

**Fañomnåkan 2025 Syllabus****EN110-07/08 Freshman Composition, TTH 11:00AM - 12:20PM/12:30PM - 1:50PM****Instructor: Royce Camacho**  
**camachor7980@triton.uog.edu****Office Hours: M/W (10-11am, 2-3pm); T/TH (2-3pm)**  
**Office Location: EC118D****Course 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.

**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.

**Required Texts**

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*. 4th ed. New York, NY: Norton, 2021. Print.

**Student Learning Outcomes**

<b>EN 110 Course Learning Outcomes</b>	<b>Gen Edu Tier 1 CF: Written Communication GE WC LO</b>	<b>Composition Program PLO</b>	<b>Institutional ILO</b>
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 tasks in general and major university courses and for personal, civic, and professional purposes by:	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon 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 <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 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 context to make rhetorical choices appropriate to audience, purpose, and genre	<b>ILO 5.</b> Responsible Use - Responsible use of knowledge, natural resources, and technology
<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 LO4.</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 Analyzing and comparing perspective, meaning, and style in	<b>CLO 2.</b> Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys	<b>ILO 1.</b> Mastery of critical thinking and problem solving

	<p>different texts and contexts so as to construct well-researched and reasoned writing</p> <p><b>GE WC LO2.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p><b>GE WC LO3.</b> Utilizing various formats, lengths, and citation styles as appropriate for the task</p> <p><b>GE WC LO4.</b> Using writing to analyze complex events and foster intellectual development</p>	understanding	<p><b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p><b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology</p>
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### Grade Scale

The following grades are assigned at the end of the term:

<b>A:</b> Student work evidences superior mastery of the Learning Objectives	A+ 98-100% GPA 4.00 Honors
<b>B:</b> Student work evidences mastery of the Learning Objectives	A 93-97% GPA 4.00 Outstanding
<b>C:</b> Student's work evidences competency of the Learning Objectives	A- 90-92% GPA 3.67 Outstanding
<b>D:</b> Student's work does not evidence competency of the Learning Objectives	B+ 87-89% GPA 3.33 Excellent
<b>F:</b> Student work not submitted or work submitted evidences plagiarism	B 83-86% GPA 3.00 Good
	B- 80-82% GPA 2.67 Above Average
	C+ 77-79% GPA 2.33 Adequate
	C 70-76% GPA 2.00 Adequate
	D 60-69% GPA 1.00 Deficient
	F 0-59% GPA 0.00 Failure

Note about Grades: These descriptions guide the determination of course grades. Evidence to support final grades is taken from students' course work, but student grades are not based on points earned. To determine course grade, the most recent assignments are evaluated in comparison to earlier assignments to determine progressive mastery of the course learning objectives.

### Course Assignments

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|---------------------------|--|
| A. Pre Common Assignment  | F. <i>WYWTC</i> Essay 4                                |
| B. Post Common Assignment | G. Peer Response Activities                            |
| C. <i>WYWTC</i> Essay 1   | H. Student Portfolio                                   |
| D. <i>WYWTC</i> Essay 2   | I. In-class Reading, Discussion and Responsive Writing |
| E. <i>WYWTC</i> Essay 3   |  |

## I. Course and Program Policies

### Attendance Policy

Attend every class and be present, just as you would show up to a job and work when you are scheduled. If students miss more than two classes, they should not expect a grade higher than C. If students miss an excessive amount-more than three classes- they should not expect to pass.

### Withdrawal Policy

If students should need to withdraw from the course, they are advised to do so prior to the university deadline (see UOG's undergraduate catalog). If they are required by the registrar's office to complete the "petition to withdraw" form, this means that the deadline to complete the withdrawal process passed.

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## II. University Policies and Student Services

### Plagiarism

The University of Guam Handbook states, “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 acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers and other academic materials.” In this course, all artificially generated writing must be explicitly acknowledged in text. Student work must embody originality consistent with the expectations of academia. Appropriate disciplinary action will be enforced upon students suspected of submitting unoriginal work.

