

## EN 110 Freshman Composition Course Syllabus

### *Course Section Information*

**Section:** EN 110-06

**Semester:** Fañomnåkan (Spring) 2025

**Course Format:** Hybrid F2F

**Physical Classroom Schedule:** TTH 9:30-10:50, EC105

**Virtual Classroom:** [REDACTED]

### *Instructor Information*

**Name:** Ms. Victoria Revello

**E-mail:** revellov@triton.uog.edu

**Office Location:** EC217 DEAL Main Office

**Office Hours:** By Appointment Only

*If you need to get ahold of me, please email me at the address above. I check my email daily and will typically respond within 24 hours. You may also use the “Questions?” forum in our Moodle classroom to post any questions about the course at any time.*

### *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. **Prerequisite:** Completion of EN 109 or test out.

**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, out-of-class essays, and journal writing may be required.

**Credits:** 3 credit hours.

### *Student Learning Outcomes*

EN 110 Course Learning Outcomes	Gen Edu Tier 1 CF: Written Communication 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 necessary to perform critical literacy	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon

		tasks in general and major university courses and for personal, civic, and professional purposes by:	completion of any degree are:
<b>SLO 1.</b> Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	<b>GE WC LO5.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English	<b>CLO 2.</b> Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
<b>SLO 2.</b> Formulate a clear thesis statement, whether implicit or explicit, and support it cohesively with evidence, examples, and explanations	<b>GE WC LO2.</b> Developing themes with appropriate consideration of the audience and purpose  <b>GE WC LO3.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	<b>CLO 3.</b> Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	<b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
<b>SLO 3.</b> Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing and summarizing where appropriate	<b>GE WC LO1.</b> Developing themes with appropriate consideration of the audience and purpose  GE WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing  <b>GE WC LO3.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English  <b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development	<b>CLO 3.</b> Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	<b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology
<b>SLO 4.</b> 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	<b>GE WC LO4.</b> Utilizing various formats, lengths, and citation styles as appropriate for the task  <b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development	<b>CLO 1.</b> Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.  <b>CLO 3.</b> Identifying critical elements of	<b>ILO 5.</b> Responsible Use - Responsible use of knowledge, natural resources, and technology

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		context to make rhetorical choices appropriate to audience, purpose, and genre	
<b>SLO 5.</b> Draw on their own backgrounds and experience, as well as current authoritative and credible written or media materials, in the performance of writing tasks	<b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development  <b>GE WC LO2.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	<b>CLO 1.</b> Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully	<b>ILO 1.</b> Mastery of critical thinking and problem solving
<b>SLO 6.</b> Work with the instructor and peers to review, revise, and edit their writing effectively	<b>GE WC LO1.</b> Developing themes with appropriate consideration of the audience and purpose  <b>GE WC LO2.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing  <b>GE WC LO3.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English  <b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development	<b>CLO 2.</b> Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively  <b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology
<b>SLO 7.</b> Understand and practice the writing process from topic choice to final edit	<b>GE WC LO1.</b> Developing themes with appropriate consideration of the audience and purpose  <b>GE WC LO2.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing  <b>GE WC LO3.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English  <b>GE WC LO4.</b> Utilizing various formats, lengths, and citation styles as appropriate for the task  <b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development	<b>CLO 2.</b> Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<b>ILO 1.</b> Mastery of critical thinking and problem solving  <b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively  <b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology

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## Course Requirements

### Required textbook(s):

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*. 4<sup>th</sup> ed. New York, NY: Norton, 2021. Print.

### Other Required Resources:

This is a **hybrid** course. Students must have **access to a computer daily**. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site (MOODLE), upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette. Students must **frequently** check our Moodle classroom and utilize their GoTriton e-mail for course communication.

### Required Computer Software:

1. Free Internet Browser: [Mozilla Firefox](#)
2. Free .pdf File Reader: [Adobe Acrobat Reader DC](#)
3. Any Word Processing Program that allows you to create (.doc) or (.docx) documents

### *For Technical Assistance with MOODLE*

**Email Address (24 hours):** moodlehelp@triton.uog.edu

**Telephone # (Monday-Friday, 8:00am-5:00pm, G.S.T.):** (671) 735-2620/21

### Final Grades:

**A:** 90 – 100% = Student's work evidences superior mastery of the Learning Objectives

**B:** 80 – 89% = Student's work evidences mastery of the Learning Objectives

**C:** 70 – 79% = Student's work evidences competency of the Learning Objectives

**D:** 60 – 69% = Student's work does not evidence competency of the Learning Objectives.

*\*Students whose final grade is "D" will earn credit for the course, but will not fulfill the course prerequisite to enroll in EN 111. Students who earn a "D" will need to retake EN 110 until a final grade of "C" or better is earned in order to enroll in EN 111.*

**F:** 59% and below = Student's work not submitted or work submitted evidences plagiarism

**NC:** No Credit. Student's work does not evidence competency of the Learning Outcomes. The student must retake EN 110.

**UW:** Unofficial withdrawal assigned by Registrar. Student stopped attending classes and did not submit/file required documents to the Admissions & Records office.

