



Master Course Syllabus

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

Semester: Spring

Year: 2025

Course Prefix: ENGL

Course and Section #: 2010-0890

Course Title: Intermediate Academic Writing

Credits: 3

Course Description

Prerequisite(s): Appropriate ACT test scores taken within the last three years or completion of ENGL 1010 or ENGL 101H with a grade of C- or higher, or ENGH 1005 with a grade of C or higher. 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: Professor Thomas Henry

Student Learning Outcomes

Upon successful completion, students should be able to . . .

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

As specified in the CLOs listed above, this course instructs, models, and provides recursive practice in the General Education skills of analysis, problem-solving, critical thinking, source-based argumentation, and effective communication.

Course Materials and Texts

In-Class Materials: Notebook & Cellphone (or Laptop)

Home Materials: Desktop/Laptop Computer (or Regular Access to a Computer)

Internet Access

Access to Microsoft Teams (via the application or via the internet):

<https://www.microsoft.com/en-us/microsoft-teams/download-app>

Access to UVU Microsoft Office 365 Account (via UVU Login Information:

<https://www.uvu.edu/software/microsoft-office-365.html>)

Adobe Acrobat Reader D.C. (Free Download:

<https://get.adobe.com/reader/>

Course Requirements

Course Assignments, Assessments, and Grading Policy

MAJOR ASSIGNMENT DRAFTS (60%) are major drafts of required assignments: a proposal letter, an annotated bibliography, a perspectives essay/review of literature, a dialectical argument essay, a collaborative project, a text analysis, and an infographic

MINOR ASSIGNMENTS & EXERCISES (20%) are short assignments representing various forms of writing practice, practice in writing for different audiences/modes, and rhetorical concept implementation.

MIDTERM EXAM (10%)

FINAL EXAM (10%)

Major Assignments (60 Points)

5: Proposal Letter

5: Annotated Bibliography

10: Literature Review/Perspectives Essay

10: Dialectical Argument

10: Collaborative Report & Memo

10: Text Analysis

10: Infographic

Minor Assignments (20 Points)

Midterm Exam (10 Points)

Final Exam (10 Points)

GRADE SCALE (this scale is somewhat atypical):

100-96 = A

95 = A

94-90 = A-

89-86 = B+

85 = B

80-84 = B-

79-76 = C+

75 = C

74-70 = C-

69-66 = D+

65 = D

64-60 = D-

59 and below = E (or F)

Required or Recommended Reading Assignments

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

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: The Rhetorical Situation, APA Formatting, Module 2: Argument Basics, Topics, Orientation, Science Vs. Science and Exercise, Module 3: Ethos, Pathos, Ethos, Logos, Identifying Rhetorical Appeals Exercise, Module 4: Primary and Secondary Research, Source Documentation, Proposals, APA Bibliographic Citations & Exercise, Library Tour, Module 5: Abstracts, Abstract Writing, Annotated Bibliography, Module 6: Quoting, APA Parenthetical Citations & Exercise, Quoting, Paraphrasing, Module 8: Literature Reviews, Fallacies & Exercise, Module 9: Word-Level Style, Sentence-Level Style, Paragraph-Level Style, Document-Level Style, Module 10: Numerals & Decimal Numbering, Advanced Punctuation, Artificial Intelligence, Audience Awareness & Exercise, Literature Review/Perspectives Essay, Module 11: The Visual Modality, Visual Basics, Accessible Visuals, Principles of Design, Instructions, Slideshow, Module 12: Charts & Graphs, Slideshow Design, Module 13: Primary Research, Ethics, Interviewing, Faux Interviews, Argument, Errors in Research & Exercise, Survey Design, Forms & Exercise, Coding, Coding Exercise, Module 14: The IMRAD Method, Collaborative Worktime, Collaborative Work Time, IMRAD Research Report, Module 15: Text Analysis, Ornamentation Basics, Text Analysis, Last Day of Class, Visual Argumentation....

Required Course Syllabus Statements

Generative AI

GENERAL RULES OF AI USE IN THE COURSE

DO NOT use any AI to produce entire drafts or entire sections of an assignment.

DO NOT use AI for research. AI uses fake sources and even "hallucinates" results. Use the library databases and readily available online sources. You must cite everything you use anyway.

DO NOT use AI to proofread or edit your document; oftentimes, the results are less than desirable, and AI typically takes over the authentic voice of the author.

YOU MAY USE any type-as-you-write AI functions for better language and punctuation (e.g., Grammarly, Microsoft Copilot, Microsoft Editor, Microsoft Word, etc.). But, do not use this function for more than a paragraph. Oftentimes, the AI will co-opt the writing of the paper, so you might as well have another person writing the paper, which is basically a form of plagiarism.

YOU MAY ASK AI, especially Google Gemini and ChatGPT, for feedback on drafts. AI will often point out things you did think about during the writing and will often help expand the content.

YOU MAY ASK AI, especially Google Gemini, where are the grammar and punctuation mistakes.

Oftentimes, AI will produce a decent list of things to correct. By making the corrections, you will learn to make those corrections on your own and be less of an "intellectual slave" to the AI.

YOU MAY USE AI to paraphrase a quote. However, always cite the original quoted material. You will receive credit and accolades for using and citing your sources well, which will improve your grade.

Remember: Quotes are great too, if you need more material to prove your point.

AI USE REQUIREMENTS In APA (the source documentation system we will use for the course), AI is used as a form of communication. Thus, if you use Artificial Intelligence, you must cite the use on your bibliography:

Company. (Year of Creation). AI Name (version) [Large Language Model]. [https://Open AI. \(2024\). ChatGPT 4 \(mini version\) \[Large Language Model\]. https://chat.openai.com/chat](https://Open AI. (2024). ChatGPT 4 (mini version) [Large Language Model]. https://chat.openai.com/chat).

If you do not cite the use of AI through an APA citation, you should tag the use of AI with an asterisk and an endnote at the end of your paper or simply mark the section with a corresponding parenthetical citation as in this example: (ChatGPT, 2024).

PENALTIES

If you use AI to create more than 20% of a document or use traditional forms of plagiarism without permission, you will fail the assignment. If you use AI to create more than 20% of a document or use traditional forms of plagiarism more than once without permission, you will fail the course.

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.