



UNIBETSEDĀT GUAHAN

Fañomnåkan (Spring) 2025

EN-110-02 Freshman Composition Syllabus

Course Information

Course name and number: [EN-110-02](#)

Course format: Online asynchronous

Instructor Information

Catherine Payne

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Office: EC 118G

Office hours: in person, on the phone, or over Zoom by appointment

Course Description

Catalog Description

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, I, or NC.

Course Content

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. In-class essays and out-of-class essays may be required.

Student Learning Outcomes Alignment Matrix

EN 110 Course Learning Outcomes	Gen Edu Tier 1 CF: <i>Written Communication</i> GE WC LO	Composition Program PLO	Institutional ILO
By the end of the course, students will demonstrate the ability to:	UOG students will be able to formulate ideas, perspectives, and values clearly and persuasively in writing by:	Upon completion of the composition sequence, students should be able to demonstrate the academic composition fluency	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon

EN 110 Course Learning Outcomes	Gen Edu Tier 1 CF: <i>Written Communication</i> GE WC LO	Composition Program PLO	Institutional ILO
		necessary to perform critical literacy tasks in general and major university courses and for personal, civic, and professional purposes by:	completion of any degree are:
1. Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	5. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard written English	2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	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	2. Developing themes with appropriate consideration of the audience and purpose 3. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	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	1. Developing themes with appropriate consideration of the audience and purpose 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing 3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard written English 5. Using writing to analyze complex events and foster intellectual development	3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	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	4. Utilizing various formats, lengths, and citation styles as appropriate for the task 5. Using writing to analyze complex events and foster intellectual development	1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully. 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	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 materials, in the performance of writing tasks	5. Using writing to analyze complex events and foster intellectual development 2. Analyzing and comparing perspective, meaning, and style in different texts and	1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.	1. Mastery of critical thinking and problem solving

EN 110 Course Learning Outcomes	Gen Edu Tier 1 CF: <i>Written Communication</i> GE WC LO	Composition Program PLO	Institutional ILO
	contexts so as to construct well-researched and reasoned writing		
6. Work with the instructor and peers to review, revise, and edit their writing effectively	<p>1. Developing themes with appropriate consideration of the audience and purpose</p> <p>2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p>3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p>5. Using writing to analyze complex events and foster intellectual development</p>	2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<p>3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p>5. Responsible use of knowledge, natural resources, and technology</p>
7. Understand and practice the writing process from topic choice to final edit	<p>1. Developing themes with appropriate consideration of the audience and purpose</p> <p>2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p>3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p>4. Utilizing various formats, lengths, and citation styles as appropriate for the task</p> <p>5. Using writing to analyze complex events and foster intellectual development</p>	2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<p>1. Mastery of critical thinking and problem solving</p> <p>3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p>5. Responsible use of knowledge, natural resources, and technology</p>

Course Requirements

Textbook

Fontaine, Sheryl I. and Cherryl Smith. *Writing Your Way Through College: A Student's Guide*. Portsmouth, NH: Heinemann, 2008.

Technology

Here are some things you will need in order to take this class:

- Reliable access to a computer with broadband internet access. Broadband internet access is commonly available for residential customers. The UOG campus also has a few computer labs for student use.
- A desktop or laptop computer is highly recommended. Mobile devices such as iPads, Android tablets, and smartphones are not recommended as they may have compatibility issues. You may use them for convenience to view most content for this class, but you should use a full computer for the more important class activities.
- This computer should also have the following:
 - Mozilla Firefox browser with cookies enabled and the pop-up blocker disabled so that you can access and work in this class. Firefox is the most compatible browser for use with UOG Moodle.
 - Virus and spyware protection so that you can protect yourself and your classmates while you are working on the internet.

You need to be comfortable enough with computers to perform the following tasks without help from anyone:

- Send and receive email messages.
- Be able to find files on your computer that you have saved or downloaded.
- Be able to navigate through web pages.
- Be able to search for items on the internet by using a search engine.
- Be able to communicate clearly and effectively in writing to help avoid miscommunications. And you will need a good understanding of online etiquette (also known as “netiquette”). You can find some netiquette guidelines below under Online Usage Policy.
- You need to be self-motivated, disciplined, and you should have good time-management skills. This is not a self-paced class. For a typical class in a regular semester, you should be able to commit six hours per week to your course work. Remember that procrastination can cause you more problems online than in a face-to-face class. Your computer can crash, your internet connection can drop, or the UOG Moodle system may become unavailable.
- You will need an account with the UOG Moodle system.

