

## Master Course Syllabus

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

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**Semester:** Spring

**Course Prefix:** ENGL

**Course Title:** Intermediate Writing: Academic Writing and Research

**Year:** 2025

**Course and Section #:** ENGL 2010-603

**Credits:** 3

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### ***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.

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### ***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.*

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### ***Instructor Information***

**Instructor Name:** Erin Seaward-Hiatt

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### ***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***

- Everyone's An Author, Lunsford, Brody, Ede, Enoch, Moss, Papper, Walters, 4<sup>th</sup> edition
  - They Say/I Say, Graff, Birkenstein, 6<sup>th</sup> edition
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## Course Requirements

### Course Assignments, Assessments, and Grading Policy

- Major Writing Assignments: Long form essays and research presentation.
  - Proposal Slideshow 15% of final grade
  - Annotated Bibliography 15% of final grade
  - Presenting and Evaluating Three Sources for a Non-Academic Audience 15% of final grade
  - Researched Argument Essay/Companion Piece 20% of final grade
  - Reflection Essay 5% of final grade
- Reading Responses: Short responses to readings in the textbook that include submitting notes, reflections, and/or video responses. 5% of final grade
- Writing Exercises: Short responses that have students brainstorm or engage with ideas pertaining to their major writing assignments. 5% of final grade
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. 8% of final grade
- Library Research Tutorial and ProQuest Quiz 1% of final grade
- Plagiarism Tutorial 1% of final grade
- Attendance 10% of final grade

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

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### Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

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### General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Course Introduction

- “Introduction” to *They Say/I Say*
- *EaA* Chapter 5: “Understanding College Expectations”

Week 2: Rhetorical Situations

- *EaA* Chapters 3 & 18: “Rhetorical Situations” and “Making a Proposal”

Week 3: Drafting Proposal Slideshow

- *EaA* Chapter 21: “Starting Your Research”

Week 4: Introduction to Research

- *EaA* Chapters 22, 24, & 25: “Finding Sources,” “Keeping Track,” and “Evaluating Sources”

Week 5: Annotated Bibliographies

- *EaA* Chapters 26 & 27: “Annotated Bibliographies” and “Synthesizing Ideas”

Week 6: MLA or APA Citation

- *EaA* Chapters 29 & 30: “Giving Credit/Avoiding Plagiarism” and “MLA Style”

Week 7: Audience Needs

- *EaA* Chapters 32 & 33: “What’s Your Style” and “Mixing Languages and Dialects”

Week 8: Integrating Outside Sources

- *EaA* Chapters 6, 7, & 28: “Reading Rhetorically,” “Annotating, Summarizing, Responding,” and “Quoting, Paraphrasing, Summarizing”

Week 9: Peer Review of Research Perspectives Essay

Week 10: Starting Final Research Paper

- *EaA* Chapter 13: “Arguing a Position”

Week 11: Final Research Paper

- *EaA* Chapters 19 & 20: “Analyzing and Constructing Arguments” and “Strategies for Supporting an Argument”

Week 12: Objections and Metacommentary

- *They Say/I Say* Chapters 6 & 10: “Planting a Naysayer in Your Text” and “The Art of Metacommentary”

Week 13: Peer Review of Final Research Paper

Week 14: Revision Feedback

Week 15: Finishing Semester Work

Week 16: Submitting Companion Piece

## ***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.

### **AI and Technology Use Guidelines for ENGL 2010-603**

**Do not use AI-generated writing technologies unless it is specifically permitted on the assignment.** This includes but is not limited to any technology that rewrites your sentences, summarizes a reading for you, or generates text that you use or adapt for your assignment. Our goal is to use technology in a way that will supplement our writing rather than replace our intellectual labor as writers and creative thinkers. **If you have a question about whether a specific technology is OK to use for a particular assignment, ask first.**

- **As examples, the following technologies would generally be acceptable to use:** *Word processors that underline misspelled words or grammatical problem areas but that do not automatically fix them for you; search engine responses that are not AI generated but that pull from sources themselves; the Fulton Library's OneSearch databaseLinks to an external site. and other credible databases; visual design templates for use on presentation assignments (because this is not a design course); spell check functions and online dictionaries like Merriam-WebsterLinks to an external site.; citation generators*

*like the one found in OneSearch under the quotation mark symbol (be sure to set the citation style to MLA 9th edition and check the citation carefully for any missing or unnecessary information); conversing with an AI generator to narrow your topic or get suggestions on where to start your research (this should be used only as a tool for brainstorming and finding a starting point not for generating content—this is similar to how you would do preliminary research by checking Wikipedia or Britannica for foundational information on your topic).*

- **By contrast, the following technologies would generally not be acceptable to use:** Word processor functions that rewrite parts of your writing for you; AI-generated search engine summaries and answers (these are usually clearly labeled as AI generated and are often overgeneralized or lack context); or AI-generated writing tools that produce content for you, whether or not you reword it.

