

English 2010

# Intermediate Academic Writing

Fall 2024  
Section 052  
CRN 33575  
3.0 credits

Modality: Face to face  
CB 202  
TTh 11:30am-12:45pm

Instructor: Shelton Weech  
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Office Hours:  
Wednesdays 9am – 1pm  
or by appointment

## Catalog Course Description

English 2010 emphasizes academic inquiry and research. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources.

## Course Outcomes

By the end of this course, students will be able to:

1. Identify awareness of audience, purpose, and genre in research-focused writing projects.
2. Apply reading and writing skills for purpose of inquiry.
3. Integrate effective source materials into writing projects.
4. Produce effective academic writing and research.

## Required Materials

1. Graff, G. & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5<sup>th</sup> ed.). W. W. Norton & Co.  
**\*\*\*Make sure to get the 5<sup>th</sup> edition.\*\*\***
2. Other articles and materials that will be provided via Canvas
3. Previous completion of ENGL 1010 with a grade of C- or higher

## A note about this section

Course outcomes are the same across all sections of English 2010, but each instructor runs their class a little differently. In this section, I have been granted approval by UVU's Internal Review Board (IRB) to run a study about the benefits of **teaching writing as a networked activity** (UVU IRB Protocol #1592). I believe there is benefit to recognizing the networks of which we are part as we communicate in those networks, and my goal is to see what kind of impact that approach has on student learning.

If you participate, at various points in the semester we will be meeting to discuss the approach of the class in focus groups and interviews, and you will be asked to fill out two surveys (once halfway through and once at the end). **You are not required to participate in the study to be in this section.** We will talk about this on Day 1.

## Coursework

1. **Network Analysis:** Students will write a short analysis of a piece of academic writing, identifying the different networks (human and nonhuman) at work in the piece. **(100 points)**
2. **Social Media Campaign:** Students will write a collection of social media posts summarizing the main points of an academic article. This assignment consists of two parts:
  - a. **Campaign:** A collection of posts across three different social media platforms that summarizes the main points of the article for different public audiences **(100 points)**
  - b. **Reflection and Analysis:** A 2-page reflection about the networks students saw themselves engaging in during the campaign. **(50 points)**
3. **Team Research Project:** Students will collaborate to research and write a persuasive paper for academic audiences. This assignment consists of
  - a. **Team Charter and Research Proposal:** A document that outlines how the team will divide responsibilities, schedule tasks, and resolve conflicts. You will also propose your topic here. **(50 points)**
  - b. **Source Map:** A preliminary research document that maps 12 different secondary sources and how they are connected to each other and the topic **(50 points)**
  - c. **Primary Research Memo:** A 3-page memo outlining primary research methods, results, and how those results are connected to other areas of the project **(50 points)**
  - d. **Research Report:** This is a 4,000-4,500-word research project put together as a team on a topic related to one or more of your majors or areas of study. **(200 points)**
  - e. **Research Presentation:** You will present your research to the class. **(100 points)**
  - f. **Reflection and Analysis:** A 2-page reflection (written individually) about the networks you engaged with as you wrote your research report. **(50 points)**
4. **Peer Workshops:** You will workshop drafts of your projects with your peers. **(150 points)**
5. **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).

Assignment	Points
Project 1	300
Project 2	500
Peer Workshops	100
Exercises	50
Discussion Posts	50
TOTAL	1000

Letter Grades/Points
A = 940 – 1000
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 and Attendance:** Your success in this class is largely dependent on your engagement and daily efforts. As such, attendance is an integral part of your success. Because this is a face-to-face course, there are 100 points that are contingent on your presence in class. These activities cannot be made up. A few absences will not hurt your grade, but with repeated absences, those points add up. If you reach out to me, you can request an exception, but I reserve the right to deny requests.

In addition, I will take attendance every class period—sometimes at the beginning of class, sometimes later. If you get to 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 4 class periods (the equivalent of two weeks of class), you will automatically fail the class.**

**Technology Expectations:** While this class is face-to-face, important course content (announcements, assignment descriptions, some readings and activities) and course procedures (turning in assignments, taking exams, etc.) will be done on Canvas. 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. Students are welcome to complete course work in computer labs on campus. In other courses, I've seen students try to do work on their phones. This will not be possible in this course.

**Late work:** As with the real-world work environment, you are expected to organize your time and meet deadlines. **I generally do not accept late work.** I know that we're all busy, but by signing up for this course, you are committing to make time for it. Jobs, vacations, family commitments, etc. are not reasonable excuses to turn in work late. That said, if you have extenuating circumstances, reach out to me as soon as possible and we can discuss the possibility of exceptions.

