

# English 1010

## Introduction to Academic Writing

Fall 2023  
Section 038  
3.0 credits

Modality: Face to Face  
MWF 11:00a – 11:50a  
LA 115

Instructor: Shelton Weech

Office: CB 408C

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Office Hours: MWF 9:30a – 10:30a  
or by appointment



### Course Description

English 1010 teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Here, you will be introduced to writing for specific academic audiences and situations. The course emphasizes writing as a process through multiple drafts and revisions.

### Course Outcomes

By the end of this course, students will

1. Learn to address different rhetorical situations involving a variety of audiences and contexts.
2. Compose multiple texts across different genres, modes, and technologies.
3. Learn reading, analysis, and reflection skills to critically think about writing and rhetoric.
4. Practice providing constructive feedback about others' writing and incorporating others' feedback into their own.
5. Participate in academic research, evaluating and engaging source material.
6. Present claims and back those claims up with well-researched evidence.

### Required Materials

1. Lunsford, A. A., Brody, M., Ede, L., Enoch, J., Moss, B. J., Papper, C. C., and Walters, K. (2023). *Everyone's an Author: With Readings*. 4th Ed. Norton.  
**\*\*\*Order this book as soon as possible—Ebook is okay, but make sure to get the most current edition (4th)\*\*\***
2. Other articles and materials that will be provided via Canvas.
3. Laptop, paper, writing utensil.

## Coursework

1. **Summary:** This is a brief summary of an article from a journal or other periodical. It will be between 750 and 1,000 words long. (100 points)
2. **Report:** This project consists of three parts:
  - a. **Annotated Bibliography:** This is a list of 3-4 peer-reviewed sources that you plan to use for your report. (50 points)
  - b. **Report:** A 1,500 – 2,000-word explanation of a concept, process, theory, or term. (150 points)
  - c. **Digital Infographic:** This is a visual summary of your report (100 points)
3. **Research-based Argument:** This project consists of four parts
  - a. **Research Proposal:** This is a 750 – 1,000-word paper where you present a problem or issue you want to investigate further for your research-based argument. I must approve this proposal before you can continue with the project. (150 points)
  - b. **Primary Research Memo:** This is a 2-3-page memo outlining your primary research methods, results, and how you might apply those results to your project. (50 points)
  - c. **Research-based Argument:** This is a 2,500- to 3,500-word research project on a topic of your choice. Your paper *must* be based on a topic you have proposed and I have approved. *If you submit an argument on a topic I have not approved, I will not grade it and you will not get credit for it.* (200 points).
  - d. **Research Presentation:** You will present your research to the class. (100 points).
4. **Other assignments:** This includes in-class writings (aka Lite Writes), quizzes, group activities, conferencing, etc. *These assignments cannot be made up when absent.* (100 points)

## Grading

The course grade will be determined as follows. All grades are final. I do not round up (or down). Note: Failure to complete the main deliverables of the Report or the Research-based Argument will result in a failing grade.

Assignment	Points
Summary	100
Annotated Bibliography	50
Report	150
Infographic	100
Proposal	150
Primary Research Memo	50
Research-based Argument	200
Research Presentation	100
Other Assignments	100
<b>TOTAL</b>	<b>1000</b>

Letter Grades/Points
A+ = 970 – 1000
A = 940 – 969
A- = 900 – 939
B+ = 870 – 899
B = 840 – 869
B- = 800 – 839
C+ = 770 – 799
C = 740 – 769
C- = 700 – 739
D = 600 – 699
F = Below 600

## General Course Policies

**Participation:** Your success in this class is largely dependent on your engagement and daily efforts. Because this is a face-to-face course, there are points (100) that are contingent on your presence in class, including quizzes, in-class writings, and other activities. These activities cannot be made up unless you reach out to me and I make an exception. I reserve the right to deny exception requests.

**Technology Expectations:** While this class is in-person, important course content (announcements, assignment descriptions, some readings) and course procedures (turning in assignments, etc.) will be done on the Canvas platform. Online access to Canvas is required, and you should be checking Canvas regularly for announcements, due dates, and other communications. I recommend forwarding your Canvas communications to your email account so that you don't miss anything.

Students are also expected to have access to an internet connection and to a laptop, tablet, or desktop computer. I've seen students try to do classwork on a phone before, and they're only making life difficult for themselves. Students are welcome to complete course work in computer labs on campus.

**Late work:** Just as in any work environment, you are expected to organize your time and meet deadlines. **I generally do not accept late work.** That said, if circumstances arise that make it impossible for you to complete an assignment on time, please reach out to me as soon as possible so we can work something out.

