



## 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 2800

**Course and Section #:** 2800-003

**Course Title:** Introduction to the English Major

**Credits:** 3

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### ***Course Description***

This course introduces students to the English major and the practice of reading, discussing, and writing about texts and cultural productions across a variety of modes, including poetry, fiction, film, and professional, multimodal, and digital texts, among others. It explores a range of genres and textual artifacts from Western and non-Western literary traditions. It builds skills in critical, technical, and creative production through assignments that represent the multiple disciplines in the English department. This class ultimately provides a preview of the four different emphases offered by the English department: literary studies, creative writing, writing studies, and English education, to provide students with a foundation in studies in the humanities. Additionally, it offers a survey of the professional skills, careers, and opportunities fostered by a degree in English.

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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:** Mandy Luszeck, Dr. Luszeck

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

1. 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
2. Define key terminology, concepts, genres, and disciplines within English studies
3. Demonstrate skills in close reading, critical analysis, collaborative discussion, secondary literacy instruction, and digital literacy across a variety of texts
4. Compose texts through the practice of literary and rhetorical analysis and creative response

5. Assess the academic and professional opportunities and skill sets fostered by a degree in English
6. Identify the myriad career tracks available to students with a degree in English
7. Articulate the value of textual and cultural productions as well as studies in the humanities

## ***Course Materials and Texts***

You do not need to purchase any texts for this course; all readings are available as .pdf files or web links in the listed assignments on Canvas.

## ***Course Requirements***

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

- 30% - Reading Journal
- 10% - Professionalization Project
- 30% - Discussion Boards, Weekly Work, & Unit Activities
- 20% - Final Project
- 10% - Attendance

### **Required or Recommended Reading Assignments**

All required readings are listed and align with the lectures below.

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

	<b>Topic, Readings, and Assignments</b>
<b>Week 1</b>	Course Introduction: Syllabus, Schedule, Meet & Greet
<b>Unit 1: What is English Education? [EE]</b>	
	Survey of emphases; Burke <ul style="list-style-type: none"> <li>□ <u>Readings Due:</u> Burke, <i>The English Teacher's Companion</i>, Ch. 1, pp. 1-17</li> </ul>
<b>Week 2</b>	Teaching and Learning; Burke cont'd, Content vs. Pedagogy *Job Talk Assignment* <ul style="list-style-type: none"> <li>□ <u>Readings Due:</u> Teacher Quality Article -ALC 1</li> </ul>
	Literacy Sponsorship and English Education <ul style="list-style-type: none"> <li>□ <u>Readings Due:</u> Young, <i>Sponsoring Literary Studies</i> AND Williams, <i>Literacy Narratives</i> <ul style="list-style-type: none"> <li>● English Ed Continued</li> <li>● UVU Journals</li> </ul> </li> </ul> <b>Due Sunday Night:</b> Literacy Sponsorship Map
<b>Week 3</b>	<b>Teaching to Transgress [EE]</b>  Student-focused teaching and engaged learning; Freire, hooks, Constructivist learning theory, case study

