



## English 2010 X08

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 2025

**Year:** 2025

**Course Prefix:** Engl 2010

**Course and Section #** 2010 X08

**Course Title:** Intermediate Academic Writing

**Credits:** 3

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### ***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 [ENGL 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.

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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:** Dr. Charles Vogel

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### ***Student Learning Outcomes***

- Identify awareness of audience, purpose, and genre through a variety of research-focused writing projects
  - Demonstrate use(s) of critical 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***

- *Research Matters: A Guide to Research Writing* by Rebecca Moore Howard and Amy Rupiper Taggart. McGraw-Hill Education, 2013, 2nd edition. ISBN-13: 978-0073405940.
- This text is available at the UVU Bookstore. Here in this link is the publisher's website. A Cover of the book is cut/pasted below to ensure that you have the correct text for this class.

- Front cover of [textbook for this class](#)[Links to an external site.](#):



- Another book to have on hand if you are new to formal academic writing is the following: [They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein](#)[Links to an external site.](#) This book is not required but many students new to writing in formal academic settings where an objective tone is expected have found this text useful. Formal academic writing and a formal objective tone, for example, requires not using "I" or "We" or "You" personal pronouns, attributing and crediting sources as you use them and citing such sources, as well as adding your own analysis and discussion after sources in a professional way.
- **Access to a Research Library and Librarians:** Being able to visit the UVU Library or an equivalent university research library in your area will make your research efforts more efficient, particularly if you need help finding credible sources for your academic research paper for this class. The librarians at UVU are particularly helpful in helping students in their research efforts.
- **Wordprocessor--All major written assignments in this class need to be turned in using either Word or PDF files** (Canvas prefers such formats and it makes it easier for your classmates and students to comment on your writing when you submit things in these formats). UVU provides current students with free software like Office 365 so use the following links to access the software if you need it ([Microsoft Word or the Apple equivalent to Word](#)). Be sure to back up any of your research and writing efforts this semester to a thumb-drive or the Cloud so that you do not lose any of your writing or research in progress. If your computer crashes, or is stolen, or if your hard copy is "eaten by a dog" or lost through some other disaster, it helps to have an electronic backup of your work.
- **Canvas access**--For online English 2010, you will be accessing the class and working through modules week by week through Canvas. **NOTE:** The class is set up so you can preview the entire class and all of its learning activities, but the assumption is that you will only work on activities week-by-week to accomplish the goals of this class and to enhance your learning experiences as you interact with your classmates and with your instructor. Commit yourself to spending 5-10 hours per week of "homework" as you would any college class. Students who succeed and do well in this class are those who put in the effort and time to complete the weekly learning activities; those who procrastinate and fall behind on assignments usually fail the class.

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## *Course Requirements*

### **Course Assignments, Assessments, and Grading Policy**

#### **Major Writing Assignments and Requirements**

The following are the major written assignments that you are required to complete to earn an overall grade in this class; each of the five major assignments need to be completed and turned in on time in

order for you to earn a grade in this class. Each of these major assignments will move through a drafting, peer evaluation, and final draft process and will receive instructor evaluation and input when final drafts for each are submitted.

1. **Proposal for Research** (5+ pgs.)--presentation of your topic, your proposed service learning partner, your background research efforts, and your preliminary research of credible sources
2. **Summary / Synthesis** (3-5 pgs.)--submission of a section of your research essay (not the introduction or conclusion) where you present and integrate multiple research sources using the "Sandwich Principle"
3. **Argumentative research paper essay draft** (12-20 pgs.) The preliminary pages (i.e. title page, table of contents, abstract, list of figures, and Reference pages) are in addition to the basic 12 pages of text required for completion of this major writing assignment. The paper should include several visuals that help present the arguments within the paper. The paper's minimum length, as measured from the first word of the introduction to the final word of the conclusion, should be 12 pages.
4. **"Oral and Visual Report" to Service Learning Partner**--submitted as a Powerpoint, Prezi, Youtube presentation or as a pamphlet, brochure, webpage, or bulletin board or some other visual format preferred by your Service Learning Partner. Your oral and visual report needs to be submitted externally to your service learning partner, who should then give you feedback on your findings and on your presentation, which you can report as part of your final portfolio submission.
5. **Final Portfolio**-- a major revision of your final argumentative research paper draft, along with a self-evaluative cover letter detailing your service learning and overall learning process, as well as an accounting for your substantive improvements/edits to your final submission of your paper. Your edits should be highlighted by **changing font colors** anywhere your paper has been substantively improved or edited for improvement.