**W:** Withdrawal assigned by Registrar. Student stopped attending classes and submits/files required documents to the Admissions & Records office.

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**Calculation of Assignment Scores:**

Students earn points by attending class and participating during lecture/forum-discussions, completing and submitting all assignments, completing assessments, and producing a self-reflective essay at the end of the semester. In the section below the number of points for each course activity are described. *Specific guidelines and evaluation criteria will be provided for each assignment.*

<b>1. Participation</b>	<b>10% of final grade</b>
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- Attendance & Attendance Questions
- Reflections, Moodle forums, any in-class/homework writing

<b>2. Major Essays</b>	<b>30% of final grade</b>
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- Essay 3 Final Draft    10%
- Essay 1 Final Draft    10%
- Essay 6 Final Draft    10%

<b>3. Essays Writing Process</b>	<b>45% of final grade</b>
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- Essay 3 Process        15%
- Essay 1 Process        15%
- Essay 6 Process        15%

<b>4. Written Exams</b>	<b>5% of final grade</b>
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- Pre-Instruction Common Assignment
- Post-Instruction Common Assignment

<b>5. Self-Reflective Essay</b>	<b>10% of final grade</b>
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<b>Total 100%</b>
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**Description of Course Assignments:**

**1. Reflections, forums, in-class or homework reading/writing** – Both in class and for homework, students must complete written assignments, which may include reflections from *Writing Your Way Through College*. Students will participate in online Moodle forums, which often require an initial post as well as replying to classmates' posts. Directions for each activity will be assigned.

**2. Major Essays (from *Writing Your Way Through College*) -**

- Essay 3: Learning About Writing from Recollections and Memories
- Essay 1: Learning About Language by Observing and Listening
- Essay 6: Using Academic Texts to Inform Your Thinking (*general subject matter may be adapted*)

**3. Essay Writing Processes** - Writing is a process. In composing final drafts for each major essay, student writers must participate in the writing process! This includes, but is not limited to,

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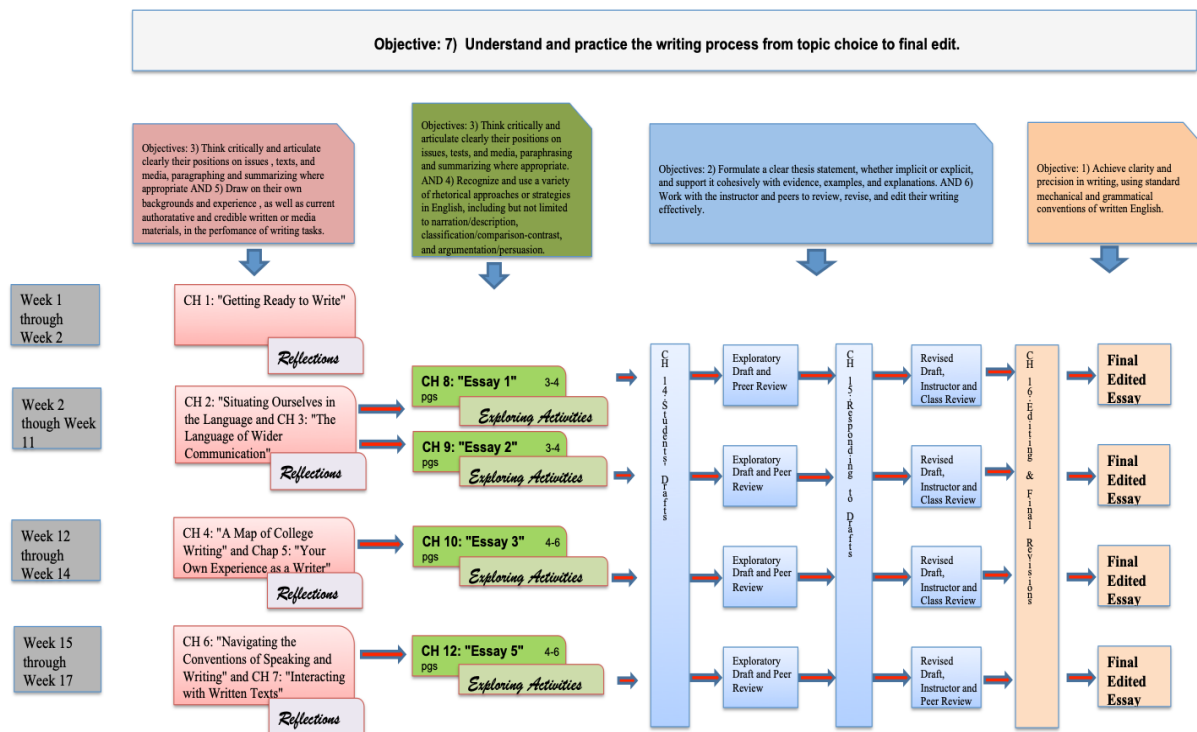
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idea generating activities, exploratory writings, outlining, creating, and **revising** drafts, peer review activities, and instructor conferences.

