Master Course Syllabus

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

Semester: Spring 2025
Course Prefix: 17973
Course Title: Intermediate Academic Writing

Year: 2025
Course and Section #: ENGL 2010 047
Credits: 3

Course Description

According to the Utah Valley University catalog, ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. ENGL 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. ENGL 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course 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
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Margaret Hawks, MS

Student Learning Outcomes

Upon successful completion of ENGL 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

Lunsford, Andrea, et al. *Everyone's an Author*, 4th Edition. W. W. Norton.
ISBN: 1324045108—print and ebooks are available

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignment and Assessment Descriptions

Assignment Categories

Attendance (5% of grade) (More than 2 absences/2weeks = failing grade)

Since this is a "hybrid" course that only meets f2f once a week, attendance is mandatory on Thursdays! *You must also attend class on both Tuesday & Thursday at the end of the semester during Companion Piece Presentations.

Reading Responses (15% of grade)
These low-stakes assignments ask you to read specific chapters from the textbook carefully and to complete "essay" responses to those chapters. Responses can be submitted in a number of ways (such as short write-ups, audio recordings, graphic organizers, video responses, etc.). You should demonstrate that you have read the assigned textbook chapters attentively.

Discussions & Writing Assignments (10% of grade)
This assignment asks you to provide written responses to specific prompts in preparation for upcoming formal papers. These are medium-stakes assignments that require a good amount of time and attention in order to carefully reflect on a variety of relevant topics or short texts. Discussions allow you to reflect upon course subject matter publicly and also to see how fellow classmates feel.

Paper #1: Project Proposal Slideshow (10% 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 your 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: Annotated Bibliography (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 for a Non-academic Audience (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: Final Research Paper (20% 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 (5% 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). *You must also present your Companion Piece to the class at the end of the semester.

Reflection Essay & Peer Reviews (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.

Final Grade Distribution

Activity	[Percent/Point]
Assignments (four major papers)	60%
Companion Piece	5%
Reflection Essay & Peer Reviews	5%
Discussions (posted online for hybrid classes) and Writing Assignments	10%
Reading Responses	15%

Activity	[Percent/Point]
Attendance (Tuesday f2f class) for this hybrid course	5%

Course Grading

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent		Grade	Percent
A	94-100		C	74-76.9
A-	90-93.9		C-	70-73.9
B+	87-89.9		D+	67-69.9
B	84-86.9		D	64-66.9
B-	80-83.9		D-	60-63.9
C+	77-79.9		E	0-59.9

Attendance for Face-to-Face Class Meetings help on Tuesday (11:30am - 12:45 pm):

Attendance at class meetings is essential for optimal learning outcomes as we will discuss key learning material for each week's work. Since we only meet **ONCE** a week, it is imperative that you attend class each week. Every week, new material will be introduced, and you will see how each assignment builds or scaffolds into the next leading towards reaching the final goal of writing an academic research paper.

FYI: A typical attendance policy of many faculty in the English department is as follows: students are allowed to miss without penalty the equivalent of one week's worth of courses-- three absences for a MWF class per semester, or **two absences for a TR/MW class.** Missing three additional days for a MWF class, or two additional days for a TR/MW class will incur an absence penalty. Missing more than the equivalent of two weeks of class results in failure of the course.

*In other words, at most, **you are only allowed to miss two Tuesdays during the semester**. If you have an extenuating circumstance, you need to communicate with me ahead of time. Also, if you do miss class, it is your responsibility to find out from classmates what you have missed and to make up that work. *Just make sure to always communicate with me!

Late Work Policy

- You are responsible to submit assignments **on time or ahead of the deadline.**
- I will accept late submissions at a reduction of 5% per day after the due date, except for discussions, which must be done within the appointed time frames. **(Canvas will automatically subtract late points.)**
- Late work will no longer be accepted after 2 weeks of due date.
- If personal circumstances cause you to struggle with deadlines, please contact me or the Accessibility Center.

