

EN110-09, Freshman Composition, Hybrid

Multi-Section Unified Course Syllabus and Calendar for FANOMNAKAN (SPRING) 2025

Instructor Information

Prof. Lucille Lauron

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Office hours: By appointment: Friday 12 noon-1 p.m. GMT/UTC +10 N(time zone) via Big Blue Button (BBB)

Section Information

Section 09 Tuesdays – in class, EC Room 103

Thursdays – online/Virtual Classroom Website

Virtual Classroom Website: 

(This virtual classroom will be available starting on the first day of classes.)

12:30-1:50 p.m.

Hafa adai and welcome to our class:

You can reach me via my school email above should you have any questions. I usually answer within that day, but should I miss your email, please do not hesitate to give me a gentle nudge and let me know, “Prof., did you get my recent email?” You can email me to set up a virtual appointment via Big Blue Button (BBB) in the Moodle website on the indicated day. In addition, you can email me anytime about a question, concern, clarification or other inquiries, and I will answer those within a day or the next day, at the latest.

Included in our online class is a “Questions and Conversations Corner”. This is a great safe-zone place for everyone to pose a question, comment on a topic, voice a concern, or contribute other great ideas from you, all. In this manner, we are all talking to each other, helping each other, and learning about the world of globalization, one online response at a time.

Since this is an online course, the following, from “Digital U.S. Literacy”, is important to know:

Digital Literacy and Media Literacy for Today’s Learners

The definition of literacy has evolved in the 21st century. The basic definition of literacy means to be able to read and write. To be successful in today’s digital world, literacy goes far beyond being able to read and write. What it means to be digitally literate has reflected the change in how information is processed, delivered, and received in today’s highly connected world. The University Library of The University of Illinois defines **digital literacy** as:

The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information.¹

The ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.²

A person’s ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.³

I. Course Description

1. 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. No Prerequisite.

2. 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.

II. Student Learning Outcomes (SLO)

<p>SLO 1. Write clearly and accurately using the standard conventions of written English.</p>

SLO 2.	Write a clear thesis statement, with supporting evidence such as: explanations, illustrations, and/or examples.
SLO 3.	Articulate positions, points, and constructive critiques in a clear and concise manner.
SLO 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.
SLO 5.	Use personal experiences and credible media to enrich essay writing.
SLO 6.	Collaborate with peers to draft, review, and revise essays.
SLO 7.	Use the process approach to writing: draft, review, revise, and publish.

III. Course Requirements

1) Required Texts

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

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook: Write, Research, and Edit*. 3rd ed. New York, NY: Norton, 2016. Print.

2) Final Grades

(Please refer to UOG's catalog.)

A:

B:

C:

D: *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:

NC: 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 the required documents.

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

3) Description Course Assignments and Calculation of Assignment Scores

Students earn points by attending class, participating during lecture-discussion classes, completing and submitting all assignments, completing assessments, and producing a course portfolio. 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.

1. **Attendance** 35 points (each absence is a two-point deduction)
2. **Participation** 31-33 points (students earn one point for participation during lecture-discussion classes)

Note: Instructor may decide to incorporate Essay #4 or #6 in lieu Essay #3 or #5. Instructor may also assign five essays instead of four.

3. Pre-Instruction Assessment Common Assignment	15
4. Midterm Assessment	10
5. Final Common Assignment	15
6. WYWTC Essay 1	25
7. WYWTC Essay 2	25
8. WYWTC Essay 3	25
9. WYWTC Essay 5	25
10. Post-Instruction Assessment	25
11. Portfolio (a Rubric will be used to determine points)	50 points
	215 subtotals
	+
	attendance and participation points

IV. Course and Program Policies

1. Assignment Submission Policy

No late assignments except in extenuating circumstances to be determined by the instructor. The class is rigorous and fluid; thus, manage your time wisely.

2. 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.

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. 2 points will be deducted for each absence from the absences category; points will be deducted for leaving class early or entering extremely late (more than 10 minutes after class has commenced).

Absences: Students are allowed a maximum of three absences (excused or unexcused) without penalty. The instructor may advise students with four 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.

3. Make-Up Assignments Policy

There are no make-up sessions for Midterm and Final exams except in extenuating circumstances to be determined by the instructor.

When a student is absent or anticipates a future absence, the student must inform the instructor immediately. Students should inform the instructor via email about their absence and its cause, and request to make-up missed assignments or in-class assessments. Those dates are identified on the Course Calendar.

When a student is absent for lecture-discussion sessions, students should retrieve lesson and assignment information from peers **FIRST**. Seek the instructor for assistance to clarify information from peers, if necessary.

4. 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). No withdrawals will be signed by instructor after the university's withdrawal deadline. In that case, the student may expect to fail the class especially if the student does not attend class regularly (please refer to Attendance Policy), does not submit all work and does not pass the course activities and tests/exams.

