UVU UTAH VALLEY UNIVERSITY™

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 #: ENGL 2010-015
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: Annelie Furner

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, 4th edition
- They Say/I Say, Graff, Birkenstein, 6th edition

Course Requirements

Course Assignments, Assessments, and Grading Policy

- Major Writing Assignments: Long form essays and research presentation.
  - Proposal Slideshow 17%
  - Annotated Bibliography 17%
  - Presenting and Evaluating Three Sources for a Non-Academic Audience 17%
  - Researched Argument Essay/Companion Piece 22%
  - Reflection Essay 5%
- Reading Responses: Short responses to readings in the textbook that include submitting notes, reflections, and/or video responses. 10%
- Writing Exercises: Short responses that have students brainstorm or engage with ideas pertaining to their major writing assignments. 40 points
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. 50 points
- Canvas Discussion Threads: Online responses to prompts, visible to the entire class, where students make replies to one another. 12%
- Library Research Tutorial and ProQuest Quiz 3 points
- Plagiarism Tutorial 5 points

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 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.

In this class, the use of Generative Artificial Intelligence (such as GPT-4) to assist with your papers is encouraged. AI can be a valuable tool to help you develop ideas, constructively question sources, and integrate sources effectively into your paragraphs. However, the use of AI must be done responsibly and ethically. Here are the specific guidelines for using AI in your assignments:

- Use Real Sources:
    - Always ground your work in credible and authentic sources. AI can help you understand and work with these sources, but it should not replace them.
- Cite AI Use:
    - If you use Generative AI to help draft or edit any part of your paper, you must cite this in your paper. Treat the AI as you would another kind of source.
- Document Your Interaction:
    - If you use GPT-4 or a similar tool, maintain a copy of the thread used (the input you provided and the output you received). This must be available upon request to validate your work and process.
- Summarize AI Usage in Bibliography:

- o In your bibliography or works cited page, include a summary of how you used the AI. For example: ""Used GPT-4 to help rephrase and condense background information on [topic].""
- In-text Citation for AI Assistance:
  - o For every paragraph where Generative AI was used in crafting or editing the content, include an in-text citation. For example: (GPT-4, 2023).
- Original Thought Requirement:
  - o While AI can assist you in forming paragraphs and questioning sources, the majority of your paper's insights and arguments should be your own. Using AI to help with phrasing or structure is acceptable, but the core ideas and arguments must be your original thoughts
- Avoid Plagiarism:
  - o Remember that using AI doesn't excuse plagiarism. All work submitted must be your own and properly cited, and AI should not be used to simply generate a paper for you.
- Use AI Responsibly:
  - o AI is a tool, not a crutch. Use it to enhance your thinking and writing, not to bypass the critical thinking and creative processes that are central to academic work.
- Ask for Guidance:
  - o If you are unsure about how to use AI appropriately or how to cite it in your paper, please ask. I am here to help you navigate this tool responsibly.

(AI Policy cited from Tanner Menard, University of Louisiana at Lafayette)

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](#) 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](#)

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 – 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. 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.