

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 #: 201H-002

Course Title: Intermediate Writing: Academic Writing and Research

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 Name: Amber Smith-Johnson

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

- UVU Writing Center handouts on MLA, citations, etc.
 - “Writing Letters of Application and Resumes” from Writing About the Arts and Humanities, Pearson
 - “A Guide to Information Credibility,” Yasmine Shaheem, Rebecca Whitehead, Peter Tangney.
 - “The SCONUL Seven Pillars of Information Literacy,” SCONUL Working Group on Information Literacy
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Course Requirements

Course Assignments, Assessments, and Grading Policy

- Major Writing Assignments: Long form essays and research presentation.
 - Resume and Cover Letter (100 points)
 - Proposal Slideshow (100 points)
 - Annotated Bibliography (200 points)
 - Researched Argument Essay/Long Form Website (300 points)
 - Reflection Essay (50 points)
- Reading Responses: Short responses to readings in the textbook that include submitting notes, reflections, and/or video responses. (20 points each)
- Drafts and Other Writing Exercises: Short progressive drafts pertaining to their major writing assignments. (10 points each)
- Peer Reviews: Peer to peer student assessments of major writing assignments in progress. (10 points each)
- In-class Discussions, Attendance, Group Work, and Participation (100 points)

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

Required or Recommended Reading Assignments

All are listed above.

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Course Introduction

- Syllabus and Policies
- Intro to Resumes and Cover Letters unit

Week 2: Writing & Professionalization

- Drafting rough drafts of cover letter and resume
- Intro to Ai as functional drafting tool

Week 3: Intro to Peer Review and Workshop Models

- Peer reviews and workshops of resumes and cover letters

Week 4: Proposal Slideshow

- Resume and Cover Letter due
- Intro to Proposal Slideshow unit

Week 5: Introduction to Research

- Library research skills and topic generation
 - Topic collaboration with digital media project groups
- Week 6: In-Class Presentations with DGM
- Group slideshow presentations and self-reflections due
- Week 7: Annotated Bibliography
- Critical reading skills
 - Source evaluation
- Week 8: Mid-semester Check-in
- One-on-one conferences with each student to discuss papers, the class, etc.
- Week 9: MLA and Formatting the Annotated Bibliography
- First drafts of source lists and annotations due
- Week 10: Spring Break – No Classes
- Week 11: Final Draft of Annotated Bibliography
- Peer reviews and workshops
- Week 12: Intro to Researched Argument Essay
- Organizational techniques and drafting an outline
- Week 13: Introductions and Body Paragraphs
- Peer reviews and additional drafts
- Week 14: Drafting Tools and Resources
- Collaboration day with digital media groups
 - 3rd draft due, peer review and workshop
- Week 15: Final Drafts and Workshops
- Conclusions
 - MLA and source incorporation
- Week 16: Final Paper and Companion Piece Due
- Final workshops and collaborations with DGM
- Finals Week: Final Showcase
- Presentation of projects, end-of-semester reflections
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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.

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.