Final Grades

A: 90-100% = Student’s work shows superior mastery of the Student Learning Outcomes (SLOs).

B: 89-80% = Student’s work shows significant mastery of the SLOs.

C: 79-70% = Student’s work evidences sufficient mastery of the SLOs.

D: 69-60% = Student’s work shows little mastery of the SLOs. Students whose final grade is “D” will earn credit for the course but will not be eligible to enroll in EN111. Students will need to retake EN110 until a final grade of “C” or better is earned.

F: 59-0% = Student’s work does not show mastery of the SLOs, work was not submitted, and/or work submitted shows plagiarism.

NC: Student’s work does not evidence competency of the SLOs. The student must retake EN110.

UW: Unofficial withdrawal assigned by registrar—Student stopped attending classes and did not submit/file the required documents.

W: Withdrawal assigned by registrar—Student stopped attending classes and submits/files required documents.

Description Course Assignments and Calculation of Assignment Scores

- | | |
|------------------------------|-----|
| 1. Participation | 10% |
| 2. Observing/Listening Essay | 20% |

3. Memories/Experiences Essay	20%
4. Written/Published Texts Essay	20%
5. Self-Reflection Essay	20%
6. Post-Instruction Common Assignment	10%
Total	100%

*The Extra Credit Essay can add up to 3% to the final course grade.

Assignments

1. Observing/Listening Essay

Target Learning Outcomes: #1, #2, #4, #5, and #7

Assignment Description: This essay will be 1-2 pages. The source of information for the essay will be observing and listening.

2. Memories/Experiences Essay

Target Learning Outcomes: #1, #2, #4, #5, and #7

Assignment Description: This essay will be 2-4 pages. The source of information for the essay will be recollections and memories.

3. Written/Published Texts Essay

Target Learning Outcomes: #1, #2, #3, #4, #5, and #7

Assignment Description: This essay will be 4-5 pages. The source of information for the essay will be written texts.

4. Self-Reflection Essay

Target Learning Outcomes: #1, #2, #4, #5, and #7

Assignment Description: This essay will be 1-2 pages. It will be a review of the students' progress in the class.

5. Post-Instruction Common Assignment

Target Learning Outcomes: #1, #2, #3, and #5

Assignment Description: The Common Assignment is a program-wide requirement. All students enrolled in EN-110 must complete the same assignment. Your performance on this assignment will be reported to the Composition Director as evidence of the program-wide assessment of student learning outcomes. You will compose an essay in response to the Common Assignment prompt. The Pre-Instruction Common Assignment is ungraded. The Post-Instruction Common Assignment is graded.

