Course Syllabus

ENGL 1010 *Introduction to Academic Writing*



***For Part-Time Instructors**:*

*This syllabus template is meant to help you build your syllabus for your ENGL 1010 course--in face-to-face or asynchronous online course delivery. Please do not make changes to the text in black. However, **any text in purple** should be filled in or altered according to your own policies and preferences. **Please do not delete any sections** (especially the University policy sections towards the end). Font changes or stylistic changes are fine, along with course-appropriate addition of images or quotes.*

Please note that Gradebook is set up in this ENGL 1010 course shell using a points-based system. Cancelling assignments throughout the semester will affect the correct weighting of students' low-stakes assignments and major projects. If you want to use a weighted grade system this semester, please refer to the Instructor Only section in this shell for resources.

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*Please delete this section and **any purple notes** before posting the syllabus to Canvas.*

It is imperative that as a student, you thoroughly familiarize yourself with the course syllabus. The syllabus includes course policies, course requirements, and other important information about this course.

Instructor Contact Information

Feel free to add additional contact information as desired, but you must use your UVU email address when contacting students—according to UVU Policy 639, Section 5.4.1

Instructor: Your Name

Section: Section Number

Email: Your UVU Email Address

Office Hours: Office hours are required in order to meet with students as needed; we recommend offering students 1-2 hours per week of reserved time. In face-to-face courses, a 30-minute block before or after class might work well; in online classes, you may make yourself available in Teams or for phone calls at a specific time each week. Please specify your particular availability here and frequently remind students to seek your help.

Course Description

According to the Utah Valley University catalog, ENGL 1010 teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. ENGL 1010 introduces writing for specific academic audiences and situations. ENGL 1010 emphasizes writing as a process through multiple drafts and revisions. The course may include major essay assignments, writing and collaboration, research writing, journals, and portfolios.

Please keep the course catalog description above, but feel free to add a more personalized and detailed course description here underneath.

Course Outcomes

Upon successful completion of ENGL 1010, students should be able to:

- Demonstrate rhetorical awareness of audience, purpose, context, and genre in written and oral forums (papers and class discussions).
- Demonstrate critical reading, writing, and thinking skills, learning to inquire into issues and problems, explore and interrogate multiple perspectives, negotiate meanings across a diverse array of positions, and problematize oversimplifications.
- Demonstrate the use of process as an integral component of college-level writing.
- Demonstrate knowledge of conventions of academic writing and research.
- Craft well-reasoned written and oral arguments derived from personal and public inquiry.
- Demonstrate the ability to complicate problematic, clichéd notions of interpretation and articulation.

These outcomes must not be altered in any way.

If you'd like to add additional outcomes based on your own pedagogy, you are free to do so. But please offset them from the above list. The above list is from UVU's Courseleaf curriculum system and is now required on all instructor syllabi as is.

Prerequisites and Needed Skills

Course Prerequisites

- Appropriate test scores taken within the last five years

Technology Expectations

Include below the particular technology expectations for your course. Depending on whether your course is face-to-face or online, specify some or all of the following:

- For face-to-face courses: even though most of the course work will occur in the classroom, some vital course content will be housed on the Canvas platform (such as access to the online version of the textbook, assignment submissions, etc.). Online access to the Canvas course content is required.
- 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. Of special importance is setting your notifications to receive your instructor's communication in a timely manner.
- Students are expected to have access to a stable Internet connection and a laptop, tablet, or desktop computer. To be successful in this class, working on one's phone will not be sufficient because the Canvas mobile app offers limited functionality, and small phone screens discourage engaged reading and writing. Laptops can be checked out for an entire semester through the UVU Library: Laptop Checkout.
- Students may complete coursework in computer labs across campus; the webpage OpenLab Availability provides more information.

Required Textbook

Moss, Beverly J., et al. *Everyone's an Author*, 5th Edition. W. W. Norton.
Print and ebooks are available through *Bookmatch* at *myUVU* or directly through the publisher.

How This Course Works

Much of the following information can be worded in your preferred manner, but please include ALL OF THE FOLLOWING SECTIONS:

Attendance in Face-to-Face Courses
Mention meeting days and times; emphasize that attendance at class meetings is essential for optimal learning outcomes. Specify your specific attendance policy and urge students to let you know ahead of time that they will miss class.

A typical attendance policy of many faculty in the English department is as follows: students are allowed to miss without penalty the equivalent of one week's worth of courses--three absences for a MWF class per semester, or two absences for a TR/MW class. Missing three additional days for a MWF class, or two additional days for a TR/MW class will incur an absence penalty. Missing more than the equivalent of two weeks of class results in failure of the course.

If students miss class, it is their responsibility to find out from classmates what they have missed and to make up that work.

