignments</b>
Week 1 Jan. 9-17	<b>Study chap. 1-5 in RM textbook</b> ; read syllabus, become familiar with Canvas, and study SLP (Service Learning Partner) learning concept used for this class	Discussion 0: Canvas Tour Discussion 1: Introductions
Week 2 Jan. 17-23	<b>Read chaps. 6 &amp; 7 in RM textbook</b> ; take library tutorials and academic research process; find Research Study Guide for your discipline and discover key library databases in your field; read topic selection class handouts and select topic for paper	Discussion 2: New Insights on Library Resources Library Quiz (Jan. 23rd)
Week 3 Jan. 23-30	<b>Review chapters 3-5 in RM text; Read chap. 9 and 22</b> ; complete background study and preliminary research of selected topic; review proposal rubric	Discussion 3: Research Topic, SLP, Sources, chaps. 3-5

Week	Readings and Learning Activities	Assignments
		Proposal for Research Paper Draft (due Jan. 30th)
Week 4 Jan. 30 to Feb. 6	<b>Read chap. 7 in RM text;</b> study student sample research proposals; review how to create an annotated bibliography; review proposal rubric	Discussion 4: Annotated Bibliography, CRAAP, Style Guides  Proposal Peer Reviews Completed (due Feb. 6th)
Week 5 Feb. 6-13	<b>Read chap. 13 and review chaps. 3-4 in RM text;</b> create a rough outline for your research paper; study rubric requirements for proposal final draft	Discussion 5: Thesis, SLP, Outline, Sources, Time Management  Proposal for Research Paper, Final Draft (due Feb. 13th)
Week 6 Feb. 13-21	<b>Read chap. 9 in RM text;</b> evaluate credibility of sources; study/learn logical fallacies and how to avoid them in writing; study summary/synthesis process and "Sandwich Principle"	Discussion 6: Logical Fallacies  Summary/Synthesis Draft (due Feb. 21st)
Week 7 Feb. 21-27	<b>Read chap. 10 in RM text;</b> track down biographical details to establish credibility of authors/sources in paper; take notes in methodical ways, tracking details needed for citations (e.g. author, year, page numbers, publication details), use "citation maker"	Discussion 7: Introducing Authors/Sources to Establish Credibility  Summary Synthesis Peer Reviews (due Feb. 27th)
Week 8 Feb. 27-March 6th	<b>Read chap. 11;</b> learn how to cite sources in APA format; avoid plagiarism by using the Sandwich Principle and APA citation; maintain academic professional voice in your writing	Discussion 8: Making 3 Sandwiches and Maintaining a Formal Academic/Professional Voice in Writing  Summary/Synthesis Final Draft (due Mar. 5th)
March 6-11	SPRING BREAK	SPRING BREAK
Week 9	<b>Read chap. 9 in RM text and review chap. 11;</b> master your use of the Sandwich Principle and	Discussion 9: APA Sample Paper Assessment

Week	Readings and Learning Activities	Assignments
March 13-20	how to cite sources in-text in APA format and what is needed for an APA Reference page	
Week 10 March 20-27	<b>Read chap. 15;</b> compose multiple drafts of your research paper; integrate visuals into the writing of your research paper, being sure to use explanatory captions with figure numbers and citations	Discussion 10: Integrating Visuals Effectively into a Research Paper  Research Paper Draft (due March 27)
Week 11 March 27 to April 3	<b>Read chaps. 17-18 in RM text;</b> Revising/editing/proofing processes; putting to use feedback from others in your "writing circle"	Discussion 11: Sharing an Editing/Revision Problem and How You Overcame It  Research Paper Draft Peer Reviews (due April 3rd)
Week 12 April 3-10	<b>Read chaps. 17 and 22 in RM text;</b>	Discussion 12: Problems/Solutions in Research Writing  Research Paper Final Draft (due April 10th)
Week 13 April 10-17	<b>Read chap. 19 in RM text;</b> Oral reporting and presentation skills and practice	Discussion 13: Oral Report Draft & Feedback to Classmates
Week 14/15 April 17-26	Finalize portfolio; oral report delivered to SLP; self reflections on learning process regarding research, argumentation, editing, giving and receiving feedback, and use of SLP	Discussion 14: Self-Reflections on Learning and Discoveries in Research, Argumentation, Writing, Editing, and Service Learning  Oral Report to Service Learning Partner (April 24th)
Week 16	Finals Week	Portfolio (due May 1st)



<b>Week</b>	<b>Readings and Learning Activities</b>	<b>Assignments</b>
April 28th to May 3rd		

# Syllabus for English 2620

## ENGLISH 2620: English Literature after 1800

**Instructor:** Dr. Charles A. Vogel // Office: CB 410B // Office Hours: TR 2:30--4 p.m. and by appt.

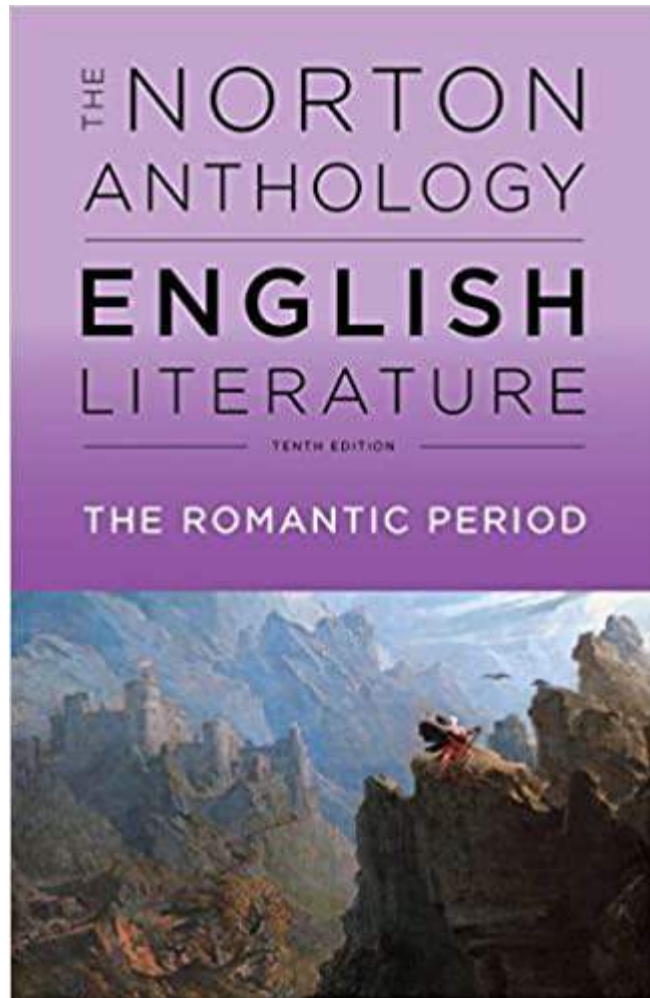
**Office Phone** (to leave voice messages): 801-863-8789

**E-mail:** Please use the Canvas e-mail system for your first contacts because I check that account regularly. IF you do not get a response within 48-72 hours, use my [vogelch@uvu.edu](mailto:vogelch@uvu.edu) email address to contact me.

### Texts

#### Required:

- ***The Norton Anthology of English Literature Vol. 2, Tenth Edition*** (D, E, F--i.e. (D) the Romantic Period, (E) the Victorian Age, and (F) the 20<sup>th</sup> and 21<sup>st</sup> Centuries). An e-book version of this text will be used in class throughout the semester for in-class discussions of texts. Here is a cover of the Volume D--The Romantic Period, the first book we will use in this class:



- 
- **One selected British novel by a major British author OR one literary biography of a major British author, 1800 to the present, as approved by your instructor (a list of possible books will be provided in class)**
- **Access to Canvas and the Internet (ALL assignment submissions in this class will be through the Canvas platform, so you will need access to the internet and Canvas in order to successfully complete this course.)**

**UVU Catalog Course Description for Engl 2620:** ENGL 2620 HH British Literature after 1800; Prerequisite(s) or Corequisite(s): ENGL 1010 Introduces British Romanticism, Victorianism, Modernism, and post-Modernism. Emphasizes important works of the best writers from approximately 1800 to the present. May include discussion, lecture, videos, films, tests, and papers.

### **More Detailed Course Description for Engl 2620**

English 2620 is a literature survey course designed to introduce you to some of the major literary works, movements, and authors associated with the British literary tradition. The course examines writers from the Romantic movement during the late

1700s and early 1800s, to writers of the Victorian Era, to writers of the twentieth century and today. This class introduces students to a diverse spectrum of “British” writers.

In the course of reading selected works by these British authors, you will learn their importance and significance to the English-speaking literary tradition and to British culture and history. In addition to becoming more familiar with the three major English literary periods and movements, this course helps you to begin making connections among literary texts and some of the historical, social, and cultural contexts underlying these works.

By closely reading and examining literary texts and their contexts, students can enhance their appreciation of the artistry and skill necessary to create literary texts. As well students can learn to apply a variety of critical and analytical strategies to better understand such works. The learning activities associated with this class can lead to improved critical thinking, reading, and writing skills as you respond to a wide variety of literary works.

### **Writing Assignments**

#### **Daily Reading Responses—Discussions on Canvas**

- In response to each day of assigned readings, write a discussion response on Canvas, including a posting of 1-2 substantive questions you have regarding the assigned reading/s for any given class day.

#### ***Short Essay Portfolio:***

- Consisting of two essays (3-5 pages each) and a drafting and peer review process that leads to further revisions as part of the Portfolio process to complete your submission of these essays. Each essay you write should focus on a specific literary work selected from two different British literary periods. In addition to interpreting/analyzing the work, your essay should show how the literary work fits the criteria used to describe and define the literary period or movement it is found in. A more detailed essay assignment on Canvas explains the specifics of this major writing assignment. Also, due dates of the essay assignments and peer review process, and submission of the Portfolio process will be posted on Canvas . Check the Assignment tab in Canvas for more details.

#### **Book Review**

- After reading a selected British novel or literary biography of a major British author in the period we are studying (i.e. from 1800 to the present and as approved by your instructor ), write a critical review of the book you have read. In the review, briefly summarize the book, analyze it by reviewing its

strengths and weaknesses, and then offer a recommendation to other readers about the book's overall success and readability.

All due dates for the above writing, book review, and discussion assignments are specified on Canvas.

### **Writing Policies**

***Submission of Work:*** All work this semester for this course will be submitted through Canvas. Due dates for essays and reading assignments are posted on Canvas and must be submitted on time to earn full credit for the assignment. Any essay assignments or discussions turned in late will receive significant late penalties. If work is submitted long after the due date, it will not receive any credit at all.

**In order to receive an overall final grade in this class, you must satisfactorily complete and turn in all of the assigned major papers and meet the basic writing assignment minimum expectations for length and content. To earn a grade in this class, you must also read a book out of class and submit a book review, as well as complete daily discussion responses to class readings. Regular attendance and participation are hallmarks for those who succeed in this class. Your attendance on the final exam day is mandatory, as per college policy-- You must attend on the day of the final in order to earn a grade in this class. Failure to complete the basic expectations of the class enumerated here in this syllabus and on Canvas is often the most common reason for overall failure of the class.**

***Format:*** Each of the out-of-class papers must be presented in MLA format (i.e. typed, double-spaced, one inch margins all round, with page numbers in the top right hand corner of each page and a submission block on the first page, in-text citations, and a Works Cited page). The two major papers you write for this class will go through a peer review process and receive instructor input as detailed on Canvas. You will be allowed to revise both papers as part of a final portfolio submission of your writing due at the end of the semester.

