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WELCOME TO EN 110

COURSE SYLLABUS AND CALENDAR		OBINSTRUCTOR INFORMATION	
EN 110 Freshman Composition		Instructor:	Dr. Pauline Baird
1BCOURSE DESCRIPTION FROM CATALOG This is a basic college composition course. Emphasis is on constructing grammatical sentences in standard written English, on developing unified paragraphs employing appropriate principles of organization, and upon improving skills in critical reading of non-fiction prose. EN 110 must be completed with a grade of "C" or better before taking EN 111. Grades are A, B, C, D, F, or NC. Prerequisite: Completion of EN 100 or test out.		Classroom:	MOODLE online
		Office Hours:	By appointment
		CONTACT	
		MOODLE	
		What's App:	
		Skype:	
		Email address:	Email address: pbaird@triton.uog.edu
ADA Accommodation Services If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Accommodations office to discuss your specific accommodation needs confidentially. I will receive notification your approved accommodation(s) from the SCAS Accommodations office. If you are not registered, you should do so immediately at the Student Center, Rotunda office #4, ph/(TTY): 735-2460, to coordinate your accommodation request.			

Course Content: (adapted for online classes) This course is designed to assist students in improving writing skills through direct instruction, reading, discussion, and practice. Such devices as worksheets and exercises in common grammatical and mechanical problems and example essays may be employed. Students are required to discuss the readings with reference to the specific rhetorical approaches they illustrate.

COURSE REQUIREMENTS

Required Texts and Material

- Fontaine, Sheryl I. and Cherryl Smith. *Writing Your Way Through College: A Student's Guide*. Portsmouth, NH: Heinemann, 2008. Print.
- Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook: Write, Research, and Edit*. 5th ed. New York, NY: Norton, 2021. Print.

This is a 3-credit hour course, which means that you should spend time preparing, discussing, and reflecting for this class 3 hours per week. You spend an additional minimum 6 hours per week practicing writing skills on your own.

Criteria for Student Work

Your work will be evaluated based on the learning objectives of this course and your use of academic English. Course grades will be based on the completion of required work and the level

of mastery of the learning objectives demonstrated by your written work. Detailed descriptions of the requirements and scoring criteria will be provided for each assignment. You may schedule an appointment to discuss your work and your standing in the course at any time during the semester. Grades are ALWAYS visible in Moodle (see left of the page “grades”).

Course Assignments and Calculation of Assignment Scores

Students are to attend class: that means participate in discussion forums, complete and submit assignments, and complete assessments. Specific guidelines and evaluation criteria will be provided for each assignment.

List of Assignments

Reflections / Exploratory Writing	100
Post instruction Assessment	100
Essay #1	100
Essay # 2 or 3	100
Essay # 5 or 6	100
Common Assignment 2 (Post)	100
End of Term Essay	100

REFLECTIONS / EXPLORATORY WRITING (100 points)

Reflections are weekly writing discussion prompts from the textbook, struggle notes to the class, and other resources

Exploratory writing includes skill-building prompts and drafting exercises:

Thesis statement (<https://www.youtube.com/watch?v=-e2EthZC0aU>)

- a) Compound & Compound-Complex sentences
- b) Three-pronged organization (Cause-effect; problem solution; process-results)

Paragraph (MEAL) FORMAT <https://www.youtube.com/watch?v=SYIWR5hJXiM>

- a) Main Ideas
- b) Evidence
- c) Analysis of Evidence
- d) Linking back to the Main Idea

Essay FORMAT (You will write 3 Essays in this class, and you will be graded on the following).

- c) Layout / Spacing / Pagination
- d) Thesis driven organization
- e) Clarity (clear sentences)
- f) Coherence (ideas and details make sense together)
- g) Cohesion (ideas and details are unified; no extra fluff; no redundancies)

APA/ MLA DOCUMENTATION FORMATS (**Little Seagull Handbook**)

- a) Short quotations, long quotations, summary, paraphrase
 - b) Punctuation
 - c) Works cited and references formatting
-

MODULE 1- JANUARY

Getting Started: Where I'm From (Discussion Forum) Due Jan. 31 (100 points)

Common Assignment 1 – Complete by February. It is a pre-instruction essay (10 extra-credit points). This is a mandatory timed essays completed in 80 minutes online by all UOG students.

Begin reading the textbook *Writing Your Way Through College* (WYWTC).