V. University Policies and Student Services

1. ADA Policy and Commitment to Student Learning

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, 671-735-2244 (TTY) or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

2. 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 School of Education, Room #110, disabilitysupport@triton.uog.edu or telephone/(TTY) 671-735-2460.
3. For applicants or employees with a disability requiring employment or workplace accommodation(s), please contact the Director of EEO/ADA & TITLE IX Office to discuss your specific needs. Please provide documentation concerning your disability and the need for employment or workplace accommodation. Our office is located at the Iya Hami Hall, Dorm 2, right side entrance, first floor, Room #104 and our contact numbers are: 671-735-2244, (Fax) 671-734-0430, (TDD) 671-735-2243, (E) eeo-ada@triton.uog.edu, (W) www.uog.edu, mailing address: 303 University Drive, UOG Station, Mangilao, Guam 96913.

4. 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.

5. 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.

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.

6. 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.

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:

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.

Other important University of Guam information:

1. "Faculty and students should stay informed of any relevant updates to the plans on the UOG website: <https://www.uog.edu/covid-19/#Operations> or through email updates sent to the campus";
2. "Considerations about Recording Both Intellectual Property and FERPA (student privacy) rights apply to class sessions. Students are not allowed to record class sessions. In a situation where a student has a reasonable ADA accommodation letter, arrangements can be made to record the session for the student" [or the student can make arrangements with the instructor];
3. "COVID Statement: The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, www.uog.edu.
 - a. • Contact Office of Information Technology at 735-2630 or oit@triton.uog.edu
 - b. • Contact the Triton Advising Center at 735 – 2271 or rac@triton.uog.edu
 - c. • Contact Uplift Counseling Services at 787-7978 or uplift@westcare.com
 - d. • Contact Project Tulaika Mental Health Services at 647-5317; 647-1901; 647-5440; 647-8833/34 or care@gbhwc.guam.gov;
4. "No Unauthorized Recording: Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable

information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law”;

5. “Support Services on Campus Green Zones

- a. The University of Guam has created several "Green Zones" on the UOG campus to provide students with high-speed Internet access and safe, sanitized spaces to study, work on projects, and stay current with their class assignments. This was in response to meeting the needs of students who expressed a need for class and study spaces away from home. Students will follow the pandemic protocols established by those green zones.
- b. Library Services and Research Assistance Library resources currently online will remain accessible. Faculty and students can access online library resources on the university website at www.uog.edu/student-services/rfk-library/.
- c. Reference services for the RFK Memorial Library will remain available via:
 - o Phone: 735-2341
 - o E-Ref with individual librarians: <https://www.uog.edu/student-services/rfklibrary/faculty-staff-services>.
 - o Find-A-Librarian page: <https://www.uog.edu/student-services/rfk-library/ask-a-librarian>.
- d. Reference services for the MARC Library shall be conducted via email:
 - o MARC Reference Collection Librarian (maw@triton.uog.edu)
 - o Spanish Documents & Manuscripts Librarian (obrunal@triton.uog.edu)
- e. Inquiries about other library services will be addressed via:
 - o Phone: 735-2311
 - o Dean of University Libraries: mstorie@triton.uog.edu
 Students authorized to use library services will follow the pandemic protocols established. Academic Tutoring Support Writing Center: The Writing Center (WC) has virtual tutoring services available for students. All WC appointments are made online and confirmation emails sent accordingly. The current option for virtual tutoring is Zoom. A modified schedule will be posted. The WC Teaching Assistants and coordinator are considering additional platforms for tutoring delivery should demand increase. The following link will take users to the WC pages: <https://sites.google.com/view/dealwritingcenter>; and

6. “Student Support Services (TRIO): TRIO Program’s Student Support Services (SSS) will continue to provide the following: Academic Tutoring (English and Math), Advice & Assistance in course selection, Assistance in completing the FAFSA, Cultural Activities, Information on Financial Aid Programs & Benefits, Information of Financial & Economic Literacy/Financial Planning, Study Skills Workshops and Information. SSS will ensure students continue to gain access through the following deliver options: online through Moodle, phone conferencing, online video conferencing (Skype for Business, Big Blue Button, or Zoom), recorded lectures (via Big Blue Button, Zoom, or Voice Thread), or through a third-party content provider (Coursera, Khan Academy, or LinkedIn learning). Moodle is the primary virtual platform and is in-synch with the university’s transition plan for using such platform to conduct classes. A Moodle shell has been established for all TRIO registered and active participants”.

