UVU UTAH VALLEY UNIVERSITY™

ENGL 2010 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 Academic Writing and Research

Year: 2025
Course and Section #: 2010-041
Credits: 3

Course Description

Per the Utah Valley University catalog, English 2010 emphasizes academic inquiry and research. 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. May be delivered hybrid and/or online.

UVU Writing Program Statement: As a result of taking English 1010 and 2010, students will be able to craft an essay that is suitable for the rhetorical context in which they are writing. Students will learn how to appropriately adjust their tone and level of formality for their intended audience, genre, and purpose.

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. Angie Carter

Student Learning Outcomes

Upon successful completion of English 2010, students should be able to
- 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
Required Texts (Have available for each class)
Clary-Lemon, et al. *Try This: Research Methods for Writers*. WAC Clearinghouse, 2022. https://wac.colostate.edu/books/practice/try/ (*Try This*)

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 6th ed. Norton, 2024. Paperback ISBN: 978-1-324-07003-0. Ebook ISBN: 978-1-324-07011-5 (*TSIS*)

Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. 5th ed. Bedford/St. Martin's, 2021. Paperback ISBN: 9781319244040. eBook ISBN: 9781319322731 (*FIAW*)—main text

Other Required Texts
- Access to a **good quality college dictionary and thesaurus**. UVU's library has free online versions. Random House and Merriam-Webster are excellent print options.
- Purdue OWL for documentation and punctuation instruction and reference.
- Sample papers for each major paper. Some samples are in our books. Others will be available on Canvas in assignment prompts and the Sample Papers Module.
- Published articles for class discussion. Available in Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Class Discussions, Participation, Readings & Quizzes, and Teamwork (15%)
Writer's Notebook (20%)
Drafts & Feedback (20%): Rough drafts, writing meetings, peer review workshops
Proposal (20%): Opinion Piece, Summary of a Controversial Issue, Worknet
Researched Argument (20%): 8-10–page argumentative essay, synthesizing 8–10 sources; includes revised version of Literature Review
Final Reflective Letter (5%)

A 94-100	B+ 87–89.9	C+ 77–79.9	D+ 67–69.9	E 59.9 and
A- 90-93.9	B 84–86.9	C 74–76.9	D 64–66.9	below
	B- 80–83.9	C- 70–73.9	D- 60–63.9	

Required or Recommended Reading Assignments

Week 1-- *FIAW5* Ch. 1 and *Try This* Ch. 1
Week 2—*FIAW5* Ch. 2; *TSIS6* Introduction and Ch. 19; *FIAW5* Ch. 5, article on AI TBD; *FIAW5* pp. 397-99; Opinion Piece assignment prompt
Week 3-- *Try This* Ch. 2; *FIAW5* pp. 95-97; pp. 163-69 (thesis); videos on research; Summary of a Controversial Issue assignment prompt
Week 4-- *TSIS6* Ch. 15, 12, and 14
Week 5-- *FIAW5* p. 93, pp. 104-112 (claims), Ch. 7
Week 6-- *Try This* Ch. 3; pages from Purdue OWL—formatting in MLA; *FIAW5* Ch. 4; *TSIS6* Ch. 6
Week 7-- pages from Purdue OWL—formatting in MLA; video—guide to Ann Bib in MLA
Week 8—Midterm Letter assignment; *FIAW5* Ch. 8; *TSIS6* Ch. 3; Purdue OWL quotation marks

Week 9-- *FIAW5* Ch. 11 (paragraphs and intros), *FIAW5* pp. 143-44
Week 10—*TSIS6* Ch. 6, 10, 11, 12; *FIAW5* pp. 81-85;
Week 11— *FIAW5* Ch. 6; Researched Argument sample papers
Week 12— *TSIS6* Ch. 9; *FIAW5* Ch. 9; "Reverse Outlines" (UW-Madison Writing Center)
Week 13— *FIAW5* Ch. 9
Week 14— *FIAW5* Ch. 11 (Conclusions); *TSIS6* Ch 5, 8; *FIAW5* Ch. 4
Week 15—review previous editing materials