***The "Self-Reflective" Portfolio (+Cover Sheet):*** Each paper you write will be submitted first as a draft to be critiqued by four or five of your classmates. After the peer review process, you will revise your essay and then resubmit it for instructor evaluation and comment. Your essays will then go through a final revision process so that they can be submitted for evaluation as part of an end-of-the-semester portfolio submission. A portfolio accounts for any final revisions to your essays by accompanying each essay with a self-reflective cover sheet that details your previous evaluations and grades and the revisions and any and all improvements you have made to your papers. Changes can be highlighted by using a different font color.

***Plagiarism:*** Plagiarism involves theft and dishonesty. Plagiarism commonly occurs in three ways:

1. Students buy papers, hire others to write papers for them, or simply allow or request someone to write a paper for them and then claim the paper is their own work.
2. Students copy, quote, paraphrase, or summarize a source without properly documenting it, either intentionally or unintentionally.
3. Students submit writing that has been previously evaluated and which has received academic credit in another course; they then submit the paper in a current course with no major modifications, claiming the paper is an original effort for the current course, though it may not meet many of the unique assignment requirements.

Students who plagiarize will be referred to UVU's Dean of Student Services and will risk receiving a failing grade on the assignment and perhaps an overall failing grade in the class depending on the seriousness of the plagiarism offense.

### **Reading Assignments**

**Reading:** Daily reading assignments will be specified on Canvas and may sometimes be modified in class. Because the class is structured around discussions and other learning activities based on the readings, you need to come to class prepared with your reading assignments completed and discussion responses completely written (including some questions) **before** class begins.

**Online Discussion Responses and Questions:** Rather than have **daily** reading quizzes on your reading assignments, you will be responding to each reading assignment through an online Canvas discussion and posting 1-2 questions about each assigned reading. As part of your discussion of each reading, you may choose to comment about a text, respond to a classmate's response with your own views added in, or connect the assigned readings to some illuminating contexts that you have discovered (by adding a link and discussing the connection).

For many discussions, I present prompts for discussion responses, but for the most part the discussions are meant to be a non-threatening learning environment where you can respond to the concepts, ideas, contexts, philosophies, literary styles, and issues you encounter in each reading assignment according to your own impulses and interests.

**NOTE:** Other students will be reading your discussion responses or your discussion response may be discussed or read aloud in class, so avoid any personal information that you are not willing to share with others. Also, avoid violating UVU's netiquette rules (see heading below). I may call on students at random to read their discussions in class or begin a class discussion by making reference to certain points or questions made in the online discussions, so be aware of these situations when you write your discussion responses and pose your questions.

### **Attendance**

Attendance is vital to your success in this class because of its collaborative nature and because many instructions about reading and writing assignments are only given verbally in class. As part of this class, you will be asked to write a self-assessment of your attendance and participation, which will earn you a significant portion of your overall grade.

If you do happen to miss a class, arrange to get somebody else's notes for that day and talk or e-mail classmates about what you have missed. See me only after you take these other first steps after being absent and I will be happy to respond to any questions you might have.

More than three missed class days tends to seriously affect an overall grade in this class. Some financial aid benefits may also be tied to attendance (e.g. Veterans). Two other points--you cannot attend class unless you are officially registered in this class and your children or infants are not allowed to attend class under any circumstances; both of these points are part of UVU's official policy statement on class attendance.

### **Grading Breakdown for Engl 2620**

**30%**--Writing Assignments (Two major essays, peer reviews, and portfolios)

**30%**--Daily Reading and In-class Discussions + 1-2 Questions per reading assignment

**10%**--Participation: You earn points for in-class participation and in-class participation in discussions, including working on any in-class learning activities and group work, pop quizzes, and literary period overview quizzes

**20%**--Book review (British lit. book 1800s to present, as approved by instructor)

**10%**--Final Exam

**5%**-- Extra credit online reading quizzes and other events and learning activities as specified by instructor

### **Grading Scheme for This Course**

A 100 % to 94.0%

A- < 94.0 % to 90.0%

B+ < 90.0 % to 87.0%

B < 87.0 % to 82.0%

B- < 82.0 % to 80.0%

C+ < 80.0 % to 77.0%

C < 77.0 % to 72.0%

C- < 72.0 % to 70.0%

D+ < 70.0 % to 67.0%

D < 67.0 % to 62.0%

D- < 62.0 % to 60.0%

E < 60.0 % to 0.0%

**ATTENTION STUDENTS WITH DISABILITIES:** If you have any disability that may impair your ability to successfully complete this course, please let me know during the first week of the semester. Accommodations are coordinated through the instructor in consultation with the Office of Services for Students with Disabilities and will require medical and/or psychological documentation.

### Learning Outcomes

Upon successful completion of this English 2620 class, students should be able to gain both **literal** and **literary** understandings of texts in English literature. The readings, discussions, and learning activities in and out of class will lead students to--

- Understand a basic literary and critical vocabulary
- Account for the defining characteristics and concepts related to the constructs of "literary periods" and "literary movements" beginning with Romanticism
- Discuss their own assessments of literary style, narrative points of view, and tone in evaluating specific authors
- Evaluate the significance of literary genres and the expectations associated with genres
- By applying "close reading strategies," analyze authors' syntax, diction, punctuation, grammar/usage choices as they relate to an authors' rhetorical and artistic purposes
- Create accurate summaries and paraphrases of the plot or content of readings (e.g. identify thesis plus the main points of essays; summarize key plot elements in a narrative poem) as part of an informed and direct representation and discussion of an authors' work
- Form supportable opinions or judgments on literary readings, assessments that can be supported with text, critical ideas, and arguments from the text or contexts of the work being studied



Students will also explore and come to appreciate higher level understandings of literary works by

- Exploring a range of vocabulary words to better describe and assess tone of authors
- Understanding genre categories and literary formalist and artistic choices
- Evaluating an authors' use of symbols, allusions, and mythological references
- Evaluating themes/motifs and other continuities in a literary work achieved by repetition
- Assessing the presence and effectiveness of tropes, figurative language, and "memes"
- Understanding the historical and cultural and social contexts behind literary works and how they contribute to textual meanings
- Discovering literary influences among and between authors
- Exploring various characterization techniques authors use to represent characters (e.g. flat and round characters)
- Applying a range of critical strategies and perspectives to assigned readings (e.g. psychological, feminist, Marxist, structuralist, post-structuralist/postmodernist, reader response, and others)

### **UVU's Netiquette Statement**

Netiquette is a set of rules for communicating respectfully online. In order to maintain a positive online environment for our class, students should follow the netiquette guidelines summarized below.

#### **Students are expected to:**

- Respect the privacy of other students
- Express differences of opinion in a respectful and rational way
- Maintain an environment of constructive criticism when commenting on the work of other students
- Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

#### **Students should not:**

- Show disrespect for the instructor or other students in the class
- Send messages or comments that are threatening, harassing, or offensive
- Use inappropriate or offensive language
- Convey a hostile or confrontational tone when communicating or working collaboratively with other students
- Use all UPPERCASE in their messages – this is the equivalent of SHOUTING

See [UVU's Student Rights and Responsibilities Links to an external site.](#) and [Student Conduct StatementLinks to an external site.](#)

## Course Schedule--Week by Week

### Course Schedule

Week	Readings	Assignments
Week 1 Jan. 10/12	T Introduction to course  R Introduction to Romanticism + William Blake and Anna Letitia Barbauld	Discussion 0--introduction of self and Intro. to Vol. D  Discussion 1. Blake and Barbauld  Quiz on Romanticism (Vol. D)
Week 2 Jan. 17/19	T Mary Wollstonecraft, Robert Burns, and Mary Robinson  R Groups: Slave Trade, Revolution, Gothic, War, Shelley/Byron Long Poem	Discussion 2. Wollstonecraft/Robinson  Discussion 3. Group reports
Week 3 Jan. 24/26	T Romantic Era Movies (watch a movie and report on it)  R William Wordsworth	Discussion 4A: Report on Romantic Movies  Discussion 4B: Wordsworth
Week 4 Jan. 31/ Feb 2	T Coleridge and DeQuincey  R John Keats, Percy Shelley, and Letitia Landon	Discussion 5: Coleridge and DeQuincey  Discussion 6: Keats, Shelley, Landon
Week 5 Feb. 7/9	T Lord Byron and Felicia Hemans  R Introduction to the Victorian Age and Alfred, Lord Tennyson	Discussion 7: Byron and Hemans  Discussion 8: Tennyson and Victorian Age Intro.
Week 6 Feb. 14/16	T Robert Browning and Elizabeth Barrett Browning  R Victorian Essayists: Carlyle, Newman, Ruskin, Mill, Arnold, Darwin, Huxley	Discussion 9: Brownings  Discussion 10: Victorian Essayists

Week	Readings	Assignments
Week 7 Feb. 21/23	T George Eliot and Lewis Carroll R Emily Bronte and Gerard Manley Hopkins	Discussion 11a: George Eliot and Lewis Carroll Discussion 11b: Emily Bronte and Hopkins Thesis due for Essay#1
Week 8 Feb. 28/ Mar. 2	T Charles Algernon Swinburne, Walter Pater, Ernest Dowson, W.E. Henley R Dante Rossetti and Christina Rossetti	Discussion 12: Swinburne, Pater, Dowson, Henley Discussion 13: Dante and Christina Rossetti <b>Essay #1 Draft Due + Peer Review</b>
Mar. 6-11th	SPRING BREAK	SPRING BREAK
Week 9 Mar. 14/16	T Oscar Wilde "The Importance of Being Earnest" R Victorian Video Day: Kipling, Sir Arthur Conan Doyle, R.L. Stevenson, G.B. Shaw, Oscar Wilde	Discussion 14: Wilde play and poems Discussion 15: Victorian Video Day <b>Essay #1 Due</b>
Week 10 Mar. 21/23	T Introduction to Modernism: Voices, Manifestoes, Nation Contexts R Thomas Hardy	Discussion 16: Modernism Introduction Discussion 17: Thomas Hardy, poems
Week 11 Mar. 28/30	T Joseph Conrad "Heart of Darkness" R Virginia Woolf	Discussion 18: Joseph Conrad, HoD Discussion 19: Woolf
Week 12 Apr. 4/6	T D.H. Lawrence R James Joyce	Discussion 20: Lawrence Discussion 21: Joyce <b>Essay #2 Thesis Due</b>

Week	Readings	Assignments
Week 13 Apr. 11/13	T W. B. Yeats R T.S. Eliot	Discussion 22: Yeats Discussion 23: Eliot <b>Essay #2 Draft Due + Peer Review</b>
Week 14 Apr. 18/20	T Katherine Mansfield and Stevie Smith R George Orwell and W.H. Auden	Discussion 24: Mansfield and Smith Discussion 25: Orwell and Auden <b>Essay #2 Due, Book Review Draft</b>
Week 15 Apr. 25	T Dylan Thomas and Doris Lessing R Philip Larkin, Ted Hughes, Seamus Heaney, and Salman Rushdie	Discussion 26: Thomas and Lessing Discussion 27: Heaney and Rushdie <b>Book Review Due</b>
Week 16 2nd May	Finals Time Scheduled for this Class: Tuesday, 2nd May from 3pm-4:50pm	<b>Final Essay Portfolio Due, (May 1st)</b>

# Syllabus for English 3650

## ENGLISH 3650: Victorian British Literature

Instructor: Dr. Charles A. Vogel // Office: CB 410B // Office Hours: TR 3-4 p.m. and by appt.

