

Syllabus Template for ENGL 2010

For Part-Time Instructors: This is a syllabus template to help you build your syllabus for your online ENGL 2010 course. Please do not make changes to the text in black. However, **any text in red** 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 delete this section and any **(red parenthetical notes)** before posting the syllabus to Canvas.

ENGL 2010: Intermediate Writing

(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

Required Textbook: *Everyone's an Author*, 3rd Edition
ISBN: 9780393420814 (paperback)—available at UVU bookstore
E-book: <https://ncia.wwnorton.com/ebook-everyone3>

Course Description

According to the Utah Valley University catalog, ENGL 2010 emphasizes academic inquiry and research in the humanities and social sciences. ENGL 2010 explores issues from multiple perspectives and teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. ENGL 2010 focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, the course may include in-class writing and collaboration, an annotated bibliography, oral presentations, 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 (this outcome working must not be altered in any way)

Upon successful completion of ENGL 2010, students should be able to:

- 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.

(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.)

Course Assignments

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.
- If you choose to assign Norton quizzes or Reading Responses for points, the total points for *all* quizzes cannot exceed 10% of the course.
- The Reflection Essay should be worth 5% of the final grade.

Paper #1: Project Proposal Presentation (percentage of grade)

For this assignment, you will formally propose to me, your instructor, a semester research topic that specifies the exact topic, why it matters (to your and to the world), what you currently know about it, and how you intend to complete the research. The proposal will also set a schedule for the work to be done. You will present your Research Proposal in the form of a slide show.

Paper #2: Structured Research Notes (percentage of grade)

This assignment, what scholars and researchers call an “annotated bibliography,” is a list of the most relevant and useful articles and sources on your topic. This list will include eight sources, as well as detailed notes about each article in which you will provide an accurate summary of the article and additional information about the type of research conducted, possible biases or limitations, the authors’ conclusions, the usefulness of the article, how it compares to the other articles/sources on your list, and how the research will inform your final paper.

Paper #3: Presenting Research Perspectives (percentage of grade)

This assignment asks you to use the same topic you’ve already chosen for your research proposal and annotated bibliography to write an essay to a specific, popular audience of your choice with the main purpose of informing your readers about the different views that exist on your issue. An additional Audience Justification Statement explains what audience you chose to target and identifies a few specific rhetorical choices you made to appeal to your readers.

Paper #4: Final Research Paper (percentage of grade)

This paper asks you to take a position on your topic and present it to an academic audience by supporting it with credible evidence. In this paper, you are entering the academic conversation about your topic and proposing an argument that includes “so what?” as you make a call to action based on the claims you make and the evidence you provide in your paper. In addition to the actual research paper, you will also compose a Companion Piece that repurposes the paper’s

argument (your position) in a different genre/medium for a different audience (a poster, slideshow/presentation, pamphlet, postcard, website, video, storify essay, or any other appropriate “text” of your choice).

Reflection Essay (5% of grade)

This essay offers you the opportunity to take a good look back at your writing this semester and to evaluate it on your own terms. You will carefully chronicle your learning and how this course has shaped your writing and thinking.

Include other graded assignments here as needed, as well as grade percentages and short descriptions.

Final Grade Distribution (feel free to add a brief grading philosophy statement)

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

Course Policies

Much of this section can be worded in your preferred manner, but please include ALL OF THE FOLLOWING SECTIONS:

Online Course Delivery

Explain whether your course is asynchronous or synchronous (live streaming). Give some details about your expectations for synchronous work, but please limit synchronous work to minimal components. In order to give students the flexibility they need at this time, a large part of your course should be delivered asynchronously.

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. 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 during business days)?

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, to listen carefully, and to 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.

Technology Expectations

The module FOR INSTRUCTORS ONLY: DO NOT PUBLISH in the Canvas shell includes a page called “Online Learning Best Practices.” Drawing on this page, include below the particular expectations for your course. Include some or all of the following:

- 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. See “Canvas Tour” assignment.
- Students are expected to have access to a stable Internet connection and a laptop or desktop computer. To be successful in this class, working on one’s phone will not be sufficient. If interested, students may check out webcams and headphones from the UVU Library. In addition, laptops can be checked out for an entire semester. More information: <https://www.uvu.edu/library/services/equipment/>
- UVU has been taking thorough COVID-19 precautions on campus; thus, students may complete course work in computer labs at the Fulton Library on open-access computers located on every floor. Students must decide the COVID-19 risk level on campus for themselves.

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 on those assignments’ instructions.

Plagiarism

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities". This documentation shall also be provided to the student and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit:

<http://www.uvu.edu/english/student-resources/policies-procedures.html>

Statement of Accessibility

If you have any disability which may impair your ability to successfully complete this course, please contact the Office of Accessibility Services (OAS). Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by OAS.

Students who need accommodations because of a disability may contact OAS located on the Orem Campus in LC 312. To schedule an in-person appointment, please call 801-863-8747. To schedule a video conference or phone appointment, please use "Log into Accommodate" on the website or call 801-863-8747. <https://www.uvu.edu/accessibility-services/>

Waitlist and Add Policy

It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be enrolled. Students on a waitlist must wait for an email notification that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. Instructors cannot add students. Department administrative staff and academic advisors cannot add students.

Further Resources

Writing Center:

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one online tutorials focused on specific writing assignments and tailored to the individual student's needs.

<https://www.uvu.edu/writingcenter/>

First-Year Experience:

<https://www.uvu.edu/firstyear/>

Multicultural Student Services:

<https://www.uvu.edu/multicultural/>

LGBT Student Services:

<https://www.uvu.edu/multicultural/lgbt/>

Veteran Success Center:

<https://www.uvu.edu/veterans/>

UVU Food Pantry (**includes on-line orders!**):

<https://www.uvu.edu/socialimpact/programs/food-pantry.html>

UVU Student Health Services:

<https://www.uvu.edu/studenthealth/>