General Description of the Subject Matter of Each Lecture or Discussion
Week 1--Foundation
Week 2—Preparing to Enter the Conversation, write questions, and do peer review
Week 3—Ethics of Research, start finding sources (library)
Week 4—Finding and Reading Scholarly Articles
Week 5—Writing Summaries and Evaluations; team writing meetings
Week 6—Team writing meetings (continued); creating Worknets, more evaluation; planning for
     counterarguments
Week 7—creating an annotated bibliography (ann bib); ann bib peer review
Week 8—synthesizing sources; quote sandwich; literature review overview
Week 9—paragraph development; audience; framing—organization; introductions; prep for peer review
Week 10—paraphrasing; using counterarguments and metacommentary; Lit Review Peer Review
Week 11—Start drafting Researched Argument; thesis statements; outlines & framing; support
     arguments with sandwich principle
Week 12—Reverse Outlines; Researched Argument Guided Peer Review
Week 13—Re-organize Researched Argument drafts
Week 14—Revise and edit Researched Argument
Week 15—Editing researched argument
Finals Week—Submit Researched Argument and final reflective essay

Required Course Syllabus Statements

Class Etiquette (Summary)
➢ **Attend** and engage in class.

➢ **Participate** in class discussions and activities civilly and respectfully.

➢ Turn in all work **on time**.

➢ **Pull your own weight** with your group. Don't leave class during team activities.

➢ Do not take **credit** for someone else's work.

Generative AI
Let's discuss the elephant in the room: Generative AI (GAI). GAI includes tools that generate new text, images, computer code, audio, and video content. We are most concerned with large-language models (LLMs) such as Chat GPT, Claude, Perplexity, etc. These LLMs can help with aspects of the writing process. But they **CANNOT** replace you. Everything I've read about GAI suggests that it is best used to **collaborate** with a human.
So I expect you to read, write, and think as you much as you can before turning to LLMs. See Canvas "Appropriate and Inappropriate Uses of LLMs" for a more comprehensive list of when

LLMs are allowed and when they aren't in this class. When you do use an LLM, **use it as a tutor, a coach, or a sounding board** to help you get to the next step. Experiment with LLMs' capabilities.

You may use LLMs for up to 20% of the rough and final drafts of approved assignments.

Supplement not replace: Adapt the LLMs output. Do not use GAI to find, read, or summarize your sources. **Do not use GAI to draft a full essay or summarize the articles we read for class.** You can use it to check how well you understand a source and to review your summary for missing points. I will suggest ways GenAI can help with your essays.

Keep track of everything you do with LLMs. Report your prompts and outputs. Writer's Notebooks will track our research including our AI use. **Provide an AI statement for each draft.** See individual Canvas assignments for more details.

Cite LLM/GAI use using our chosen citation style's guidelines.

Never use GAI to peer review another student's paper. You can ask GAI for questions you can use to help you do the peer review. It's plagiarism to put a fellow student's essay into a chatbot. I am super strict here. If you put a peer's paper into a chatbot even once, you will fail the class, and I will report you to the Office of Student Conduct.

Verify every output. Assume that everything GAI provides is wrong until you independently verify it.

You are ultimately responsible for everything you upload as your work—your topics and issues, your sentence structures, your ideas, your connections, your source choices, your organization, and more. You are also responsible for all errors, biases, unintentional plagiarism, and fabricated data in your submissions. You are the author.

    Consequences: If I suspect that you have used an LLM without citing it or that you have used more than 20% of LLM-generated ideas or text, I will talk with you first to determine how well you understand the content and your sources.

    Then the following consequences will apply in order of severity:

- Receiving an incomplete on the assignment and being required to re-write it.
- Failing the paper
- Failing the class and being reported to the Office of Student Conduct
  - for a pattern of inappropriate LLM.
  - for uploading another student's paper into an LLM or GAI even once.

    I reserve the harshest punishments if you violate this AI policy, or any course policy, in a way that hurts another student.

This policy governs all GAI and LLMs available now and any time during this semester.

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.