MODULE 2 – FEBRUARY

Reading to Learn and Write – Journals (50 on Google docs; 50 in Moodle) 100 points

Resources: Writing Your Way Through College (WYWTC)

Drafting in Google Docs: (Link will be provided in MOODLE)

50 points

- Chapter 1: Reflection 1 &2 (150 words)– *Be introspective, clear and concise*
- Chapter 2: “Coded Language” To what extent can you relate experientially to the reading? Give a brief example in your explanation. *Be clear and concise*
- Chapter 3: What did you read that made you say, “Oh wow!” Summarize 3 ideas. After each one, in a new paragraph, explain why you had that reaction. (See *Little Seagull Handbook* on the topic of summarizing. Did you do it correctly? Students will examine each other’s work to seek and or offer assistance. *Be resourceful, organized, clear, and concise.*
- Chapter 4: Document 6 DIRECT quotations from the chapter. Use quotation marks. Copy exactly. Put the page number in parentheses. In as many words, explain what you think the authors are saying. (See *The Little Seagull Handbook* on how to format short quotations and long quotations.) You will be examining each other’s work to offer assistance or seek assistance. *Be resourceful, organized, clear, and concise.*

Final copies in MOODLE

(50 points)

MODULE 3 - MARCH

Choose one prompt (100 points) DUE March 31

2. Essay #1: Learning about Language by Observing and Listening (100 points) DUE February 28

What hidden stories in your language communities would the less observant miss? You will be a sleuth, so find out!

The general subject matter for this is language or language communities. The source of information will be what you observe and hear by listening to others in your various communities (the classroom, informal gatherings, special lectures, conferences, sermons at church, Chamorro village, Dededo market, tourist sites, restaurants, workplaces, etc.).

Visit the location at least two times/days (preferably at different times). Make notes, but observe with your ears and eyes and consider: What did you see and hear?

What was notable about the language used? Why?

What is the value of the knowledge you now have? What problem can your observations solve or raise awareness of?

It will be up to you to determine your essay's particular focus and what meaning you wish to convey to your audience—me and the author of an essay in your textbook. Once you determine your focus, you will use the information you have already gathered and additional information you will get from doing research.

Resource: pp. 105 Language: A Limiter of Communication” for inspiration.

- Thesis Statements: Google Docs Practice
- MEAL Paragraph: Google Docs Practice

MODULE 4 – APRIL / MAY

Essay #3: Learning about Writing from Recollections and Memories

What is your story of learning to write or learning a language? The general topic for this essay is “writing,” or “learning to write,” or “learning language.” This is NOT an academic research paper. No documented sources are needed. Rather, the source of information will be your recollections and memories.

You will be writing a narrative or an “I” story. It will be up to you to determine your essay’s particular focus and what meaning you wish to convey to your reader. To help you, use the reflections you completed in your textbook (Chapter 10).

Once you determine your focus, you will use the information you have already gathered to provide evidence and support for your ideas. You are encouraged to insert images and the like to enhance your creativity.

Post-Instruction Essay: A mandatory timed essay completed in 80 minutes online by all UOG students.

MODULE 4 – MAY

Essay #5: Learning about Academic Disciplines from Written Texts

Like Essays 1 and 3, the subject matter of this essay is “writing.” You will consider what are the conventions of writing in the disciplines’ journal/s. Consider the merits and demerits of said conventions, e.g., abstracts, headings, graphs and charts, APA documentation, etc. The topics for this essay will be ones that you select based on your review of writing done by academics in a particular discipline. Choose either the discipline in which you intend to major or another academic area you would like to learn more about. This assignment gives you an occasion to find out how academics in a particular discipline present their ideas in writing. Use the reflection and exploratory activities in chapter 12 and reflections in chapters 6, 7, and 12 in *Writing Your Way Through College* to gather and analyze information that will help you focus your essay. Once you determine your focus, the reflections in Chapters 6 and 7, and 12, as well as relevant academic texts (journal, online resources, books), will provide supportive evidence for developing your essay.

Final Grades

A: Your work demonstrates superior mastery of the student learning outcomes on most course assignments, you follow all attendance, late work, and make-up policies.

B: Your work demonstrates expected competencies of the student learning outcomes for the course, program, and institution in most course assignments, but several issues must be reviewed and improved to achieve superior mastery. The matters to be addressed are typically surface level and not “deep structure.” You follow all attendance, late work, and make-up policies.

C: Your work demonstrates basic competencies of the student learning outcomes in most course assignments while evidencing many surface-level and very few “deep structure” issues. You follow all attendance, late work, and make-up policies.

NC: Your work does not evidence competency of the student learning outcomes. You attend and participate in most class sessions and complete the course assignments with due diligence, but the work does not evidence passing-level competency of the objectives. You may need another semester to develop competency of the learning objectives. You will have to retake EN 110 until your assignments evidence the expected student learning outcomes. An NC does not affect your cumulative or semester GPA.