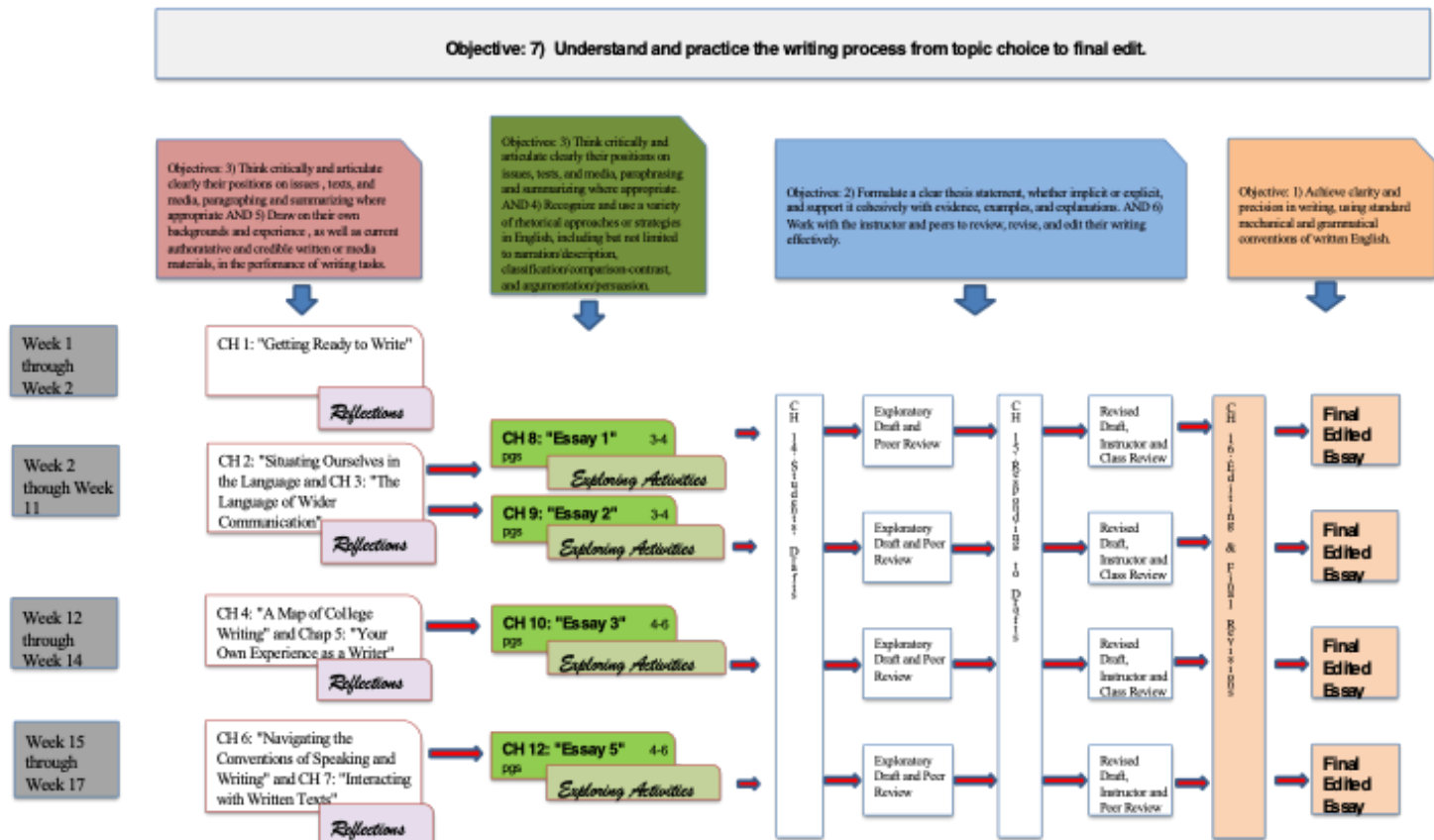
Extra Credit Essay

Target Learning Outcomes: #1, #2, #4, #5, and #7

Assignment Description: This optional essay will be 5 paragraphs. It will be an argumentative or persuasive essay.

Curricular Map

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.



Course and Program Policies

Assignment Submission Policy

All assignments must be submitted by the due date via Moodle. If there is a natural disaster or a public health emergency, I may push back a deadline. I will not extend deadlines for quizzes. I will accept late essays for up to two days, but there will be a grade penalty.

Participation Policy

EN-110-02 is an online asynchronous course. Expect to spend at least six hours per week on the course for reading, writing, posting comments, and other activities. Each session has a brief prerecorded lecture to watch and a short activity to complete by 11:59 p.m. each Tuesday and Thursday except holidays. You can watch the prerecorded lectures in advance. For example, watch the Jan. 23 lecture and complete the Jan. 23 activity by 11:59 p.m. Jan. 23 for credit. The day's questionnaire or quiz will become available once the day's videos are viewed.

Withdrawal Policy

If a student seeks voluntary withdrawal from the course, the student must do so before the university's deadline. If a student seeks withdrawal from the course by petition, then the student must do so before the university's deadline. The course schedule lists the deadlines for voluntary withdrawal and withdrawal by petition.

Online Usage Policy

With the class being completely online, students are expected to exercise proper online etiquette. In forums, email correspondence, etc., students should be mindful of themselves and others. Language, gestures, and audio/video that are inappropriate, disrespectful, inconsiderate, or obscene will not be tolerated and will result in disciplinary action.

Communication Policy

All online communication between students and the instructor will be done only through Moodle and official UOG email (i.e. gotritons). Communication via private text messaging, WhatsApp, Facebook, Instagram, or any other non-UOG platform is prohibited.