Preferred mode of contact: Canvas e-mail; if you do not get a response after several days, use the following e-mail: vogelch@uvu.edu

### Texts

#### Required:

- Four Novels (first 3 are all Norton Critical Editions)--
  - - Novel #1: Charlotte Bronte, *Jane Eyre* ISBN-13 : 978-0393264876
    - Novel #2: Emily Bronte, *Wuthering Heights* ISBN-13 : 978-0393978896
    - Novel #3: Thomas Hardy, *Tess of the D'Urbervilles* ISBN: 978-0-393-95903-1
    - Novel #4: All students will read another "British" Victorian novel, one chosen from a selected list of "canonical" Victorian authors circulated in class and approved by the instructor.
- *The Norton Anthology of English Literature* Vol. 2, Tenth Edition: The Victorian Age (Volume E); this text will be used in class throughout the semester for shorter reading assignments related to Victorian literature
- For supplementary reading and learning materials, you will need to have access to Canvas and the Internet (e.g. ALL assignment submissions in this class will be via the Canvas platform, so you will need access to the internet and Canvas in order to complete this class successfully)

### UVU Catalog Course Description for Engl 3650

ENGL 3650--Victorian Literature 3 Credit Hours

Prerequisite(s): ENGL 2010 and (ENGL 2850 or ENGL 2870), both with a grade of C- or higher, and University Advanced Standing

Explores British literature and culture of the Victorian period (approx. 1830-1900) in relation to intellectual and historical developments. Emphasizes critical engagements with key political and cultural issues, such as Victorian gender roles and women's rights, industrialization and class conflict, imperial expansion and racial pseudoscience,

technological and scientific advancement, and religion. Authors may include Dickens, Tennyson, Eliot, the Brownings and Rossettis, the Brontës, Hardy, and Wilde.

### **Summary of Course Learning Objectives**

- Identify and discuss important writers, works, and genres of the Victorian age
- Define key assumptions, concepts, and theoretical issues associated with British Victorian literature
- Articulate relationships among Victorian writers and between these writers and their predecessors
- Examine contributions of period's writers to literary, cultural, social, and political history
- Analyze critical arguments within Victorian literature

### **Writing Assignments**

#### **1. Daily Reading Responses—Discussions on Canvas**

- In response to each day of assigned readings, write a discussion response on Canvas, including a posting of 1-2 substantive questions you may have regarding the reading/s for the day.

#### **2. Essay Portfolio**

- Consisting of a single long essay (minimum of 10 pages in length), along with a drafting and peer review process that leads to the completion of this essay. The essay will be a comparison/contrast exploration of Victorian novels studies this semester, offering readers an interpretation and analysis of the novels from a cultural/historical/political perspective.

(NOTE: An essay assignment description will be posted in Canvas to more fully explain the nature of this major writing assignment. In addition, due dates for drafts, peer reviews, and final drafts will be posted on Canvas.)

#### **3. Book Review and In-Class Presentation on an "Eminent" Victorian**

- [After reading a \(Links to an external site.\)Links to an external site.selected British novel or literary biography of a major British author \(Links to an external site.\)Links to an external site. \(from 1800 to 1900 and as approved by your instructor \(Links to an external site.\)Links to an external site.\),](#) present a review of the book to the class in an in-class presentation

All due dates for the above writing and discussion assignments are specified in Canvas.

### **Writing Policies**

**Submission of Work:** All work this semester for this course will be submitted through Canvas. Due dates for essays and reading assignments are posted on Canvas and must be submitted on time to earn full credit for the assignment. Any essay assignments or discussions turned in late will receive significant late penalties. If work is submitted long after the due date, it may not receive any credit at all.

**Format:** Each of the out-of-class papers must be presented in MLA format (i.e. typed, double-spaced, one inch margins all round, with page numbers in the top right hand corner of each page and a submission block on the first page). The major paper you write for this class will go through a peer review process and receive instructor input as detailed on Canvas. You will revise your paper submission after instructor input as part of a portfolio submission due at the end of the semester.

**The "Self-Reflective" Portfolio (+ the Cover Sheet):** The paper you write for this class will be submitted first as a draft to be critiqued by four or five of your classmates. After the peer review process, you will revise your essay and then resubmit it for instructor evaluation and comment. Your essay will then go through a final revision process so that it can be submitted for re-evaluation as part of an end-of-the-semester portfolio submission.

A portfolio accounts for any final revisions to your essays by accompanying each essay with a self-reflective and self-assessment cover sheet that details your previous evaluations and grades and the revisions you have made. Any substantive improvements you have made to your papers should be accounted for and highlighted by using a different font color wherever you have edited and improved your writing in response to instructor, peer, or your own input.

**Plagiarism:** Plagiarism involves theft and dishonesty and is defined by [UVU's Office of Student Conduct and Conflict Resolution \(Links to an external site.\)](#) as "the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity..... Unintentional plagiarism is still plagiarism." (see [www.uvu.edu/studentconduct/](http://www.uvu.edu/studentconduct/) ([Links to an external site.](#)))

[Plagiarism \(Links to an external site.\)](#) commonly occurs in three ways:

1. Students buy papers, hire others to write papers for them, or simply allow or request someone to write a paper for them and then claim the paper is their own work.
2. Students copy, quote, paraphrase, or summarize a source without properly documenting it, either intentionally or unintentionally.
3. Students submit writing that has been previously evaluated and which has received academic credit in another course; they then submit the paper in a current course with no major modifications, claiming the paper is an original

effort for the current course, though it may not meet many of the unique assignment requirements.

Students who plagiarize will be referred to UVU's Office of Student Conduct and risk receiving a failing grade on the assignment and perhaps an overall failing grade in the class depending on the seriousness of the plagiarism offence.

### Reading Assignments

**Reading:** Daily reading assignments will be specified on Canvas and may sometimes be modified in class. Because the class is structured around discussions and other learning activities based on the readings, you need to come to class prepared with your reading assignments completed and discussion responses completely written (including some questions) **before** class begins.

**Online Discussion Responses and Questions:** Rather than have **daily** reading quizzes on your reading assignments, you will be responding to each reading assignment through an online Canvas discussion and posting 1-2 questions about each assigned reading.

As part of your discussion of each reading, you can respond in several ways:

1. You may choose to comment about a text by selecting and citing key passages you found important or interesting or illuminating;
2. You may choose to respond to a classmate's response, adding in your own views and perspectives
3. You may choose to connect the assigned readings to some illuminating historical, cultural, or political contexts that you have discovered (in Canvas, it is easy to add a link to a video or website or source to clarify the connections you are making to the text we are discussing).

For many discussions, I present prompts for discussion responses, but for the most part the discussions are meant to be a non-threatening learning environment where you can respond to the concepts, ideas, contexts, philosophies, literary styles, and issues you encounter in each reading assignment according to your own impulses and interests.

**NOTE about Discussion Responses:** Other students will be reading your discussion responses or your discussion response may be discussed or read aloud in class, so avoid any personal information that you are not willing to share with others. Also, avoid violating UVU's netiquette rules (see heading below). I may call on students at random to read their discussions in class or begin a class discussion by making reference to certain points or questions made in the online discussions, so be aware of these situations when you write your discussion responses and pose your questions.

### Summary of Class Writing and Reading Policies and Consequences Related to Grading/Assessment



**NOTE: In order to receive an overall final grade in this class, you must satisfactorily complete and turn in the assigned papers and drafts and meet the basic writing assignment minimum expectations in terms of length and content. You must also read a book out of class and make an in-class presentation on that book. In addition, you need to complete daily class discussion responses to class readings. Attendance on the final exam day is mandatory. You must attend on the day of the final in order to earn a grade in this class. Failure to complete the basic expectations of the class enumerated here often become the reasons for overall failure of the class.**

### **Attendance/Participation**

Attendance is vital to your success in this class because of its collaborative nature and because many instructions or details or clarifications about assignments are only given verbally in class. If you do happen to miss a class, the best you can do is to arrange to get somebody else's notes and talk to other students about what you have missed. The "rule of thumb" is that more than three missed class days tends in a semester tends to seriously affect an overall grade in a college class, so do your best to attend regularly. Regular attendance, along with completion of assignments, usually equates with earning a good grade in a college class. Be aware that some financial aid benefits may be tied to attendance (e.g. Veterans) and that your instructor may receive administrative requests concerning your attendance in this class.

Research has shown that writing improves most rapidly when peer evaluation is used to help provide feedback, so I use this teaching strategy of encouraging peer review on written assignments. Although peer review is not strictly an "attendance" issue, it does relate to active participation in the class and you earn credit by completing peer reviews for this class.

Two other points--you cannot attend class unless you are officially registered in this class and your children or infants are not allowed to attend class under any circumstances as per UVU policy.

### **Grading**

**20%--Writing Assignments (major essay, completion of peer reviews, and submission of final portfolios)**

**20%--Daily Reading and Online and In-class Discussions + Questions per reading assignment**

**10%--Participation: **In-class attendance** and participation in discussions, work on in-class learning activities and group work, quizzes, etc.**

**30%--Novel reading and quizzes on novels**

**10%--Book presentation (Eminent Victorian author, as approved by instructor)**

**10%--Final Exam**

## Grading Scheme for This Course

A	100 %	to	94.0%
A-	< 94.0 %	to	90.0%
B+	< 90.0 %	to	87.0%
B	< 87.0 %	to	82.0%
B-	< 82.0 %	to	80.0%
C+	< 80.0 %	to	77.0%
C	< 77.0 %	to	72.0%
C-	< 72.0 %	to	70.0%
D+	< 70.0 %	to	67.0%
D	< 67.0 %	to	62.0%
D-	< 62.0 %	to	60.0%
E	< 60.0 %	to	0.0%

## Specific Learning Outcomes for Victorian Literature

Upon successful completion of this English 3655 class, students should be able to gain both **literal** and **literary** understandings of texts in English literature. The readings, discussions, and learning activities in and out of class will lead students to--

- Understand and apply basic literary and critical vocabulary to a range of Victorian texts
- Account for the defining characteristics and concepts related to defining the Victorian period
- Discuss assessments of literary style, narrative points of view, and tone in evaluating specific Victorian authors and their significance
- Applying "close reading" strategies to better analyze and appreciate authors' syntax, diction, punctuation, grammar/usage choices as they relate to rhetorical and artistic purposes
- Create accurate summaries and paraphrases as part of an informed and direct representation and discussion of an authors' work

- Form supportable opinions or judgments on literary readings of Victorian era texts, assessments that can be supported with specific textual support, critical ideas, and arguments from the text or contexts of the work being studied

Students will also explore and come to appreciate higher level understandings of literary works by

- Reading biographical details about authors that relate to the ideas in their texts
- Exploring a range of vocabulary words to better describe and assess tone of authors
- Understanding genre categories and literary formalist and artistic choices
- Evaluating an authors' use of symbols, allusions, and mythological references
- Evaluating themes/motifs and other continuities in a literary work achieved by repetition or other literary techniques
- Assessing the presence and effectiveness of tropes, figurative language, and "memes"
- Understanding the historical and cultural and social contexts behind literary works and how they contribute to textual meanings
- Discovering literary influences among and between Victorian authors
- Exploring various characterization techniques that are used to represent characters (e.g. flat and round characters)
- Applying a range of critical strategies and perspectives to better appreciate and understand Victorian authors (e.g. psychological, feminist, Marxist, structuralist, post-structuralist / postmodernist, reader response, and others)

### **UVU's Netiquette Statement**

Netiquette is a set of rules for communicating respectfully online. In order to maintain a positive online environment for our class, students should follow the netiquette guidelines summarized below.

