



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 #: 2800 001

Course Title: Introduction to the English Major

Credits: 3

Course Description

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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.*

Instructor Information

Instructor Name: Dr. Nathan Gale

Student Learning Outcomes

Upon successfully completing this course, you should be able to:

- Describe the field of English studies and the four different emphases offered by the English department: literary studies, creative writing, writing studies, and English education.
 - Define key terminology, concepts, genres, and disciplines within English studies.
 - Demonstrate skills in close reading, critical analysis, collaborative discussion, secondary literacy instruction, and digital literacy across a variety of texts.
 - Compose texts through the practice of literary and rhetorical analysis and creative response.
 - Assess the academic and professional opportunities and skill sets fostered by a degree in English.
 - Articulate the value of textual and cultural productions as well as studies in the humanities.
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Course Materials and Texts

Access to a computer and Canvas

Course Requirements

Course Assignments, Assessments, and Grading Policy

Major Assignments:

- Short Interpretive Paper (100 points) - 1,000 words – analyze and argue a point over the 1954 film, Godzilla
- Rhetorical Instruction Set (100 points) - 500-1,000 words – create an instruction set for the Nintendo Entertainment System game, Godzilla: Monster of Monsters
- Poem/Short Prose Piece (100 points) - 50-250 words – compose a poem or short prose piece that uses a theme or part of Godzilla as a starting point
- Professional Website and Formative Assessment Instructions with Rubric (100 points) – develop a full professional website for yourself as an English major and write a 250-500 word instruction sheet of a new assignment with a rubric over teaching Godzilla in class

Minor Assignments:

- Emphasis Program Summaries (25 points each) - 200-250 words each – summary of the four main emphases in the English Department that they can major in
- Attendance and Participation (50 points) – attend class and participate in class discussions

Grading and Attendance:

One of my goals for this course is to get you excited about the opportunities you may find within UVU's English major. Because of this, I don't want to discourage anyone who has concerns about whether or not the "quality" of their writing for course assignments is "good enough." Thus, we will be taking a labor-based grading approach for this course. What this means is that each assignment will have a requisite number of words assigned to them. As long as students write the requisite number of words for an assignment, they will receive full credit on that assignment. Fewer words means fewer points. That said, all assignments should at the very least be readable, fit the instructions for the assignment, and show some sense of thought and organization. Reach the word count, but do the best work that you can do. I will give you feedback with the assumption that you did.

The same idea applies to participation and attendance. All students are allowed up to 3 absences (or 1 week of classes) and 50 points connected to their grade. As students miss additional days, they will lose points per day (roughly 2 points per additional absence).

The course grade will be determined as follows:

Grade	Total Points	Assignments Needed
A	525 – 550	<ul style="list-style-type: none">● All 4 major assignments● All 4 Emphasis Program Summaries● No more than 3 absences
A-	500 – 524	<ul style="list-style-type: none">● All 4 major assignments● All 4 Emphasis Program Summaries● No more than 6 absences
B+	450 – 499	<ul style="list-style-type: none">● All 4 major assignments● At least 3 Emphasis Program Summaries● Between 7-8 absences

B	425 – 449	<ul style="list-style-type: none"> ● All 4 major assignments ● At least 3 Emphasis Program Summaries ● Between 7-9 absences
B-	400 – 424	<ul style="list-style-type: none"> ● All 4 major assignments ● At least 3 Emphasis Program Summaries ● Between 7-10 absences
C+	350 – 399	<ul style="list-style-type: none"> ● At least 3 of the major assignments ● At least 2 Emphasis Program Summaries ● Between 11-12 absences
C	325 – 349	<ul style="list-style-type: none"> ● At least 3 of the major assignments ● At least 2 Emphasis Program Summaries ● Between 11-13 absences
C-	300 – 324	<ul style="list-style-type: none"> ● At least 3 of the major assignments ● At least 2 Emphasis Program Summaries ● Between 11-15 absences
D+	250 – 299	<ul style="list-style-type: none"> ● At least 2 of the major assignments ● At least 1 Emphasis Program Summary ● More than 15 absences
D	225 – 249	<ul style="list-style-type: none"> ● At least 2 of the major assignments ● At least 1 Emphasis Program Summary ● More than 15 absences
D-	200 – 224	<ul style="list-style-type: none"> ● At least 2 of the major assignments ● At least 1 Emphasis Program Summary ● More than 15 absences
E	0-199	<ul style="list-style-type: none"> ● Fewer than 2 of the major assignments ● Fewer than 1 Emphasis Program Summary ● More than 15 absences

Required or Recommended Reading Assignments

- Heller - “The End of the English Major”
- Warner - “The End of the English Major? Not So Fast”
- Corrigan - “You Want a Job with that Degree?”
- Godzilla (1954)
- Gallop - “The Ethics of Reading”
- Reichert - “Godzilla, the Monster Made in Japan”
- Culler - “What is Literary Theory”
- Wolfe - “What is Posthumanism?”
- Berns et al. - “Hybrid: Reading Godzilla Through Posthumanism”
- Barnet and Cain - “Writing as Reader”
- Erdrich - “Sister Godzilla”

