



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: Academic Writing for English
Majors

Year: 2025

Course and Section #: English 3090 sec 001

Credits: 3

Course Description

Centers on scholarly research and writing in fields related to English Studies, drawing on students' areas of focus. Emphasizes analysis, rhetorical theories of writing, development, style, oral presentations, and primary and secondary research techniques. Prepares students to extend their abilities with researched writing in other upper-division courses and teaches students advanced scholarly attitudes toward researched writing.

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: Jerry Petersen

Student Learning Outcomes

- As indicated in the course catalog, the course generally is to emphasize “scholarly research and writing in fields related to English Studies.” Specifically, students should be able to do the following after this course:
 - Read a literary and non-literary text carefully, being attentive to its explicit and implicit meanings, and quote and paraphrase it accurately, clearly, and succinctly
 - Construct sound critical arguments grounded in textual evidence
 - Find, evaluate, and use secondary sources
 - Analyze texts with pertinent critical or theoretical concepts and methods

- Write critical papers or essays using current MLA citation style (including the punctuation of in-text citations and block quotations, parenthetical citation, and works cited entries for a variety of sources)
- Learn to contribute to disciplinary conversations in English Studies by engaging with literary, and non-literary texts and critical, scholarly or theoretical materials in complex, sophisticated ways; to integrate and synthesize information from outside sources into students' own writing; to enter in a dialogue with sources by asking strong, thoughtful questions that emerge from close readings and a careful study of multiple perspectives on a given issue
- Present orally an informed and engaging explanation or interpretation of a literary or non-literary work, problem, or issue before a group of one's academic peers, based upon independent research
- Practice and employ and master habits of formatting, editing, proofreading, and revision
- **Upon Successful Completion, Students Should Demonstrate**
- An understanding of disciplinary conventions and generic requirements for academic writing in the field of English
- An appreciation of scholarly attitudes that include careful reading and writing practices
- An overall understanding of the importance of asking critical questions, considering multiple perspectives on an issue, and recognizing the ethical and linguistic demands of a diverse world.

Course Materials and Texts

- MLA Handbook 9th edition
- They Say/I Say, Graff, Birkenstein, 6th edition
- How to Read Literature, Eagleton

Course Requirements

Course Assignments, Assessments, and Grading Policy

Canvas RRs	20%
Participation	10%
Short Interpretive Essay	10%
Review of Literature	10%
Annotated Bibliography	10%
Final Research Paper	30%
Presentation	10%
TOTAL	100%

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

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

Intro to class --Doing “Close Reading” Eagleton

Week 2: Searching for themes and threads Eagleton

Week 3 Short interpretive essay (peer review)

Week 4: Introduction to Research

Week 6: MLA values and citation systems

Week 7: Annotated Bibliography (peer review)]

Week 8: Article presentations

Week 9: Article presentations continue

Week 10: Mini-literature Review (peer review)

Week 11 They Say I Say “Team Tours”

Week 12: They Say I Say “Team Tours” continued

Week 13: Peer Review of Final Research Paper

Week 14: Feedback and Revision workshops

Week 15: Revision Feedback continued

Week 16: Submitting Final

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.