As you can see from the above technology use examples, we will sometimes encourage the use of AI interaction technologies during the research process. If you are not sure if a specific use of AI or technology would be allowed, ask in class, and we will discuss it. For now, here are some specific examples of unacceptable and acceptable uses of AI:

- **Unacceptable:** Using AI to write a summary of one of your sources for you.
- **Acceptable:** Using AI to ask where to start looking for landmark readings about your topics.
- (Reason: We are practicing summarizing information ourselves, so using AI to do this part violates our course outcomes. However, asking AI where to start researching can be helpful and is similar to googling a topic, reading encyclopedia entries, or discussing your topic with friends.)
  
- **Unacceptable:** Using AI to come up with your thesis for you.
- **Acceptable:** Asking AI to find some alternative perspectives of a thesis that you have already formulated yourself through brainstorming, mind-mapping, clustering, freewriting, or your own personal exploratory process.
- (Reason: We want to use AI to help us think, not to do our thinking for us. Your critical thinking should always be the foundation of your interaction with AI. This has economical ramifications for those of you going into the workplace—you want to be able to do what the machine cannot and synthesize what it offers rather than relying on its output. What's more, the ability to think critically is one of the major learning outcomes for higher education and forms the grounding for a just, democratic society.
  
- **Unacceptable:** Asking AI to summarize information for use in your essay or to find or produce quotes for your essay.
- **Acceptable:** Finding, through AI, suggestions of full sources or concepts to check out thoroughly on your own through research into peer-reviewed and other reliable sources.
- (Reason: AI is sometimes right, and it's sometimes wrong. At best, it often lacks the sophisticated context and complexity of reasoning that we are learning in this course. Depending on the large language model (LLM) used, some sources can even be incorrect or flat-out fake. Information generated by AI and LLMs pull from a corpus (or body) of sources to which the program has access, so generating technologies often paraphrase intellectual property without giving proper citations. This is plagiarism, and you would be held responsible for what the AI gets wrong. For these reasons, any acceptable use of AI

must be double-checked and verified by you personally so that you can make sure that sources are a) real, b) discussed in context, and c) properly attributed to their creators.

- **Unacceptable:** Running your work through an AI technology and asking it to clean up your grammar or make the tone more formal.
- **Acceptable:** Running your work through an AI technology and asking if it can tell you about any weaknesses in reasoning that you will go back and fix on your own.
- **(Reason:** We are learning how to write and present an argument in this course, so while it is helpful to find out if our reasoning has weaknesses that we can reconsider, it is not helpful to have a technology go through and fix mechanical things for us. For individualized help with grammar, structure, or tone, take advantage of the [UVU Writing CenterLinks to an external site.](#), your instructor, your class notes, and your textbook.

### **Final Thoughts on AI and LLMs**

Remember that the Internet, whether through search engines or AI/LLMs, does not guarantee us access to an objective "truth" about a given topic. It can only give us what people have written or said about a topic. In other words, what appears at the top of the page when you google something is not necessarily accurate or considerate of a larger, complex conversation. While the Internet vastly helps us research and access information, we still need to be vigilant about how to find credible sources that ethically and accurately present information. While this AI and Technology Use Guidelines section of the syllabus gives us some examples for acceptable AI use in this section of ENGL 2010, we should always follow solid research principles of verifying information through finding multiple credible sources and putting them into conversation with one another. We should also expect to find opposition to our viewpoints and to consider how someone could hold that view. This does not mean that you must agree with your opposition, but it does mean that you should check out many angles of an issue rather than resting solely on what you already think. Research, when done well, can show us a clearer picture of conflict through data and experience and help us identify points of action and compromise.

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### **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.

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## ***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](mailto: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](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **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](#).

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### **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](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **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](mailto: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.