

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 #: 2010-087

Credits: 3

Course Description

Emphasizes academic inquiry and research in the humanities and social sciences. 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. In addition to major essay assignments, 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: Dr. Kirstin Bone

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

- No Textbook Required
 - Laptop or computer
 - Internet connection
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Course Requirements

Course Assignments, Assessments, and Grading Policy

- Major Writing Assignments: longform essays and presentations
 - Research Proposal (100 points)
 - Annotated Bibliography (100 points)
 - Research Paper (200 points)
 - Multimodal Project (100 points)
 - Multimodal Reflection (50 points)
- Reading Reflections: Short responses to readings that include submitting notes, reflections, and/or video responses; more opportunities offered than are required. (50 points)
- Research Journal: A daily research journal (70 points)
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. (75 points)
- Participation Quizzes: Weekly quizzes to assess understanding of material (160 points)
- Other Homework: Including individual conferences, annotated sources, library notes, citation template, scaffolding assignments, drafts, and grading practices. (550 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

This course uses a cafeteria grading approach, which means more point opportunities are available than necessary to pass the course. All assignments and activities support student learning and build into their essays; however, it allows them flexibility in modality.

Recommended Reading Assignments

- “A Librarian Teaches Evaluating Information” by Holly Reiter
- “I Need You To Say I” by Kate McKinney Maddalena
- “Superior Iron Man”
- “Annoying Ways People Use Sources” by Kyle D. Stedman
- “Philosophy on Writing” by Alan Moore
- “Chapter One” by Terry Pratchett
- “The Agatha Christie Code”
- *Eats, Shoots and Leaves* by Lynne Truss
- “How to Write Meaningful Peer Response” by Ron DePeter
- “What we can learn from reading Sylvia Plath’s copy of *The Great Gatsby*” by Jeanne Britton
- “Ennui” by Sylvia Plath
- “Telling” by Robin Boylorn

All readings are optional but align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Course Introduction

- Syllabus and Introduction
- Thinking like an Author
- Writing a Research Proposal

Week 2: Library Research

- Using library resources
- SIFTing sources

Week 3: Library Research

- Researching like an Author
- Guided library research

Week 4: Annotated Bibliography

- Annotating Sources
- Citation Styles

Week 5: Language and Voice

- Neutral Language
- Audience Awareness

Week 6: Outlining

- Outlining
- Topic Refinement

Week 7: Individual Conferences

- Individual Conferences with Dr. Bone
- Research Group Meetings

Week 8: Individual Conferences

- Individual Conferences with Dr. Bone

Week 9: Writing an Introduction

- Thesis Statements
- Writing an Introduction

Week 10: Spring Break

Week 11: Primary Data

- Gathering primary data

Week 12: Grammar and Punctuation

- Punctuation Roster
- Grammar Activity

Week 13: Sentence Fluency and Peer Review

- Peer Review Activity
- Sentence Fluency

Week 14: Writing Conclusions and Topic Sentences

- Topic Sentences
- Writing Conclusions

Week 15: Revision vs Editing

- Revision Techniques
- Prepositions and To Be Verbs

Week 16: Multimodal Project and Reflection

- Multimodal Project Presentations

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.

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.