**4. Written Exams** - The Common Assignment is a program-wide requirement. All students enrolled in EN110 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. On the day of the assignment, you will compose an in-class essay in response to the Common Assignment prompt. You will complete the Common Assignment again at finals.

**5. Self-Reflective Essay** - The Self-Reflective Essay is composed at the end of the semester, using the student's portfolio and a self-reflection with the Student Learning Outcomes.

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.



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**Assignment Submission Policy:**

Students are expected to submit each of their assignments on time based on the specified due date. Points will be deducted for late submissions (a two-point deduction for every day an assignment is submitted late). This includes late submissions for online/asynchronous assignments. **If students are unable to submit due to emergencies or unforeseen occurrences, please make sure to contact the instructor.** Approved extensions *may* be granted by your instructor on a case-by-case basis. Note that if an assignment has been closed, submissions will no longer be accepted. When in doubt, communicate with your instructor!

**Attendance Policy:**

Attendance in this class is vital. Regular and punctual attendance is integral to learning in this course. Developing the skills to write well depends largely on a student's interaction and collaboration with peers to make the class a community of writers. Students are highly encouraged to take every advantage of this profound opportunity. Students should arrive promptly and sign in at the beginning of class. If special circumstances make punctuality difficult, please discuss this with the instructor during the first week of class.

- ***Note that this is a Hybrid F2F class.** This means that we will have both online and in-person classes. Students are expected to attend in-person classes on F2F days, and complete the assignments on our designated online days when we are scheduled to meet asynchronously.*
- **Tardiness and early departures:** Late arrivals and early departures disrupt the class, can be inconsiderate, and will affect a student's final grade. **Tardiness or an early departure of thirty minutes or more may be counted as an absence.** Frequent tardiness and early departures of lesser time may also accumulate into absences, at the instructor's discretion.
- **Absences:** Students are allowed a maximum of **two absences** (excused or unexcused) from **in-person sessions** without penalty.

Although we do not meet for **online sessions**, students should complete assignments **by their due dates no later than 11:59 PM CHST** to receive points for Attendance, Participation, and Class Assignments on that day. Failure to do so will result in an absence for that asynchronous session.

The instructor may advise students with three or more absences to withdraw from the course, as passing the course may be unattainable. In this case, it will be the student's responsibility to withdraw from the course, with the understanding that the student will otherwise receive an "F" grade for the semester (see below). **Students are responsible for informing the instructor regarding an absence, especially if there are extenuating circumstances preventing class attendance.**

Students are also responsible for obtaining all information, assignments, and handouts distributed during the session(s) missed. Having zero absences is recommended.

- If you are feeling sick, please stay home and be sure to inform your instructor.

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**Make-Up Assignments Policy:**

When a student is absent or anticipates a future absence, communication is key. Students should inform the instructor via email about their absence and its cause, and **request** to make-up any missed assignments.

When a student is absent for lecture-discussion sessions, students should retrieve lesson and assignment information from peers. Seek the instructor for assistance to clarify information from peers. Once again, it is the student's responsibility to **request the instructor's approval** when making-up any assignments in order to receive points for said assignment.

If the instructor approves a make-up session, especially for assessment purposes, students are reminded to attend any scheduled make-up session and/or to submit the assignment by the agreed upon deadline. Students should show up on the agreed date, time, and place. Failure to do so forfeits them the chance to make-up assignments.

**Withdrawal Policy:**

Students should not expect (or demand) the instructor to sign a withdrawal form. If a student elects to withdraw from the course, the student must do so before the university's voluntary withdrawal deadline (see UOG's undergraduate catalog). If a student electing to withdraw from the course is required by the registrar's office to complete the "Petition to Withdraw" form, then the deadline to withdraw from this course had passed. The course withdrawal deadline is the same deadline as the university's voluntary withdrawal deadline. In such case, students should reread the attendance policy (above).

