

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 #: 2010-30

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
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Instructor Information

Instructor Name: Matthew Bishop

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
 - They Say/I Say, Graff, Birkenstein, 6th edition
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Course Requirements

Course Assignments, Assessments, and Grading Policy

- Major Writing Assignments: Long form essays and research presentation.
 - Proposal Slideshow 150 points
 - Annotated Bibliography 150 points
 - Presenting and Evaluating Three Sources for a Non-Academic Audience 150 points
 - Researched Argument Essay 150 points
 - Companion Piece 30 points
 - Reflection Essay 50 points
- Reading Responses: Short responses to readings in the textbook that include submitting notes, reflections, and/or video responses. 18 responses, 3 points each, 54 points total.
- Writing Exercises: Short responses that have students brainstorm or engage with ideas pertaining to their major writing assignments. 10 points each, 40 points total.
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. 6 reviews, 85 points total.
- Participation in class activities. 126 points total.
- Syllabus Quiz. 9 points.
- Library Research Tutorial and ProQuest Quiz. 3 points.
- Plagiarism Tutorial. 3 points.

Total points possible: 1,000.

Grades based on percentage of total 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 and Reflection Essay

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.

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.

Additional information.

Instructor Contact Information

Instructor: Matthew Bishop

Email: matthew.bishop@uvu.edu

Only use your official UVU student account to send instructor messages and be sure to always include your section number (30). Do not use the Canvas messaging system for this class.

Office Hours: by appointment

Class times and locations:

The times and locations for face-to-face instruction are as follows.

Section: 30 CRN: 35192 Mon., Wed. Fri. 10:00-10:50 am, LA 203

How This Course Works - Course Policies

Participation Points

- **Tardiness**
- **Leaving Early**
- **Absences**
- **Behavior**
- **Communication**

Our class meets in person every Monday, Wednesday and Friday from January 5th to May 2 except holidays.

You can earn up to 3 participation points per day that we meet by arriving on time, being cooperative and actively participating in discussions and activities, respecting your classmates, and not leaving class early.

There are 126 total participation points possible during the semester, which equals 12.6% of your course grade. Participation points can be lost for a variety of reasons, including the following.

- If you are 5-10 minutes late for class, you'll lose one point.

- If you miss roll call, you'll lose all participation points because you'll be marked absent; it's your responsibility to request that the instructor change your attendance status from absent to tardy on the roll.
- One more point will be lost for every additional ten minutes you arrive late.
- If you leave class 5-10 minutes early, you'll lose one point.
 - One more point will be lost for every additional ten minutes you leave early.
- Points will be lost for being uncooperative, disrespecting classmates and instructor, and not participating in class activities and discussions, according to the instructor's discretion. It's possible to lose all participation points for any given day.
- Disrespectful, hurtful, and inappropriate communication and behavior will result in heavy participation penalties that might erase some or all participation points that were earned on previous days.
- If you're absent for any reason (including excused absences), you won't earn participation points that could've been earned in class.

Tardiness and Leaving Early

Make this class a priority, arrive on time, and stay until class is dismissed. If you arrive late or leave early you will disrupt the learning experiences of your classmates, miss out on information and discussions designed to help you with your assignments, and lose participation points. Additionally, every seven tardy arrivals/early departures will count as one absence with regards to the attendance policy, regardless of the reason for your late arrival or early departure.

Absences

Under special circumstances it's sometimes possible to earn participation points for days that you are absent due to illness or emergency, as explained below in the detailed sections below. Send the instructor an email to discuss the possibility of special assignments to make up participation points for class periods you miss due to illness or emergency. Please do not use class time to make these kinds of arrangements.

Whether your absence is excused or not, it is not the instructor's responsibility to summarize the missed lesson for you. **DO NOT ASK THE INSTRUCTOR WHAT YOU MISSED IN CLASS.** You can get that information from fellow students who can hopefully share their class notes with you. For this reason, please have contact information for at least three of your classmates. Assignment descriptions and due dates can be found on Canvas.

