



## 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

**Year:** 2025

**Course Prefix:** ENGL

**Course and Section #:** X33

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

**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:** Lorena Lesue

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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 (100 points)
  - Annotated Bibliography (100 points)
  - Presenting and Evaluating Three Sources for a Non-Academic Audience (100 points)
  - Researched Argument Essay/Companion Piece (140 points)
  - Reflection Essay (40 points)
- Reading Responses: Short responses to readings in the textbook that include submitting notes, reflections, and/or video responses. (45 points)
- Writing Exercises & Quizzes: Short responses that have students brainstorm or engage with ideas pertaining to their major writing assignments. (48 points)
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. (50 points)
- Canvas Discussion Threads: Online responses to prompts, visible to the entire class, where students make replies to one another. (140 points)

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|--------------|--------------|--------------|
| 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

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## ***Required Course Syllabus Statements***

### **Generative AI**

I recognize the importance of embracing technological advancements in education. Artificial intelligence is one such advancement that can enrich our learning environment with new tools and resources. However, I will ensure it complements our established teaching practices and does not replace them. I value writing as a way to express thinking. ChatGPT and other AI platforms are useful tools, but I want you to work through the challenges and victories of the writing process--this will strengthen your ability to think and communicate your ideas. You may not use AI to automate your writing, but we may use AI to help improve your writing. You are permitted to use Grammarly (or other similar grammar-specific AI sites) so long as it is for minor grammatical or occasional word choice changes. Other than that, I will always inform you when it is acceptable to use other artificial intelligence for specific tasks or assignments. This balanced approach will help us integrate technology while preserving our core educational values.

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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.