**Contacting the Instructor:** For fastest response, please contact me via email at [sweech@uvu.edu](mailto:sweech@uvu.edu). I will respond within 1 business day. Don't expect a reply after 6:00pm MST/MDT. If you reach out to me through Canvas, there may be a delay in my getting back to you.

My office hours are Monday, Wednesday, and Friday from 9:30 – 10:30am or by appointment. I am also happy to meet via Teams. If you can't stop by my office in person, please send me an email so we can make arrangements.

**Attendance:** This is an in-person, face-to-face course. As such, attendance is an integral part of your success. There are 100 points allocated to in-class activities (quizzes, writing activities, conferencing, etc.) that cannot be made up if you are absent, regardless of your reason for missing class. A few absences will not hurt your grade, but with repeated absences, those points add up. I will take attendance every class period—sometimes at the beginning of class, sometimes later. If you arrive at class after I have taken attendance, you will be counted as absent. You can still get classwork points for these days if you are there for the work. **If you are absent for a total of more than 6 class periods, you will automatically fail the class.**

**Artificial Intelligence:** This course is about writing, and as such, I expect you to do the writing for this course yourself. AI-powered writing tools like Chat-GPT can be useful invention resources, but they should not be doing your writing for you. The UVU English department acknowledges the potential usefulness of AI for writers, but copy/pasting the exact wording from an AI is considered plagiarism and will be treated as such.

## UVU Policies

**Student Rights and Accountabilities:** On its Student Rights and Accountabilities page (<https://www.uvu.edu/studentconduct/students.html>) 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, to perform contracted obligations, 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.

The Student Rights and Responsibilities Code 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 (<https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3>) also outlines the process for academic appeals, and appeals related to misconduct and sanctions.

**Plagiarism:** The Student Rights and Accountabilities (<https://www.uvu.edu/studentconduct/students.html>) also discusses UVU's policy and procedure regarding plagiarism, which includes different types of academic misconduct, such as cheating, plagiarism, or fabrication. Sanctions, conduct resolution, and due process are also covered on this page. Students need to familiarize themselves with UVU's procedures in an effort to avoid any form of academic misconduct.

In addition, The Department of English's Policies and Procedures (<https://www.uvu.edu/english/resources/policies-procedures.html>) page provides detailed information about plagiarism, as well as the sanctions it will implement in cases of academic dishonesty. In cases of intentional plagiarism, students will receive a failing grade on the assignment and may also fail the course depending on the severity of the incident.

**Nondiscrimination Policy:** UVU is committed to preparing all students for success in an increasingly complex, diverse, and globalized society. We value and promote collegial relationships and mutual respect among students, faculty, staff, and the community. We acknowledge and seek to address the needs of populations who are underserved as well as students with varying levels of academic preparation. Since your experience in this class is important to me, it is my intent to promote civility and respect the voice, dignity, and potential of each individual. I aim for an inclusive learning environment that provides equitable opportunities and fosters the understanding, appreciation, and recognition that diversity and individual differences are a source of strength. I aim for a course that is respectful of diversity including age, culture, disability, ethnicity, gender, nationality, race, religion, sexuality, and socioeconomic status.

Please contact me if you need to talk about any issues you are facing. I value any suggestions on how to improve the effectiveness of this course. If that feels uncomfortable to you, you can contact the Inclusion and Diversity Committee to ask for help and support.

**Equity and Title IX:** Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: [titleix@uvu.edu](mailto:titleix@uvu.edu), in-person at

BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: <https://www.uvu.edu/equityandtitleix/>.

**Religious Accommodation:** 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 has [a place for meditation, prayer, reflection, or other forms of individual religious expression](#) as is described on their website.

**Accessibility and Accommodations:** The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job. Students who believe they have been denied program access or otherwise discriminated against because of a disability are encouraged to initiate a grievance by contacting the Accessibility Services Director, Sherry Page at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389.

Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email [asd@uvu.edu](mailto:asd@uvu.edu).

Students needing accommodation due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 312.

