



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 X04

Course Title: Intermediate Writing: Academic Writing and Research

Credits: 3

Course Description

According to the Utah Valley University catalog, ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. ENGL 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. ENGL 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course 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: Nathan Gale

Student Learning Outcomes

Upon successful completion of ENGL 2010, students should be able to:

- 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

- Lunsford, Andrea, et al. *Everyone's an Author*, 4th Edition. W. W. Norton.
 - Access to a computer and Canvas
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Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent		Grade	Percent
A	94-100		C	74-76.9
A-	90-93.9		C-	70-73.9
B+	87-89.9		D+	67-69.9
B	84-86.9		D	64-66.9
B-	80-83.9		D-	60-63.9
C+	77-79.9		E	0-59.9

Assignment and Assessment Descriptions

- **Chapter Quizzes (15%):** Most of your textbook reading will be accompanied by a multiple choice and/or short answer chapter quiz. These quizzes will ask you to complete a specific task or answer a set of specific questions. Your answers will be graded based on how fully developed your answers to these quizzes are.
- **Discussion Posts/Responses (10%):** Throughout the semester, you will be asked to participate in various discussion forums. You will need to complete the task or answer the question in an original post, along with replying to two other students' posts. You will be graded on how well you do both of these.
- **Writing Exercises (3%):** Each writing exercise should address the prompts provided and/or the descriptions given on the syllabus course calendar. You will be graded on how thorough your responses are to these prompts.
- **Peer Reviews (2%):** For the last two major assignments, students will be asked to participate in online peer reviews. In order to receive credit for these peer review assignments, each student must submit a rough draft by the due date and then complete and submit two peer review forms for their assigned student peer reviews.
- **Major Assignment #1: The Slideshow Project Proposal (10%):** This semester you'll be conducting research on an issue that you select. For this presentation, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a

plan for your research. You will present your findings in a PowerPoint/Google Slides presentation that you will upload to a specific discussion post.

- **Major Assignment #2: Annotated Bibliography (15%):** For this assignment you will create a list of at least 8 relevant sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.
- **Major Assignment #3: Presenting and Evaluating Three Sources for a Non-Academic Audience (15%):** For this paper, you will map the controversy surrounding your issue by summarizing and evaluating at least three different positions on the issue—all directed toward a specific non-academic audience that might be interested in this issue. Ex: 3 Ways to Talk About Gun Control to a Gun Collector. Students will also write a one-page audience justification statement before their paper that explains what audience you chose to target and identifies a few specific rhetorical choices you made to appeal to your readers.
- **Major Assignment #4: Final Research Paper (20%):** For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.
- **Companion Piece (5%):** Along with the major paper, you will also produce a re-mediated version of your argument in the form of a Companion Piece.
- **Reflection Essay (5%):** For this short paper, you will reflect on the work you have done this semester and how you have taken certain steps to improve your writing for college classes.

Final Grade Distribution

Activity	[Percent/Point]
Assignments (four major papers)	60%
Companion Piece	5%
Reflection Essay	5%
Discussions (in online or hybrid classes)	10%
Quizzes	15%
Peer Reviews	2%
Writing Exercises	3%

Required or Recommended Reading Assignments

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

General Description of the Subject Matter of Each Lecture or Discussion

This is an online course that uses week-long lessons. Below is a description/overview for each week's lessons.

Lesson 1 Overview:

In this first lesson, we will become familiar with the course; then, in lessons 2 and 3, we will plan and compose the unit's culminating assignment, which is a Project Proposal Slideshow. In this proposal, you will announce your semester topic and will outline your plan to complete the research and a formal research paper at the end of the semester.

Specifically, in lesson 1, we seek to understand how academic writing functions as a conversation between writers as they respond to each other's ideas. This first lesson also helps us understand and prepare for the weekly pattern of this course. Most weeks, you will complete one to three readings, take a quiz or complete a reading response, and participate in a discussion. You will typically have Monday through Sunday to complete that week's assignments. Some weeks will also include an additional practice or the completion and submission of a major writing assignment. ***Please keep a close eye on the deadlines for each element inside the module for any given week.***

You may find it helpful to click on the [Home link](#) on the left and see each week displayed in order, with the assignments that are due.