D: Your work does not demonstrate basic competencies of the student learning outcomes. Work may be incomplete, missing or produced carelessly or be flawed with many deep structure and surface-level issues. You will probably need another semester in the course to achieve passing-level competency of the learning objectives.

F: Your work does not demonstrate basic competencies of the student learning outcomes for the course in most assignments or work is not submitted. Your work may evidence plagiarism or the absence of effort and originality. Your final grade will automatically be an F if you plagiarized in any assignment, or you did not submit all of the major assignments.

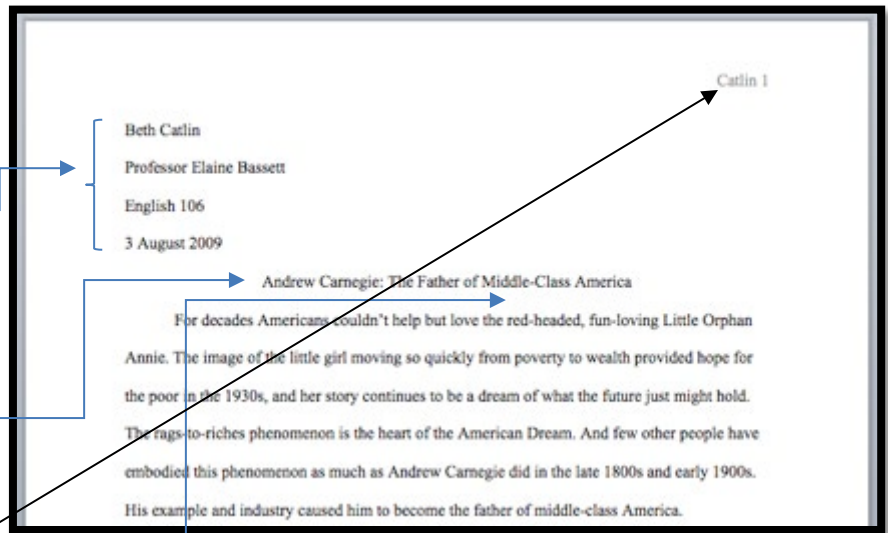
UW: You stop attending classes and do not submit the required documents.

W: Withdrawal assigned by Registrar—You stop attending classes and submit the required documents.

Essay Paper Format: All assignments must be typed and saved in MS WORD.

Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number. Microsoft Word (MS word) will number all the pages, 2, 3, 4, etc. from thereon.
- **IMPORTANT:** Always save your paper as an MS word document ONLY. Save your paper as your name and the assignment name: James Taylor Essay 1



OTHER THINGS TO KNOW:

Essential class materials, such as your syllabus, schedule, and other information, will be posted in MOODLE. If you have [questions](#), use the discussion forum labeled "QUESTIONS". I will answer them there so that everyone can benefit.

Do not send me classwork in emails. Here is the thing; class is in MOODLE and that is where I show up for work, you should too.

How to stay organized

Here is what to do! Follow this checklist each week:

Check the Moodle page daily for announcements!

☐ Monday: Review the schedule. Read the assignment instructions. Check the due dates and mark your calendar. Begin assignments. Type and save your work in a Microsoft Word document (~~not PDF or PAGES or Sharepoint~~).

☐ Tuesday: Post assignments before midnight on the due dates. Follow assignment instructions.

☐ Thursday a) Proofread your work. c) Next, copy (ctrl C) and paste (ctrl V) it into the message box at the correct link.

How to comment and respond in discussion forum instructions



Posting: Stick to the topic in the discussion forum:

Responding: a) Read a few classmates' responses.

b) Next, click "reply," and contribute your own thoughts-- you want to add value to the classmate's work. Do not say "I agree". Tell a story in about 4 sentences. If you disagree, say what makes you do so, politely.