#### **Students are expected to:**

- Respect the privacy of other students
- Express differences of opinion in a respectful and rational way
- Maintain an environment of constructive criticism when commenting on the work of other students
- Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

#### **Students should not:**

- Show disrespect for the instructor or other students in the class
- Send messages or comments that are threatening, harassing, or offensive

- Use inappropriate or offensive language
- Convey a hostile or confrontational tone when communicating or working collaboratively with other students
- Use all UPPERCASE in their messages – this is the equivalent of SHOUTING

Note: For full details, see [UVU's Student Rights and Responsibilities Links to an external site.](#) and [Student Conduct Statement](#)

**ATTENTION STUDENTS WITH DISABILITIES:** If you have any disability that may impair your ability to successfully complete this course, please let me know during the first week of the semester. Accommodations are coordinated through the instructor in consultation with the Office of Services for Students with Disabilities and will require medical and/or psychological documentation.

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## Course Readings Summary

Novel 1: *Wuthering Heights* (WR) by Emily Bronte (Chapters 1-17; 18-34)

Novel 2: *Jane Eyre* (JE) by Charlotte Bronte (Chapters 1-15; 16- 27; 28-38)

Novel 3: *Tess of the D'Urbervilles* by Thomas Hardy (pgs. 1-78; 79-177; 178-288; 289-314)

Novel 4: Choice of a Victorian era British novel as approved by instructor

Week	Readings Due in Novels	Reading Assignments
Week 1	Class overview and introductions	Tennyson
Week 2	WH--chapters 1-17 + Quiz	Introduction to Victorian Literature
Week 3	Contexts and Criticism in WH	Victorian Essayists & Browning
Week 4	WH--chapters 18-34 + Quiz	Contexts and Criticism
Week 5	JE-- chapters 1-15 +Quiz	Lewis Carroll poem
Week 6	JE-- chapters 16-27 + Quiz	Dante and Christina
Week 7	JE--chapters 28-38 + Quiz	Contexts and Criticism
Week 8	Victorian Video Day	Oscar Wilde (TIOB)

Week	Readings Due in Novels	Reading Assignments
Week 9	TD--pages 1-78	Thomas Hardy poem
Week 10	TD--pages 79-177 + Quiz	Robert Louis Stevenson
Week 11	TD--pages 178-288	Rudyard Kipling poem
Week 12	TD-- pages 288-314 + Quiz	Pre-Raphaelites in Art
Week 13	Novel #4: Book Review Presentations in Class	
Week 14	Novel #4: Book Review Presentations in Class	
Week 15	Final Exam: Paper Presentations (Tuesday, April 25th, 1-2:15)	
Week 16	Final Exam: Paper Presentations (Friday, April 28th, 1-2:50 p.m.)	

## Course Summary:

Date	Details
Wed Jan 11, 2023	Discussion Topic <a href="#">Student Introductions: getting to know each other</a>
	Discussion Topic <a href="#">Discussion 0: Read and Respond to the "Introduction to the Victorian Age" in Norton anthology (pgs. 3-30)</a>
Thu Jan 12, 2023	Discussion Topic <a href="#">Discussion 1: Alfred, Lord Tennyson + in-Class Discussion of Victorian Introduction in Norton Anthology</a>
	Quiz <a href="#">Period Introduction Quiz (Vol E)</a>
Tue Jan 17, 2023	Discussion Topic <a href="#">Discussion 2: Intro. to Emily Bronte and reading selected poems</a>
Thu Jan 19, 2023	Discussion Topic <a href="#">Novel One Discussion, pt. 1--Wuthering Heights (Volume 1: chapters 1-17)</a> Assignment <a href="#">Novel One Reading Quiz #1--Chapters 1-17 of Wuthering Heights</a>
Tue Jan 24, 2023	Discussion Topic <a href="#">Discussion 3: Victorian Ideas--the essayists: Thomas Carlyle, John Henry Newman, John Ruskin, John Stuart Mill, Matthew Arnold, and Darwin/Huxley/Freud</a>

<b>Date</b>	<b>Details</b>
Thu Jan 26, 2023	Discussion Topic <a href="#">Discussion 4: Robert Browning and Elizabeth Barrett Browning</a>
Tue Jan 31, 2023	Discussion Topic <a href="#">Novel One Discussion, Part 2--Wuthering Heights chapters 18-34, end of</a> <hr/> Assignment <a href="#">Novel One Reading Quiz 2--Chapters 18-34 Wuthering Heights</a>
Tue Feb 7, 2023	Discussion Topic <a href="#">Novel Two Discussion--Part One of Jane Eyre</a> <hr/> Assignment <a href="#">Quiz #1 on "Jane Eyre" (Pt. 1 Quiz --chapters 1-15)</a>
Thu Feb 9, 2023	Discussion Topic <a href="#">Discussion 5: Discussion on Lewis Carrol</a>
Tue Feb 14, 2023	Discussion Topic <a href="#">Discussion 6: Dante Rosetti and Christina Rosetti</a>
Thu Feb 16, 2023	Discussion Topic <a href="#">Novel Two Discussion--Part Two of "Jane Eyre" (chapter 16 to 27)</a> <hr/> Assignment <a href="#">Quiz #2, "Jane Eyre" Part 2 (chapters 16-27)</a>
Tue Feb 21, 2023	Discussion Topic <a href="#">Discussion 7: Some Contexts and Criticism for Understanding "Jane Eyre"</a> <a href="#">Respond and Comment</a>
Thu Feb 23, 2023	Discussion Topic <a href="#">Novel Two Discussion--Part Three of "Jane Eyre" (chapters 28-38 [end])</a> <hr/> Assignment <a href="#">Quiz #3 On "Jane Eyre" Part 3--(chapters 27-38, end of novel)</a>
Tue Feb 28, 2023	Discussion Topic <a href="#">Discussion 9: Oscar Wilde: "The Importance of Being Earnest" + 2 poems</a> <a href="#">Preface</a>
Thu Mar 2, 2023	Discussion Topic <a href="#">Discussion 8--Video DAY: Plays or Movies of Works by Rudyard Kipling, Conan Doyle, G.B. Shaw, Robert Louis Stevenson...</a>
Tue Mar 14, 2023	Discussion Topic <a href="#">Discussion 10: Thomas Hardy Introduction and Selected Poems</a>

Date	Details
Thu Mar 16, 2023	Discussion Topic <a href="#">Novel Three Discussion 1: "Tess of the D'Urbervilles" by Thomas Hardy (pgs. 77-78)</a>
Tue Mar 21, 2023	Discussion Topic <a href="#">Novel Three: Discussion 2, Thomas Hardy's "Tess" (pgs 79-177)</a> Assignment <a href="#">Quiz #1 on Tess of the Durbervilles (pgs. 1-177)</a>
Thu Mar 23, 2023	Discussion Topic <a href="#">Discussion 11: Robert Louis Stevenson (read pgs. 765-810 ... or watch the video "Dr. Jekyll and Mr. Hyde")</a>
Tue Mar 28, 2023	Discussion Topic <a href="#">Novel Three: Discussion 3, Thomas Hardy's "Tess" (pgs. 178-288)</a>
Thu Mar 30, 2023	Discussion Topic <a href="#">Discussion 12: Rudyard Kipling, poems and film (pgs. 941-73)</a> Discussion Topic <a href="#">Discussion: Paper Ideas for Comparison/Contrast Essay on Victorian Literature</a>
Tue Apr 4, 2023	Assignment <a href="#">#2 Quiz on Tess of the D'Urbervilles (p. 178-314)</a> Discussion Topic <a href="#">Novel Three: Discussion 4, Thomas Hardy's "Tess" (289-314; + selected criticism)</a>
Thu Apr 6, 2023	Assignment <a href="#">Book Review Drafts and Feedback Opportunity (present your book reading progress and some initial book review ideas for me to respond to)</a> Discussion Topic <a href="#">Discussion 13: Gerard Manley Hopkins (pgs. 592-606)</a> Assignment <a href="#">Quiz #3 on Tess of the D'Urbervilles (7 phases/7 quotes activity)</a>
Tue Apr 11, 2023	Assignment <a href="#">Book Review Presentation Assignment</a> Discussion Topic <a href="#">Discussion 16: Book Review and Book Presentation on an "Eminent Victorian Writer"</a>
Fri Apr 14, 2023	Assignment <a href="#">Early Draft of Literary Comparison/Contrast Essay on Victorian Literature for</a>

**Date****Details**

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Wed Apr 19, 2023    Assignment [In-class Participation \(Account for Face-to-Face Attendance & Participation\)](#)

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Wed Apr 26, 2023    Discussion Topic [FINAL Exam: An In-class Presentation and Online Discussion of Your Victorian Literature](#)

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Assignment [Final Draft of Comparison/Contrast Essay on Victorian Literature](#)

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Assignment [Roll Call Attendance](#)

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English 2010 – Intermediate Writing in the Humanities and Social Sciences  
**Spring 2023**

**Name:** Amber Smith-Johnson

**Email:** [Amber.Smith-Johnson@uvu.edu](mailto:Amber.Smith-Johnson@uvu.edu)

**Office:** CB 407E

**Office Hours:**

- If you'd like to meet with me, send an email and I'm happy to arrange a either in-person or virtual meetings via Teams or Canvas Conferences.

**Course Information**

Prerequisite(s): Appropriate placement scores or ENGH 1010 with a grade of C- or higher

**Description**

Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. In addition to major essay assignments, may include additional response writing, peer review and collaboration, research writing, and portfolios.

**Course Outcomes**

- Demonstrate rhetorical awareness of audience, purpose, context, and genre in written and oral forums (papers and class discussions).
- Demonstrate critical reading, writing, and thinking skills, learning to inquire into issues and problems, explore and interrogate multiple perspectives, negotiate meanings across a diverse array of positions, and problematize oversimplifications.
- Demonstrate use of process as an integral component of college-level writing.
- Demonstrate knowledge of conventions of academic writing and research.
- Craft well-reasoned written and oral arguments derived from personal and public inquiry.
- Demonstrate the ability to complicate problematic, clichéd notions of interpretation and articulation.

**Attendance Policy**

Our course is face to face and your attendance is mandatory. Your participation in workshops and peer reviews, discussions, library days, conferences, etc. is obviously also mandatory. However, if you are sick or otherwise must miss class, you are still responsible for the material covered that day as well as any assignments due during your absence. I would recommend reviewing any PowerPoint presentations listed in the calendar for the day, asking a classmate

for notes, and messaging me to ensure you have everything you missed for the day. You are allowed to miss two (2) class periods over the semester without penalty to your grade and more than ten (10) absences results in automatic failure of the course.

### **Participation Policy**

I believe that each individual brings her or his own gifts, talents, and life experiences to the classroom resulting in each becoming both a student and a teacher. As this class is almost entirely centered on class discussion, I expect full participation from every class member in order to best facilitate the learning process. Therefore, I expect students to 1) engage meaningfully with the course material; 2) actively participate in class discussions; 3) have read assigned readings that are noted in the class calendar; and 4) exhibit a respectful and positive attitude toward peers and the class in general. I reserve the right to raise or lower a student's final grade based on participation and attitude. I do not tolerate disrespect on any level, and disrespect (name-calling, belittling, bullying) toward each other's views and ideas through course discussions during the semester will be treated with particular intolerance.

### **Late Policy**

Assignments are due on the date and at the time indicated in the course schedule. For work turned in up to three days late, the result is an automatic 50% reduction in points for small assignments. After three days, no credit will be awarded. Exceptions to this policy apply only to a student faced with a real emergency. In the event that I will accept your work late for said emergency, I reserve the right to reduce its grade in relation to its lateness, with the minimum penalty of one full letter grade for each day a major paper is late. If you have a circumstance that requires accommodation, please contact me as soon as possible.