# English 1010 Course Calendar

This calendar will be periodically adjusted to meet the needs of the class. Readings may change or additional readings may be added. **Readings from Everyone's an Author are indicated by "EaA."**

	Topics	Readings & Assignments
<b>UNIT 1: Engaging with Academic Writing</b>		
<b>Week 1</b> August 23 - 25	W: Introductions F: Thinking Rhetorically	Wednesday: No readings; first day of class Friday <ul style="list-style-type: none"> <li>Review Syllabus</li> <li>Get familiar with course site on Canvas</li> <li>Read <i>EaA</i> Introduction through the end of Chapter 3 (pp xxxii – 37)</li> </ul>
<b>Week 2</b> August 28 – Sept 1	M: Reading Rhetorically W: Summarizing, part 1 F: Summary, Paraphrase, Quotation	Monday: <ul style="list-style-type: none"> <li><i>EaA</i> Chapters 6-7 (pp. 63 – 91)</li> </ul> Wednesday: <ul style="list-style-type: none"> <li>Ehrenreich, "Serving in Florida" (<i>EaA</i> pp. 873 – 886)</li> <li>Rose, "Blue-Collar Brilliance" (<i>EaA</i> pp. 963 – 971)</li> </ul> Friday: <ul style="list-style-type: none"> <li><i>EaA</i> Chapters 28 – 29 (pp. 548 – 569)</li> <li>Familiarize yourself with APA Style Guide in <i>EaA</i> (it starts on p. 625)</li> </ul>
<b>Week 3</b> September 4 – 8	M: Labor Day W: Peer Review / Conferencing F: Peer Review / Conferencing	Monday: Enjoy your holiday Wednesday: <ul style="list-style-type: none"> <li><b>Draft of Summary Due Before Class</b></li> <li>Watch Eli Review "Describe-Evaluate-Suggest" video (link in Canvas)</li> <li>Peer Review / Conferencing (details TBA)</li> </ul> Friday: <ul style="list-style-type: none"> <li>Peer Review / Conferencing (details TBA)</li> <li>Read <i>EaA</i> Chapters 21 – 22 (pp. 479 – 504) in preparation for next week</li> </ul>
<b>UNIT 2: Reporting</b>		
<b>Week 4</b> September 11 – 15	M: Starting Your Research W: Evaluating Sources F: Reports	Monday: <b>Summary due before start of class</b> Wednesday: <ul style="list-style-type: none"> <li><i>EaA</i> Chapters 24 – 26 (pp. 515 – 529)</li> </ul> Friday: <ul style="list-style-type: none"> <li><i>EaA</i> Chapter 16 (pp. 287 – 333 – you can skim the example reports, but read everything else in detail)</li> </ul>
<b>Week 5</b> September 18 – 22	M: Synthesis W: APA F: Style	Monday: <ul style="list-style-type: none"> <li><b>Annotated Bibliography due before class</b></li> <li><i>EaA</i> Chapter 27 (pp. 533 – 548)</li> </ul> Wednesday: <ul style="list-style-type: none"> <li>Review APA Style Guide in <i>EaA</i> (it starts on p. 625)</li> </ul> Friday: <ul style="list-style-type: none"> <li><i>EaA</i> Chapter 32 – 33 (pp. 677 – 703)</li> </ul>