Absences- Unexcused

You might be able to earn participation points for up to three unexcused absences through special assignments. Send your request to the instructor via email. Participation points lost on your fourth unexcused absence and beyond cannot be made up. You will automatically receive a **failing grade** if you have seven **or more absences**.

Absences - Excused

It might be possible to earn participation points for absences *that are excused by the instructor in writing*.

If you have extenuating circumstances that will affect your regular attendance please talk to the instructor beforehand to see if it's possible to make special arrangements to complete this class. Athletes and others with official excuse letters are responsible for giving the letters to the instructor and handing in assignments before an absence.

An excused absence does not automatically give you additional time to complete an assignment. An excused absence simply means that you're eligible to earn participation points for that missed day. You will automatically receive a **failing grade** if you have seven **or more absences** regardless of the reasons for the absences.

Medical Emergencies and Special Situations

It might be possible for you to receive additional time to complete an assignment beyond the regular due date, (but there's never a guarantee), if your absence is due to medical problems and if you provide the instructor with a signed note from your doctor. **You must inform the instructor about any of your special situations within one week of an assignment's due date.** Waiting until more than one week after an assignment's due date to clarify the reasons for an absence will not retroactively cancel late penalties, and no additional time will be granted for completing the assignment. Additionally, you will need to make up participation points for the class periods you miss.

Additional Participation Points and Writing Centers

I highly recommend that you regularly visit a writing center for advice and feedback on your writing. The locations and hours of writing centers can be found at www.uvu.edu/writingcenter

[Links to an external site.](#)

If you submit proof of a writing center visit, with the tutor's signature and hand-written date on the top of the first page of your reviewed paper, you might receive up to 3 additional participation points per visit, up to a maximum of eighteen points.

There are other ways to earn additional participation points, which will need to be discussed and approved by the instructor on a case-by-case basis. Regardless of how you earn additional participation points, you cannot earn more than 126 participation points per semester.

However, you can *temporarily* bank more than 100% participation points during the semester, which is a good strategy to cover future absences that you know can't be avoided, or to protect you from lost points if you unexpectedly get ill. Thus, if you have perfect attendance and go to a writing center twice, you'll temporarily have more than 100% participation points; but if you end up not needing all those points, then the extra participation points will be erased at the end of the semester. Participation points beyond 126 do not count towards your grade.

Classroom Etiquette

Our classroom should be a learning-centered environment unhindered by disruptive or disrespectful behavior. You are spending precious time and money for this class; please take responsibility for your education by being willing to listen to others, asking appropriate questions, and doing the work necessary to pass the course

You are expected to show courtesy and respect to all your classmates and listen attentively when another student or the instructor has the floor. Racist, sexist, homophobic, or ableist language is not tolerated.

Destructive criticism or hurtful remarks on a classmate's verbal comments or writing will result in substantial penalties to your participation points.

These standards of communication also apply online. 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. Avoid personal attacks and rude language.

Participation points might be lost for having side conversations with classmates while another classmate or the instructor has the floor, or using an electronic device in class for any reason other than class work.

Readings Responses

You are responsible for completing all the assigned readings in a timely manner. Because the quality of our discussions in class depends on your completing the readings *before* we meet, participation points include your coming to class prepared by completing the readings. The readings are also designed to help you with your homework assignments and major papers. The readings wouldn't be assigned if they had no bearing on the writing you need to do for this class. Reading Responses must be submitted on Canvas and they cannot be submitted late.

Communication Policies

If you have questions outside of class time please communicate by sending messages from your UVU email account to the instructor at Matthew.Bishop@uvu.edu (please avoid sending messages with the Canvas email system). You can usually expect a response within 24 hours on weekdays (or later on weekends). **Assignments sent to the instructor's email account will not be graded nor awarded any points**; they must be submitted on Canvas. All doctor's notes and any important documents (besides assignments) should be given to the instructor in person.

