

English 3090

Academic Writing for
English Majors



Catalog Course Description

English 3090 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 Outcomes

By the end of this course, students will

1. Engage in analysis and evaluation of literary and rhetorical texts within their contexts and within theoretical frameworks.
2. Read and evaluate scholarly works in English Studies and learn strategies for engaging with those works.
3. Conduct scholarly secondary research within English Studies and related disciplines and learn to effectively engage and incorporate that research into writing.
4. Conduct primary research related to English Studies
5. Learn rhetorical strategies for writing effective, scholarly research.
6. Practice and hone academic writing techniques and style.

Required Materials

1. Thoreau, Henry D. (1854). *Walden*.
*****Any edition is fine, though I do recommend spending at least a little money to get a properly edited version, even if you get an e-book (Gutenberg and other free e-books sometimes work significant errors into their digital manuscripts).*****
2. Graff, G. & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5th ed.). W. W. Norton & Co.
*****Make sure to get the 5th edition.*****
3. Other articles and materials that will be provided via Canvas.
4. Laptop, paper, writing utensil.

Fall 2023
Section 02
3.0 credits

Modality: Face to Face
MWF 12:00p – 12:50p
LA 029

Instructor: Shelton Weech

Office: CB 408C

Email: sweech@uvu.edu

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

Coursework

1. **Environmental Observation:** This is your chance to get outside and do some empirical observations in nature. (100 points)
2. **Technique Presentation:** A short presentation about a rhetorical or literary technique. (100 points)
3. **Rhetorical or Literary Analysis:** A 4 – 6-page analysis of *Walden*. (200 points)
4. **Proposal and Annotated Bibliography:** A proposal for your final project, accompanied by preliminary secondary research. (100 points)
5. **Final Project:** A 10 - 12-page research paper incorporating scholarly secondary research and some form of primary research. (300 points)
6. **Presentation:** A 10-minute presentation of your research to the class (100 points)
7. **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 Analysis or the Final Project will result in a failing grade.

Assignment	Points
Environmental Observation	100
Technique Presentation	100
Analysis	200
Proposal and Annotated Bibliography	100
Final Project	300
Presentation	100
Other assignments	100
TOTAL	1000

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 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. 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 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 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 English Dept. Policies and Procedures (<https://www.uvu.edu/english/resources/policies-procedures.html>) provide detailed information about plagiarism, as well as the sanctions the department 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, 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.

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

English 3090 Course Calendar

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

	Topics	Readings & Assignments
Week 1 August 23 - 25	W: Introductions F: Observational Research	Wednesday: No readings; first day of class Friday <ul style="list-style-type: none"> • Dillard, <i>Pilgrim at Tinker Creek</i> excerpts (Canvas) • Newbold, "How to Conduct..." (Link in Canvas)
Week 2 August 28 – September 1	M: Empiricism, Romanticism, Transcendentalism W: Transcendentalism and Thoreau F: Rhetorical and Literary Analysis, Introduction to <i>Walden</i>	Monday: Emerson, <i>Nature</i> (Canvas) Wednesday: Thoreau, "Walking" (Canvas) Friday: <ul style="list-style-type: none"> • No reading • Environmental Observation due before class
Week 3 September 4 – 8	M: Labor Day W: <i>Walden</i> F: <i>Walden</i>	Monday: Enjoy your holiday! Wednesday: <ul style="list-style-type: none"> • Technique Presentations • <i>Walden</i>, "Economy" Friday: <ul style="list-style-type: none"> • Technique Presentations • <i>Walden</i>, "Where I Lived..." through "Visitors"
Week 4 September 11 – 15	M: <i>Walden</i> W: <i>Walden</i> F: <i>Walden</i>	Monday: <ul style="list-style-type: none"> • Technique Presentations • <i>Walden</i>, "The Bean-Field" through "The Ponds" Wednesday: <ul style="list-style-type: none"> • Technique Presentations • <i>Walden</i>, "Baker Farm" through "Winter Animals" Friday: <ul style="list-style-type: none"> • Technique Presentations • <i>Walden</i>, "The Pond in Winter" through the end
Week 5 September 18 – 22	M: Workshopping W: Strategies for Reading Secondary Sources	Monday: Draft of Analysis due before class Wednesday: <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Introduction and Chapter 1 • Scholarly article TBD