Activities

READ

- *They Say / I Say*: Introduction
- *Everyone's an Author*: Chapter 5, Understanding College Expectations

DISCUSS

- Introductions and Argument Clinic

SUBMIT

- Quiz: Chapter 5

Lesson 2 Overview

In this lesson, we will continue our study of how academic writing functions and how writers develop texts by considering a range of aspects, including audience, purpose, genre, and the medium/design. In this lesson we will also start working on the first formal writing assignment in this course, the Project Proposal Slideshow. This lesson/module helps you become familiar with the genre of a research proposal. Finally, in this module you also start working on your semester research topic as you begin reflecting on your own interests to explore which specific topic you might select as your research subject this semester.

Overall Assignment Goals:

For this assignment, you will formally propose to me, your instructor, a semester research topic that specifies the exact topic, why it matters (to you and to the world), what you currently know about it, and how you intend to complete the research. The proposal will also set a schedule for the work to be done. You will present your project proposal in the form of a slideshow.

Activities

READ

- *Everyone's an Author*, Chapter 3
- *Everyone's an Author*, Chapter 18
- Assignment Description: Project Proposal Slideshow

WATCH

- "Where Good Ideas Come From"

DISCUSS

- Changing Rhetorical Situations

SUBMIT

- Quiz - *Everyone's an Author*, Chapter 3
- Quiz - *Everyone's an Author*, Chapter 18
- Writing Exercise - Brainstorming Your Research Interests

Lesson 3 Overview

In this lesson, you will complete and submit the first formal writing assignment in this course, the Project Proposal Slideshow. This module helps you plan and put together a detailed project proposal (based on some preliminary reading and research). You also become familiar with creating an effective slide presentation.

Activities

READ

- *Everyone's an Author*, Chapter 21: Starting Your Research/Joining the Conversation
- Slideshow Guidelines

WATCH

- Slideshow Tutorial

SUBMIT

- Major Assignment #1: Project Proposal Slideshow

Lesson 4 Overview

Now that you have completed your Project Proposal Slideshow, the second step in your semester-long journey to write a research paper is to begin completing research on your topic and to create some structured research notes. Thus, the second formal writing assignment in this course is the Annotated Bibliography.

For this assignment, we will focus on learning more about locating credible research articles to help you start the research process on your semester topic. In this lesson/module, you will familiarize yourself with finding research articles through UVU library's online resources; you will also learn valuable strategies for evaluating research articles. Finally, in this module, you will also start making connections between your own semester research topic and the articles you locate in your library research.

Activities

READ

- *Everyone's an Author*, Chapter 22: Finding Sources
- *Everyone's an Author*, Chapter 24: Keeping Track/Managing Information Overload
- *Everyone's an Author*, Chapter 25: Evaluating Sources

REVIEW

- Library Research Tutorial + Quiz

WATCH

- What is a Peer Review Article

DISCUSS

- Evaluating Sources for Quality and Reliability

SUBMIT

- Quiz: Chapter 22
- Quiz: Chapter 24
- Quiz: Chapter 25

Lesson 5 Overview

In this lesson, we will start working on our second formal writing assignment, the Annotated Bibliography. This lesson/module provides exercises and readings to help you accomplish the task of assembling a strong set of research notes.

Overall Assignment Goals:

This assignment is a list of the most relevant and useful articles and sources on your topic. This list will include **EIGHT** sources: five peer-reviewed articles and three non-scholarly, relevant, and credible published sources. For each source, you will write a detailed and informative section of notes - also known as an **annotation** - that are usually about two paragraphs long. In this section of notes, you will provide an accurate summary of the article, the method of research conducted in the article, possible biases or limitations, the usefulness of the article, and how it compares to the other articles/sources on your list. Ultimately, the eight sources you include in this assignment should present a representative range of different perspectives on your topic.

