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 #: 201-069
Credits: 3

Course Description

Emphasizes academic inquiry, research, analytic writing, and critical thinking in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, visual literacy, comparative analysis, 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, team assignments, and oral presentations.

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: Jonathan Patterson

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.
- Engage in critical thinking.
- Apply visual and digital literacy skills into course writing projects.

Course Materials and Texts

- *Inquiry for Academic Writers*, Greene, Stuart and April Lidinsky

Course Requirements

Course Assignments, Assessments, and Grading Policy
- Major Writing Assignments: Long form essays and research presentation.
  - Rhetorical Analysis Essay (100 points)
  - Visual Analysis Essay (100 points)
  - Comparative Analysis Essay (100 points)
  - Reflection Essay (50 points)
- Writing Exercises: Three Short responses that have students brainstorm or engage with ideas pertaining to their major writing assignments. (60 points)
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. (50 points)
- Canvas Discussion Threads: 13 Online responses to prompts, visible to the entire class, where students make replies to one another. (130 points)

A = 93-100	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

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

General Description of the Subject Matter of Each Lecture or Discussion
Week 1: Course Introduction
- Syllabus review, Assignment Review, Issue-Based Questions
- *Inquiry* Chapter 1 & 4: "What is Academic Writing" and "From Identifying Issues to Forming Questions"

Week 2: Rhetorical Situations
- *Inquiry* Chapters 2 & 3: "From Reading as a Writer to Writing as a Reader" and "From Identifying Claims to Analyzing Arguments"
- Watch and analyze *The Dark Knight* (2008)

Week 3: Drafting Proposal Slideshow
- *Inquiry* Chapters 5: "From Formulating to Developing a Thesis"
- Watch and Analyze *Toy Story* and *The Village*

Week 4: Introduction to Research
- *Inquiry* Chapter 6: "From Finding to Evaluating Sources"
- Fulton Library Database Exercise
- Scholarly/Peer-Review Source Discovery

Week 5: Annotated Bibliographies
- *Inquiry* Chapters 7 and 9: "From Summary to Synthesis" and "From Introductions to Conclusions"
- Introduction and Conclusion workshop (in-class)
- Introduce Unit 2: Visual Analysis Essay

Week 6: MLA or APA Citation

- Review Purdue OWL and examine student sample essays for MLA and APA Citations
- In-Class Citation exercise

Week 7: Audience Needs & Visual Literacy
- *Inquiry* Chapter 11
- Visual Literacy worksheets
- Review Student Sample Essays for visual analysis

Week 8: Integrating Outside Sources
- *Inquiry* Chapter 10
- *Inquiry* "Claims of Fact, Policy, and Value"

Week 9: Peer Review of Comparative Analysis Essay

Week 10: Starting Final Research Paper
- *Inquiry* Chapter 13: "Media Studies"

Week 11: Reflection Essay Review and Outlining
- Review and discuss Reflection Essay and review outlines

Week 12: Final Research Paper
- Individual Conferences with Instructor

Week 13: Peer Review of Final Research Paper (Comparative Analysis Essay)

Week 14: Revision Feedback Workshop

Week 15: Finishing Semester Work and Oral Presentation/Discussion

Week 16: Submitting Comparative Analysis Essay

Required Course Syllabus Statements

Generative AI

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.

Attendance Policy:

I understand that things happen that will cause you to miss class, which might also put you behind on completing the work. The main thing is to just let me know up front that things are happening and we can work on a new due date for you. I am more than happy to work with you regardless of your situation. I typically don't have a problem granting extensions on essays. Again, the main thing is to just talk to me and we can work together if you are going to miss a lot. Please do not disappear on me, especially at the end of the semester! :-)

Late Work Penalty:

Unless a previous arrangement has been made with me, any late work will receive a 10% point deduction for each day the assignment is late. To be considered on time, essays must be uploaded onto Canvas by 11:59 pm on the day they are due. Additionally, do NOT submit your essay as a link. I have had many problems with the links not working.

Academic Misconduct:

Based on my experience, very few students have ever intentionally plagiarized and in nearly all cases they did so due to the pressure of meeting a deadline. If this becomes the case, please just let me know and I can give you an extension and we can work one-on-one with anything related to the class.

Stealing and passing off as your own someone else's ideas or words or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased. Please see me if you have any questions about documenting sources. A plagiarized paper will receive an F. If you plagiarize a second time, you will have to meet with the department chair regarding your standing in a course.

24-hour Reflection Policy:

You may not in any way discuss an assignment and/or grade with me for 24 hours after I return any graded assignment to you. You need to use this time to consider all comments I have written on your paper, work up an objective reflection of your work and the grade, and prepare an organized list of specific concerns that you have about the assignment and/or grade. Of course, feel free to contact me about anything else during that period of time, especially unanticipated absences and/or emergencies.

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.