University Policies and Student Services

ADA Policy and Commitment to Student Learning

The university is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the university community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & Title IX Office at (671) 735-2244, (671) 735-2971, TDD (671) 735-2243 or eeo-ada@triton.uog.edu.

ADA Accommodation Services

For individuals covered under the Americans with Disabilities Act (ADA), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A faculty notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, Office 110, disabilitysupport@triton.uog.edu or telephone/TDD (671) 735-2505//2460.

Student Support

The following is a list of resources that students can turn to when they need support:

- Problems with the course instructions or other content? Contact your instructor for clarification and assistance.
- Technical problems with the UOG Moodle system? Contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or by phone at (671) 735-2620.
- Problems with WebAdvisor or GoTritons student email service? Contact the UOG Office of Information Technology (aka: the Computer Center) by email at helpdesk@uog.edu or by phone at (671) 735-2640.
- UOG Library Resources and Services Go online to <https://www.uog.edu/student-services/rfk-library/>
- UOG Student Services Go online to <https://www.uog.edu/student-services/enrollment-management-student-success/> to contact the Admissions and Records office, Financial Aid office, Student Life office, Housing and Residence, Counseling, Student Health, and other services.

Equal Employment Opportunity

The university is committed to maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to Mr. Larry Gamboa, acting EEO director at the EEO/ADA & Title IX Office, institutional compliance officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

Plagiarism Policy

The University of Guam defines plagiarism in the Student Code of Conduct as follows: "The term 'plagiarism' includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism in an EN 110 course will, at the very least, fail the assignment. Multiple offenses, if discovered, may be referred to the Student Discipline and Appeals Committee for more severe consequences.

Artificial Intelligence (AI) Policy

In this course, students may use artificial intelligence (AI) programs, such as ChatGPT, to brainstorm or research. However, students should keep in mind that these programs may generate inaccurate or incomplete material. Students may not submit AI-generated work as their own. If students include any AI-generated material in their assignments, it should be cited like any other source. Students should be aware that different courses may have different AI policies, so they are responsible for following course policies.

DEAL Writing Center

The DEAL Writing Center has virtual tutoring sessions. For information, go to <https://sites.google.com/view/dealwritingcenter/home>.

Statement of Use for Turnitin.com Service

As part of its commitment to student learning and to integrity in scholarship, the College of Liberal Arts and Social Sciences subscribes to Turnitin, an instructional service that compares submitted papers to multiple sources.

Turnitin may be used in this course to help students learn best practices in citing sources. Turnitin will compare each paper that a student submits (through Moodle if a Moodle user) to a vast database of articles, essays, and student papers. It will state what percentage of the paper is from other sources and provide links to these sources.

Students will be able to submit drafts of papers to Turnitin before submitting a final draft for grading. This will allow students to 1) check how much of their work comes from other sources; 2) review their citation uses and 3) revise as necessary before the final paper is due.

Turnitin by itself does not identify plagiarism. It simply checks for source use. It will assist, however, should plagiarism be suspected. The instructors will review students' papers, examine the sources and citations identified by Turnitin, and do any additional research necessary before making a decision. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin (or Moodle for Moodle users) **without their names or other identifying markers.** Turnitin and Moodle will automatically show this information to the instructors under each student's name, but the information will not be retained by Turnitin. **If a student forgets, and submits a paper with identifying information on it, it will be retained in the Turnitin repository.** Your submitted work will be archived in the Global Turnitin repository.

In summary:

- Instructors will use Turnitin as one of the many learning approaches of the class to encourage integrity in scholarship and nurture student success in the thoughtful use of sources.
- Instructors will inform students of the use of Turnitin in the syllabus and for each assignment.
- Instructors will use Turnitin for all submissions for each Turnitin assignment.
- Instructors will consider all factors before making any decision concerning plagiarism.
- Instructors will inform students that they should remove their names from submissions to ensure confidentiality.

If students have questions about Turnitin, please ask the instructors.

This Statement on the Use of Turnitin.com is primarily based on the syllabus statement for Michigan State University courses, but several other sources were consulted to ensure that the adaptation of this Statement on the Use of Turnitin.com addressed all pertinent usage issues associated with Turnitin.com.

Course Calendar

This course is online asynchronous, but deadlines are at 11:59 p.m. Tuesdays and Thursdays.