Online Course Delivery
Explain that your course is asynchronous and provide some details about your expectations for student work. Remind students to check into their Canvas course regularly (at least three or four times a week) and to use the Modules view, rather than the Calendar view.

Late Work Policy
Include your late work policy very clearly. Mention:

- When something is considered late
- Distinctions between different kinds of assignments such as major work versus shorter responses
- The exact nature of the penalty for each increment of lateness (for example, docking a full letter grade for each date late)
- The point at which late work will no longer be accepted

Communication Policies
In this section, explain how you expect to be reached and how you will communicate with students. If you're teaching face-to-face, explain how students should communicate with you outside of class. For example, do you expect all communication through Canvas or email? How long will the wait be for a response to a student email (for example, it should be no longer than 24 hours)?

Classroom Etiquette
In this section, summarize your expectations about behavior and attitudes in a classroom environment. The classroom should be a learning-centered environment in which faculty and students are unhindered by disruptive or disrespectful behavior. Examples of a classroom policy include:

- take responsibility for your education by being willing to listen to others, to ask appropriate questions, and do the work necessary to pass the course
- attend every class
- get to class on time
- do not have private conversations
- turn off notifications on mobile phones
- respect your instructor and your classmates
- come to class prepared

Online Class Etiquette
In this section, outline your expectations about online classroom etiquette and expectations. Examples include:

- In all communications with their peers and the instructor, students are expected to be respectful, listen carefully, and avoid personal attacks or rude language.
- Everyone involved is to avoid using sexist, racist, homophobic, or otherwise offensive language.
- Online communication has the potential to cause more misunderstanding than face-to-face interactions; students should keep this limitation in mind and should strive to use clear, detailed, and precise language.

Style, Documentation, and Citation
Briefly mention the style and citation expectations for the majority of the work done in the class (i.e., size of margin borders, line spacing, font, page numbers, MLA or APA citation, etc.). You may also want to mention that these requirements may change based on the rhetorical nature of a specific assignment and that those alterations will be clearly explained in assignment instructions.

Course Grading

Grading Scale:
The following grading standards will be used in this class:

Grade	Percent		Grade	Percent
A	94-100		**C**	74-76.9
A-	90-93.9		**C-**	70-73.9
B+	87-89.9		**D+**	67-69.9
B	84-86.9		**D**	64-66.9
B-	80-83.9		**D-**	60-63.9
C+	77-79.9		**E**	0-59.9

Assignment and Assessment Descriptions

- **All instructors must assign the four major papers, as well as the Reflection Essay.**
- **All instructors must assign Reading Responses.**
- **Online instructors must use Discussions.**
- **Face-to-face instructors may use Discussions based on their preferences (a Canvas Discussion can be used as an in-class discussion or exercise).**
- **Include other graded assignments below as needed, as well as grade percentages and short descriptions.**

Notes about points:

- **The four major papers should be worth between 60% and 70% of the total grade.**
- **The four major papers should be weighted equally.**
- **The total points for *all* reading responses cannot exceed 10% of the course.**
- **The Reflection Essay should be worth 5% of the final grade.**

Assignment Categories

Reading Responses (points/percentage of grade)
These low-stakes assignments ask you to read specific chapters from the textbook carefully and to complete "essay" responses to those chapters. Responses can be submitted in a number of ways (such as short write-ups, audio recordings, graphic organizers, video responses, etc.). You should demonstrate that you have read the assigned textbook chapters attentively.

Discussions (points/percentage of grade)
This assignment asks you to provide written responses to specific prompts in preparation for upcoming formal papers. These are medium-stakes assignments that require a good amount of time and attention in order to carefully reflect on a variety of relevant topics or short texts. Discussions allow you to reflect upon course subject matter publicly and also to see how fellow classmates feel.

Paper #1: Writing a Narrative about a Discourse Community (points/percentage of grade)
This formal paper targets a deeper reflection about writing and language in light of personal experiences with writing, reading, and speaking. You will write about a time in your life when you successfully joined a specific community of speakers or writers.

Paper #2: Writing a Summary, Reviewing a Text (points/percentage of grade)
In this formal paper, you will demonstrate your abilities to read and understand a specific text carefully. You will summarize a text's main points for an outside reader and offer a recommendation and evaluation of the text's effectiveness.

Paper #3: Analyzing a Text (points/percentage of grade)
The purpose of this formal paper is to understand better how different situations and contexts affect the ways authors craft their arguments. More specifically, you will analyze the ways in which an author has considered the audience, purpose, stance, context, and medium/design as he or she wrote a particular text=

Paper #4: Establishing the Facts (points/percentage of grade)
The purpose of this formal paper is to understand better an interesting and relevant issue of our day. This paper has two related sections: a section that responds to a systematic set of questions and a counterpoint that is supported with evidence from an article you locate through library research.