### **Grading Scale**

<b>Grade</b>	<b>Percent</b>
A	94% to 100%
A-	90% to 93.9%
B+	87% to 89.9%
B	84% to 86.9%
B-	80% to 83.9%
C+	77% to 79.9%
C	74% to 76.9%
C-	70% to 73.9%
D+	67% to 69.9%
D	64% to 66.9%
D-	60% to 63.9%

## Grading Policy

The “A” Paper (90-100%): The “A” paper will astonish me. So, astonish me! The “A” paper has a clear, compelling, kairotic argument supported by effective rhetorical appeals and strategies for the audience selected. Writers use convincing outside authorities to support the argument. Additionally, they use writing and at least two other modes (images, tables, or symbols) to create a convincing, clear ensemble that is both unified and coherent. The writing in the document is appropriate for the audience, grammatically correct, precise, and eloquent—a convincing ethos is established. Punctuation, spelling, mechanics, and other usage reflect the high standards of edited American English. Other modes are blended in effectively to reinforce the argument, present salient information, and connect to readers emotionally. There is a clear arrangement principle at work. Overall, writers use the chosen format appropriately and to its full potential.

The “B” Paper (80-89%): The “B” paper has a clear, kairotic argument supported by effective rhetorical appeals and strategies for the audience selected, though there may be minor gaps in the argument or weaknesses in the appeals. Outside authorities are used well enough; they might not be as convincing as others. The writers use writing and at least two other modes (like images, tables, or symbols) to create a convincing ensemble that is mostly unified and coherent, though at times the relationship between all the parts or strategies may not be as strong as it should be. The writing in the document is appropriate for the audience and grammatically correct, though ethos may not be distinct or completely convincing. Punctuation, spelling, mechanics, and other usage mostly reflect high standards of edited American English, with few exceptions. Writers use an arrangement principle that is mostly clear. Writers use the format well, if not necessarily to its fullest potential.

The “C” Paper (70-79%): The “C” paper has an argument, though that argument may not be completely clear in the document. Writers’ purpose is evident, but the argument is not supported enough to be completely convincing. Writers may not establish the timeliness of the argument, and outside sources, though used, do not effectively reinforce the claims. The document uses writing and at least two other modes, though the document may have too many or too few images to make the point intended. There is an argument present, but the ensemble may not contribute strongly enough to make the argument convincing. The writing in the document is readable, with a few obvious errors in punctuation, spelling, mechanics, and usage that may mar slightly the credibility of the writers. Additionally, the writers may not establish a convincing ethos in the word choice, but the reader can still understand the argument. Overall arrangement might be a bit mysterious. It takes some effort to understand

how the writers want readers to experience the argument. Other modes are used, but the connection they have to other parts of the document is weak. Writers make competent—though not necessarily effective—use of the chosen format.

The “D” Paper (60-69%): The “D” paper demonstrates little awareness of the rhetorical situation, and the purpose or position of the writers is not clearly defined. Claims go unsupported, or rhetorical appeals are superficial or unpersuasive. Writers do not use outside sources, or if they do, they’re used without citation or credentials. The writing has glaring errors. Other modes may be used, but they are used ineffectively: e.g., data cannot be read, images are blurry, there is no alignment or arrangement principle at work, the colors clash, the text is illegible, the modes do not reinforce each other, etc. The important information may not be accessible. Generally the document looks thrown together.

The “E” Paper (0-59%): The “E” paper falls well short of the minimum requirements of the assignment, is plagiarized, or violates a policy established by the individual instructor.

## **Assignment Descriptions**

**Required Assignments: (Assignment sheets given with further instruction as the course progresses.)**

### **RESUME AND COVER LETTER**

Nothing wrecks your ethos as well as the chances of landing the job of your dreams like a poorly-written and ineffective resume and cover letter. For this reason, having a working resume and cover letter as you start on your academic journey is incredibly important. For one, it can help you identify your goals and which career or academic opportunities you'd like to pursue post-graduation. Additionally, it gives you the confidence of having these documents on hand that you can update and submit as needed.

### **PROJECT PROPOSAL**

The project proposal to conduct research represents a student's attempt to define a topic and plan a strategy for a longer research paper. The proposal shares their interests in a topic area, asks important questions, and sets out plans for secondary and primary research in order to complete the task. The proposal begins with students considering what they currently know and what they need to know about the topic area. The next step is to define student role and purpose in addressing the topic, asking important questions they'll need to find out through primary and secondary research. Finally, students set a schedule for the work to be done, staying flexible in their approaches as they revise their working theses in response to growing knowledge.

### SLIDESHOW PROPOSAL

The Slideshow Proposal has the same objectives as the Project Proposal. However, students create a slideshow using any slideshow presentation format (Google Slides, Prezi, PowerPoint, or Word thumbnails), then post a presentation for the whole class about their plan (receiving feedback and additional ideas).

### ANNOTATED BIBLIOGRAPHY

Students create an annotated bibliography of diverse perspectives with eight published sources in their topic areas. Beyond the traditional summary of each source, students are encouraged to assess:

- The methods of research (how research was conducted, how source reached its conclusions)
- The limitations or biases of the text (mention if a source is outdated, questions about credentials, conflicts of interest, or other reasons source may be reliable, unreliable, or of limited value for purpose)
- Compare and contrast to other sources in bibliography (point to agreement or disagreement, or to note minor or major deviations between sources)

### RESEARCHED ARGUMENT ESSAY

After a semester of research and exploring multiple sides of an issue, students write a final essay that posits an arguable thesis that can be supported with the reasoned evidence of secondary sources. Students also choose a very specific audience of readers whom they wish to address in their essays. The paper should address an audience named with a proper noun and an actual address (either physical or digital). For example, students could address Mitt Romney, amazon.com, or the FCC. Whatever the choice, students are encouraged to research this audience to understand the values and assumptions that will strengthen their arguments.

### WRITING PORTFOLIO OR REFLECTION ESSAY

A writing portfolio is an end of the semester collection that demonstrates student accomplishments in the course. It includes copies of final assignments, rough drafts and comments from peers and instructors, and a portfolio statement that reflects on the writing process throughout the semester. In addition to assessing strengths and weaknesses as a writer, this statement also address students' future goals as writers.

The Reflection Essay similarly asks students to reflect upon their work throughout the semester. However, the longer length requirements gives room for a deeper exploration of reflections around such issues as: curiosity, openness, engagement, persistence, and responsibility.

Short Responses: ~100 Points

We will engage in frequent writing activities that will help you through the invention process of each major essay. You will receive full credit for each response if it is completed on time and shows that you have thoughtfully engaged with the assignment. All of the writing you complete should show that you contemplated the necessary issues and requirements. Points will be deducted if the assignment shows a lack of effort and/or reveals a gap in one of the following: understanding of the text/assignment, thoroughness, clarity, completeness, good faith, or any other component of the assignment.

Participation: 200 Points

Your mental presence in the class is invaluable to the work we will accomplish. I expect that you will complete all assignments, participate fully in online discussions, peer reviews, and conferences. Participation includes listening, adding to class conversations, sharing written work, contributing ideas, facilitating and/or participating in peer review, and demonstrating respect for the course material and goals. Learning is a collaborative activity and I expect that you will be attentive to, engaged with, and respectful of everybody in the class. Your participation grade includes points for full participation in writing peer reviews (including having full drafts of the essay due that day) and one-on-one conferences with me.

**Total Points Possible: ~1000 Points**

Each paper will be submitted as a portfolio, including a **reflective analysis** of your writing process for the paper.

**Final Exam:** We will not be administering a formal final exam for this course. Instead, you will be asked to complete and submit a written reflective piece that will discuss your progress over the course of the semester. More details are to come.

**Library Resources:** The Writing Center is a free service for you. Tutors are available to give you one-on-one help with writing assignments from any of your classes. Sign up for a virtual appointment at the Writing Center Desk in FL 208 or call (801) 863-8936. You may also visit the

Online Writing Lab at [www.uvu.edu/owl](http://www.uvu.edu/owl) ([Links to an external site.](#)). Additionally, we'll have a virtual library day wherein you will learn the magical mysteries of the library.

**First Year Experience:** Utah Valley University has an extraordinary First Year Experience program. I highly advise you consider visiting the website (<http://www.uvu.edu/firstyear/>) and participating in useful and fun offerings like the Freshman Reading Program or the Personal Academic Advisement services.

## **University Policies**

### **Accessibility**

If you have any disability that may impair your ability to successfully complete this course, please contact the UVU Accessibility Services Department (LC 312) or visit [www.uvu.edu/asd](http://www.uvu.edu/asd). Academic accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

### **Academic Dishonesty**

Plagiarism, or the use of others' words or ideas without proper attribution, is an impediment to your education and to the educational mission of Utah Valley University. Under the policy of the English and Literature Department, any student whose work has been plagiarized will forfeit all points for that assignment. Furthermore, any instance of intentional plagiarism (no matter of the severity) will be reported to the Office of Student Affairs as a disciplinary matter in accordance with UVU's statement on Student Rights and Responsibilities and could result in failure in the course. Please refer to [www.uvu.edu/English/student/plagiarism.html](http://www.uvu.edu/English/student/plagiarism.html) for the department's full statement on plagiarism and review guidelines for avoiding plagiarism.

Plagiarism involves dishonesty and occurs when

- students buy papers, hire others to write papers for them, or simply allow or request someone to write a paper for them and then claim the work is their own;
- students copy, quote, paraphrase, or summarize a source without properly documenting it (either intentionally or unintentionally);
- students submit work that has been submitted and evaluated for credit in another course without making significant alterations or modifications to meet the specific requirements of the present course and claim that the paper was an original work for the current course.



## **Forms of Address: Names and Personal Pronouns**

**Many people (e.g. international students, performers/writers, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by.**

Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this class, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

If you would like additional assistance regarding chosen names or personal pronouns, please visit [uvu.edu/multicultural/lgbt](http://uvu.edu/multicultural/lgbt) (Links to an external site.), or contact Karen Deysher, Program Director of LGBT Student Services, at [karen.deysher@uvu.edu](mailto:karen.deysher@uvu.edu) (Links to an external site.).

## **Snow Policies**

### **Scenario A**

Hazardous conditions make travel challenging within the region and to campus, but the storm has not negatively impacted the campus itself. Crews are able to safely clear roads, sidewalks, and parking areas, and campus remains open.

- University administration, in collaboration with emergency management and facilities, will notify students, faculty, and staff that the impacted campus is operating under modified conditions. All campus facilities will remain open.
  - Courses will be offered remotely as well as face-to-face. Faculty may choose to teach remotely or in person while providing online learning options for students who are negatively impacted by the storm.
    - Faculty will communicate the change to their students, providing adequate warning if they will not be present on campus and will be teaching remotely.
  - Classes such as labs, dance, emergency services, and so forth that require face-to-face participation may be cancelled depending upon the recommendation of faculty supervisors.
- Employees who feel unsafe to travel should communicate with their supervisors about remote work arrangements.
- We will disseminate communication regarding the status of courses and campus conditions until hazardous conditions no longer exist.

### **Scenario B**

Hazardous conditions make travel challenging within the region and to campus. Weather conditions on campus are also hazardous. Facilities crews are unable to safely maintain roads, sidewalks, and parking areas, and/or power outages caused by the storm have impacted buildings.