Tentative Course Calendar

Activities and Assignments

SLO Alignment

WEEK 1

January 23, 2025 Thursday	Course Session 1	Day One Essay Assessment	
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WEEK 2

January 28, 2025 Tuesday	Course Session 2	Introduction; Course Syllabus; Textbook Chapter 1 Reflection: Choose at least two of the three reflections; DUE Thursday Common Assignment DUE at end of February	#3, #5
January 30, 2025 Thursday	Course Session 3	Chapter 2 Reflection: Choose at least three of the six reflections; DUE Tuesday	#3, #5

WEEK 3

February 4, 2025 Tuesday	Course Session 4	Chapter 3 Reflection: Choose one of two reflections; DUE Thursday	#3, #5
February 6, 2025 Thursday	Course Session 5	Chapter 8: "Essay 1" Exploring Activities	#3, #4

WEEK 4

February 11, 2025 Tuesday	Course Session 6	Pre-Common Assignment Chapter 8 Exploring Activities (continued) Chapter 14 (Section 1)	#3, #4
February 13, 2025 Thursday	Course Session 7	Chapter 15 Exploratory Draft Peer Review/Writing Workshop	#3, #4 #2, #6

WEEK 5

February 18, 2025 Tuesday	Course Session 8	Essay 1 Writing/Talking about writing	#2, #6
February 20, 2025 Thursday	Course Session 9	Essay 1 Writing/Talking about writing	#2, #6

WEEK 6

February 25, 2025 Tuesday	Course Session 10	Chapter 16 Peer Review/Writing Workshop	#1
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February 27, 2025 Thursday	Course Session 11	Peer Review/Writing Workshop	#1
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WEEK 7

March 4, 2025 Tuesday	Course Session 12	Essay 1 Due (3-4 pp.) Chapter 9: "Essay 2" Exploring Activities	#1, #7 #3, #4
March 6, 2025 Thursday	Course Session 13	CHARTER DAY – No class	

WEEK 8

March 11, 2025 Tuesday	Course Session 14	Chapter 9: "Essay 2" Exploring Activities (continued) Review Chapters 14-15 Exploratory Draft Peer Review/Writing Workshop Essay 2	#2, #3, #4, #6
March 13, 2025 Thursday	Course Session 15	Review Chapters 14-15 Exploratory Draft Peer Review/Writing Workshop Essay 2 (continued)	

WEEK 9 – SPRING BREAK – NO CLASSES -- MARCH 17-21, 2025

WEEK 10

March 25, 2025 Tuesday	Course Session 16	MIDTERM ASSESSMENT	
March 27, 2025 Thursday	Course Session 17	Essay 2 Writing/Talking about writing Review Chapter 16 Peer Review/Writing Workshop/Conference	#1, #2, #5

WEEK 11

April 1, 2025 Tuesday	Course Session 18	Peer Review/Writing Workshop/Conference	#1
April 3, 2025 Thursday	Course Session 19	Essay 2 Due (3-4 pp.) Chapter 4	#1, #7 #3, #5

		Reflection Choose two of five reflections; DUE Tuesday	
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WEEK 12

April 8, 2025 Tuesday	Course Session 20	Chapter 5 Reflection Choose two of five reflections; DUE Thursday	#3, #5
April 10, 2025 Thursday	Course Session 21	Chapter 10: "Essay 3" Exploring Activities	#3, #4

WEEK 13

April 15, 2025 Tuesday	Course Session 22	Exploratory Draft Peer Review/Writing Workshop	#2, #6
April 17, 2025 Thursday	Course Session 23	Writing/Talking about writing	

WEEK 14

April 22, 2025 Tuesday	Course Session 24 Faculty Evaluations	Review Chapters 14-15 Peer Review/Writing Workshop	#2, #3, #4, #6
April 24, 2025 Thursday	Course Session 25 Faculty Evaluations	Review Chapter 16 Peer Review/Writing Workshop	#1

WEEK 15

April 29, 2025 Tuesday	Course Session 26 Faculty Evaluations	Essay 3 due (4-6 pp.) Chapter 6 Reflection Choose three of six reflections; DUE Thursday FACULTY EVALUATIONS	#1, #7 #3, #5
May 1, 2025 Thursday	Course Session 27 Faculty Evaluations	Chapter 7 Reflections Choose three of six reflections; DUE Tuesday	#3, #5

WEEK 16

May 6, 2025 Tuesday	Course Session 28 Faculty Evaluations	Chapter 12: "Essay 5" Exploring Activities	#3, #4
May 8, 2025 Thursday	Course Session 29 Faculty Evaluations	Exploratory Draft Peer Review/Writing Workshop	#2, #6

WEEK 17

May 13, 2025 Tuesday	Course Session 30	Review Chapters 14-15 Peer Review/Writing Workshop Review Chapter 16 Peer Review/Writing Workshop/Conference Essay 5 Due (4-6 pp.)	#2, #3, #4, #6 #1
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		Final Essay Test: Post-Common Assignment (May be done during Week 17)	
May 15, 2025 Thursday	Course Session 31		

WEEK 18, FINALS WEEK: May 19-21, 2025

OUR FINAL EXAM: May 20, 2025, Tuesday; 12 noon-1:50

END OF SEMESTER: May 2025

***During Final Exam Week, the class meets according to the Exam Schedule.
Note that all UOG classes are required to meet during Final Exam Week.**