**NOTE: The major writing assignments listed above must meet minimum requirements to earn a passing grade in this class. Those submissions that do not meet the basic assignment requirements, including page minimums or other major assignment criteria (see rubrics for each) will receive failing grades. Paper submissions that miss the deadlines published in Canvas will also receive failing grades. Papers that are plagiarized will also receive failing grades and students will be referred to the Office of the Dean of Student Services in accordance with the UVU Plagiarism Policy (see Student Rights and Responsibilities).**

Each of the above five major writing assignments have **RUBRICS** (i.e. evaluation criteria) associated with them to help guide your efforts in completing them successfully. Also, many of these formal writing assignments have student samples posted on Canvas to help give you an idea of how the assignments can be successfully completed. The student samples provided are usually located as attachments for the assignment but they can also be found on the Canvas Homepage in the modules related to each assignment. These paper samples are not perfect, but they should give you a basic sense of what you need to do to successfully complete each assignment in this course.

**Other shorter writing assignments and learning activities** which help you earn participation and discussion credit for the class include the following:

6. **Weekly discussions** (see [Discussion Index](#))
7. **Service learning assessments**
8. **Cover sheets for each of your major papers** that summarize substantive improvements and edits to submissions after you have gone through the peer review process
9. **UVU Library Research Tutorial:** Completion of the [UVU Library online tutorial materials](#)[Links to an external site.](#)

10. **An annotated bibliography**, listing research resources from academic/professional databases and reflecting your completion of an adequate background study of your selected topic as part of your proposal submission and week four learning activities (see [WEEK FOUR: Annotated Bibliography](#) and [UVU Writing Center HandoutsLinks to an external site.](#))

11. **Evidence of a note-taking and drafting process** of your major research paper. Usually students submit research note cards or digital equivalents of note-taking on research sources as well as summaries, paraphrases, quotes of sources used and rough and more formal outlines for various sections of their essay. Your final portfolio submission will involve turning in some of the "rough" writing that led to the completion of your paper.

12. **Front and back matter (i.e. preliminary pages) of your research paper** must be submitted to create an acceptable research paper. As part of your final draft of your research paper, you must submit a title page, a table of contents, an abstract, a list of figures or visuals used within your paper, the body of your paper with in-text citations to credit sources (12 pgs. of text) and a clear introduction/body/conclusion to reflect the organization of your essay, and finally an APA style Reference page, and an Appendix and/or Glossary if necessary

13. **Peer reviews of classmates' papers** as assigned in Canvas. Each major paper assignment has a peer review associated with it; so, for the proposal, the summary/synthesis assignment, the research paper draft, and the oral report, be prepared to give feedback to the classmates assigned to you.

14. **Deadlines:** To be a successful student in this class, you must submit your weekly discussions and writing assignments by the established deadlines. Students who miss weekly deadlines and major assignment deadlines tend not to succeed in this online class, so make it a habit to turn things in on time. Late submissions receive significant reductions in credit for each day that they are late.

### **Grading, Assessments, Input, and Evaluation**

Online English 2010 allows you to work on and develop a single major argumentative academic research paper throughout the semester. You will be provided with feedback along the way from students and your instructor and also from your own self-evaluations guided by rubrics.

Students in this class are encouraged to engage in a continual revision process because a key guiding philosophy of this class is that good writing only comes as a result of consistent and meaningful revision. The revisions of your final argumentative research paper become part of a final portfolio submission (see [PORTFOLIO](#)), which in effect functions as the final exam for this course and allows you to learn from and apply insights gained from instructor comments on the final draft of your research essay as well as other feedback given to you throughout the semester.

The final portfolio submission earns the largest portion of your grade for this class.