Date	Session	Activities and Assignments	SLO Alignment
Jan. 23	1	Unit 1: Writing by Observing/Listening <ul style="list-style-type: none"> • Read Syllabus • View Video: Information Session • View Video: Types of Academic Dishonesty • View Video: Cautions about AI • Complete Jan. 23 Questionnaire by 11:59 p.m. Jan. 23 	#1

Date	Session	Activities and Assignments	SLO Alignment
Jan. 28	2	<ul style="list-style-type: none"> View Video: Types of Intelligence View Video: Convergent vs. Divergent Thinking View Video: Convergent vs. Divergent Thinking Complete Jan. 28 Quiz by 11:59 p.m. Jan. 28 	#1
Jan. 30	3	<ul style="list-style-type: none"> View Video: Getting Ready to Write View Video: Starting Observing/Listening Essay Complete Jan. 30 Quiz by 11:59 p.m. Jan. 30 	#1
Feb. 4	4	<ul style="list-style-type: none"> Read Chapter 2: Situating Ourselves in Language Read Chapter 3: The Language of Wider Conversations View Video: Introductory Paragraph (Hook, Background Information/Context, Thesis Statement) Complete Feb. 4 Quiz by 11:59 p.m. Feb. 4 	#2
Feb. 6	5	<ul style="list-style-type: none"> View Video: Explicit vs. Implicit Thesis Statement Complete Feb. 6 Quiz by 11:59 p.m. Feb. 6 Complete Pre-Instruction Common Assignment by 11:59 p.m. Feb. 6 	#2
Feb. 11	6	<ul style="list-style-type: none"> View Video: Body Paragraph Complete Feb. 11 Quiz by 11:59 p.m. Feb. 11 	#2
Feb. 13	7	<ul style="list-style-type: none"> Read Chapter 14: Learning from Students' Drafts (Pages 105-116) View Video: Concluding Paragraph (Reiteration of Thesis, Summary vs. Synthesis, Concluding Sentence/Final Thought) Complete Feb. 13 Quiz by 11:59 p.m. Feb. 13 	#2
Feb. 18	8	<ul style="list-style-type: none"> Read Chapter 15: Guidelines for Reading and Responding to Writers' Drafts Read Chapter 16: Guidelines for Editing Final Revisions View Video: Transitions (Basic vs. Advanced) Complete Feb. 18 Quiz by 11:59 p.m. Feb. 18 Submit Observing/Listening Essay by 11:59 p.m. Feb. 18 	#3
Feb. 20	9	Unit 2: Writing by Using Memories/Experiences <ul style="list-style-type: none"> Read Chapter 4: A Map of College Writing Read Chapter 5: Your Own Experience as a Writer View Video: Literary Devices and Rhetorical Devices Complete Feb. 20 Quiz by 11:59 p.m. Feb. 20 	#3, #4
Feb. 25	10	<ul style="list-style-type: none"> View Video: Starting Memories/Experiences Essay View Video: Rhetorical Approaches (Narration, Description, Classification, Comparison-Contrast, Argument/Persuasion) Complete Feb. 25 Quiz by 11:59 p.m. Feb. 25 	#4
Feb. 27	11	<ul style="list-style-type: none"> View Video: Rhetorical Strategies (Ethos, Kairos, Logos, Pathos, and Telos) 	#4

