



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

---

**Semester:** Spring

**Course Prefix:** ENGL

**Course Title:** Intermediate Writing: Academic Writing and Research

**Year:** 2025

**Course and Section #:** 2010-001

**Credits:** 3

---

### ***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.

---

### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

---

### ***Instructor Information***

**Instructor Name:** Alison Ash Linnell

---

### ***Student Learning 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.
- 

### ***Course Materials and Texts***

- Everyone's An Author, Lunsford, Brody, Ede, Enoch, Moss, Papper, Walters, 4<sup>th</sup> edition
  - They Say/I Say, Graff, Birkenstein, 6<sup>th</sup> edition
-

## Course Requirements

### Course Assignments, Assessments, and Grading Policy

- Major Writing Assignments: Long form essays and research presentation.
  - Proposal Slideshow: 150 points/15%
  - Annotated Bibliography: 150 points/15%
  - Presenting and Evaluating Three Sources for a Non-Academic Audience: 150 points/15%
  - Researched Argument Essay/Companion Piece: 200 points/20%
  - Reflection Essay: 50 points/5%
- Reading Responses: Short responses to readings in the textbook that include submitting notes, reflections, and/or video responses: 75 points/7.5%
- Writing Exercises: Short responses that have students brainstorm or engage with ideas pertaining to their major writing assignments: 60 points/6%
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress: 50 points/5%
- Attendance and Participation: 100 points/10%
- Library Research Tutorial and ProQuest Quiz: 10 points/1%
- Plagiarism Tutorial: 5 points/5%

A = 93-100	B- = 80-82.9	D+ = 67-69.9
A- = 90-92.9	C+ = 77-79.9	D = 63-66.9
B+ = 87-89.9	C = 73-76.9	D- = 60-62.9
B = 83-86.9	C- = 70-72.9	E = 0-59.9

---

### Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

---

### General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Course Introduction

- “Introduction” to *They Say/I Say*
- *EaA* Chapter 5: “Understanding College Expectations”

Week 2: Rhetorical Situations

- *EaA* Chapters 3 & 18: “Rhetorical Situations” and “Making a Proposal”

Week 3: Drafting Proposal Slideshow

- *EaA* Chapter 21: “Starting Your Research”

Week 4: Introduction to Research

- *EaA* Chapters 22, 24, & 25: “Finding Sources,” “Keeping Track,” and “Evaluating Sources”

Week 5: Annotated Bibliographies

- *EaA* Chapters 26 & 27: “Annotated Bibliographies” and “Synthesizing Ideas”

Week 6: MLA or APA Citation

- *EaA* Chapters 29 & 30: “Giving Credit/Avoiding Plagiarism” and “MLA Style”

Week 7: Audience Needs

- *EaA* Chapters 32 & 33: “What’s Your Style” and “Mixing Languages and Dialects”

Week 8: Integrating Outside Sources

- *EaA* Chapters 6, 7, & 28: “Reading Rhetorically,” “Annotating, Summarizing, Responding,” and “Quoting, Paraphrasing, Summarizing”

Week 9: Peer Review of Research Perspectives Essay

Week 10: Starting Final Research Paper

- *EaA* Chapter 13: “Arguing a Position”

Week 11: Final Research Paper

- *EaA* Chapters 19 & 20: “Analyzing and Constructing Arguments” and “Strategies for Supporting an Argument”

Week 12: Objections and Metacommentary

- *They Say/I Say* Chapters 6 & 10: “Planting a Naysayer in Your Text” and “The Art of Metacommentary”

Week 13: Peer Review of Final Research Paper

Week 14: Revision Feedback

Week 15: Finishing Semester Work

Week 16: Submitting Companion Piece

---

## ***Required Course Syllabus Statements***

### **Generative AI**

The UVU English department is also keeping up with artificial intelligence chat bots such as ChatGPT (and many other stand-alone programs or plug-ins). Believing the technology is here to stay, and will only grow, we feel it’s important to understand both its strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and “assisting with” instead of “performing” research. We believe AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it’s trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity.

For some assignments, such as reading responses, I ask that you not use AI. The response should be your ideas from the reading. Other assignments you can use AI for things like brainstorming topics and counterarguments or editing grammar. Please see each assignment for AI policy.

In response to questions about automating work like writing, essayist Wendell Berry says:

“There is such a thing as human relations. And there is such a thing as getting a lot of satisfaction, joy, fun from human relations. And I don’t understand why people are willing to give up on that. When you write an article for a magazine, you’re offering half – your part of a conversation. The reader is invited to complete it, perhaps by disagreeing. This is a relationship.

The only motive that’s worth anything is love. If you don’t do the work that you love, and if you don’t do it for love, your artistry is not informed by love. It can’t be any good. So, there’s the argument, as far as I’m concerned, against robots. You can’t make a robot that will work from love. It doesn’t work from anything; it doesn’t have any motives. Or its motive is electricity, you could say... I don’t want my life to be lived for me by a machine.”

So, don’t let AI and technology take over your thinking, your creativity, or your willingness to contribute to our collective humanity.

---

### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

---

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

---

### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

---

### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status,

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

---

### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.