The grade breakdown for the major written assignments (see 1-5 above) and your online participation will be as follows:

- Proposal (5+ pgs.) ..... 10%
- Summary / Synthesis (3-5 pgs.) ..... 10%
- Argumentative Research Paper (12-20 pgs.)..... 20%
- Oral report to Service Learning Partner..... 10%
- Final Portfolio..... 30%
- Weekly Discussions & Class Participation..... 20%

The final portfolio system allows for you to revise your argumentative research paper final draft to significantly improve your grade. You can also benefit from earlier instructor and peer input on your other assignments and demonstrate your learning and improvement in this class by your work on your final portfolio submission for this course. The portfolio includes a cover sheet summarizing your revisions and a cover letter.

The final portfolio is due at the end of the semester. All other due dates are posted in Canvas but can be easily seen using the Assignments and Calendar tabs in Canvas.

## **Grading Scheme Used in Canvas for This Course**

Following is the "grading scheme" used in Canvas and by this class:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 82.0%
B-	< 82.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 72.0%
C-	< 72.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 62.0%
D-	< 62.0 %	to 60.0%
E	< 60.0 %	to 0.0%

If you look at the Assignment tab in Canvas and change the view there, you can see all assignments and the percentages and points earned for each assignment. The major writing assignments earn the most points, particularly the final drafts of papers and the portfolio assignment, but weekly discussions earn 50 points if you both write and respond to your classmates week by week.

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## **Required or Recommended Reading Assignments**

- *Research Matters: A Guide to Research Writing* by Rebecca Moore Howard and Amy Rupiper Taggart. McGraw-Hill Education, 2013, 2nd edition. ISBN-13: 978-0073405940.
- **NOTE on Textbook Reading:** To learn more about what an "academic argumentative research paper" is and the overall process involved in writing such a complex paper, you should read Part One (chapters 1-5) in our textbook in the first several weeks of the semester so that you can gain the "big picture" of the task you are involved in as you research and write a major academic research paper with peer reviewed sources this semester.

Our textbook chapters describe the specific expectations associated with writing an academic research paper assignment and they explain and justify the professional and academic purposes of why such papers are common requirements for those pursuing a college or university education. The textbook is also useful in helping you with research and writing tips and providing you with samples of research writing, including a valuable handbook section on how to use APA format to cite sources in-text and on a References page.

## **Summary of Basic Steps to the Process of Learning to Research and Write a Formal Academic or Professional Argumentative Research Paper Addressed to Interdisciplinary Readers and to Benefit a Specific Service Learning Partner (SLP)**

The major steps you will go through as part of the learning process in this course include the following:

- Picking a meaningful and focused research topic, one that matches well with the expressed needs of a service learning partner of your choice (see [The Value of Service Learning Projects](#) and [2.1 Coming Up with Great Research Paper Topic Ideas](#) and [3.1 SLP Questions??? What Is a "Service Learning Partner" Anyway?](#))
- Planning and performing preliminary research in academic and professional databases to create an appropriately focused and manageable research and writing project for a 12 page academic argumentative essay