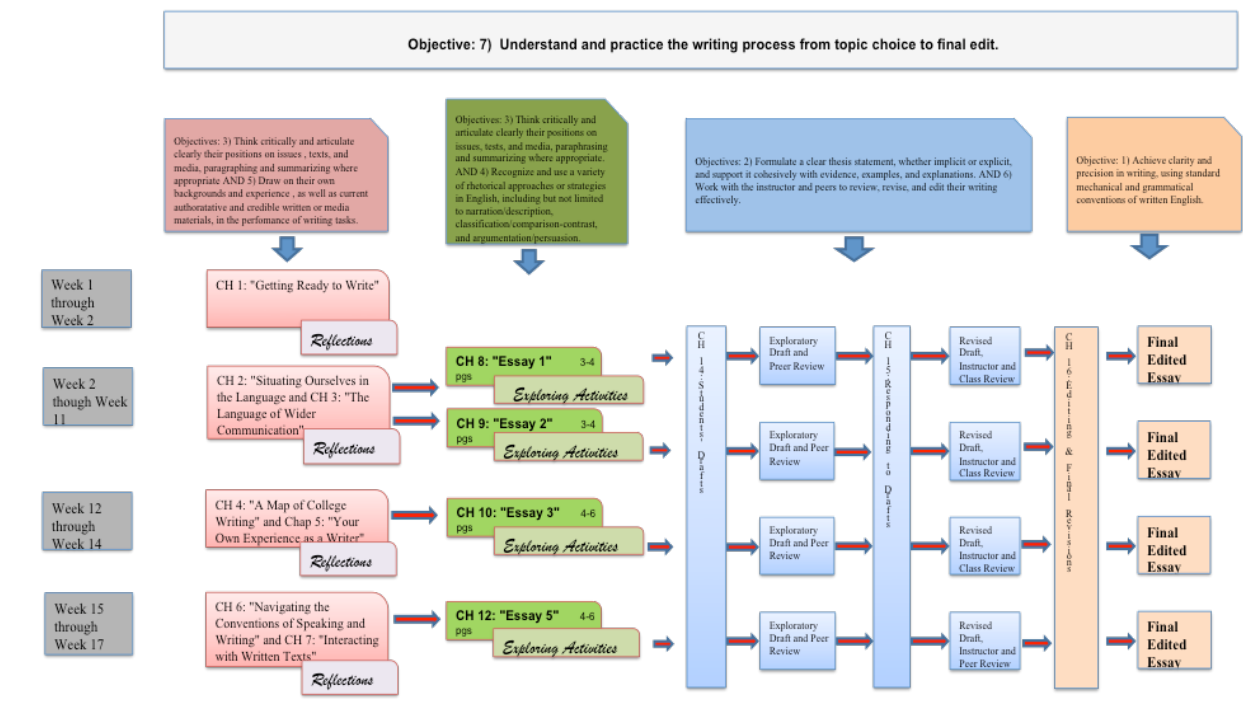
Netiquette Statement: A web-based classroom is still a classroom, and comments that would be inappropriate face-to-face are still inappropriate here. Treat your instructor and classmates with respect.

Student Learning Outcomes

EN 110 Learning Outcomes	General Education	English Program	Institutional
Upon completion of this course, students will demonstrate the ability to: 1) Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	1. Speak, read, write and listen effectively	5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
2) Formulate a clear thesis statement, whether implicit or explicit, and support it cohesively with evidence, examples, and explanations	1. Speak, read, write and listen effectively	5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
3) Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing and summarizing where appropriate	2. Observe, clarify, organize, analyze, synthesize, and evaluate data individually and in a group	4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials	5. Responsible use of knowledge, natural resources, and technology
4) Recognize and use a variety of rhetorical approaches or strategies in English, including, but not limited to, narration/description, classification/comparison-contrast, and argument/persuasion	2. Observe, clarify, organize, analyze, synthesize, and evaluate data individually and in a group	4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials	5. Responsible use of knowledge, natural resources, and technology
5) Draw on their own backgrounds and experience, as well as current authoritative and credible written or media	5. Interpret current events and issues	2. Describe the aesthetic, rhetorical, and multicultural qualities of texts, as well as critical and historical approaches to	1. Mastery of critical thinking and problem solving

materials, in the performance of writing tasks		those texts	
6) Work with the instructor and peers to review, revise, and edit their writing effectively	1. Speak, read, write, and listen effectively 2. Observe, clarify, organize, analyze, synthesize and evaluate data individually and in a group	4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials 5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively 5. Responsible use of knowledge, natural resources, and technology
7) Understand and practice the writing process from topic choice to final edit	1. Speak, read, write, and listen effectively 2. Observe, clarify, organize, analyze, synthesize and evaluate data individually and in a group 5. Interpret current events and issues	2. Describe the aesthetic, rhetorical, and multicultural qualities of texts, as well as critical and historical approaches to those texts 4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials 5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	1. Mastery of critical thinking and problem solving 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively 5. Responsible use of knowledge, natural resources, and technology

The Curricular Map below illustrates the development of the Essay assignments from Writing Your Way Through College. The Student Learning Outcomes aligned with the Essay assignments and the specific components of the Essay assignments are identified.



END OF DOCUMENT