Date	Session	Activities and Assignments	SLO Alignment
		<ul style="list-style-type: none"> View Video: Kairos in Rhetoric Complete Feb. 27 Quiz by 11:59 p.m. Feb. 27 	
March 4	12	<ul style="list-style-type: none"> Read Chapter 14: Learning from Students' Drafts (Pages 117-126) View Video: Types of Peer Review Open Peer Review of Memories/Experiences Essay Complete March 4 Quiz by 11:59 p.m. March 4 	#5
March 6	No Class	<ul style="list-style-type: none"> Charter Day 	
March 11	13	<ul style="list-style-type: none"> Read Chapter 6: Navigating the Conventions of Speaking and Writing View Video: Using I and Other Pronouns View Video: Using Personal Example Complete March 11 Quiz by 11:59 p.m. March 11 	#5, #6
March 13	14	<ul style="list-style-type: none"> Read Chapter 7: Interacting with Written Texts View Video: Qualitative vs. Quantitative Research View Video: Metacommentary Complete March 13 Quiz by 11:59 p.m. March 13 Submit Memories/Experiences Essay by 11:59 p.m. March 13 	#5
March 18	No Class	<ul style="list-style-type: none"> Spring Break 	
March 20	No Class	<ul style="list-style-type: none"> Spring Break 	
March 25	15	Unit 3: Writing by Using Written/Published Texts <ul style="list-style-type: none"> View Video: Conversation Model of Scholarship View Video: Research Methods Complete March 25 Quiz by 11:59 p.m. March 25 	#5
March 27	16	<ul style="list-style-type: none"> Read Chapter 13: Using Academic Texts to Inform Your Thinking Read Chapter 14 (Pages 127-132) View Video: Kinds of Sources (Academic vs. Popular and Primary, Secondary, vs. Tertiary) Complete March 27 Quiz by 11:59 p.m. March 27 	#5
April 1	17	<ul style="list-style-type: none"> View Video: CRAAP Test Complete April 1 Quiz by 11:59 p.m. April 1 	#5
April 3	18	<ul style="list-style-type: none"> View Video: Biases in Research View Video: Avoiding Logical Fallacies Complete April 3 Quiz by 11:59 p.m. April 3 	#5
April 8	19	<ul style="list-style-type: none"> View Video: Common Knowledge vs. Information That Needs Citation View Video: What to Cite? 	#5, #6

Date	Session	Activities and Assignments	SLO Alignment
		<ul style="list-style-type: none"> • Complete April 8 Quiz by 11:59 p.m. April 8 	
April 10	20	<ul style="list-style-type: none"> • View Video: Integrating Sources (Direct Quotation, Paraphrase, and Summary) • View Video: In-Text Citations • Complete April 10 Quiz by 11:59 p.m. April 10 	#5
April 15	21	<ul style="list-style-type: none"> • View Video: Integrating Sources with Challenges • View Video: How to Make Citations • Complete April 15 Quiz by 11:59 p.m. April 15 	#5
April 17	22	<ul style="list-style-type: none"> • View Video: Responding to a Source • View Video: Anticipating Counterarguments • Complete April 17 Quiz by 11:59 p.m. April 17 	#3, #5
April 22	23	<ul style="list-style-type: none"> • View Video: Feedback Sandwich • Blind Peer Review of Texts Essay • Complete April 22 Quiz by 11:59 p.m. April 22 	#5
April 24	24	<ul style="list-style-type: none"> • View Video: Incorporating Figures and Images • View Video: Copyright, Fair Use, and Public Domain • View Video: Public Domain 101 • Complete April 24 Quiz by 11:59 p.m. April 24 	#5
April 29	25	<ul style="list-style-type: none"> • View Video: Types of Intellectual Property • Complete April 29 Quiz by 11:59 p.m. April 29 • Submit Texts Essay by 11:59 p.m. April 29 	#5
May 1	26	Unit 4: Putting It All Together <ul style="list-style-type: none"> • View Video: Writing with Reasonability • View Video: Hedging and Boosting • Complete May 1 Quiz by 11:59 p.m. May 1 	#1
May 6	27	<ul style="list-style-type: none"> • View Video: Trends in Academic Writing • View Video: Academic Diction • Complete May 6 Quiz by 11:59 p.m. May 6 	#1
May 8	28	<ul style="list-style-type: none"> • View Video: Editing to Improve Sentences • View Video: Editing for Bias-Free Language • Complete May 8 Quiz by 11:59 p.m. May 8 	#1
May 13	29	<ul style="list-style-type: none"> • View Video: Editing to Improve Titles • Complete May 13 Quiz by 11:59 p.m. May 13 	#1
May 15	30	<ul style="list-style-type: none"> • View Video: Review of EN-110 • View Video: Preview of EN-111 • Complete May 15 Quiz by 11:59 p.m. May 15 • Submit Self-Reflection Essay by 11:59 p.m. May 15 	#7
May 20	31	<ul style="list-style-type: none"> • View Video: Concluding Remarks 	#7

Date	Session	Activities and Assignments	SLO Alignment
		<ul style="list-style-type: none">• Complete Post-Instruction Common Assignment by 11:59 p.m. May 20• Submit Extra Credit Essay by 11:59 p.m. May 20	

*This course calendar may be revised to accommodate student progress. Changes will be announced via email or on Moodle.