Communication Policies

The best way to reach me is through Canvas messaging. You may also contact me through email: Margaret.Hawks@uvu.edu

You should anticipate a response within 24 hours.

Online Class Etiquette

- In all communications, you are expected to be respectful, listen carefully, and avoid personal attacks or rude language.
- Everyone in the class will avoid using sexist, racist, homophobic, or otherwise offensive language.
- Online communication has the potential to cause more misunderstanding than face-to-face interactions; please keep this limitation in mind and strive to use clear, detailed, and precise language.

Classroom Etiquette
The classroom should be a learning-centered environment in which faculty and students are unhindered by disruptive or disrespectful behavior. Examples of a classroom policy include:

- take responsibility for your education by being willing to listen to others, to ask appropriate questions, and do the work necessary to pass the course
- attend every class
- get to class on time

- do not have private conversations
- turn off notifications on mobile phones
- respect your instructor and your classmates
- come to class prepared

Style, Documentation, and Citation

This class uses MLA style guidelines for formatting and citing. Some of these requirements may change based on the rhetorical nature of a specific assignment; those alterations will be clearly explained on those assignments' instructions. MLA requirements can be found at https://www.uvu.edu/writingcenter/handouts/index.html (Links to an external site.)

Required or Recommended Reading Assignments

Required Weekly Reading Assignments: Posted and assessable in weekly modules. Additional Recommended Reading Material: Posted and assessable on the home page of the course.

General Description of the Subject Matter of Each Lecture or Discussion

General Weekly Descriptions for Weekly Lectures

Lesson 1

In Lesson 1, we will become familiar with the course; then, in Lessons 2 and 3 we will compose a plan for the unit's culminating assignment, which will be presented as a *Project Proposal Slideshow*. In this proposal you will announce your semester topic (which I will need to approve) and outline your plan to complete the research and a formal research paper at the end of the semester. (I will post a student example Project Proposal Slideshow for you to see next week.)

Specifically, in Lesson 1 we seek to understand how academic writing functions as a conversation between writers as they respond to each other's ideas. This first lesson also helps us understand and prepare for the weekly pattern of this course. Most weeks you will complete one to three readings, submit reading responses, participate in a discussion, or complete a smaller writing assignment. Some weeks will also include an additional practice or the completion and submission of a major writing assignment. Please keep a close eye on the deadlines for each element inside the module for any given week. I will also post a weekly announcement (like this one) that will provide an overview of the week ahead. I recommend getting in the habit of checking these early in the week. These announcements answer many questions and eliminate a lot of guesswork.

Lesson 2

In Lesson 2, we will continue our study of how academic writing functions and how writers develop texts by considering a range of aspects, including audience, purpose, genre, and the medium/design. We will also start working on the first formal writing assignment in this course, the *Project Proposal Slideshow*. In order to complete your Project Proposal Slideshow, you will

need to start working on your semester research topic as you begin reflecting on your own interests to explore which specific topic you might select as your research subject this semester.

Lesson 3

In Lesson 3, you will work towards completing and submitting the first formal writing assignment in this course, the *Research Proposal Slideshow*. This module helps you plan and put together a detailed Research Proposal (based on some preliminary reading and research). You also become familiar with creating an effective slide presentation.

Lesson 4

Now that you have completed your Project Proposal Slideshow, the second step in your semester-long journey to write a research paper is to begin finding relevant and credible sources on your topic. Thus, the second formal writing assignment in this course is the Annotated Bibliography (15% of your grade).

In Lesson 4, you will focus on learning more about locating credible research articles to help you start the research process on your semester topic. In this lesson/module, you will familiarize yourself with finding research articles through UVU library's online resources; you will also learn valuable strategies for evaluating research articles. Finally, in this module you will also start making connections between your own semester research topic and the articles you locate in your library research.

Lesson 5

In Lesson 5, you will continue working on your second formal writing assignment, your Annotated Bibliography (15% of grade). This lesson/module provides exercises and readings to help you accomplish the task of assembling a strong set of research notes.

