UVU UTAH VALLEY UNIVERSITY™

Master 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 067
Credits: 3

Course Description

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.

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: Shelton Weech

Student Learning Outcomes

By the end of this course, students will be able to:

1. Identify awareness of audience, purpose, and genre in research-focused writing projects.
2. Apply reading and writing skills for purpose of inquiry.
3. Integrate effective source materials into writing projects.
4. Produce effective academic writing and research.

Course Materials and Texts

Graff, G. & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (6th ed.). W. W. Norton & Co.

Other articles and materials that will be provided via Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

1. **Network Analysis**: Students will write a short analysis of a piece of academic writing, identifying the different networks (human and nonhuman) at work in the piece. **(100 points)**
2. **Social Media Campaign**: Students will write a collection of social media posts summarizing the main points of an academic article. This assignment consists of two parts:
   a. **Campaign**: A collection of posts across three different social media platforms that summarizes the main points of the article for different public audiences **(100 points)**
   b. **Reflection and Analysis**: A 2-page reflection about the networks students saw themselves engaging in during the campaign. **(50 points)**
3. **Team Research Project**: Students will collaborate to research and write a persuasive paper for academic audiences. This assignment consists of
   a. **Team Charter and Research Proposal**: A document that outlines how the team will divide responsibilities, schedule tasks, and resolve conflicts. You will also propose your topic here. **(50 points)**
   b. **Source Map**: A preliminary research document that maps 8 different secondary sources and how they are connected to each other and the topic **(50 points)**
   c. **Primary Research Memo**: A 3-page memo outlining primary research methods, results, and how those results are connected to other areas of the project **(50 points)**
   d. **Research Report**: This is a 4,000-4,500-word research project put together as a team on a topic related to one or more or your majors or areas of study. **(200 points)**
   e. **Research Presentation**: You will present your research to the class. **(100 points)**
   f. **Reflection and Analysis**: A 2-page reflection (written individually) about the networks you engaged with as you wrote your research report. **(50 points)**
4. **Peer Workshops**: You will workshop drafts of your projects with your peers. **(150 points)**
5. **Other assignments**: This includes in-class writings (aka Lite Writes), quizzes, group activities, conferencing, etc. *These assignments cannot be made up when absent.* **(100 points)**

Grading

The course grade will be determined as follows. All grades are final. I do not round up (or down).

Assignment	Points
Project 1	100
Project 2	150
Project 3	500
Peer Workshops	150
Other Assignments	100
TOTAL	1000

Letter Grades/Points
A = 940 – 1000
A- = 900 – 939
B+ = 870 – 899
B = 840 – 869
B- = 800 – 839
C+ = 770 – 799
C = 740 – 769
C- = 700 – 739
D = 600 – 699
F = Below 600

Required or Recommended Reading Assignments
All required readings use chapters from the course that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion
Week 1: Course Introduction
- No readings from textbook

Week 2: Networks
- No readings from textbook

Week 3: Reading Academic Work
- Introduction and Chapter 1

Week 4: Paraphrase, Summary, and Quotation
- Chapters 2–3

Week 5: Writing for an Audience
- Chapters 4–5

Week 6: Writing for Audiences; Building Better Sentences
- Chapter 10

Week 7: Writing for Audiences; Visual Rhetoric
- No readings from textbook

Week 8: Team Writing
- No readings from textbook

Week 9: Research
- Chapters 14–15

Week 10: Spring Break

Week 11: Primary Research; Writing about Research
- Chapters 6, 8

Week 12: Writing about Research
- Chapters 9, 11

Week 13: Conferencing
- No readings from textbook

Week 14: Work on Project
- No readings from textbook

Week 15: Workshopping
- No readings from textbook

Week 16: Presentations
- No readings from textbook

Required Course Syllabus Statements

Generative AI
Artificial Intelligence: This course is about writing, and as such, I expect you to do the writing for this course yourself. AI-powered writing tools like Chat-GPT can be useful invention resources, but they should not be doing your writing for you. The UVU English department acknowledges the potential usefulness of AI for writers, but—unless the assignment specifies otherwise—**copy/pasting the exact wording from an AI is considered plagiarism and will be treated as such**.

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.