- Adapting your selected research paper topic to meet the needs of a "service learning partner" by seeking a community or professional partner who can benefit from your research and some of the writing products associated with the paper (e.g. an oral report, brochure, web page, or poster).
- Adapting your topic ideas to the writing of an academic argumentative essay. Typically, students propose to "answer a question, improve a condition, solve a problem, or explore an issue" in collaboration with their designated service learning partner's expression of their needs; all topics require support from research accessed through credible academic databases
- Learning how to use a university research library by visiting a library, using a library's Reference section, and learning how to access credible professional and academic resources via online databases
- Formally proposing a major research paper project, including completing a professional background study that uses credible sources and by submitting a preliminary bibliography in APA format and budgeting your time and expenses for this overall project
- Locating credible, authoritative sources on a focused and issue-oriented topic by using a range of academic and professional databases; also, tracking details about sources that will allow you to introduce and establish their credibility in your paper (a google search on most authors results in giving you a mini-biography or a professional profile, details of which can be used in your essay to introduce and establish your authors)
- Collecting usable details from your research efforts by using note-taking strategies, including writing summaries, paraphrases, and quotations of peer reviewed sources you have located
- Learning how to cite sources correctly in APA format using parenthetical in-text citation techniques; also constructing a Reference page (APA format is required for all assignments in this class); after citing sources, adding your own analysis, comments, discussion to demonstrate you critical thinking abilities
- Planning, organizing, and composing a formal paper (including structuring a title page, an abstract, a table of contents, figures along with captions, in-text citations in APA that coordinate with a final Reference page)
- Revising your writing of your paper at different stages of its production and integrating input from peers, tutors, self-evaluations, rubrics, and your instructor
- Providing constructive feedback to your classmates through peer review processes to make yourself more aware of assignment requirements and to help yourself and your classmates improve their writing performances
- Formatting in-text citations correctly and a Reference page; learning how to create a formal academic argumentative essay with a title, headings, subheadings, a header, and page numbering formats using APA guidelines
- Engaging in weekly discussions about your writing and thinking processes about your paper moving your research topic and research process forward step by step until the paper is completed
- Learning to sustain a mature academic and professional writing voice and tone by composing sentences using "3rd person" (not using "I") and by using strong verbs (not says/states) and active rather than passive verbs
- Editing and proofreading and copy-editing your own and others essays to improve your writing style, format, usage, and grammar
- Presenting highlights of your research findings to your service learning partner by creating an oral report
- Compiling substantive revisions and improvements to your final essay draft on a cover sheet and through use of a font change in the text of your revised essay. Also, performing an overall self-evaluation of your learning and improvements made in your research paper by completing a final



portfolio submission at the end of the semester. The portfolio submission functions as the final exam for this class.

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

### Discussions

- 20% of Total

[Add Assignment to Discussions](#)

Manage Discussions

- Assignment

### [Discussion 0: Canvas Tour for Students](#)

Preparing to Take Online English 2010--Please check each of the links below to begin this online course Module

**Due** Jan 13 at 11:59pm Jan 13 at 11:59pm

20 Points Possible20 pts

Can't unpublish Discussion 0: Canvas Tour for Students if there are student submissions

Settings for Assignment Discussion 0: Canvas Tour for Students

- Discussion Topic

### [DISCUSSION ONE: Introductions](#)

Week One: January 6th to 13th Module

**Due** Jan 13 at 11:59pm Jan 13 at 11:59pm

50 Points Possible50 pts

Can't unpublish DISCUSSION ONE: Introductions if there are student submissions

Settings for Assignment DISCUSSION ONE: Introductions

- Discussion Topic

### [DISCUSSION TWO A: Your "New" Insights on Library Resources after Completing Library Tutorials and Library Learning Activities \(i.e. links/handouts\)](#)

Week Two: January 13th to 21st (The Fulton Library as a Research Resource) [MLK DAY Holiday on 20th January] Module

**Due** Jan 21 at 11:59pm Jan 21 at 11:59pm

50 Points Possible50 pts

Can't unpublish DISCUSSION TWO A: Your "New" Insights on Library Resources after Completing Library Tutorials and Library Learning Activities (i.e. links/handouts) if there are student submissions

Settings for Assignment DISCUSSION TWO A: Your "New" Insights on Library Resources after Completing Library Tutorials and Library Learning Activities (i.e. links/handouts)

- Discussion Topic

### [DISCUSSION TWO B: Evaluating Online Sources](#)

ENGL2010--Fulton Library Learning Materials: Evaluating Online Sources, Scholarly Articles, and Websites Module

**Due** Jan 21 at 11:59pm Jan 21 at 11:59pm

50 Points Possible50 pts

Can't unpublish DISCUSSION TWO B: Evaluating Online Sources if there are student submissions

Settings for Assignment DISCUSSION TWO B: Evaluating Online Sources

- Discussion Topic

### [DISCUSSION THREE: Proposing an Argumentative Research Essay Topic, SLP, 15-20 Credible Sources, and Response to Chap. 3-5 of Textbook](#)

Week Three: January 21st to 27th (Completing a Research Background Study and Writing a Proposal for an Academic Argumentative Research Paper) [Labor Day on 2nd September] Module

**Due** Jan 27 at 11:59pm Jan 27 at 11:59pm

50 Points Possible 50 pts

Published. Click to unpublish DISCUSSION THREE: Proposing an Argumentative Research Essay Topic, SLP, 15-20 Credible Sources, and Response to Chap. 3-5 of Textbook.