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 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 Responsibilities:

- *Start class the first week of the term.*
- *Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.*
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service Desk](#)*
- *[Links to an external site.](#)*
- *.*
- *Abide by ethical standards. Your work must be your own.*

- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

Instructor Responsibilities:

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and helpful insights on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issues, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

Late Work, Revisions and Grading Scale

Late Work

You are expected to manage your time wisely and turn in assignments when they're due. **If a rough draft is finished after its due date, it will not be awarded any points.** I will accept late work for the finished versions of Major Papers but 5% of the total points possible will be deducted from your score for each day that the assignment is late. A paper that is ten days late will lose 50% points. A paper that is twenty days late will not be worth any points.

If you cannot come to class, you still must submit assignments on Canvas before the deadline in order to avoid late penalties. As noted in the attendance policy, you *might* be given a time extension on the due date of an assignment if you have an illness or accident, if you provide me with a note from your doctor, and if you notify me before one week has passed after the deadline.

Revisions

The four Major Papers are eligible for revision if they strictly meet the minimum length requirement, are completed by their respective due dates, and if your initial score is 111 to 146 (C to A grades). Major Papers that receive a score 110 or less cannot be revised. Papers that receive a score of 147 or higher cannot be revised because your score on a revision can never be higher than 98% of the maximum points possible. Whatever the quality is on a revised paper, it will never be scored as high as an unrevised paper of identical quality. In other words, you always lose some points if it takes two attempts (beyond rough drafts) for you to reach your writing goals for a Major Paper in this class.

Although not required, a substantial revision *might* earn you more points. Unsubstantial revisions will not be awarded extra points. In order to be considered for re-grading, your revised paper must be submitted on Canvas through the same portal that you submitted your original paper, with all changes and added text highlighted. A revised paper cannot be revised a second time. The due date for a revision is ten days from the time the original paper was graded. Please see Announcements for reminders about due dates for Revisions. Revisions submitted after the due date will not be re-graded.

Reading Responses, minor writing exercises, quizzes, rough drafts, peer reviews, Reflection Essay, and Companion Piece cannot be revised.

Is extra credit available? No, however, it might be possible to make up missed participation points (see details above).

Assignment and Assessment Descriptions

(See Home page or Modules page on Canvas for details.)

Style, Documentation, and Citation

In addition to compelling rhetoric, intelligent content and effective organization, your papers must have a professional appearance. For this class all typed papers (*including* rough drafts) must adhere to following standards.

- Double spaced with one inch borders and a 12-point Times New Roman font.
- All pages must have a page number that does not increase the border beyond one inch.
- All texts (including citations) must be written in accordance with the rules of the Modern Language Association (MLA). Deviations from these requirements will result in loss of points.
- All papers that do not meet the minimum length requirement will lose points.
- I require four identification lines on the top left corner of the first page of all your assignments. This is *not* per MLA style, it's a special requirement for this class. Your other English teachers might not require this.

For this class, the **first line** of the identification section should have your name, a comma, and the name of the assignment, a comma, and the version of the paper (e.g. rough draft, final version or revised). The **second line** should have the course name and section number, a comma, and the instructor's name. The **third line** should have the words "Due date" and the corresponding due date for the assignment. The **fourth line** should identify the Discourse Community (DC) you're representing as a writer, *and* the DC of your targeted audience.

These four identification lines must be single spaced and contain no additional information beyond what has been specified. You are allowed a fifth and sixth line if you must have additional space to describe the DC's, but you will lose points if you go beyond a sixth line or repeat any of this information on pages beyond the first page, e.g. do not put all this information in a header. (Headers that do not increase the margin by one inch can include your name in addition to page number.)

For example, this is how the identification lines would look on a hypothetical paper.

John Locke, Reflection Essay, Second Rough Draft

ENGL 2010-092, Matthew Bishop

Due date: December 12, 2021

I'm representing the DC of undergraduate biology majors at UVU and writing to the DC of parents and guardians who would like to teach their children about the harmful effects of pollution.

Reading Responses do not have the strict requirements listed above but your handwriting must be legible. If I can't read your writing then I can't award you points. It's best to type your Reading Responses.

Rough Drafts and Peer Reviews

You will receive feedback from your fellow students during peer reviews throughout the semester. To ensure the quality of the peer reviews, it's important that you put time and effort into your rough drafts. **A rough draft is *not* a first draft.** If you submit a hastily written first draft for a peer review, it's unlikely that you'll receive meaningful and detailed feedback. The more effort you put into your rough draft, the better the feedback you'll receive, which might help you earn more points for the finished version of your paper.

