



## 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

**Year:** 2025

**Course Prefix:** engl

**Course and Section #:** 2010-045

**Course Title:** Intermediate Academic Writing  
CC

**Credits:** 3

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### *Course Description*

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.

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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:** John Goshert

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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*

*Research Moves: An Exploratory Guide to Academic Conversations* (working draft—provided free of charge)

*A Pocket Style Manual, 9th Edition.* (Boston: St. Martin's, 2020)

Or another, equally comprehensive, writing handbook

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# Course Requirements

## Course Assignments, Assessments, and Grading Policy

### Course Description and Advice

Like all sections of 2010, this course will help you transition from basic college writing skills to more advanced writing of the kind you will practice through the rest of your college career and perhaps beyond. Your goal is to develop abilities to read and respond to academic writing by professional scholars working in one or more fields; you'll have the opportunity to explore scholarship related to your personal interests, your academic major, and/or your anticipated profession.

In order to register for this course, you will have already passed Engl 1010 or equivalent (AP credit, testing out, etc.). You should be relatively proficient in basic college writing skills as described in the college catalog.

While supported with online resources, this is a face-to-face course, and students should plan to attend all class meetings (more than four absences in a regular term can result in failure of the course). Class sessions will be the primary means of delivering information and, more importantly, developing course content at students' direction through active discussion.<sup>2</sup> To support and facilitate a discussion-based class environment, **laptop computers may be used to access/reference course texts and writing project materials; cell phones, and other electronic devices may not be used during class time.** Students should plan to make printouts of reserve readings, research sources and writing project drafts as necessary, and have a physical means of notetaking.

**Plan for active class participation** by completing assigned readings and preparing to discuss your experiences, both in terms of content and in relation to course projects. Take notes as you read, including:

1. **Summarizing/connecting ideas:** What makes sense? What's familiar? How can you connect class readings to prior knowledge, current events/issues, and/or personal experience?
2. **Prioritizing important ideas:** What's new? What seems especially significant? Why?
3. **Asking questions:** What doesn't make sense? Which ideas and tasks are confusing? How can we work through your questions to clarify challenging concepts and ideas?
4. **Making it practical:** How can we apply what we read to our research projects and writing assignments?

During Class, be sure to practice the same strategies by:

1. **Summarizing/connecting ideas:** bring your notebook and write down points that come up in discussion, items written on the board, etc. Make connections: why and how are quotes, observations, and claims related?
2. **Prioritizing important ideas:** "star" key points and issues. Jot down additional notes to develop these points in your own words.
3. **Asking questions: Participate actively in class! If things don't make sense, be sure to ask a question (why...?, how...?, what does this mean...?).**
4. **Making it practical:** Be sure to think and talk about how class discussions apply to our writing projects. **Let's work out a question or challenge by using your idea/draft/project as an example.**

**Share your ideas and connections in**

**The point of class time is to work on ideas, questions and challenges**

Avoid becoming distracted by phones and other devices during class. Without exception, device dependency impedes students' capacity to engage in class conversations and threatens success on written assignments.

Since communication outside of class hours will be electronic but students may have multiple means of contact on file, everyone will activate **UVU Canvas messenger** and plan to check email regularly. You can set your UVU email and Canvas notifications to be forwarded to any preferred email, but Canvas/UVU email will be the only means for maintaining predictable student-instructor contact. In cases where an attachment is required, direct email should be used. Expect about a 24-hour turnaround for email responses M-F; weekend communication solely at instructor's discretion. Individualized assistance with the course and any projects gladly given as one on one and/or small group conferences.

**Resources:** If you ever have questions about the class in general or your work in particular, take advantage of office hours; they are there for your benefit. It is your responsibility to make sure assignments and class activities are clear. Meet a couple of people in class who can give you notes, peer reviews, assignments, etc. on the days you can't make it. Take advantage of tutoring services in the writing center (FL 201 and online at <https://www.uvu.edu/writingcenter/>). Students of all levels will benefit from advice, readings, and discussions, in individual and small-group settings, face to face and online, which are provided free of charge by tutors.

### **Project Summary**

There will be four major writing projects assigned in the semester:

1. *Summary/Critical Engagement* (about 3-5 pages): describe and respond to a self-selected piece of scholarship.
2. *Research Proposal/Annotated Bibliography* (about 4-6 pages): prepare for extended research project by developing a research question and performing preliminary research in the library and/or through appropriate research databases. Document preliminary research, providing descriptive and evaluative annotations of key scholarly and general audience texts.
3. *Research Narrative* (about 6-8 pages): narrate initial efforts in scholarly research.
4. *Formal Research Essay* (about 8-10 pages): argue a substantial claim, demonstrating ability to develop a research question, perform academic research, respond to scholarship, incorporate source material, and document sources.

**Revision:** Students may revise WP #1 and/or #2 for better grades. Essays will be resubmitted with:

1. a brief (one half to one page) narrative statement on improvements
  2. a list of changes made on the revised draft
- Due within one week after papers are returned.