### ADA/EEO Statement

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TOD 671-735-2243 or [eeo-ada@trlton.uog.edu](mailto:eeo-ada@trlton.uog.edu). For immediate assistance in an emergency call 911.

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 Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, [disabilitvsupport@triton.uog.edu](mailto:disabilitvsupport@triton.uog.edu) or telephone/(TOD) 671-735-2460.

### Tentative Course Calendar TBA

<u>Calendar Date</u>	<u>Session</u>	<u>Activities and Assignments</u>	<u>SLO Alignment</u>
<b>WEEK 1</b>			
23-Jan	Course Session 1	Syllabus Distribution; Writing Sample	#3
<b>WEEK 2</b>			
28-Jan	Course Session 2	Course Overview; Q&A	#1,2,3,4,5
30-Jan	Course Session 3	<b>Essay 1 Assignment</b>	#7
<b>WEEK 3</b>			
4-Feb	Course Session 4	Topic Invention	#1,2,3,4,5
6-Feb	Course Session 5	Pre Common Assignment	#7
<b>WEEK 4</b>			
11-Feb	Course Session 6	Kim Stover on Freewriting	#1,2,3,4,5
13-Feb	Course Session 7	First Draft Due; Writing Conference	#7
<b>WEEK 5</b>			
18-Feb	Course Session 8	Writing Conference	#1,2,3,4,5
20-Feb	Course Session 9	Essay 1 Due	#7
<b>WEEK 6</b>			
25-Feb	Course Session 10	Sharing of Essay 1 Findings	#1,2,3,4,5
27-Feb	Course Session 11	Sharing of Essay 1 Findings; Essay 2 Assignment	#7
<b>WEEK 7</b>			
4-Mar	Course Session 12	“Tritonship” Discussion	#1,2,3,4,5
6&7-Mar	No Class	<b>Charter Day and Annual Research Conference</b>	#7

The syllabus and course calendar may be revised to accommodate student progress. Any course changes will be announced in class or via email.

**WEEK 8**

11-Mar	Course Session 13	Charter Day and ARC debriefing; William Cane on Writing Like the Masters	#1,2,3,4,5
13-Mar	Course Session 14	First Draft Due	#7

**Spring Break March 17-21(No Class)****WEEK 9**

25-Mar	Course Session 15	Revision; Writing Conferences	#1,2,3,4,5
27-Mar	Course Session 16	<b>Essay 2 Due</b>	#7

**WEEK 10**

1-Apr	Course Session 17	Sharing of Essay 2 Findings	#1,2,3,4,5
3-Apr	Course Session 18	Essay 3 Assignment; Alice Gillam on Peer Response	#7

**WEEK 11**

8-Apr	Course Session 19	Search and Selection of Material	#1,2,3,4,5
10-Apr	Course Session 20	Reading and Annotation	#7

**WEEK 12**

15-Apr	Course Session 21	Outlining and Drafting	#1,2,3,4,5
17-Apr	Course Session 22	Drafting	#7

**WEEK 13**

22-Apr	Course Session 23	Drafting; Peer Revision	#1,2,3,4,5
24-Apr	Course Session 24	Peer Revision	#7

**WEEK 14**

29-Apr	Course Session 25	<b>Essay 3 Due</b>	#1,2,3,4,5
1-May	Course Session 26	Essay 4 Assignment	#7

**WEEK 15**

6-May	Course Session 27	Drafting; Writing Conferences	#1,2,3,4,5
8-May	Course Session 28	Drafting; Writing Conferences	#7

**WEEK 16**

13-May	Course Session 29	Essay 4 Due	#1,2,3,4,5
15-May	Course Session 30	All assignments submitted for grading; Post Common Assignment	#7

**Final Exam Schedule:**

EN110-07: Wednesday, May 21 @12:00-1:50pm

EN110-08: Tuesday, May 20 @ 12:00-1:50pm

Note: This syllabus is subject to change at the discretion of the instructor. Unauthorized recording and distribution of online courses violates University policy and may violate federal law.

EN-110-07 FRESHMAN  
COMPOSITION - SP'25 -  
R. CAMACHO

EN-110-08 FRESHMAN  
COMPOSITION - SP'25 -  
R. CAMACHO