<p><b>Week 6</b> September 25 – 29</p>	<p>M: Better Sentences  W: Visual Rhetoric &amp; Infographics  F: Peer Review / Conferencing</p>	<p>Monday:  <ul style="list-style-type: none"> <li>• <i>EaA</i> Chapter 34 (pp. 704-722)</li> </ul> Wednesday:  <ul style="list-style-type: none"> <li>• <b>Draft of Report due</b></li> <li>• Read <i>EaA</i> Chapter 36 (pp. 769 – 787)</li> </ul> Friday:  <ul style="list-style-type: none"> <li>• Peer Review/Conferencing (details TBA)</li> </ul> </p>
<b>UNIT 3: Taking a Stand</b>		
<p><b>Week 7</b> October 2 – 6</p>	<p>M: Peer Review / Conferencing  W: Revision Processes  F: Introduction to Argument</p>	<p>Monday: Peer Review / Conferencing (details TBA)</p> <p>Wednesday:  <ul style="list-style-type: none"> <li>• <i>EaA</i> Chapter 35 (pp. 723 – 766)</li> </ul> Friday:  <ul style="list-style-type: none"> <li>• No readings</li> <li>• <b>Final Draft of Report due before class</b></li> <li>• <b>Infographic due</b></li> </ul> </p>
<p><b>Week 8</b> October 9 – 13</p>	<p>M: Research Proposals  W: Primary Research: Interviews  F: Primary Research - Observations</p>	<p>Monday:  <ul style="list-style-type: none"> <li>• <i>EaA</i> Chapter 18 (pp. 370 – 395 – don't read the last two sample proposals)</li> </ul> Wednesday:  <ul style="list-style-type: none"> <li>• <i>EaA</i> Chapter 23 (pp. 505 – 514)</li> <li>• Sunstein &amp; Chiseri-Strater, <i>Fieldworking</i> (on Canvas)</li> </ul> Friday:  <ul style="list-style-type: none"> <li>• Driscoll, Introduction to Primary Research (on Canvas)</li> </ul> </p>
<p><b>Week 9</b> October 16 – 20</p>	<p>M: Primary Research – Surveys, Ethical Primary Research  W: Organizing a Proposal  F: Fall Break</p>	<p>Monday:  <ul style="list-style-type: none"> <li>• Kahn, Putting Ethnographic Writing in Context (on Canvas)</li> </ul> Wednesday:  <ul style="list-style-type: none"> <li>• <i>EaA</i> pp. 396 – 404</li> <li>• Come to class with an outline of each of these proposals</li> </ul> Friday: No Class. Enjoy your break!</p>
<p><b>Week 10</b> October 23 – 27</p>	<p>M: Analyzing and Constructing Arguments  W: Asynchronous Proposal Workshop  F: Work Day</p>	<p>Monday:  <ul style="list-style-type: none"> <li>• <i>EaA</i> Chapter 19 (pp. 411-452)</li> </ul> Wednesday:  <ul style="list-style-type: none"> <li>• No in-person class today</li> <li>• <b>Watch announcements for workshop instructions</b></li> </ul> Friday:  <ul style="list-style-type: none"> <li>• No in-person class today; work on proposals</li> </ul> </p>
<p><b>Week 11</b> October 30 – November 3</p>	<p>M: Strategies for Supporting an Argument</p>	<p>Monday:  <ul style="list-style-type: none"> <li>• <b>Proposal due at start of class</b></li> <li>• <i>EaA</i> Chapter 20 (pp. 453 – 476)</li> </ul> </p>

	<p>W: Argument as Conversation – The Backpack</p> <p>F: Countering Claims</p>	<p>Wednesday:</p> <ul style="list-style-type: none"> <li>Green, "Argument as Conversation"</li> </ul> <p>Friday:</p> <ul style="list-style-type: none"> <li>Reading TBD</li> </ul>
<p><b>Week 12</b> November 6 – 10</p>	<p>M: Conferences</p> <p>W: Conferences</p> <p>F: Conferences</p>	<p>Monday:</p> <ul style="list-style-type: none"> <li>No readings: Conferences</li> </ul> <p>Wednesday:</p> <ul style="list-style-type: none"> <li>No readings: Conferences</li> </ul> <p>Friday:</p> <ul style="list-style-type: none"> <li><b>Primary Research Memo due at start of class</b></li> <li>No readings: Conferences</li> </ul>
<p><b>Week 13</b> November 13 – 17</p>	<p>M: Logical Fallacies</p> <p>W: Thesis Statements</p> <p>F: Presentations</p>	<p>Monday:</p> <ul style="list-style-type: none"> <li>Reading TBD</li> </ul> <p>Wednesday:</p> <ul style="list-style-type: none"> <li>Reading TBD</li> </ul> <p>Friday:</p> <ul style="list-style-type: none"> <li><i>EaA</i> Chapter 38 – 39 (pp. 810 – 834)</li> <li>Kapterev, "Death by PowerPoint" (on Canvas)</li> </ul>
<p><b>Week 14</b> November 20 – 24</p>	<p>M: Thanksgiving</p> <p>W: Thanksgiving</p> <p>F: Thanksgiving</p>	<p>Enjoy your break!</p>
<p><b>Week 15</b> November 27 – December 1</p>	<p>M: Peer Review / Conferencing</p> <p>W: Peer Review / Conferencing</p> <p>F: Peer Review / Conferencing</p>	<p>Monday:</p> <ul style="list-style-type: none"> <li><b>Draft of argument due at beginning of class</b></li> <li>Peer Review / Conferencing (details TBA)</li> </ul> <p>Wednesday:</p> <ul style="list-style-type: none"> <li>Peer Review / Conferencing (details TBA)</li> </ul> <p>Friday:</p> <ul style="list-style-type: none"> <li>Peer Review / Conferencing (details TBA)</li> </ul>
<p><b>Week 16</b> December 4 – 8</p>	<p>In-class Presentations</p>	<p>Monday: <b>Presentations due in class</b></p> <p>Wednesday: <b>Presentations due in class</b></p> <p>Friday: <b>Presentations due in class</b></p>
<p><b>Finals Week: Dec. 11-15</b></p>		
<p><b>Final Report Due Dec 11 11:59pm</b></p>		