**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 Wednesdays from 9:00am-1:00pm, 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.

**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—unless the assignment specifies otherwise—copy/pasting the exact wording from an AI is considered plagiarism and will be treated as such.

## UVU Policies

**Student Rights and Accountabilities:** 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](#).

**Plagiarism:** The Student Rights and Accountabilities

(<https://www.uvu.edu/studentconduct/students.html>) also discuss 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.

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.

**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](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

**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 needing accommodations 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. Deaf/Hard of Hearing students requesting ASL interpreters or transcribers should 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 LC 312.

# English 2010 Course Calendar

This calendar will be periodically adjusted to meet the needs of the class. Readings may change or additional readings may be added.

	Weekly Topics	Readings and Assignments
<b>UNIT 1: Understanding Networks, Reading Academically</b>		
<b>Week 1</b> Aug 22	Th: Intro to Class	Th: No reading
<b>Week 2</b> Aug 27, 29	T: Activity Systems  Th: Weak Ties vs Strong Ties	T: Spinuzzi, from <i>Topsight</i> (on Canvas)  Th: Granovetter, "The Strength of Weak Ties" (on Canvas)
<b>Week 3</b> Sep 3, 5	T: Critical Mass & Changing Behavior  Th: Reading Academic Papers, Using Networks to Help	T: Oliver, Marwell, & Teixeira, "A Theory of the Critical Mass"; Centola, from <i>How Behavior Spreads</i> (on Canvas)  Th: Pacheco-Vega, "Reading Strategies;" Raff, "How to Read;" Carey, "Ten Simple Rules;" (all on Canvas)
<b>Week 4</b> Sep 10, 12	T: Entering the Conversation  Th: Paraphrase, Summary, Quotation	T: <i>They Say</i> , Intro and Chapter 1, Academic Article TBD  Th: <i>They Say</i> , Chapters 2-3
<b>Week 5</b> Sep 17, 19	T: AI & Writing Summary  Th: Peer Workshop	T: Read your article from Project 1 and have ChatGPT write a summary of it for you. <b>Bring the summary to class</b>  Th: Bring a draft of Project 1 to class  <b>Project 1 Due Sunday September 22 11:59pm</b>
<b>UNIT 2: Networked Audiences</b>		
<b>Week 6</b> Sep 24, 26	T: Writing for an Audience  Th: Writing for Networked Audiences	T: <i>They Say</i> Chapters 4-5  Th: <i>They Say</i> Chapter 13, Additional Reading TBD
<b>Week 7</b> Oct 1, 3	T: Building Better Sentences  Th: Review of Visual Rhetoric	T: <i>They Say</i> Chapter 9, Additional Reading TBD  Th: Reading TBD
<b>Week 8</b> Oct 8, 10	T: AI and Audiences  Th: Workshopping	T: Reading TBD  Th: Project 2 Peer Workshop  <b>Project 2 Due Sunday October 13 11:59pm</b>
<b>UNIT 3: Networked Research</b>		
<b>Week 9</b> Oct 15, 17	T: Networked Team Infrastructure  Th: Fall Break	T: Wolfe, from <i>Team Writing</i>  Th: Fall Break

<b>Week 10</b> Oct 22, 24	T: Focus Testing Day  Th: Secondary Research	T: <b>Team Charter &amp; Research Proposal Due Tuesday Oct 22 by 11:59pm</b>  Th: <i>They Say</i> Chapters 14-15
<b>Week 11</b> Oct 29, 31	T: Synthesis  Th: Primary Research	T: Reading TBD  Th: Reading TBD  <b>Source Map Due Sunday Nov 3 11:59pm</b>
<b>Week 12</b> Nov 5, 7	T: Writing for Academic Networks, part 1  Th: Writing for Academic Networks, part 2	T: <i>They Say</i> Chapters 6-7  Th: <i>They Say</i> Chapter 8, 10
<b>Week 13</b> Nov 12, 14	T: Conferencing  Th: Conferencing	T: Conferencing  Th: Conferencing  <b>Primary Research Memo Due Sunday Nov 17 11:59pm</b>
<b>Week 14</b> Nov 19, 21	T: Using AI to write academically  Th: Workshop	T: Reading TBD  Th: Peer Workshop
<b>Week 15</b> Nov 26, 28	Thanksgiving Break	Thanksgiving Break
<b>Week 16</b> Dec 3, 5	T: Final Focus Group Day  Th: Presentations	T: No readings. If you choose to do extra credit rather than participate in study, extra credit is due this day.  Th: <b>Research Presentations Due</b>
<b>Finals Week: Dec 6-Dec 13</b>		
<b>Final Project Due by 11:59pm Dec 8</b>		