Settings for Assignment DISCUSSION THREE: Proposing an Argumentative Research Essay Topic, SLP, 15-20 Credible Sources, and Response to Chap. 3-5 of Textbook

- Discussion Topic

**[DISCUSSION FOUR: CREDIBLE Sources-- Annotated Bibliography Assignment + CRAAP Test + Style Guides Used for Research Papers \(APA, MLA, CSE, Chicago/Turabian etc.\)](#)**

Week Four: January 27th to February 3rd (Writing a Proposal for an Academic Argumentative Research Paper) Module

**Due** Feb 3 at 11:59pm Feb 3 at 11:59pm

50 Points Possible 50 pts

Published. Click to unpublish DISCUSSION FOUR: CREDIBLE Sources-- Annotated Bibliography Assignment + CRAAP Test + Style Guides Used for Research Papers (APA, MLA, CSE, Chicago/Turabian etc.).

Settings for Assignment DISCUSSION FOUR: CREDIBLE Sources-- Annotated Bibliography Assignment + CRAAP Test + Style Guides Used for Research Papers (APA, MLA, CSE, Chicago/Turabian etc.)

- Discussion Topic

**[DISCUSSION FIVE: Mini-Proposal-- \(1\) Focused Thesis; \(2\) Service Learning Partner; \(3\) Rough Outline for Paper; \(4\) Preliminary Credible Sources \[20+\] Found from Database Searches; \(5\) Commitment to a Time Management System + Respond to Several Classmates](#)**

Week Five: February 3rd to 10th (Proposal Final Draft Due) Module

**Due** Feb 10 at 11:59pm Feb 10 at 11:59pm

50 Points Possible 50 pts

Published. Click to unpublish DISCUSSION FIVE: Mini-Proposal-- (1) Focused Thesis; (2) Service Learning Partner; (3) Rough Outline for Paper; (4) Preliminary Credible Sources [20+] Found from Database Searches; (5) Commitment to a Time Management System + Respond to Several Classmates.

Settings for Assignment DISCUSSION FIVE: Mini-Proposal-- (1) Focused Thesis; (2) Service Learning Partner; (3) Rough Outline for Paper; (4) Preliminary Credible Sources [20+] Found from Database Searches; (5) Commitment to a Time Management System + Respond to Several Classmates

- Discussion Topic

**[DISCUSSION SIX: Logical Fallacies Discussion--Improving Your Critical Thinking Abilities](#)**

Week Six: February 10th to 18th (Summary/Synthesis Due--Integrating Sources with the Sandwich Principle) Presidents Day Holiday on 17th February Module

**Due** Feb 18 at 11:59pm Feb 18 at 11:59pm

50 Points Possible 50 pts

Published. Click to unpublish DISCUSSION SIX: Logical Fallacies Discussion--Improving Your Critical Thinking Abilities.

Settings for Assignment DISCUSSION SIX: Logical Fallacies Discussion--Improving Your Critical Thinking Abilities

- Discussion Topic

**[DISCUSSION SEVEN: How to Introduce Authors & Sources to Establish Their Credibility](#)**

Week Seven: February 18th to 24th--Summary /Synthesis Peer Review Due (Mastering The Sandwich Principle--A Key to Success in This Research Writing Class) Module



**Due** Feb 24 at 11:59pm Feb 24 at 11:59pm

50 Points Possible50 pts

Published. Click to unpublish DISCUSSION SEVEN: How to Introduce Authors & Sources to Establish Their Credibility.

Settings for Assignment DISCUSSION SEVEN: How to Introduce Authors & Sources to Establish Their Credibility

- Discussion Topic

**[DISCUSSION EIGHT: Making Three Sandwiches + Maintaining a Formal Academic /Professional Voice in Writing Research Papers](#)**

Week Eight: February 24th to March 3rd (Summary/Synthesis Final Draft Due) Module

**Due** Mar 3 at 11:59pm Mar 3 at 11:59pm

50 Points Possible50 pts

Published. Click to unpublish DISCUSSION EIGHT: Making Three Sandwiches + Maintaining a Formal Academic /Professional Voice in Writing Research Papers.

