



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 #: 2010-024

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: Dr. Catherine Lui

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.
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Course Materials and Texts

- *Everyone's An Author*, Lunsford, Brody, Ede, Enoch, Moss, Papper, Walters, 4th edition
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Course Requirements

Course Assignments, Assessments, and Grading Policy

- Major Writing Assignments: Long form essays and research presentation.
 - Group Synthesis Essay (70 points)
 - Project Proposal Slideshow (130 points)
 - Annotated Bibliography (160 points)
 - Final Research Paper (300 points)
 - Reflection Project (150 points)
- Attendance/Participation: Class attendance and Canvas discussion thread – online responses to prompts, visible to the entire class, where students make replies to one another; Peer reviews: Peer to peer student assessments of major writing assignments in progress; Student lecturer conferences: one-on-one student and lecturer meetings on how to further improve student final research papers. (190 points)

A = 94–100	B- = 80–83.9	D+ = 67–69.9
A- = 90–93.9	C+ = 77–79.9	D = 64–66.9
B+ = 87–89.9	C = 74–76.9	D- = 60–63.9
B = 84–86.9	C- = 70–73.9	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 & Introducing Group Synthesis Essay

- Course Orientation and Introductions
- *Canvas*: “Group Synthesis Essay Tutorial”
- *EaA* Chapters 15 & 27: “Writing Analytically” and “Synthesizing Ideas”

Week 2: Rhetorical Situations & Drafting Group Synthesis Essay

- *EaA* Chapter 32: “What’s Your Style?” and “Audiences, Formality, Stance, & Tone”

Week 3: Submitting Group Synthesis Essay and Introducing Project Proposal Slideshow and Audience Needs

- *Canvas*: “Project Proposal Slideshow Tutorial,” “Persuasion Psychology: Know Your Audience,” and “Writing with Your Audience in Mind”

Week 4: Drafting Project Proposal Slideshow

- *EaA* Chapters 18, 21, & 38: “Project Proposal,” “Starting Your Research,” and “Making a Presentation”

Week 5: Submitting Project Proposal Slideshow and Introducing Annotated Bibliography

- *Fulton Library*: Library Instruction
- *Canvas*: “Annotated Bibliography Tutorial”
- *EaA* Chapter 26: Annotating a Bibliography

Week 6: Drafting Annotated Bibliography

- *EaA* Chapters 22 & 28: “Finding Sources” and “Quoting, Paraphrasing, Summarizing”
- *Canvas*: Peer Reviews

Week 7: Redrafting Annotated Bibliography

- *EaA* Chapters 24 & 25: “Keeping Track” and “Evaluating Sources”
- *Canvas*: Peer Reviews

Week 8: Submitting Annotated Bibliography and Introducing the Final Research Paper and MLA or APA Citation

- *Canvas*: “Final Research Paper Tutorial”
- *EaA* Chapters 13 & 30/31: “Arguing a Position” and “MLA Style” or “APA Style”

Week 9: Drafting the Final Research Paper and Integrating Outside Sources

- *EaA* Chapter 19: “Analyzing & Constructing Arguments” and “Means of Persuasion: Pathos, Ethos, & Logos”
- *Canvas*: Peer Reviews

Week 10: Spring Break

Week 11: Redrafting the Final Research Paper

- *EaA* Chapters 20 & 29: “Strategies for Supporting an Argument” and “Giving Credit, Avoiding Plagiarism”
- *Canvas*: 2nd Peer Reviews

Weeks 12-13: Redrafting the Final Research Paper

- *One-on-one consultation*: Student Lecturer Conferences
- *Writing Center Tutorial*: Drafting and revising the Final Research Paper

Week 14: Finalizing/Submitting the Final Research Paper and Introducing Reflections

- *EaA* Chapter 38: “Making a Presentation”

Week 15: Reflections

- *Canvas*: Reflections Tutorial
- *EaA* Chapter 38B: Reflecting on Your Writing

Week 16: Finishing Semester Work and Submitting Reflections

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 is 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.

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.