	<ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> Freire, <i>Pedagogy of the Oppressed</i>, Ch. 2 AND hooks, “Engaged Pedagogy” - ALC 2</li> </ul>
	<p>Young adult readers; <i>The Daily</i>, and Kittle-Banned Books discussion</p> <ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> Mayle, <i>Beyond the Canon</i> AND <i>The Daily</i>, “When Book Bans Came to Small Town New Jersey” (Podcast) AND Kittle, “Let Them Read”</li> </ul> <p><b>Due Sunday Night:</b> Unit 1 Discussion Board - Literacy Scholarship and the Book Bans Discourse</p>
<b>Week 4</b>	<p><b>Teaching as Practice [EE]</b></p> <p>Teaching Writing, Lesson plan overview--Work on Activity 1</p> <ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> Burke, <i>The English Teacher’s Companion</i>, Ch. 4 (Teaching Writing) -ALC 3 AND Watch Interview with EE Faculty</li> </ul>
	<p>Teaching and thriving, Activity 1.</p> <ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> Darling-Hammond, “Keeping Good teachers” AND Porter, “Three Practices”</li> </ul> <p><b>Due by Sunday Night:</b> Activity 1 (Teaching Philosophy), Reading Journal - Progress Check 1</p>
<b>Unit 2: What is Writing Studies? [WS]</b>	
<b>Week 5</b>	<p>Intro. to rhetorical theory; Foss discussion, rhetorical analysis</p> <ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> Foss, “The Nature of Rhetorical Criticism” -ALC 4</li> </ul>
	<p>Intro. to tech. comm; Markel and Kaushik, website analysis</p> <ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> Markel, “Introduction to Technical Communication</li> </ul>
<b>Week 6</b>	<p><b>Rhetoric and Reality [WS]</b></p> <p>The Rhetorical Situation; Bitzer and Vatz debate</p> <ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> In Class: Bitzer, “The Rhetorical Situation” AND Vatz, “The Myth of the Rhetorical Situation”</li> </ul>
	<p>Intro. to visual rhetoric, <i>Picturing Texts</i> and ad analysis</p> <ul style="list-style-type: none"> <li>▫ <b>Readings Due:</b> <i>Picturing Texts</i>, Chapter 1</li> </ul> <p>Unit 2 Discussion Board - Bitzer and Vatz debate cont’d</p>
<b>Week 7</b>	<p><b>Rhetoric Remix [WS]</b></p> <p>Group discussion of visual rhetoric and tech. comm. text to revise (<i>Work Day for Activity 2</i>)</p> <ul style="list-style-type: none"> <li>▫ <b>VideoDue:</b> Interview with WS Faculty</li> </ul>
	Rhetoric Remix
<b>Unit 3: What is Literary Studies?</b>	

<b>Week 8</b>	<p><b>Close Reading [LS]</b></p> <p>Close reading as methodology; Gallop and Forché</p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> Jane Gallop, “The Ethics of Reading” -ALC 5 <ul style="list-style-type: none"> <li>• In class: Carolyn Forché, “The Colonel”</li> </ul> </li> </ul>
	<p>Close reading across genres</p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> Jamaica Kincaid, “A Small Place”</li> </ul>
<b>Week 9</b>	<p>Close reading as a literary interpretive practice; Eagleton, Ch. 1 and Stevenson</p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> Terry Eagleton, <i>How to Read Literature</i>, ch. 1 “Openings” -ALC 6 <ul style="list-style-type: none"> <li>• <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>, “Story of the Door”</li> </ul> </li> </ul>
	<p><i>Jekyll and Hyde</i> discussion;-- Close reading and workshop</p>
<b>Week 10</b>	<p>Spring Break- No work this week</p>
<b>Week 11</b>	<p><b>Interpreting Literary Texts [LS]</b></p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> <i>Watch lit studies interview video</i></li> </ul> <p><i>Jekyll and Hyde</i> discussion; Unit 3 activity intro</p>
3/20	<p>Making sense of literary criticism</p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> <i>Jekyll and Hyde</i> assigned scholarly article</li> </ul>
<b>Unit 4: What is Creative Writing? [CW]</b>	
<b>Week 12</b>	<p>Reading like a creative writer</p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> Sellers, <i>The Practice of Creative Writers</i>, Chapter 1 AND Kelly, <i>Bestiary</i> -ALC 7</li> </ul>
	<ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> <i>The Husband Stitch</i>--Short Story (or alternative)</li> </ul>
<b>Week 13</b>	<p><b>Imitating Like a Creative Writer [CW]</b></p> <p>Imitating like a creative writer</p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> Ray Bradbury Short Stories -ALC 8</li> </ul>
	<p>Resume Workshop. CW continued</p> <ul style="list-style-type: none"> <li>▫ <u>Readings Due:</u> Zadie Smith, “The Embassy of Cambodia”</li> </ul>
<b>Week 14</b>	<p>Unit 4 Activity - Workshop A</p>
4/10	<p>Unit 4 Activity - Workshop B</p>

	□ <b>Readings Due:</b> Read group member's short creative works
<b>Week 15</b>	<b>Course Wrap-Up - Share creative work revisions with group</b> Final projects workshop
	Final projects work
<b>Week 16</b>	Schedule to conference
<b>Week 17</b>	Final Exam Week-- No Class Final Project & SRI report due!

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

### **Generative AI**

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

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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 – 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.