



## 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

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

**Year:** 2025

**Course and Section #:** 2010 sec. 039

**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:** Tamara Pace Thomson

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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***

- A computer (or other electronic device) or a notebook for daily journals and notes
  - Readings on Canvas from Open Educational Resources
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## ***Course Requirements***

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

#### **Major Papers**

Personal Narrative Essay – 100 points  
Rhetorical Analysis – 100 points  
Researched Argument Paper – 150 points  
Multimodal Assignment – 15 points  
Multimodal Presentation – 15 points

#### **Minor Papers/Projects**

Library Assignment – 5 points  
Post Library Survey—5 points  
Style Academy – 30 points (10 each)  
Journal – 30 points  
Review Paper – 20 points  
Review Presentation – 10 points  
Writing Center Visit – 10 points  
Reading (sometimes watching or listening) Quizzes – 40 points

A = 94-100    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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### **General Description of the Subject Matter of Each Lecture or Discussion**

Week 1: Course Introduction

- Course Introduction
- Read “Active Reading vs Rhetorical Reading”

Week 2: Rhetorical Situations and Genre

- Read “The Rhetorical Situation” by Lloyd F. Bitzer

Week 3: Personal Narrative Essay introduction

- Read Toni Morrison “The Person You are, The work you Do” and Deirdre Sullivan “Always Go to the Funeral”

Week 4: Ethos, Pathos, and Logos and Narrative Significance

- Read Brian Doyle “His Last Game” and Kao Kalia Yang “Being Lonely”

Week 5: Conferences and Peer Review on Personal Narrative

- Bring draft to conferences and new draft to peer review

Week 6: Claims, Reasons, and Assumptions

- Read Rabbi Brous “Train Yourself to Always Show Up”

Week 7: Practicing Rhetorical Analysis

- Read “How to Write a Rhetorical Analysis”

Week 8: Rhetorical Devices

- Read Anne Applebaum “Democracies Don’t Try to Make Everyone Agree”

Week 9: Conferences and Peer Review on Rhetorical Analysis

- Bring draft to conferences and a new draft to peer review
- Introduce Researched Argument Paper

Week 10: Spring Break

Week 11: Final Research Paper

- Read 1<sup>st</sup> half of “Arguing a Position”
- Library Days

Week 12: Source Evaluation

- Read 2<sup>nd</sup> half of “Arguing a Position”
- Style Academy

Week 13: Thesis Statements and Integrating Sources

Week 14: MLA

Week 15: Conferences and Peer Review

Week 16: Multimodal Assignment and Presentation

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

### **Generative AI**

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

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

The UVU English department is also keeping up with artificial intelligence chat bots such as ChatGPT. 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 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).

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. 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.

If you are suspected of plagiarism, the first step will always be a conversation with your instructor (in-person or via Teams). If the infraction is very minor or clearly unintentional, there may be no sanctions at all. However, a lowered grade and/or the chance to revise the paper may also be possible. In more serious cases, the assignment may receive an automatic zero.

The most serious infractions may lead to your instructor filing an incident report with the Student Conduct office. In this scenario, you have the right to appeal the report with the English department chair. Regardless of the chair's decision, the incident report remains a part of your permanent record. If you are unhappy with the chair's ruling, you then have the right to file an appeal with the Dean. The Dean's decision on the matter will be final.

### **My AI Statement**

I am not resigned to you using AI to write your papers. As a discourse community, we do not need to give up the struggle to form ideas and express those ideas in writing. I am thrilled when a student turns in a paper with awkward sentences and grammatical errors, because I know that they didn't use AI to write their entire essay. Rather, I can see their thinking on the page and see how they are wrestling with the English language in thoughtful (and sometimes painful) ways. I am less worried about you cheating than I am about you losing the stamina to hone your ideas and damaging your ability to discipline yourself to work through the problem of self-expression. Reading and writing are the most powerful tools you have to become critical thinkers—to recognize flawed reasoning in others and in yourself. Now more than ever, our communities need critical thinkers. You are smart enough to labor through the act of forming your own sentences and ideas. You are smart enough to improve your writing, reading, and thinking skills in my class. There is no way for me to be the AI police in our class, nor do I want to be. At the same time, if I suspect that you used AI, I need to follow-up with the Student Conduct Office to be fair to students who have not plagiarized their work. Much of the work you do in my class is on your honor—not on your honor just because you want to be ethical students, but on your honor because you want to be as smart, aware, critical, and articulate as possible. Your future as a partner, parent, employee, community member, and citizen will very much depend on the honest work you do in college.

To that end, you may use AI to do the following:

1. Generate topic ideas
2. Check the grammar or structure of **one** sentence per paragraph of each paper (seeing how a sentence can be restructured can be useful in improving your writing overall)
3. Double-check MLA citations (but be aware that most AI generators are not always accurate)
4. Ask questions of your topic—but be sure to always find legitimate sources to quote and cite within your paper

Please only use AI for the above reasons in my class.

For more information and tips on avoiding plagiarism, please visit: <http://www.uvu.edu/english/student-resources/policies-procedures.html>

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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.