Activities

READ

- Assignment Prompt, Annotated Bibliography
- *Everyone's an Author*, Chapter 8: Distinguishing Facts from Misinformation
- *Everyone's an Author*, Chapter 26: Annotating a Bibliography
- *Everyone's an Author*, Chapter 27: Synthesizing Ideas

DISCUSS

- Workshop to begin drafting annotations

WATCH

- How to Read a Scholarly Article
- Qualitative vs. Quantitative Empirical Research

SUBMIT

- Quiz: Chapter 8
- Quiz: Chapter 26
- Quiz: Chapter 27

Lesson 6 Overview

In this lesson, you will continue to locate and closely read relevant research articles and published sources on your topic. You will also prepare a formalized list of your research notes to submit for a grade at the end of the week. The annotated bibliography provides fairly detailed and informative entries about each article or source you have studied and intend to use for your final research paper at the end of the semester.

Activities

READ

- *Everyone's an Author*, Chapter 29: Giving Credit, Avoiding Plagiarism
- *Everyone's an Author*, Chapter 30: MLA Style

WATCH

- MLA vs. APA: General Differences
- Step-by-Step Guide to the Annotated Bibliography in MLA Format

SUBMIT

- Major Assignment #2: Annotated Bibliography

COMPLETE

- Quiz - Plagiarism Tutorial

Lesson 7 Overview

Now that you have selected, read, and carefully annotated eight research sources, it is time to engage with our sources more directly to prepare for the last assignment in this course, the Final Research Paper. To accomplish this goal, in this lesson, we begin working on the third major assignment, **Presenting and Evaluating Three Sources for a Non-Academic Audience**. We will finish this assignment in lesson 10.

To that end, lesson 7 includes a description of the assignment and the first few activities that will help you start thinking about writing this paper. Specifically, this module focuses on audience issues as you begin to plan the paper.

Overall Assignment Goals: This assignment asks you to use the same topic you've already chosen for your research proposal and the Annotated Bibliography to write an essay to a specific, popular audience with the primary purpose of informing your readers about three significant sources that address your topic (these sources should be included in your Annotated Bibliography). In this essay, you will pick a specific audience with a stake in the topic, and you will directly address that audience to inform your readers about the strengths and weaknesses of three different sources and address different perspectives on your topic. This paper will use language and a tone that effectively engages your audience of choice. While this assignment is based on your Annotated Bibliography, you should go beyond the annotations and assess how each source presents its view. You will summarize each source, examining the particular position that the author takes as they approach your topic. Then you will analyze each source's stance and its relative strengths and weaknesses. Your essay must speak directly to your specific audience through your tone, stance, style, word choice, etc. The overall scope of the essay is to inform a specific audience about the existing conversation about your topic by focusing on three specific sources.

In addition, you will start the paper by writing a one-page **Audience Justification Statement** that justifies and explains what audience you chose and what specific rhetorical choices you made in your piece to appeal to this audience. Your chosen audience should be apparent based on your writing choices in the paper itself (and even the title), but this separate statement should make it perfectly clear. In many ways, this Audience Justification Statement will be key to grading your assignment since it will help me and your peers evaluate the rhetorical appropriateness of your choices in this paper.

Activities

READ

- Assignment Description, Presenting Research Perspectives
- *Everyone's an Author*, Chapter 32: What's Your Style?
- *Everyone's an Author*, Chapter 33: Mixing Languages and Dialects

WATCH

- Persuasion Psychology: Know Your Audience
- Writing with Your Audience in Mind

DISCUSS

- Thinking about Audience and Style

SUBMIT

- Quiz: Chapter 32
- Quiz: Chapter 33

Lesson 8 Overview

As we continue to work on paper #3, Presenting and Evaluating Three Sources for a Non-Academic Audience, in this lesson, we will focus on how to write effectively when you use specific information from other texts. In other words, in paper #3, you are asked to tell a specific audience about three specific sources from the Annotated Bibliography that address your semester topic. This week we will learn more about how to use other people's ideas and words in your own writing.