- Plato - “Phaedrus” (excerpt)
- Foss - “The Nature of Rhetorical Criticism”
- Bitzer - “The Rhetorical Situation”
- Brothers - “Japan’s Nuclear Nightmare: How the Bomb Became a Beast Called ‘Godzilla’”
- Vatz - “The Myth of the Rhetorical Situation”
- Compora - “Blue Öyster Cult’s “Godzilla”: An American *Kaiju* Anthem”
- Markel - *Technical Communication*, Chapter 1
- McMurrey and Race - *An Introduction to Technical Communication*: Chapter 12 - “Instructions”
- Sellers - *The Practice of Creative Writing*, Chapter 1
- Harper - “Creative Writing with Godzilla: Welcoming the Monster to your Creative Writing Classroom”
- Kiser et al. - “Who We Are, But for the Stories We Tell”
- Hersey - Hiroshima
- Snodgrass - Selected Poems
- Burke - *English Teacher’s Companion*, Chapter 1
- Freire - “Pedagogy of the Oppressed”
- hooks - “Engaged Pedagogy”
- Graff - “An Effective and Agonizing Way to Learn”: Backwards Design and New Teachers’ Preparation for Planning Curriculum
- Murray - “Teaching Writing as a Process”
- Kelley, “Teaching Actual Student Writing in an AI World”

General Description of the Subject Matter of Each Lecture or Discussion

This course introduces students to the four emphases within the major (literary studies, writing studies, creative writing, and English education). Most classes are discussion-based which take the above readings and the broader semester topics as their starting point. Since each discussion is different because of student engagement and experiences, there are no specific descriptions or subjects that can be provided beyond listing the readings, their titles, and their corresponding emphasis:

Overall English Major Discussions:

- Heller - “The End of the English Major” – discusses the downfall of humanities degrees
- Warner - “The End of the English Major? Not So Fast” – offers a positive outlook on the humanities degree
- Corrigan - “You Want a Job with that Degree?” – discusses jobs in the humanities

Literary Studies Discussions:

- Gallop - “The Ethics of Reading” – discusses the ethics of reading
- Reichert - “Godzilla, the Monster Made in Japan” – looks at Godzilla through a cultural lens
- Culler - “What is Literary Theory” – discusses the importance of literary theory in literary studies
- Wolfe - “What is Posthumanism?” – defines posthumanism as a literary theory
- Berns et al. - “Hybrid: Reading Godzilla Through Posthumanism” – uses posthumanism to analyze Godzilla
- Barnet and Cain - “Writing as Reader” – discusses the connection between reading and writing
- Erdrich - “Sister Godzilla” – fictional piece used for close reading purposes

Writing Studies Discussions:

- Plato - “Phaedrus” (excerpt) – essential Western text on rhetoric

- Foss - “The Nature of Rhetorical Criticism” – discusses what rhetorical criticism is and how it functions
- Bitzer - “The Rhetorical Situation” – defines the rhetorical situation and the subject’s place in it
- Brothers - “Japan’s Nuclear Nightmare: How the Bomb Became a Beast Called ‘Godzilla’” – uses the events of WWII to discuss and analyze Godzilla
- Vatz - “The Myth of the Rhetorical Situation” – Offers an alternative definition of the rhetorical situation
- Compora - “Blue Öyster Cult’s “Godzilla”: An American *Kaiju* Anthem” – analyzes the song, Godzilla
- Markel - *Technical Communication*, Chapter 1 – introduces students to technical communication
- McMurrey and Race - *An Introduction to Technical Communication*: Chapter 12 - “Instructions” – introduces students to writing instruction sets

Creative Writing Discussions:

- Sellers - *The Practice of Creative Writing*, Chapter 1 – introduces students to creative writing
- Harper - “Creative Writing with Godzilla: Welcoming the Monster to your Creative Writing Classroom” – uses Godzilla to discuss how to teach creative writing in the classroom
- Kiser et al. - “Who We Are, But for the Stories We Tell” – discusses the importance of stories
- Hersey - Hiroshima – non-fiction piece over the bombing of Hiroshima
- Snodgrass - Selected Poems – poetry that uses Godzilla

English Education Discussions:

- Burke - *English Teacher’s Companion*, Chapter 1 – introduces students to pedagogy in English studies
- Freire - “Pedagogy of the Oppressed” – foundational text in education
- hooks - “Engaged Pedagogy” – foundational text in education
- Graff - “An Effective and Agonizing Way to Learn”: Backwards Design and New Teachers’ Preparation for Planning Curriculum – how to design a course starting with the final assignment first
- Murray - “Teaching Writing as a Process” – discusses teaching writing as a process
- Kelley, “Teaching Actual Student Writing in an AI World” – discusses AI in the writing classroom for teachers

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 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 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 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.