Reflection Essay (points/percentage of grade)
This short essay offers you the opportunity to take a good look back at your writing this semester and evaluate it on your own terms. You will carefully chronicle your learning and how this course has shaped your writing and thinking.

Other (points/percentage of grade)
These assignments include peer reviews, paper drafts, the Canvas tour, and visiting the UVU Writing Center.

Final Grade Distribution **Feel free to add a brief grading philosophy statement.**

Activity	**[Percent/Point]**
Assignments (four major papers)	
Reflection Essay	
Discussions (in online or hybrid classes)	
Reading Responses	
Exams (if applicable)	
Presentations (if applicable)	

Course Schedule

Assign deadlines for each assignment, graded activity, and other course events.

Canvas automatically generates a course schedule at the bottom of this Syllabus page. It is recommended that students do not use this course schedule to jump to individual assignments; rather, students should use the module view in Canvas to read course content and complete assignments as they are presented in each weekly module.

UVU Policies

Student Rights and Accountabilities

On its page "Student Rights and Accountabilities," UVU specifies that all UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to obey the law, perform contracted obligations, maintain absolute integrity and high standards of individual honesty in academic work, and observe a high standard of conduct in the academic environment.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. The Student Code of Conduct also outlines the process for academic appeals and appeals related to misconduct and sanctions.

Plagiarism

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 at ChatGPT, Microsoft Copilot, or AI features in apps such as Grammarly or Canva)

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.

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.

Artificial Intelligence Policy

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.

At this point, we encourage you to lay out the specifics of your own AI policy. You have considerable freedom here. If you want to have a blanket no-AI policy, you can do that. But considering many students will use it anyways, we urge a more nuanced statement. Strive to outline exactly what kinds of AI usage you might find acceptable (i.e, translating difficult ideas, brainstorming topics and counterarguments, editing grammar and style, etc.). If you plan to assign activities using AI, let students know this in advance and require that they document AI use and reflect on such use in work they submit. If you plan to allow and ask for citation of AI on assignments, let students know you will teach them how.

Accessibility Services

Utah Valley University strives to create an environment of access and inclusion for all students. Students who need accommodations due to a disability may contact the UVU Office of Accessibility Services (OAS) at accessibilityservices@uvu.edu or 801-863-8747. OAS is located on the Orem Campus in LC 312.

Religious Accommodations

UVU values and acknowledges a wide range of faiths and religions as part of our student body and, as such, provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus provides an interfaith Reflection Center, a place for meditation, prayer, or other forms of individual religious or spiritual expression.

Student Grievances

Sometimes, students experience misunderstandings or grievances that require assistance or intervention. The Ombuds office offers support in such instances as academic complaints and conflicts, grading procedure disputes, mediation of interpersonal conflicts, university policies and procedures, housing disagreements, student/faculty disagreements, or policy issues and rights violations. In order to serve as a mediator, as opposed to an advocate, the Ombuds neutrally and objectively listens to all problems and serves as a resource in difficult situations. To speak with or meet with the Ombudsman, you may also contact Shawn Nielsen (Administrative Support) at 801-863-8952 or SNielsen@uvu.edu (email preferred).

UVU Care Hub

The university has many resources available for the both the physical and mental well-being of students. The entire list can be found at UVU's student care page. Below are some spotlighted services.

Food Insecurity
Students with an inability to access or afford food may access many resources related to UVU's food pantry, healthy cooking classes, and on-campus affordable meal guides.

Mental and Physical Health
UVU's health resources range from psychiatric services, physical health (including dental), and other ways to address crisis situations.

Drug and Alcohol Prevention
UVU's Drug and Alcohol Abuse Prevention Program (DAAPP) seeks to provide students support regarding the use and abuse of drugs and alcohol.

Housing
UVU's Housing Assistance Programs include an emergency rehousing plan for both emergency situations and adverse weather conditions. There are also subsidized housing options for low-income students experiencing housing insecurity.

Childcare
UVU's Wee Care Center provides affordable and accessible childcare to parents during their class time.

Transportation
UVU students are eligible to receive free UTA passes with their UVU ID Card. Students must be registered for a minimum of 1 credit hour for the current semester to be eligible for the free pass.

Community Services
From legal services to family support, UVU's Safety page offers numerous ways to keep you and your family supported within the Utah County area.

First Generation
The First Generation Student Success Center provides mentoring and support for UVU students whose parents or guardians did not complete a four-year Bachelors degree.

Native Excellence

The Native Excellence and Tribal Engagement program provides responsive services and celebration for all Native, Indigenous, and First-Nation students.

Technology Support Services

For 24/7 technical support, contact Instructure's Canvas Support Live Chat

(385) 204-4930 (Available 24/7)