Activities

READ

- *Everyone's an Author*, Chapter 6: Reading Rhetorically
- *Everyone's an Author*, Chapter 7: Annotating, Summarizing, Responding
- *Everyone's an Author*, Chapter 28: Quoting, Paraphrasing, Summarizing
- "The Importance of Signal Phrases"

WATCH

- Integrating Quotations into Sentences
- The Quote Sandwich

DISCUSS

- What's Wrong with This Quotation

SUBMIT

- Quiz: Chapter 6
- Quiz: Chapter 7
- Quiz: Chapter 28

Lesson 9 Overview

As you work through this module, you will be drafting paper #3, Presenting and Evaluating Three Sources for a Non-Academic Audience, and will participate in a peer-review activity with your classmates. Peer-review activities create opportunities for you to read and respond to one another's writing. Such opportunities can help improve your reading and writing skills and how to collaborate effectively.

Another effective practice for revisions is to take your paper to the Writing Center and have it reviewed by a writing tutor. This lesson includes the option for you to set up a face-to-face or virtual tutoring session with UVU's Writing Center.

Activities

READ

- "How to Effectively Participate in Peer Review"

WATCH

- Peer Review: Commenting Strategies

SUBMIT

- First complete draft of paper #3, "Presenting and Evaluating Three Sources for a Non-Academic Audience," to be peer-reviewed by two classmates
- Your peer reviews of two classmates' drafts

COMPLETE

- Use the peer review form "Presenting and Evaluating Three Sources for a Non-Academic Audience" to review classmates' papers

Lesson 10 Overview

After participating in a peer review exercise in the previous lesson, in this lesson, you will finish your revisions of paper #3, Presenting and Evaluating Three Sources for a Non-Academic Audience, and will

submit a final draft to your instructor. In this lesson, we will also start to prepare and plan to write the final assignment in our course, the Final Research Paper.

Overall Assignment Goals of Final Research Paper: After you have been exploring existing research on your topic in assignment #2 and three specific sources in assignment #3, this final research paper asks you to take a position on your topic and present it to your audience by supporting it with credible evidence. In this paper, you are entering the academic conversation about your topic by proposing an argument that includes “so what?” as you make a call to action based on the claims you make and the evidence you provide in your paper.

The audience of this paper is a typical college audience--your peers, professors, and other academic readers. In addition to the actual research paper, you will also compose a Companion Piece that repurposes the paper’s argument (your position) in a different genre/medium for a different audience (a poster, slideshow/presentation, pamphlet, postcard, website, video, digital essay, or any other appropriate “text” of your choice). Your creativity is the only limitation here. So long as your creation conveys your argument/position effectively, you can do whatever you want in the companion piece.

Activities

READ

- *Everyone's an Author*, Chapter 13: Arguing a Position

SUBMIT

- Major Assignment #3: Presenting Research Perspectives Paper

COMPLETE

- Quiz: Chapter 13

Lesson 11 Overview

This module consists of focused work on planning your Final Research paper. The Final Research Paper asks you to combine the skills that you have practiced in the previous assignments in this course. In your paper, you will make a claim or thesis, couple it with well-developed reasons and stakes, and use evidence from your research to support this claim for the academic audience interested in your topic. You will also explore and consider specific argumentative strategies to address your academic audience.

Activities

READ

- *Everyone's an Author*, Chapter 19: Analyzing and Constructing Argument
- *Everyone's an Author*, Chapter 20: Strategies for Supporting an Argument
- Assignment Description, Final Research Paper

WATCH

- "Ethos, Pathos & Logos"

DISCUSS

- Ethos, Pathos, and Logos in Visual Arguments

COMPLETE

- Quiz: Chapter 19
- Quiz: Chapter 20

Lesson 12 Overview

This module consists of focused work on planning the points you will present in your Final Research paper, as well as carefully outlining the paper. More specifically, you will explore the importance of

including objections in your final argument and how to include such objections in your paper effectively. Another topic in this module is “metacommentary,” a very effective writing device in longer papers with which writers provide additional and clarifying commentary on important points or sections of their writing.

Please note that the two readings in this lesson are NOT in our regular textbook. They are taken from a different textbook and are linked in the module.

