



## Master Course Syllabus

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

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**Semester:** Spring

**Course Prefix:** ENGL 2010

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

**Year:** 2025

**Course and Section #:** 029

**Credits:** 3

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### ***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.

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### ***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.*

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### ***Instructor Information***

**Instructor Name:** Dr. Thomas Sorensen

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### ***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***

- All readings will be open-access and available online.
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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

- Major Paper
  - *Draft 1*—4-10 pages (5 points)
  - *Draft 2*—6-10 pages, (5 points)
  - *Final Draft*—8-10 (40 points)
- Opinion papers: short papers written on the same topic as the major paper (10 points)
- Annotated bibliography (5 points)
- Argument analysis: an annotation, summary, and critique of one source from the annotated bibliography (10 points)
- Participation (25 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

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### **Required or Recommended Reading Assignments**

George Orwell, “Politics and the English Language”

Ed Smith, “Against Orwell”

All other readings are TBD according to the major paper topics

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

Week 1: Course Introduction

- Syllabus review
- Finding a scope

Week 2:

- How to research for academic papers
- Orwell, “Politics and the English Language”

Week 3:

- Annotation

Week 4:

- Argumentation
- Smith, “Against Orwell”

Week 5:

- TBD according to major paper topics
- Setting up an intervention

Week 6:

- TBD according to major paper topics
- Articulating a thesis

Week 7:

- TBD according to major paper topics
- Integrating quotations

Week 8:

- TBD according to major paper topics
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- Cutting out unnecessary information

Week 9:

- TBD according to major paper topics
- Diction

Week 10: Spring break, no class

Week 11:

- Rhetorical analysis: samples from academic authors
- Paragraph organization 1

Week 12:

- What makes academic writing good?
- Paragraph organization 2

Week 13:

- Rhetorical analysis: samples from academic authors
- Editing

Week 14:

- Rhetorical analysis: samples from academic authors
- Editing

Week 15:

- Rhetorical analysis: samples from academic authors
- Editing

Week 16:

- Rhetorical analysis: samples from academic authors
- Style

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

### **Generative AI**

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, simplifying complex topics, and performing rudimentary 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).

A significant percentage of AI-generated content (as much as 98%) is stolen from copyrighted intellectual property without giving the authors credit. If so, there is no clear difference between using AI and good old copy-and-paste plagiarism.

To be clear, the following applications of AI count as plagiarism in this class:

- copying exact wording, even for the length of a sentence
- paraphrasing AI-generated content

- editing, beyond the detection of basic grammar issues (I would include here even the paid version of Grammarly)
- generating a thesis or outline (because it is very likely that your thesis and argument will be stolen from another author who deserves credit)

Although many citation guides are already presenting ways to properly use and cite AI, we do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing.

All student papers will be processed by Copyleaks' AI detector. AI detectors mistakenly flag 1-2% of human-authored papers. If you are worried about false accusations, I recommend that you carry out the following precautions:

- Write all your major papers in a word processor that has version history, such as Google Docs or the online Microsoft Word to which all students have access through UVU.
- Keep all revisions, outlines, brainstorming ephemera, etc. documented and on hand.
- Meet with me frequently to discuss and refine your ideas.

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### **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.

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## ***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.

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## **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](#).

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## **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.

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## **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.