### **Grade Distribution**

WP #1 (summary/engagement) 10%

WP #2 (proposal/bibliography) 15%

WP #3 (research narrative) 20%  
WP #4 (formal research project) 30%  
Final Portfolio 5%  
Attendance and participation 20%

**Grading Standards—Per catalog:**

- A: “an honor grade indicating superior achievement”
- B: “a grade indicating commendable mastery”
- C: “indicates satisfactory mastery”
- D: “indicates substandard progress and insufficient evidence of ability to succeed in sequential courses”
- F: “indicates inadequate mastery of pertinent skills or repeated absences from class”

**Additional Information and Advice**

**Reflective statements** will be included with each major writing project. In about one-half to one page, summarize your experiences with the project and related textbook chapters. Consider describing new skills you acquired, challenges you overcame, and challenges that remain after completing the assignment.

**Style:** Papers will be submitted via Canvas as either MS Word (.doc/.docx) or PDF with no exceptions (google docs and other unformatted documents will not be accepted). Papers will follow MLA guidelines unless another format is approved prior to submission. Save copies of your papers in case there is a question about a missing assignment; it will be your responsibility to provide a duplicate.

**Late work** will receive a 10% grade deduction for every day past the deadline, beginning at the posted assignment closing day/time. If you’re unable to submit on a due date, turn your work in early; in emergency situations, make arrangements with the instructor prior to the due date.

**Additional projects** may be assigned as appropriate/necessary.

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**Required or Recommended Reading Assignments**

See course calendar below

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

**SCHEDULE OF ASSIGNMENTS**

**JANUARY**

T 7 Course Introduction  
R 9 *Research Moves*: Ch. 1 (exploring ideas)

**Interest Statement due (Ch. 1 activity #1)**

T 14 *Research Moves*: Ch. 2 (terms and concepts)  
**Chapter 1 Activity #2 and 3**

R 16 *Research Moves*: Start Ch. 3 (research methods)  
**Library Instruction FL 205**

**Bring general audience source to class**

T 21 *Research Moves*: Complete Ch. 3 (research methods)  
*Research Moves*: Start Ch. 4 through Linvill article (reading scholarly texts)

**Library Instruction FL 205**

**Knowledge Base Report Due (Ch. 2 activity #4)**

R 23 *Research Moves*: Complete Ch. 4 (reading scholarly texts)

T 28 *Research Moves*: Start Ch. 5 (summary/engagement)  
**Passage Review due (Ch. 4 activity #6)**

R 30 *Research Moves*: Continue Ch. 5 (summary/engagement)  
**Draft Summary due (Ch. 5 activity #2)**

**Summary Peer Reviews (Ch. 5 activity #3)**

**FEBRUARY**

T 4 *Research Moves*: Complete Ch. 5 (summary/engagement)

R 6 WP #1 Peer Review

**WP #1 Complete draft due (Ch. 5 activity #5)**

**Peer Reviews due to partners by midnight if not completed in class**

T 11 *Research Moves*: Start Ch. 6 (proposal)

**WP #1 due**

Include—Reflective statement

—Final draft

—Two (or more) peer reviews

—Peer review draft

—Draft summary

—Copy of source (PDF if available)

R 13 *Research Moves*: Continue Ch. 6 (proposal)

**Draft 3-Paragraph Proposal due (Ch. 6, activity #3)**

T 18 *Research Moves*: Complete Ch. 6 (proposal)

R 20 *Research Moves*: Start Ch. 7 (synthesis)

**WP #2 due**

Include—Reflective statement

—Final draft

T 25 *Research Moves*: Complete Ch. 7 (synthesis)

*Research Moves*: Start Ch. 8 (research narrative)

**Bring health related PSA to class (Ch. 7 Activity #1)**

R 27 Conferences

**MARCH**

T 4 Conferences  
R 6 Conferences

T 11 NO CLASS  
R 13 NO CLASS

T 18 *Research Moves*: Continue Ch. 8 (research narrative)  
R 20 *Research Moves*: Complete Ch. 8 (research narrative)  
*Research Moves*: Start Ch. 9 (field research)

T 25 *Research Moves*: Complete Ch. 9 (field research)  
**Field Research Proposal due (Ch. 9, activity #2, 3, and/or 4)**  
R 27 *Research Moves*: Begin Ch. 10 (research argument)  
**WP #3 Peer Review (Ch. 8 activity #4): Bring typed, complete draft**

## APRIL

T 1 *Research Moves*: Continue Ch. 10 (research argument)

### **WP #3 due**

Include—Reflective statement

—Final draft

—Two (or more) peer reviews

—Peer review draft

R 3 *Research Moves*: Continue Ch. 10 (research argument)

### **Draft Outlines due (Ch. 10, activity #1)**

T 8 *Research Moves*: Continue Ch. 10 (research argument)

### **Draft Introduction due (Ch. 10, activity #2)**

R 10 *Research Moves*: Continue Ch. 10 (research argument)

T 15 *Research Moves*: Complete Ch. 10 (research argument)

### **WP #4 Peer Review (Ch. 10 activity #5): Bring typed, complete draft**

R 17 Open office hours

T 22 Course Portfolio

### **WP #4 due**

- Include—Reflective statement
- Final draft
- Two (or more) peer reviews
- Peer review draft
- Draft intro
- Draft outline
- Copies of/links to all scholarly sources

Exam Week

**Course Portfolio Due**

**Section 45 Thursday 24 1pm**

**Section 65 Thursday 24 3pm**

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

### **Generative AI**

**Plagiarism** will bring dire consequences, which may include failing the course and University sanction/expulsion. We'll discuss this in detail, but for reference, see relevant sections of Chapter 5 and Chapter 7 in *Research Moves*, and/or relevant chapters in your handbook.

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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.