



Master Course Syllabus

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

Semester: Spring

Course Prefix: ENGL

Course Title: Intermediate Writing: Academic Writing and Research

Year: 2025

Course and Section #: X37

Credits: 3

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.

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: Marjorie Ralph (Please call me Marjie)

Section: ENGL-2010-X37

Email: marjorie.ralph@uvu.edu (email is the best way to contact me)

Classroom: online (enjoy writing in your pajamas)

Virtual Help: If you need help or have questions I schedule appointments on Monday evenings after 7pm

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, 4th edition
 - They Say/I Say, Graff, Birkenstein, 6th 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 pts.)
 - Annotated Bibliography (100 pts.)
 - Presenting and Evaluating Three Sources for a Non-Academic Audience (100 pts.)
 - Researched Argument Essay/Companion Piece (40 pts.)
 - Reflection Essay (40 pts.)
- Reading Responses: Short responses to readings in the textbook that include submitting notes, reflections, and/or video responses. (3pts.)
- Writing Exercises: Short responses that have students brainstorm or engage with ideas pertaining to their major writing assignments. (10-20pts.)
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. (30 pts.)
- Canvas Discussion Threads: Online responses to prompts, visible to the entire class, where students make replies to one another. (20 pts.)
- Plagiarism Tutorial (5pts.)

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

***I reserve the right to change, modify, add to or delete any assignment I see fit to help a student or aid our writing community.**

Required or Recommended Reading Assignments

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

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.

Please add specific as possible explanations of when and when not AI usage is acceptable.

Generative AI

AI can be a great tool as long as it is used to enhance learning not as a tool to skip learning or to cheat the learning process. If AI becomes a problem I will address each case as it arises.

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.

Prerequisites and Needed Skills

Appropriate ACT test scores taken within the last three years or completion of ENGL 1010 or ENGL 101H with a grade of C- or higher, or ENGH 1005 with a grade of C or higher.

UVU Technology Expectations

-Students are expected to regularly check the Canvas course for weekly announcements and other class-related communications from the instructor. A good recommendation is to forward all Canvas communications to a personal email account that students monitor daily.

-Students should thoroughly familiarize themselves with how the Canvas interface works, in terms of communications, checking course deadlines, and viewing instructor's feedback on their work. See "Canvas Tour" assignment.

-Students are expected to have access to a stable Internet connection and a laptop or desktop computer. To be successful in this class, working on one's phone will not be sufficient. If interested, students may check out webcams and headphones from the UVU Library. In addition, laptops can be checked out for an entire semester. More information: <https://www.uvu.edu/library/services/equipment/>

Class Structure:

This course is asynchronous, which means that there will not be regular or expected meeting times with the class or the professor. You may schedule a meeting time with your professor, if you have questions or wish for me to contact you. All assignments should be completed by their due dates in Canvas. You can find the due days for assignments below.

Description of how course works:

Canvas will be the primary mode of instruction. This means that everything you need to be successful in the course will be posted on and accessible through Canvas.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

Course Assignments, Assessments, and Grading Policy

The overarching golden rule of our course is: Treat others the way you would like to be treated. Don't create problems in the course, if you do create problems Marjie will assist in figuring out a solution on a case by case basis. The following are all the detailed policies.

Due Dates/ Late Work/ Lack of Engagement in the Course:

Each assignment will have two dates. The first date is a due date, due dates are suggestions to help you pace your work. The second date is a closing date. When an assignment is closed I will not reopen an assignment.

I do not dock assignments that are handed in late. However, remember that once an assignment is closed I will not re-open closed assignments.

One reason I will not open up closed work is you can get too far behind in a course which is not quality learning. If you go too long without engaging with the course (no matter the reason) my recommendation will be to meet with an academic advisor and retake the course.

*The last two weeks of the semester there will NOT be the usual grace period between due dates and closing dates. To prepare to post final grades I will need that time to get grades caught up and I won't be able to grade late work. PLEASE KEEP A CLOSE EYE ON DUE DATES AND CLOSING DATES.

*If there is an inconsistency between canvas due dates and the course schedule follow canvas and please email me as soon as possible

Written Work:

Your ability to communicate your ideas in writing is important. Written assignments will be held to the standards of college writing including content, organization, and presentation. Furthermore, one aim of this course is to teach you how to present your work in formats acceptable in professional settings. The following guidelines should be followed:

- All written work must be completed in APA ver. 7 style, unless otherwise noted.

- Proofread your work. Points will be subtracted for errors in form (spelling, punctuation, grammar, format, and neatness).

Quality Work:

If an assignment does not meet basic requirements (page length, content outlined in assignment guidelines, format) your work will only receive 1 point.

File Type:

Written work should be submitted as a **pdf**, they always open and keep your formatting. Videos need to be made public. If you share a link make sure your link is public, sharable and will open. If I can't open your work you will earn a "1" on your assignments.

Course Assignments:

Assignments will be graded using a point system. For each assignment, an assignment sheet will be provided explaining guidelines and expectations. The point breakdown below represents the maximum credit awarded for each assignment.

Style, Documentation, and Citation

Major papers will be written in APA (American Psychological Association) format. Our textbook, the writing center and many online sources can help you become familiar with APA format. One online source that I highly recommend and use myself is Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/560/01/>). Make sure that you pay close attention to the assignment requirements for style, documentation and citation as outlined in the assignment. When in doubt, write in APA format.

We will be using the 7th edition of APA format*Quality Work and Assignment Requirements:**

Assignments that do not fulfill all the assignment requirements will not be accepted. **Double check to make sure you are meeting your page and source requirements.** Title pages and reference pages do not count toward a paper page requirement. If you are writing a two-page paper the paper should include: a title page, two full pages of writing and a reference page. Three quarters of a page does not make a full page. Please do not change font sizes, font styles or margins to increase or decrease your page length. Review the APA guidelines to set up your document and make sure that you are meeting the requirements for assignments. Work that does not meet the basic requirements of an assignment will only earn 1 point.

Class Etiquette

Our class is a virtual writing community. Here are some concepts of etiquette for our classroom to make everyone's experience the best it can be.

- Please be polite: In this class, your work will be very public, other classmates will read your work, I will read your work and students in my other sections of ENGL 2010 will read your work. Please, as you are reading others' work and offering feedback please be kind. As you are communicating with me and offering me feedback please be kind. Please also be helpful, if you do not offer feedback on a paper because you don't want to hurt feelings or you are not using good editing skills you are also not helping your writing community.
- Please don't make a problem for anyone in your writing community. If you make a problem for someone in your writing community you and I will need to find a way to resolve that problem.