- University administration, in collaboration with emergency management and facilities, will notify students, faculty, and staff that the impacted campus is closed due to hazardous conditions.
- All courses will be moved to an online or recorded format.
  - Faculty will contact students to inform them how to access the impacted courses.
- Classes such as labs, dance, emergency services, and so forth that require face-to-face participation may be cancelled depending upon the recommendation of faculty supervisors.
- Employees will contact their supervisors regarding remote work agreements.
- All classes will be moved to an online format until hazardous conditions no longer exist. We will disseminate communication regarding the status of courses and campus conditions until it is no longer necessary to operate under modified conditions.

#### **How will you know which plan is being enacted?**

- You will be notified via text message, email, and social media. We will also provide updates via the campus emergency information webpage: [uvu.info](http://uvu.info) ([Links to an external site.](#)).

If the storm occurs during the night and may adversely affect the morning commute and morning courses, we will send a message regarding delays and closures by 6 a.m. that day. If there's enough information to make the determination the night before, you can expect notification by 10 p.m.

If the storm intensity increases during the day and impacts classes and the ability to commute safely to and from campus, we will send a message as soon as possible.

#### **How does the UVU administration decide to operate a campus under modified conditions?**

We rely on the following resources to guide our actions.

- The National Weather Service and National Oceanic and Atmospheric Administration for a pinpointed forecast of the UVU campuses
- Utah Department of Transportation weather cameras close to the Orem Campus and other off-campus sites (e.g., Wasatch, Thanksgiving Point, Emergency Services, Aviation)
- Local weather forecasts
- Utah County K-12 school districts

- UVU Police and Facilities for on-campus status updates (i.e., roadways, sidewalks, snow removal)

Your safety is our first priority. We will make every effort to ensure good decisions are made, parking lots and sidewalks are clear of snow and ice, and learning is unimpeded by winter weather — even if closing physical campuses become necessary.

## COVID Policy

### Exposed to COVID-19

If you have had close contact with someone who has tested positive for COVID-19, you will need to fill out the [self-reporting form \(Links to an external site.\)](#) and quarantine according to [CDC guidelines \(Links to an external site.\)](#). If you develop symptoms during your quarantine period, please get tested.

### Feeling sick? Stay home

Students enrolled in face-to-face classes who test positive for COVID-19 or develop symptoms consistent with COVID-19 should not physically attend their courses until they have passed their isolation period. As in fall 2021, in most cases, face-to-face classes will be recorded and made available to students via Canvas. Students are encouraged to check with their instructors regarding the availability of this option or other accommodations offered.

Faculty members should also prepare to conduct classes online or plan for course coverage during isolation if they become ill with COVID-19.

We encourage staff to work directly with their supervisors if they have been exposed to COVID-19 or test positive for the virus.

In summary, please do not come to campus if you are symptomatic.

Course Summary:

Date	Details	Due
Tue Jan 10, 2023	Calendar Event <a href="#">Course Introduction</a>	12am
Thu Jan 12, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
	Assignment <a href="#">Writing Narrative</a>	due by 8:30am
Tue Jan 17, 2023	Assignment <a href="#">Reading Response</a>	due by 8:30am

Thu Jan 19, 2023	Assignment <a href="#">Resume Peer Review</a>	due by 8:30am
	Assignment <a href="#">Resume Rough Draft</a>	due by 8:30am
Tue Jan 24, 2023	Assignment <a href="#">Cover Letter Peer Review</a>	due by 8:30am
	Assignment <a href="#">Cover Letter Rough Draft</a>	due by 8:30am
Thu Jan 26, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
	Assignment <a href="#">Resume and Cover Letter</a>	due by 11:59pm
Tue Jan 31, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
	Quiz <a href="#">Finding Your Topic</a>	due by 11:59pm
Thu Feb 2, 2023	Assignment <a href="#">Slideshow Proposal Peer Review</a>	due by 8:30am
Tue Feb 7, 2023	Assignment <a href="#">Slideshow Proposal</a>	due by 8:30am
Tue Feb 14, 2023	Assignment <a href="#">Reading Assignment + Response</a>	due by 11:59pm
Thu Feb 16, 2023	Calendar Event <a href="#">Library Day!!!</a>	12am
	Assignment <a href="#">Library Day</a>	due by 11am
Thu Feb 23, 2023	Assignment <a href="#">Working Source List</a>	due by 11:59pm

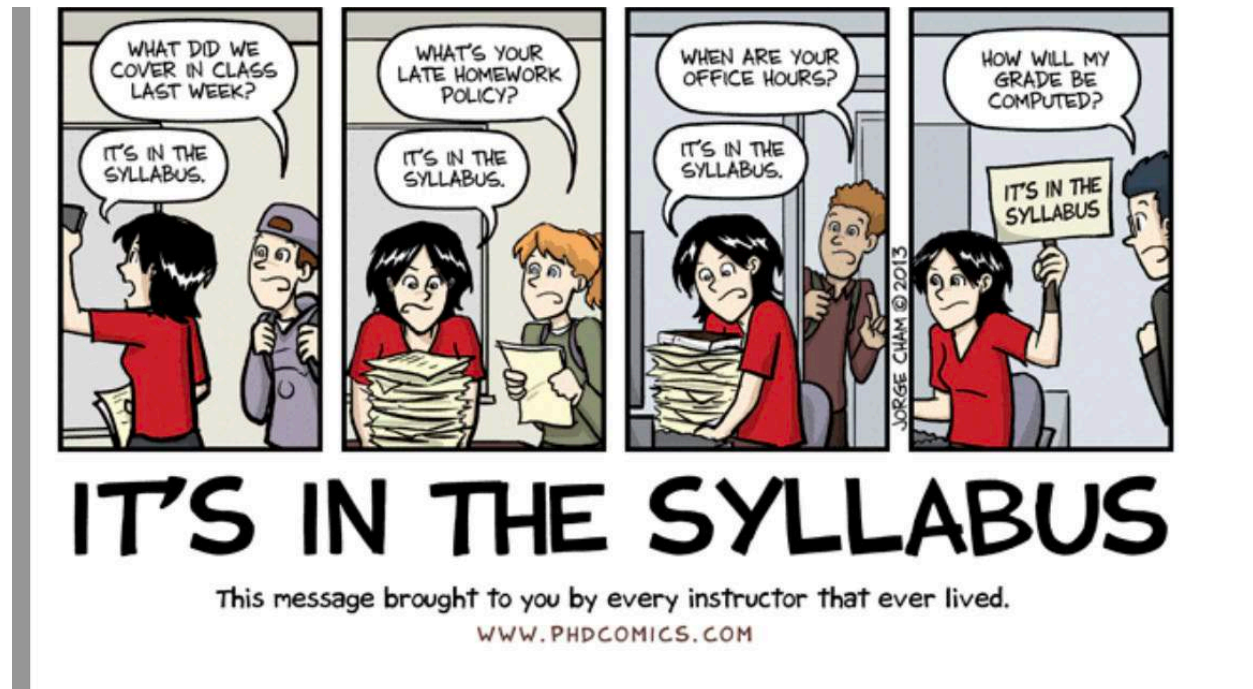
Wed Mar 1, 2023	Calendar Event <a href="#">Night Skiing @ Sundance!</a>	4:30pm to 9pm
Thu Mar 2, 2023	Calendar Event <a href="#">Class Optional Today</a>	12am
	Assignment <a href="#">Annotations, Rough Draft</a>	due by 11:59pm
Tue Mar 7, 2023	Calendar Event <a href="#">Spring Break</a>	12am
Thu Mar 9, 2023	Calendar Event <a href="#">Spring Break</a>	12am
Tue Mar 14, 2023	Assignment <a href="#">Annotated Bibliography Full Rough Draft</a>	due by 8:30pm
Thu Mar 16, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
	Assignment <a href="#">Writing Center Extra Credit - Annotated Bib</a>	due by 11:59pm
	Assignment <a href="#">Annotated Bibliography</a>	due by 11:59pm
Tue Mar 21, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
	Assignment <a href="#">Working Outline</a>	due by 8:30am
Thu Mar 23, 2023	Calendar Event <a href="#">Draft One Due - Introductions</a>	12am
	Assignment <a href="#">Draft #1: Introduction</a>	due by 8:30am
	Assignment <a href="#">Introduction Peer Review</a>	due by 8:30am

Tue Mar 28, 2023	Assignment <a href="#">Draft #2 Peer Review</a>	due by 8:30am
	Assignment <a href="#">Draft #2: Body Paragraphs</a>	due by 8:30am
Thu Mar 30, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
Fri Mar 31, 2023	Assignment <a href="#">Draft #3: Body Paragraphs + Working Conclusion</a>	due by 11:59pm
Tue Apr 4, 2023	Calendar Event <a href="#">Paper Conferences</a>	12am
Wed Apr 5, 2023	Calendar Event <a href="#">Paper Conferences</a>	12am
Thu Apr 6, 2023	Calendar Event <a href="#">Paper Conferences</a>	12am
Fri Apr 7, 2023	Calendar Event <a href="#">Paper Conferences</a>	12am
	Assignment <a href="#">Paper Conference</a>	due by 11:59pm
Tue Apr 11, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
Tue Apr 18, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
Thu Apr 20, 2023	Calendar Event <a href="#">Class Discussion</a>	12am
Tue Apr 25, 2023	Assignment <a href="#">Final Reflection</a>	due by 9:45am
	Assignment <a href="#">Researched Argument Essay</a>	due by 11:59pm

	Assignment <a href="#">Researched Argument Writing Center Extra Credit</a>	due by 11:59pm
Wed Apr 26, 2023	Calendar Event <a href="#">Last Day of Classes</a>	12am
Tue May 2, 2023	Assignment <a href="#">SRI Extra Credit</a>	due by 11:30am
Wed May 3, 2023	Calendar Event <a href="#">Spring Semester Ends</a>	12am
	Assignment <a href="#">Draft #3 Peer Review</a>	
	Quiz <a href="#">Resume and Cover Letter Writing Reflection</a>	
	Assignment <a href="#">Roll Call Attendance</a>	
	Calendar Event <a href="#">Slideshow Presentations</a>	
	Calendar Event <a href="#">Slideshow Presentations</a>	
	Calendar Event <a href="#">Slideshow Presentations</a>	
	Assignment <a href="#">Writing Center Extra Credit</a>	

## Syllabus

### ENGL 2010: Intermediate Writing



Instructor: Meridee Calder

**Office and Office hours:** 407M, Clark Building (CB). Hours are T/TH 1-2 pm. While drop ins are welcome, appointments are suggested. Microsoft TEAMS is also an option for consultations. Schedule through the OFFICE HOURS link on our Canvas home page.

Email: [mcalder@uvu.edu](mailto:mcalder@uvu.edu)

Website: <https://mcalder.weebly.com/> (Links to an external site.)[Links to an external site.](#)

#### Required Textbooks:

*Everyone's an Author*, 3rd Edition

ISBN: 9780393420814 (paperback)—available at UVU bookstore

E-book: [Everone's an Author, e-book](#)



*Becoming a Learner*, Matthew Sanders (paperback)—available at UVU bookstore

### Required Materials:

- Access to Canvas
- Access to Microsoft Teams (Office 365 is available to all UVU students. Contact IT for details)
- A composition notebook for Class Journal (for in-class writings, note-taking, etc.). Not applicable for online/asynchronous courses.
- Access to the internet and email
- Writing Utensils
- **Access to Microsoft Word (provided by UVU) – all assignments turned in must be in this format.**
- Access to Adobe Acrobat Readers (for PDFs) – many files and additional course resources are in this format.