Lesson 6

In Lesson #6, you will continue to locate and closely read relevant research articles and published sources on your topic. You will also prepare a formalized list of sources for your annotated bibliography to submit for a grade at the end of the week. This list of sources provides detailed and informative entries about each article or source you have studied and are ones you are considering using for your final research paper at the end of the semester. ***The Annotated Bibliography is also your second major assignment worth 100 pts (15% of your grade).***

Lesson 7

I am excited to move into this new phase of the semester as you have begun to pay close attention to what different authors have to say about your topic. In fact, I look forward to seeing what sources you have included in your Annotated Bibliography as I grade that assignment. As you continue to add to your Annotated Bibliography, think of it as an opportunity to really engage in your inquiry and explore your topic. I would like to see you take part in genuine consideration of different viewpoints. Be open to the research influencing your stance on the issue, and refrain from drawing conclusions until you have gathered as much information as you can. Use critical thinking to challenge your views. This can be a new, uncomfortable way of thinking, but it is very exciting!

This week after completing the Annotated Bibliography Assignment (15% of your grade), we will begin preparing to write paper #3: *Presenting and Evaluating Three Sources for a Non-Academic Audience*. In this paper, you will have the opportunity to engage with sources more directly, with an eye towards preparing for the last assignment in this course, the Final Research Paper.

To that end, lesson 7 includes a description of the assignment, as well as the first few activities that will help you start thinking about writing this paper. Specifically, this module focuses on audience considerations as you begin to plan the paper.

Lesson 8

In Lesson 8, as we begin to work on *paper #3: Presenting and Evaluating Three Sources for a Non-Academic Audience*, the work in this module will focus on how to write effectively when you use specific information from other texts. In other words, in paper #3, you are asked to tell your audience about different views regarding your semester topic that you gleaned from three sources you included in your annotated bibliography. We will learn more about how to use other people's ideas and words in your own writing.

Lesson 9

Lesson 9: As you work through this module, you will be drafting the Presenting and Evaluating Three Sources for a Non-Audience paper in preparation for peer review.

Peer-review activities create opportunities for you to read and respond to one another's writing. Such opportunities can help improve your reading and writing skills and how to collaborate effectively.

*Another effective practice for revisions is to take your paper to the Writing Center and have it reviewed by a writing tutor. This lesson includes the option for you to set up an online tutoring session with UVU's Writing Center.

Lesson 10

Week 10 is Peer Review Day! This week you will participate in a peer-review activity with your classmates before polishing #3: Presenting and Evaluating Three Sources for a Non-academic Audience.

Lesson 11

Lesson 11: The Final Research Paper asks you to combine the skills that you have practiced in the previous assignments in this course and is built on the concepts and structure of a classical argument. In your essay, you will make a claim or thesis, couple it with well-developed reasons and stakes, and use evidence from your research to support this claim for the academic audience interested in your topic. You will also explore and consider specific argumentative strategies to address your academic audience.

Lesson 12

In Lesson 12, you will begin focused work on planning the points you will present in your Final Research Paper, as well as carefully outlining the paper. More specifically, you will explore the

importance of including objections in your final argument, and how to effectively include such objections in your paper. You will also learn about the art of metacommentary.

Lesson 13

Week 13 is set aside for you to complete your Final Research Paper. You may also schedule an in-person 10-minute conference with me if you would like to review an outline of your paper with me and ask specific questions. Or you submit a finished rough draft to the specified assignment for an overall general assessment.

Lesson 14

Lesson 14 is Peer Review Day for Final Research Paper (Bring 2 hard copies of a finished draft to class!) *We will also discuss the Companion Piece Slideshow (5% of grade) and the Final Reflection Essay (5% of grade).

Lesson 15

Lesson 15: We will all meet for our final class period for group presentations of your Final Research Paper.

FINALS WEEK

Submit Reflection Essay

Required Course Syllabus Statements

Generative AI

Plagiarism and AI

As explained in UVU's [Student Rights and AccountabilitiesLinks 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 at 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.

Artificial Intelligence Policy

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.