	F: Summarizing and Quoting	Friday: <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapters 2 – 3 • Scholarly article TBD
Week 6 September 25 – 29	M: Finding Secondary Sources W: Responding to Secondary Sources F: Distinguishing Yourself	Monday: <ul style="list-style-type: none"> • Analysis Due before start of class • No reading Wednesday: <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 4 • Scholarly article TBD Friday: <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 5 • Scholarly article TBD
Week 7 October 2 – 6	M: Anticipating Objections W: Saying Why It Matters F: Proposal Writing	Monday: <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 6 • Scholarly article TBD Wednesday: <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 7 • Scholarly article TBD Friday: <ul style="list-style-type: none"> • Readings about proposals (links on Canvas)
Week 8 October 9 – 13	M: Doing Primary Research W: Using Primary Research F: Primary Research, cont'd – Empirical Research	Monday <ul style="list-style-type: none"> • Finding Primary Sources (links on Canvas) Wednesday: <ul style="list-style-type: none"> • Excerpts from Thoreau's Journal (Canvas) Friday: <ul style="list-style-type: none"> • Driscoll, Introduction to Primary Research (Canvas)
Week 9 October 16 – 20	M: Citation Practices W: Research Brainstorming F: Fall Break	Monday: <ul style="list-style-type: none"> • Review MLA / APA style guides (choose one) from Purdue OWL (links on Canvas) Wednesday: <ul style="list-style-type: none"> • Proposal and Annotated Bibliography due before start of class • No reading Friday: <ul style="list-style-type: none"> • Enjoy your break!
Week 10 October 23 – 27	M: Conferences W: Research Day F: Research Day	Monday: <ul style="list-style-type: none"> • No readings, start work on project Wednesday & Friday: <ul style="list-style-type: none"> • No in-person class • Find additional primary / secondary sources & report on Canvas

<p>Week 11 October 30 – November 3</p>	<p>M: Research as Conversation</p> <p>W: Conversations about Literature</p> <p>F: Conversations about Social Science</p>	<p>Monday:</p> <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 14 • Scholarly article TBD <p>Wednesday:</p> <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 15 • Scholarly article TBD <p>Friday:</p> <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 18 • Scholarly article TBD
<p>Week 12 November 6 – 10</p>	<p>M: Synthesis</p> <p>W: Synthesis, pt. 2</p> <p>F: Connecting the Parts</p>	<p>Monday:</p> <ul style="list-style-type: none"> • Reading on synthesis (links on Canvas) <p>Wednesday:</p> <ul style="list-style-type: none"> • Prepare for synthesis workshop in class <p>Friday:</p> <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 8
<p>Week 13 November 13 – 17</p>	<p>M: Voice</p> <p>W: Metacommentary</p> <p>F: Presenting Your Research</p>	<p>Monday:</p> <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 9 <p>Wednesday:</p> <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 10 <p>Friday:</p> <ul style="list-style-type: none"> • Readings on presentations (links in Canvas)
<p>Week 14 November 20 – 24</p>	<p>M: Thanksgiving</p> <p>W: Thanksgiving</p> <p>F: Thanksgiving</p>	<p>Enjoy your break!</p>
<p>Week 15 November 27 – December 1</p>	<p>M: Workshopping</p> <p>W: The Art of Revision</p> <p>F: Work Day</p>	<p>Monday:</p> <ul style="list-style-type: none"> • Bring draft of final project to class <p>Wednesday:</p> <ul style="list-style-type: none"> • <i>They Say / I Say</i>: Chapter 11 <p>Friday: No readings; work day</p>
<p>Week 16 December 4 – 8</p>	<p>M: Work Day</p> <p>W: Presentations</p> <p>F: Presentations</p>	<p>Monday: No readings; work day</p> <p>Wednesday:</p> <ul style="list-style-type: none"> • Presentations in class <p>Friday:</p> <ul style="list-style-type: none"> • Presentations in class
<p>Finals Week: Dec. 11-15</p>		
<p>Final Project Due Dec 11 11:59pm</p>		