### Course Description

According to the Utah Valley University catalog, ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. ENGL 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. ENGL 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

The class will often begin with in-class writing prompts, in response to a short text or media, using your journal. These responses are what I call "low-stakes" writing assignments because they allow you to express your thoughts in writing without concerning yourself with organization or mechanics. It is essential to come prepared by having read the assigned material and being ready to participate actively. It is also crucial to be on time as these assignments are at the beginning of class. If you miss the prompt, your only option to make up the assignment will be to review the recording of the class in TEAMS. However, not all classes record properly so this is not reliable. Not applicable for online/asynchronous courses.

### How to be Successful in this Course

1. Attend all classes (Online classes - Read and respond to the weekly video prompts in the Welcome to Lesson X for each week)
2. Be prepared for each new week's lesson plan by reviewing the upcoming week and completing relevant assignments
3. Actively participate with respect and a positive attitude (through discussion posts, etc., for online classes)
4. Write in your journal for freewrites and class notes. Not applicable for online/asynchronous courses.
5. Begin writing projects early
6. Follow the criteria exactly for each assignment
7. Complete all assignments
8. Collaborate with peers
9. Make use of office hours (Online students should email or setup video conferences)
10. Use the Writing Center services

Past students who have closely adhered to the preceding advice have received at least a B- for their final grade.

### Course Outcomes

Upon successful completion of ENGL 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing, and research.

### Course Assignments

*Journal (5%)*

- Not applicable for online/asynchronous courses.

Writing skills are enhanced through creative, free thought sessions using a student journal for handwritten notes and thoughts on a series of prompts (usually once a week) throughout the semester. These journals should be used for class notes. The assessment is a culmination of your semester's work.

*Reading Responses, Peer Reviews, Quizzes, Student Interviews, etc. (25%)*

*Reflection Essay (5% of grade)*

This essay offers you the opportunity to take a good look back at your writing this semester and to evaluate it on your own terms. You will carefully chronicle your learning and how this course has shaped your writing and thinking.

Details for these assignments are located in the criteria for each module.

## SIGNATURE ASSIGNMENTS

*Paper #1: Project Proposal Presentation (10%)*

For this assignment, you will formally propose to me, your instructor, a semester research topic that specifies the exact topic, why it matters (to you and to the world), what you currently know about it, and how you intend to complete the research. The proposal will also set a schedule for the work to be done. You will present your Research Proposal in the form of a slide show.

*Paper #2: Structured Research Notes (15%)*

This assignment, what scholars and researchers call an "annotated bibliography," is a list of the most relevant and useful articles and sources on your topic. This list will include eight sources, as well as detailed notes about each article in which you will provide an accurate summary of the article and additional information about the type of research conducted, possible biases or limitations, the authors' conclusions, the usefulness of the article, how it compares to the other articles/sources on your list, and how the research will inform your final paper.

*Paper #3: Presenting Research Perspectives (10%)*

This assignment asks you to use the same topic you've already chosen for your research proposal and annotated bibliography to write an essay to a specific, popular audience of

your choice with the main purpose of informing your readers about the different views that exist on your issue. An additional Audience Justification Statement explains what audience you chose to target and identifies a few specific rhetorical choices you made to appeal to your readers.

*\*For Block Classes, this assignment will be modified into one Summary & Connection essay of 2-3 pages in length. When finished, it can be imported into your Final Research Paper with slight modifications.*

#### *Paper #4: Final Research Paper (20%)*

This paper asks you to take a position on your topic and present it to an academic audience by supporting it with credible evidence. In this paper, you are entering the academic conversation about your topic and proposing an argument that includes “so what?” as you make a call to action based on the claims you make and the evidence you provide in your paper. In addition to the actual research paper, you will also compose a Companion Piece that repurposes the paper’s argument (your position) in a different genre/medium for a different audience (a poster, slideshow/presentation, pamphlet, postcard, website, video, story, essay, or any other appropriate “text” of your choice). Companion Pieces are not applicable for online/asynchronous courses.

\*Papers 1-4 are considered Signature Assignments

Attendance (10% of grade) Not applicable for online/asynchronous courses.

See below for details

#### \*Extra Credit Opportunities

There are 3-4 Extra Credit Opportunities available.

1. Inquisitive Grammar Quizzes - Go to MODULES for guidelines and rules before taking the quizzes. You may take these an unlimited amount of time. You will only receive credit if you earn 100% on the quiz - no partial credit offered. You may choose one or all. Some of these quizzes are included in regular coursework and will not count towards extra credit.
2. Teacher conference (to be held virtually through Teams – a 15-minute review of your work or any applicable questions you may have. This is in addition to required sessions in place of class time (mid-semester). No conferences after August 6.

3. Writing Center – follow the criteria exactly to receive extra points (although it is suggested you go several times per semester, only two may count towards extra credit)
4. Special Opportunities – TBD as the semester progresses (not to exceed 10 pts for each)

Extra Credit opportunities will have a 0-point value until graded so that those choosing NOT to participate are not penalized. All combined EC opportunities will have a maximum effect of raising your final grade no more than 10% if all opportunities are availed. There may be more opportunities for EC than noted, but no student may earn more than a total of 100 EC pts. All of these have end dates. Since these are Extra Credit only, no late submissions will be accepted.

Extra Credit points will be awarded at the end of the semester if all Signature Assignments are completed with a C- minimum grade. If not, no extra credit points will count toward your final grade.

\*Additional details can be found by clicking on the assignment links in the individual modules. These will be updated as the semester progresses.

\*\*As a student in my 2010 classes, your work may occasionally be a sample work for class instruction. These student samples showcase "best examples of exceptional work." Please be informed of the possibility of your work being made public. I will do so anonymously, so your name will not be evident in the samples used. If you require an exception, please notify me via email by the end of the semester.

#### Final Grade Distribution

A = 100-94

A- = 93.9-90

B+ = 89.9-87

B = 86.9-84

B- = 83.9-80

C+ = 79.9-77

C = 76.9-74

C- = 73.9-70

D+ = 69.9-67

D = 66.9-64

D- = 63.9- 60

E = 59.9 and below

**\*UVU requires a C- grade to pass this course. However, several UVU majors require a C or higher for graduation credit. Check with your College Department for their specific policies.**

## Course Policies

**Attendance** *Not applicable for online/asynchronous courses.*

Attendance is graded and counts as 10 % of your grade. If your class session is "live-streamed", credit is only given if your video is "unmuted" and you are available for the entire class period. Partial credit may be given for exceptions, but these need to be approved by the instructor prior to class.

The writing prompt "freewrites" and upcoming assignment details will be discussed during synchronous class times. These will usually occur at the beginning of each class session and cannot be made up. Being on time is essential for this aspect of your coursework.

**\*Especially during Winter months, classes may be moved to "live-streaming" through TEAMS to accommodate travel and Campus wide health concerns.** Be prepared to attend your class on TEAMS. Make sure the link for Microsoft TEAMS is working on your Canvas page before this occurs. It's a matter of "when" not "if". You will be notified by 9 am the day of class if the above occurs. Even if the weather clears up for afternoon classes, if an early morning notification is sent to move to TEAMS earlier in the day then the status will remain the same for all classes on that date.

## Late Work Policy

Late work is not okay; however, I understand that life happens. All decisions regarding late work and grade penalties are at the instructor's discretion. Late assignments will be reduced by 5% for each day late. After one week of being late, an assignment can no longer be submitted for credit. Late work will not receive feedback or comments from me.

Additional Criteria for "low stakes" assignments:

- All assignments under 10 points (which includes quizzes and reading responses) will receive 0 points if late.

- The 5% penalty criterion only applies to anything over 10 points.
- If you find yourself in extenuating circumstances with deadlines, contact me. If you miss some of the above, extra credit opportunities (available beginning in February) may help you. Again, the same restrictions for EC apply that are noted previously in the syllabus.

## Communication Policies

Communication: The University's official form of communication is email, and messages from university personnel or offices will be sent to the email address you have listed in the UVU's system. The best way to communicate with me outside of a live streaming session is also via email. Please message me on Canvas (preferred) or at [mcalder@uvu.edu](mailto:mcalder@uvu.edu). I will do my best to respond within 24 hrs. on weekdays and 48 hrs. on weekends. Please plan accordingly.

Canvas: You will receive alerts from Canvas, which you can configure per your preferences. I recommend you set your preferences to alert you immediately if an announcement posts or due date changes (such occurrences will be rare and usually discussed in class beforehand). On the rare occasion class may be canceled or delayed, you will be notified via canvas. You are responsible for ensuring that your email address is correct in Canvas. To check it, click on your "Profile" at the top right-hand corner of Canvas, and review the information there. You are responsible for checking your email messages and checking Canvas for new information regularly. If you miss an announcement, the onus is on you, the student.

For assistance with Canvas-related technical issues, please call the UVU service help desk.

## Online Class Etiquette

- In all communications with their peers and the instructor, students are expected to be respectful, to listen carefully, and to avoid personal attacks or rude language.
- Everyone involved is to avoid using sexist, racist, homophobic, or otherwise offensive language.
- Online communication has the potential to cause more misunderstanding than face-to-face interactions; students should keep this limitation in mind and should strive to use clear, detailed, and precise language.

## Technology Expectations

- Students are expected to regularly check the Canvas course for weekly announcements and other class-related communications from the instructor.
- Students should thoroughly familiarize themselves with how the Canvas interface works, in terms of communication, checking course deadlines, and viewing instructors' feedback on their work.
- Students are expected to have access to a stable Internet connection and a laptop or desktop computer. To be successful in this class, working on one's phone will not be sufficient. If interested, students may check out webcams and headphones from the UVU Library. In addition, laptops can be checked out for an entire semester. More information: <https://www.uvu.edu/library/services/equipment/>(Links to an external site.)Links to an external site.
- UVU has been taking thorough COVID-19 precautions on campus; thus, students may complete course work in computer labs at the Fulton Library on open-access computers located on every floor. Students must decide the COVID-19 risk level on campus for themselves.

### Style, Documentation, and Citation

**APA formatting** is the expected format for English 2010. Current guidelines and links for 2020 are included in your online textbook, *Everyone's an Author 3rd edition*. Do not rely on citation generators since most are outdated. You are expected to only use the most recent updates. Your grade will be affected adversely for failure to adhere to these exact specifications on core assignments. More information is outlined in the syllabus descriptions for each assignment.

UVU's Writing Center also provides links for current APA guidelines that include:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) (Links to an external site.)Links to an external site.

## The following are mandatory syllabus content for UVU courses.

### Plagiarism

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.



One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention
5. self-plagiarizes their own work from previous assignments or courses

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities". This documentation shall also be provided to the student and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit: <http://www.uvu.edu/english/student-resources/policies-procedures.html> (Links to an external site.)[Links to an external site.](#)

### **Statement of Accessibility**

If you have any disability which may impair your ability to successfully complete this course, please contact the Office of Accessibility Services (OAS). Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by OAS.

Students who need accommodations because of a disability may contact OAS located on the Orem Campus in LC 312. To schedule an in-person appointment, please call 801-863-8747. To schedule a video conference or phone appointment, please use “Log into Accommodate” on the website or call 801-863-8747. <https://www.uvu.edu/accessibility-services/> (Links to an external site.)[Links to an external site.](#)

### **Waitlist and Add Policy**

It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled. Students on a waitlist must wait for an email notification that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. Instructors cannot add students. Department administrative staff and academic advisors cannot add students.

### **Further Resources**

Writing Center:

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one online tutorials focused on specific writing assignments and tailored to the individual student's needs.