Settings for Assignment DISCUSSION EIGHT: Making Three Sandwiches + Maintaining a Formal Academic /Professional Voice in Writing Research Papers

- Discussion Topic

**[DISCUSSION NINE: APA Sample Papers: an assessment of style, format, paragraphs \(Read Chapter 11 and Chapter 22 in our textbook "Research Matters"\)](#)**

Week Nine: March 3rd to 10th (Academic Tone and Usage--APA Format for Research Papers) Module

**Due** Mar 10 at 11:59pm Mar 10 at 11:59pm

50 Points Possible50 pts

Published. Click to unpublish DISCUSSION NINE: APA Sample Papers: an assessment of style, format, paragraphs (Read Chapter 11 and Chapter 22 in our textbook "Research Matters").

Settings for Assignment DISCUSSION NINE: APA Sample Papers: an assessment of style, format, paragraphs (Read Chapter 11 and Chapter 22 in our textbook "Research Matters")

- Discussion Topic

**[DISCUSSION TEN: Integrating Visuals Effectively into a Research Paper](#)**

Week Ten: March 17th to 24th (Integrating Visuals to Support a Research Paper AND Research Paper Peer Reviews Due) Module

**Due** Mar 24 at 11:59pm Mar 24 at 11:59pm

50 Points Possible50 pts

Published. Click to unpublish DISCUSSION TEN: Integrating Visuals Effectively into a Research Paper.

Settings for Assignment DISCUSSION TEN: Integrating Visuals Effectively into a Research Paper

- Discussion Topic

**[DISCUSSION ELEVEN: Sharing an Editing/Revision Problem and How You Overcame It](#)**

Week Eleven: March 24th to 31st (Final Research Paper Draft [10-12 pages from intro to conclusion + prelim pages + Ref. pages) Module

**Due** Mar 31 at 11:59pm Mar 31 at 11:59pm

50 Points Possible50 pts

Published. Click to unpublish DISCUSSION ELEVEN: Sharing an Editing/Revision Problem and How You Overcame It.

Settings for Assignment DISCUSSION ELEVEN: Sharing an Editing/Revision Problem and How You Overcame It

- Discussion Topic

**[DISCUSSION TWELVE: Problems/solutions in researching and writing](#)**

Week Twelve: 31st March to April 7th (Final Draft of Academic Argumentative Research Paper in APA Format) Module

**Due** Apr 7 at 11:59pm Apr 7 at 11:59pm

50 Points Possible 50 pts

Published. Click to unpublish DISCUSSION TWELVE: Problems/solutions in researching and writing. Settings for Assignment DISCUSSION TWELVE: Problems/solutions in researching and writing

- Discussion Topic

**[DISCUSSION FOURTEEN: Self-Reflections on Your Learning and Discoveries in This Course \(i.e. Research, Argumentation, Writing, Editing, and Service Learning\)](#)**

Weeks Fourteen and Fifteen (April 9th to 22nd) + Finals Week [April 24th to 30th] Module

**Due** Apr 21 at 11:59pm Apr 21 at 11:59pm

50 Points Possible 50 pts

**Overview of English 2010 Learning Activities and Assessments Week-by-Week**

**Course Schedule--a week-by-week overview**

Textbook: *Research Matters: A Guide to Research Writing* (RM) by Rebecca Moore Howard and Amy Rupiper Taggart

Week	Readings and Learning Activities	Assignments
Week 1	<b>Study chap. 1-5 in RM textbook;</b> read syllabus, become familiar with Canvas, and study SLP (Service Learning Partner) learning concept used for this class	Discussion 0: Canvas Tour Discussion 1: Introductions
Week 2	<b>Read chaps. 6 &amp; 7 in RM textbook;</b> take library tutorials and academic research process; find Research Study Guide for your discipline and discover key library databases in your field; read topic selection class handouts and select topic for paper	Discussion 2: New Insights on Library Resources Library Quiz
Week 3	<b>Review chapters 3-5 in RM text; Read chap. 9 and 22;</b> complete background study and preliminary research of selected topic; review proposal rubric	Discussion 3: Research Topic, SLP, Sources, chaps. 3-5 Proposal for Research Paper Draft (due Jan. 30th)
Week 4	<b>Read chap. 7 in RM text;</b> study student sample research proposals; review how to create an annotated bibliography; review proposal rubric	Discussion 4: Annotated Bibliography, CRAAP, Style Guides Proposal Peer Reviews Completed
Week 5	<b>Read chap. 13 and review chaps. 3-4 in RM text;</b> create a rough outline for your research paper; study rubric requirements for proposal final draft	Discussion 5: Thesis, SLP, Outline, Sources, Time Management Proposal for Research Paper, Final Draft
Week 6	<b>Read chap. 9 in RM text;</b> evaluate credibility of sources; study/learn logical fallacies and how to avoid them in writing; study summary/synthesis process and "Sandwich Principle"	Discussion 6: Logical Fallacies Summary/Synthesis Draft