Activities

READ

- *They Say/I Say*, Chapter 6: Skeptics May Object
- *They Say/I Say*, Chapter 10: The Art of Metacommentary

SUBMIT

- Quiz: *They Say/I Say*, Chapter 6
- Quiz: *They Say/I Say*, Chapter 10
- Writing Exercise: Outlining Your Paper

Lesson 13 Overview

As you work through this module, you will be writing a first complete draft of the Final Research Paper and will participate in a peer-review activity with your classmates. Peer-review activities create opportunities for you to read and respond to one another’s writing. Such opportunities can help improve your reading and writing skills and how to collaborate effectively.

Activities

SUBMIT

- First complete draft of Final Research Paper
- Your 2 Peer Reviews of two classmates’ drafts

COMPLETE

- Use the peer review form, "Final Research Paper Peer Review Form" to complete your two peer reviews

Lesson 14 Overview

This module consists of receiving revision suggestions from your instructor as you prepare to submit the final draft of the Final Research Paper for grading next week.

Activities

SUBMIT (Optional)

- Submit your revised draft to your instructor for feedback

Lesson 15 Overview

In this lesson you will focus on final revisions of your Final Research paper; as you complete these revisions, incorporate the feedback you received from your instructor last week.

Activities

READ

- *Everyone's an Author*, Chapter 37: Composing and Remixing Across Media
- *Everyone's an Author*, Chapter 10: Reflecting on Your Writing
- Assignment Description: Companion Piece
- Assignment Description: Reflection Essay

SUBMIT

- Major Assignment #4: Final Research Paper

Finals Week Overview

You have successfully completed all the previous modules and are nearly done with class work. Thank you for your persistence and hard work in our course. As we conclude this semester, two short writing assignments are to be completed in this final module.

Activities

SUBMIT

- Companion Piece
- Reflection Essay

Required Course Syllabus Statements

Generative AI

As explained in UVU's Student Rights and Accountabilities. page, all students are expected "to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment." Under such expectations, the UVU English department views plagiarism as a serious offense that does not align with the university's mission and values. Our expectation is that every student's work will be their own and use outside sources in a manner that consistently gives proper credit to those sources through established academic conventions.

Plagiarism has occurred if you:

- Use the exact wording of another author or source in such a manner that it appears to be your own, regardless of the form in which those words originally appeared (e.g. a book, article, lecture, web site, speech, graphic, or any other form such as an AI text generator)
- Paraphrase (put into your own words) another author's wording in a manner where the language and/or syntax is too similar to the original passage and is not properly cited
- Fail to clearly acknowledge the partial or full authorship of someone else when submitting work
- Fail to cite or quote textual resources properly, despite the instructor's attempts at educational intervention
- Fabricate false information that is not corroborated by the actual research used on a writing project
- Have someone else, paid or otherwise, write your paper or use a paper mill site that contains ready-to-use papers written by other people
- Generate and submit a paper using artificial intelligence, such as ChatGPT

While the above actions can happen with intentionality to deceive, plagiarism can also happen accidentally (due to careless resource use, not using proper citation methods, and not understanding the conventions of our chosen style guide). Though intentional vs accidental is often a judgment call for an instructor, it's important to note that accidental plagiarism is still plagiarism—a serious need to address the incident arises regardless. Though the resulting consequences may vary based on the degree of intentionality, any form of plagiarism will be addressed with equal seriousness.

The UVU English department is also keeping up with artificial intelligence chat bots such as ChatGPT. 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 performing rudimentary 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 any AI software/chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity. Although many citation guides are already presenting ways to properly use and cite AI, we do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing.

If you are suspected of plagiarism, the first step will always be a conversation with your instructor (in-person or via Teams). If the infraction is very minor or clearly unintentional, there may be no sanctions at all. However, a lowered grade and/or the chance to revise the paper may also be possible. In more serious cases, the assignment may receive an automatic zero.

The most serious infractions may lead to your instructor filing an incident report with the Student Conduct office. In this scenario, you have the right to appeal the report with the English department chair. Regardless of the chair's decision, the incident report remains a part of your permanent record. If you are unhappy with the chair's ruling, you then have the right to file an appeal with the Dean. The Dean's decision on the matter will be final.

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.