<https://www.uvu.edu/writingcenter/> (Links to an external site.)[Links to an external site.](#)

First-Year Experience:

<https://www.uvu.edu/firstyear/> (Links to an external site.)Links to an external site.

Multicultural Student Services:

<https://www.uvu.edu/multicultural/> (Links to an external site.)Links to an external site.

LGBT Student Services:

<https://www.uvu.edu/multicultural/lgbt/> (Links to an external site.)Links to an external site.

Veteran Success Center:

<https://www.uvu.edu/veterans/> (Links to an external site.)Links to an external site.

UVU Food Pantry (**includes online orders!**):

<https://www.uvu.edu/socialimpact/programs/food-pantry.html> (Links to an external site.)Links to an external site.

UVU Student Health Services:

<https://www.uvu.edu/studenthealth/> (Links to an external site.)Links to an external site.

## ENGL 2010: Intermediate Writing

**Instructor:** Jessica (Jess) Dean Rogers

**Sections:** ENGL 2010-050/070/080/603

**Office:** Clarke Building, CB504c

**Email:** Canvas message preferred; [jdeanrogers@uvu.edu](mailto:jdeanrogers@uvu.edu) or [jessd@uvu.edu](mailto:jessd@uvu.edu)

**Student Hours:** Tuesday & Thursday 4:15 - 5:15 PM and by appointment

**Required Textbook:** None.

**Required Supplies:** Pen, paper/notebook to keep notes. Two postage stamps.

### Course Description

According to the Utah Valley University catalog, ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. ENGL 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. ENGL 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

In this class, you will hone your abilities to think critically and creatively. You will have the freedom to initiate your own research topic and intellectual accountability from the instructor and peers to push outside your established knowledge. Our class values imagination, humility, and authenticity. Writing is a process rather than a skill to seek perfection. You will receive individual instruction to improve your writing process and outcomes towards your personal, academic, and career goals. Your presence as a person is valued and respected, and the same is expected from you to others in our class space.

### Course Outcomes

Upon successful completion of ENGL 2010, students should be able to:

- Identify awareness of audience, purpose, and genre in research-focused writing projects.
- Demonstrate use(s) of reading and writing for inquiry.
- Evaluate and integrate source materials into writing projects.
- Apply knowledge of college-level, academic writing and research.

### Prerequisites and Needed Skills

Appropriate ACT test scores taken within the last three years or completion of ENGL 1010 or

ENGL 101H with a grade of C- or higher, or ENGH 1005 with a grade of C or higher.

## **Course Assignments**

### *Paper #1: Project Proposal (15%)*

For this assignment, you formally propose a semester research topic that specifies the topic, why it matters (to you and to the world), what you currently know about it (initial research) and how you intend to complete the research. The proposal format is a letter to the instructor.

### *Paper #2: Annotated Bibliography (15%)*

This assignment is a list of all of the sources you have considered on your topic. This list will include ten sources, including scholarly writing, book, film, music, archival/primary research, and popular news and media. You will provide summary and evaluative annotations of the source. This is your chance to show the instructor the depth and breadth of your research, even if not all of the sources end up in your final essay.

### *Paper #3: Presenting Research Perspectives (15%)*

Using your annotated bibliography, you create a presentation brief to your peers with the main purpose of informing the class about different views that exist on your issue, and receiving their feedback and questions. An additional Rhetorical Justification Statement identifies a few specific rhetorical choices you made to appeal to your peers.

### *Paper #4: Final Research Paper & Companion Piece (25%)*

In this paper, you are entering the academic conversation about your topic and proposing an argument that includes “so what?” as you make a call to action based on the claims you make and the evidence you provide in your paper. In addition to the actual research paper (15%), you also compose a Companion Piece (10%) that repurposes the paper’s argument (your position) in a different genre/medium for a different audience. A full draft of your essay is required prior to submitting the final essay. If you do not submit a draft, you will not receive a grade on the essay.

### *Reflection Essay (5% of grade)*

This essay, written as a letter to future students in the course, offers you the opportunity to take a good look back at your writing this semester and to evaluate it on your own terms. You will carefully chronicle your learning and how this course has shaped your writing and thinking, giving specific advice and encouragement to future students in the class.

### *Homework and Class Participation (25% of grade)*

These assignments, some in-class and some outside of class, are designed to help you practice critical thinking and “low stakes” writing as well as progress through your research process.

## Final Grade Distribution

A = 100-90	B+ = 89.9-87.0	C+ = 79.9-77	D = 69.9-60	E = 59.9 and below
	B = 86.9-80	C = 76.9-70		

## Course Policies

### Online Course Delivery

This course meets face to face (synchronously) on campus in Orem. However, if extenuating circumstances (i.e. illness, weather, travel), we may meet synchronously online. Any notifications of a change in format will be provided via Canvas announcement and message.

### Late Work Policy

- **Class Participation:** These assignments occur during class. If you miss class, you receive a zero. To allow for life, I drop two lowest class participation grades.
- **Homework:** These assignments are due outside of class per the date in Canvas, usually Friday or Monday evening. I do not accept late homework (it's a zero), though I will provide feedback even if you submit it late. I drop two low homework grades.
- **Major Formal Writing Assignments:** There is a three day grace period on these assignments. After the original due date, 10% is deducted per day. Always better to submit late than never!
- **Prior arrangements** may be made for ongoing (ie lasting more than one assignment) extenuating circumstances, if you notify the professor at least 24 hours before the due date.

### Communication Policies

Do not hesitate to communicate with the professor! Open and honest communication is key to your success. Here are the ways to reach me:

- **Canvas Message:** I greatly prefer this to email, that way all messages are in one zone.
- **Student Hours:** Come see me in my office on campus OR in Teams online. During posted student hours, it's drop in and you are welcome anytime!
- **Appointment:** I require 24 hours request time if you'd like to meet outside of student hours. I teach four classes on Tu/Th, so my availability is limited those days.

## **Class Etiquette**

Our class is a professional and equitable learning environment. We treat each other's personhood and ideas, including those of the authors we read, with dignity and respect. In accordance with UVU policy, there is no tolerance for discrimination or harassment. Our classroom values diversity and differences of ability, experience, and perspective. There is a zero tolerance policy for personal attacks or hate speech in the classroom. Underscoring this will be the requirement for students to practice openness to learning from and with each other, practicing critical thinking, and supporting ideas and opinions with evidence. I am always open to private discussions to help process your experiences with course material or classmates.

- Take responsibility for your education by being willing to listen to others, ask appropriate questions, and do the work necessary to pass the course
- Do not have private conversations during lecture
- Put your screens down. step outside if you need to use your phone
- Respect your instructor and your classmates
- Be kind, be curious, be humble
  - In all communications with their peers and the instructor, students are expected to be respectful, to listen carefully, and to avoid personal attacks or rude language.
  - Everyone involved is to avoid using sexist, racist, homophobic, transphobic, xenophobic, and all other offensive language.
  - Online communication has the potential to cause more misunderstanding than face-to-face interactions; students should keep this limitation in mind and should strive to use clear, detailed, and precise language.

## **Technology Expectations**

- Students are expected to regularly check the Canvas course for weekly announcements and other class-related communications from the instructor. A good recommendation is to forward all Canvas communications to a personal email account that students monitor daily.
- Students should thoroughly familiarize themselves with how the Canvas interface works, in terms of communications, checking course deadlines, and viewing instructor's feedback on their work. See "Canvas Tour" assignment.
- Students are expected to have access to a stable Internet connection and a laptop or desktop computer. To be successful in this class, working on one's phone will not be sufficient. If interested, students may check out webcams and headphones from the UVU Library. In addition, laptops can be checked out for an entire semester. More information: <https://www.uvu.edu/library/services/equipment/>

- UVU has been taking thorough COVID-19 precautions on campus; thus, students may complete course work in computer labs at the Fulton Library on open-access computers located on every floor. Students must decide the COVID-19 risk level on campus for themselves.

### **Style, Documentation, and Citation**

These requirements may change based on the rhetorical nature of a specific assignment and those alterations will be clearly explained on those assignments' instructions. Generally, I ask students to choose whether to follow APA or MLA conventions based on their chosen career field (i.e. sciences use APA and humanities MLA). You will establish this in your proposal presentation and commit to one style the entire semester.

### **Student Rights and Accountabilities**

On its page "[Student Rights and Accountabilities](#)," UVU specifies that all UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to obey the law, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. The Student Code of Conduct also outlines the process for academic appeals, and appeals related to misconduct and sanctions.

### **Your Well-Being: Food, Shelter, Safety, Mental Health**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit <https://www.uvu.edu/studentcare/> for access to a variety of resources. You may also email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. Student Health Services is located in SC 221, telephone 801-863-8876 <https://www.uvu.edu/studenthealth/psych/> Links to an external site.. The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line <https://safeut.med.utah.edu/>. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.



## **Plagiarism**

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

The above-mentioned page, "Student Rights and Accountabilities," also discusses UVU's policy and procedure regarding plagiarism, which includes different types of academic misconduct, such as cheating, plagiarism, or fabrication. Sanctions, conduct resolution, and due process are also covered on this page. Students need to familiarize themselves with UVU's procedures in an effort to avoid any form of academic misconduct.

In addition, The Department of English's Policies and Procedures page provides detailed information about plagiarism, as well as the sanctions it will implement in cases of academic dishonesty.

In this course, the student must be able to demonstrate that their written work submitted is original. This means that it is the student's responsibility to maintain copies of drafts, annotations, notes, and any other materials that can demonstrate the original nature of the writing. If you edit and revise on a computer, it will be necessary occasionally to save drafts of an assignment as it is revised in order to show how the final draft evolved. It is not the instructor's responsibility to prove plagiarism has occurred.

**Collusion:** Collusion is working with someone so closely on your paper that large sections have been worded by someone other than you. Collaboration with others is encouraged in the writing process (getting ideas, planning, revision, editing), but the final paper should be entirely your own writing, and edited mostly by you. For example, you may get help from a writing tutor, but the grade you get for editing your paper should reflect your ability to edit--not someone else's. Both plagiarism and collusion are serious academic offenses. The use of Chatbots or essay mills is plagiarism. The use of AI technology to create or substantially edit any content is plagiarism.

**“Recycling”:** Papers written for another class, or written in previous semesters, will not be accepted without approval from the Instructor prior to submission. The purpose of a writing course is to practice your writing and if you choose to revise a previously submitted paper, it must be significantly revised from the previous iteration. If you want to develop a previous work, come talk to me before beginning the process.

Plagiarism is explicitly not allowed and may result in the student receiving a zero on the assignment. Recurring instances of plagiarism can lead to receiving a final grade of “F” for the course or dismissal.

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1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
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### **Religious Accommodations**

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus provides an interfaith Reflection Center, a place for meditation, prayer, or other forms of individual religious or spiritual expression.

Documents: [Guidelines For the Accommodation of Sincerely Held Religious Beliefs and Practices Student Religious Accommodation Request Form.](#)

### **Student Grievances**

Sometimes students experience misunderstandings or grievances that require assistance or intervention. The Ombuds office offers support in such instances as academic complaints and conflicts, grading procedure disputes, mediation of interpersonal conflicts, university policies and procedures, housing disagreements, student/faculty disagreements, or policy issues and rights violations. In order to serve as a mediator, as opposed to an advocate, the Ombuds neutrally and objectively listens to all problems and serves as a resource in difficult situations.

To speak with or meet with the Ombudsman, you may also contact Shawn Nielsen (Administrative Support) at 801-863-8952 or SNielsen@uvu.edu (email preferred).

### **Further Resources**

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