<b>Week</b>	<b>Readings and Learning Activities</b>	<b>Assignments</b>
Week 7	<b>Read chap. 10 in RM text;</b> track down biographical details to establish credibility of authors/sources in paper; take notes in methodical ways, tracking details needed for citations (e.g. author, year, page numbers, publication details), use "citation maker"	Discussion 7: Introducing Authors/Sources to Establish Credibility Summary Synthesis Peer Reviews
Week 8	<b>Read chap. 11;</b> learn how to cite sources in APA format; avoid plagiarism by using the Sandwich Principle and APA citation; maintain academic professional voice in your writing	Discussion 8: Making 3 Sandwiches and Maintaining a Formal Academic/Professional Voice in Writing Summary/Synthesis Final Draft
	SPRING or FALL BREAK	SPRING or FALL BREAK
Week 9	<b>Read chap. 9 in RM text and review chap. 11;</b> master your use of the Sandwich Principle and how to cite sources in-text in APA format and what is needed for an APA Reference page	Discussion 9: APA Sample Paper Assessment
Week 10	<b>Read chap. 15;</b> compose multiple drafts of your research paper; integrate visuals into the writing of your research paper, being sure to use explanatory captions with figure numbers and citations	Discussion 10: Integrating Visuals Effectively into a Research Paper Research Paper Draft
Week 11	<b>Read chaps. 17-18 in RM text;</b> Revising/editing/proofing processes; putting to use feedback from others in your "writing circle"	Discussion 11: Sharing an Editing/Revision Problem and How You Overcame It Research Paper Draft Peer Reviews
Week 12	<b>Read chaps. 17 and 22 in RM text;</b>	Discussion 12: Problems/Solutions in Research Writing Research Paper Final Draft
Week 13	<b>Read chap. 19 in RM text;</b> Oral reporting and presentation skills and practice	Discussion 13: Oral Report Draft & Feedback to Classmates
Week 14+ and Finals Week	<b>Final Assessments:</b> Finalize portfolio submission, including cover sheet and cover letter; deliver / present oral report to SLP; complete discussion on self reflections on learning process regarding research, argumentation, editing, giving and receiving feedback, and use of SLP.	Discussion 14: Self-Reflections on Learning and Discoveries in Research, Argumentation, Writing, Editing, and Service Learning Oral Report to Service Learning Partner

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## *Required Course Syllabus Statements*

## Generative AI

### Academic Honesty/Plagiarism

As explained in UVU's [Student Rights and Accountabilities](#) [Links to an external site.](#) 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); of course direct quotation with citations to credit sources is acceptable
- Paraphrase (put into your own words) or summarize another author's wording in a manner where the language and/or syntax is too similar to the original passage. Paraphrase and summary, however, are acceptable if proper attributions and citations are given to credit your sources.
- Fail to clearly acknowledge the partial or full authorship of someone else when submitting work; be sure to always acknowledge other's contributions as you write
- Fail to cite or quote textual resources properly, despite the instructor's attempts at educational intervention (in this class, the use of the Sandwich Principle and APA citations are required)
- 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

All the major writing assignments in this class will be evaluated electronically in Canvas by the "Copyleaks Plagiarism Checker" to help you avoid submitting plagiarized writing.

While the above methods of committing plagiarism 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 so your writing submissions will be checked for such usage. 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 an AI 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 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. A lowered grade and/or the chance to revise the paper may be initial repercussions for unintentional plagiarism. 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.

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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.