Your first rough draft/peer review will be worth ten points; everyone who writes a reasonable first rough draft and actively participates in the first peer review will be awarded full points. However, after the first rough draft/peer review, you will be expected to know the details of what is required and will be graded on all subsequent rough drafts/peer reviews as follows: 0-8 points for the quality, format, and length of your rough draft, and 0-7 points for the feedback you give to your classmate during the peer review. Detailed instructions for peer reviews will be given in the assignment descriptions on Canvas.

The "rough" aspect of your rough draft is its content not format. Rough drafts should always be strictly formatted according to the criteria listed above in the Style, Documentation, and Citation section.

Please don't quarrel during peer reviews

Please come to peer reviews with an open mind and actively listen to the suggestions you receive; you won't benefit from feedback if you're defensive and easily offended. On the other hand, rude language or behavior during a peer review is unacceptable as per our class standards. Be honest in the feedback you give, but also be nice; remember that your goal is to help your classmates *build* a better paper. Don't humiliate your classmates with excessive criticism that *tears their papers down*.

If you're receiving feedback, be humble and listen attentively, don't quarrel with your classmate over suggestions you don't agree with; the suggestions are meant to be helpful, it's your prerogative to accept or silently reject them. Students who disagree or fight using angry, loud or hurtful words during a peer review, regardless of the reason, will be dismissed from class, receive zero participation points, and zero scores for their rough drafts and peer reviews.

Four Major Papers, Companion Piece, and Reflection Essay

Paper #1: Project Proposal Slideshow (150 points/15% of grade)

For this formal assignment, you will 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 submit your Project Proposal in the form of a slideshow.

Paper #2: Structured Research Notes (150 points/15% of grade)

This formal 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 source 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 and Evaluating Three Sources (150 points/15% of grade)

This formal assignment asks you to use the same topic you've already chosen for your research proposal and annotated bibliography to write an essay for a specific, non-academic audience of your choice with the main purpose of informing your readers about three specific sources and their strengths and weaknesses. An 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: Comprehensive Research Paper (150 points/15% of grade)

This formal 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.

Companion Piece (30 points, 3% of grade)

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).

Reflection Essay (50 points, 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 on the requirements for the papers listed above, as well as other assignments, can be found on Canvas.

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

As explained in UVU's [Student Rights and Accountabilities](#)

[Links to an external site.](#)

page, all students are expected “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.” Under such expectations, the UVU English department views plagiarism as a serious offense that does not align with the university’s mission and values. Our expectation is that every student’s work will be their own and use outside sources in a manner that consistently gives proper credit to those sources through established academic conventions.

Plagiarism has occurred if you:

- Use the exact wording of another author or source in such a manner that it appears to be your own, regardless of the form in which those words originally appeared (e.g. a book, article, lecture, web site, speech, graphic, or any other form such as an AI text generator)
- Paraphrase (put into your own words) another author’s wording in a manner where the language and/or syntax is too similar to the original passage and is not properly cited
- Fail to clearly acknowledge the partial or full authorship of someone else when submitting work
- Fail to cite or quote textual resources properly, despite the instructor's attempts at educational intervention
- Fabricate false information that is not corroborated by the actual research used on a writing project
- Have someone else, paid or otherwise, write your paper or use a paper mill site that contains ready-to-use papers written by other people
- Generate and submit a paper using artificial intelligence, such as ChatGPT

While the above actions can happen with intentionality to deceive, plagiarism can also happen accidentally (due to careless resource use, not using proper citation methods, and not understanding the conventions of our chosen style guide). Though intentional vs accidental is often a judgment call for an instructor, it’s important to note that accidental plagiarism is still plagiarism—a serious need to address the incident arises regardless. Though the resulting consequences may vary based on the degree of intentionality, any form of plagiarism will be addressed with equal seriousness.

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).

Technology Support Services

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

[Links to an external site.](#)

(385) 204-4930 (Av