**Classroom Etiquette:**

Please treat the instructor and classmates with the same respect that you would want to receive in return. Be sure to silence your devices and put them away unless they are needed for the lesson. Remove earbuds or headphones. Refrain from chit-chatting while class is in progress. This list of rules is not exhaustive. Such classroom interruptions are disrespectful and can distract others—and yourself—from learning.

**Classroom "Netiquette":**

Remember your "netiquette," or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated.

- Do not say things in an email or forum post that you would not say face to face.
- Be polite, concise, and remember that all-caps signify yelling.
- Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures.
- Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

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## ***University Policies and Student Services***

### **ADA Accommodation Services:**

For individuals covered under the ADA (Americans with Disabilities Act), 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](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2505/2460.

### **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.

### **DEAL Writing Center:**

Students are highly encouraged to visit the DEAL Writing Center, which is located in EC 204. In the Writing Center, students engage in conversation with tutors about writing. Students can visit the Writing Center during its regular hours, but it is always best to schedule an appointment with a tutor. If students would like to discuss a specific course paper with a tutor, students should make an appointment. Tutors do not provide paper-editing services. Tutors are committed to helping writers become achieved writers. We will visit the Writing Center during their Open House to learn more about the Writing Center and its services. Tutoring is provided by the Writing Center Teaching Assistants who are certified writing tutors. **Please note that students may be required to visit the Writing Center for tutoring at the discretion of the instructor.**

### ***Writing Center Objectives***

The Writing Center shall:

1. Help writers use instructor, peer, and writing tutor feedback to revise their work; and
2. Provide a forum for writers to enact writing as a collaborative, social process.

### **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 student 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.

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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 submit 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:

1. 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.
2. Instructors will inform students of the use of Turnitin in the syllabus and for each assignment.
3. Instructors will use Turnitin for all submissions for each Turnitin assignment.
4. Instructors will consider all factors before making any decision concerning plagiarism.
5. 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.*

### **Policy on the Use of Artificial Intelligence (AI):**

Any use of AI should be done ethically and transparently. If students use AI in their writing or in their writing and thinking processes, it must be disclosed with the instructor.

For each major Essay Assignment, students are required to submit an **Ethical AI Use statement** with their essay, disclosing any AI that was used during the writing process. Any undisclosed AI use may be considered plagiarism (see Plagiarism Policy).

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**EN110-06 Course Calendar**

(This calendar is tentative and subject to change)

<u>Calendar Date</u>	<u>Session</u>	<u>Activities and Assignments</u>	<u>SLO Alignment</u>
<b>WEEK 1</b>			
Thurs, Jan 23	Course Session 1	-Introductions -Course Syllabus Review <b>Homework:</b> <ul style="list-style-type: none"><li>- <b>Read syllabus. Bring questions next class</b></li><li>- <b>Email your EN110 instructor</b></li></ul>	
<b>WEEK 2</b>			
Tues, Jan 28	Course Session 2	-Course Syllabus Review cont. -Discussion on Writing <b>Homework:</b> <ul style="list-style-type: none"><li>- <b>Read <i>WYWTC</i> Chapter 1</b></li></ul>	3, 5
Thurs, Jan 30	Course Session 3	- <i>WYWTC</i> Ch 1 Discussion -Freewriting Activity	3, 5
<b>WEEK 3</b>			
Tues, Feb 4	Course Session 4	-Writing Exercise TBA -Writing Center Tour <b>Homework:</b> <ul style="list-style-type: none"><li>- <b>Read <i>WYWTC</i> Ch 4</b></li></ul>	2, 3, 5
Thurs, Feb 6	Course Session 5	- <i>WYWTC</i> Ch 4 Discussion -Writing Activities TBA	2, 3, 5
<b>WEEK 4</b>			
Tues, Feb 11	Course Session 6	- <i>WYWTC</i> Ch 5 Discussion -Writing Activities TBA	2, 3, 5
Thurs, Feb 13	Course Session 7	- <i>WYWTC</i> Ch 8 (p. 70) and Ch 10: Introduce Essay 3 -Exploratory Writing TBA -Common Assignment TBA	3, 5
<b>WEEK 5</b>			
Tues, Feb 18	Course Session 8	-Sample Essay -Writing Exercises TBA	2, 6, 7
Thurs, Feb 20	Course Session 9	-Essay 3 exploratory writing & brainstorming	2, 6, 7

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