University of Guam
College of Liberal Arts and Social Sciences
Division of English and Applied Linguistics
Fañomnåkan 2025
Spring 2025

UNIBETSEDÅT GUAHAN

EN110 Freshman Composition
Course Syllabus

Section Information	Term/Course Dates	Meetings Days/Times	Course Delivery Format
EN110–30A	Jan. 22nd to Mar 14th	MTWTh 9:30 am-10:50 am	HYBRID/Face-to-Face

You will be notified which of these times will be used for meeting face-to-face.

Instructors & Office Hours Information
Prof. Terry Perez
email tperez@triton.uog.edu
(671) 735-2766
Office Hours
MW   1:00 pm – 2:00 pm
T   8:00 am – 9:30 am; 1:00 pm – 2:00pm
TH   8:00 am – 9:30 am
or by appointment

Prof. Carol Simpson-Warner
email cswarner@triton.uog.edu
(671) 735-2727
Office Hours
MW   8:30 am – 9:30 am; 11:00 am - 12:00 pm
T Th   11:00 am - 12:00 pm
or by appointment

HEALTH AWARENESS
In face-to-face courses, wearing masks is encouraged. Anyone who has a fever, or any other symptom, should stay home. Patience, respect, and cooperation are needed from all of us to persist through these times.

CONTACTING YOUR INSTRUCTORS
You can contact us via email at any time, but please allow a reasonable amount of time for a response, especially if you send your email outside of office hour times or on weekends and holidays. We generally expect to be able to reply to emails during office hours. Otherwise, a 24-hour wait time is reasonable during the week.

You can also contact the *Division of English and Applied Linguistics* office at (671) 735-2725. Leave a message with the division staff for the instructors and your contact information so instructors may return your phone call.

No Recording Policy

Unauthorized recording of class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights.

COURSE FORMAT – HYBRID/FACE-TO-FACE CLASS SESSIONS INFORMATION + EXPECTATIONS

This delivery format means that approximately twice per week you will meet face-to-face with instructors and classmates and the rest of the time you will work asynchronously to complete certain tasks posted on our Moodle course page.

Because this is a Part A class, the official last day is **March 14. You have the option of continuing on to EN111 in Part B of this semester, beginning on March 24. If you would like to complete EN110 and EN111 in one semester, you should register for either EN111-30B as soon as possible.**

Students should practice usual higher education classroom etiquette in all classroom spaces, which means respect for each other in an environment supportive of human dignity and of learning together and from one another. As instructors, we will strive to create a supportive, challenging, and rigorous college classroom experience.

Classroom etiquette includes but is not limited to those stated here: the expectation that students regularly attend class sessions, showing up on-time, being prepared, participating during discussion, completing and submitting assignments (ideally on-time), and generally seeking out the instructor and peers to clarify assignments directions and tasks (asking questions, expressing concerns, confusion).

Required for Online Access
As this class is both face-to-face and asynchronous, you will be expected to use Moodle. You need to be familiar with basic computer and internet use and to have reliable access to a computer with Internet. If you do not have internet access at your residence, the UOG campus has on campus wifi and a few computer labs for student use. Computers may also be available on loan from the Dean's office. A desktop or laptop computer is highly recommended as mobile devices do not always work as well with our course delivery platforms. Wifi hotspots are available through the Office of Information Technology (OIT).

COURSE CATALOG DESCRIPTION + COURSE CONTENT

EN110 COURSE 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.

EN110 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.

Combined Student Learning Outcomes Matrix

EN 110 FRESHMAN COMPOSITION	Gen Edu Tier 1 CF: *Written Communication*	EN 111 WRITING FOR RESEARCH	Gen Ed Tier 1 CF: *Information Literacy*	Composition	Institutional
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:	By the end of the course, students will demonstrate the ability to:	UOG students will be able to know when there is a need for information and identify, locate, evaluate, and effectively use that information for the issue or problem at hand 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, sills, and values that the University of Guam student will have demonstrated upon completion of any degree are: (IOs with relevant clarifying statements)
SLO 1. Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	GE/WC 3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English	SLO 5. Evaluate peers' research manuscripts (peer review) specifically examining the clarity of arguments, evaluating the evidence cited, and editing English language conventions as appropriate for the occasion and audience	GE/IL 1. Determining the nature and extent of the information needed

GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity

GE/IL 4. Synthesizing and applying relevant information to create a quality product | CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding | III. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively: Construct sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences; and works through |

THE COURSE SYLLABUS AND COURSE CALENDAR MAY BE REVISED/MODIFIED TO ACCOMMODATE STUDENT PROGRESS THROUGHOUT THE COURSE. STUDENTS SHOULD ANTICIPATE REVISIONS/MODIFICATIONS TO COURSE SYLLABUS AND CALENDAR DURING THE COURSE. ALL CHANGES WILL BE DISCUSSED IN CLASS

EN 110 FRESHMAN COMPOSITION	Gen Edu Tier 1 CF: *Written Communication*	EN 111 WRITING FOR RESEARCH	Gen Ed Tier 1 CF: *Information Literacy*	Composition	Institutional
			GE/IL 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use		collaboration to address a social, personal, or ethical dilemma. (Clarifying Statement 1)
SLO 2. Formulate a clear thesis statement, whether implicit or explicit, and support it cohesively with evidence, examples, and explanations	GE/WC 4. Utilizing various formats, lengths, and citation styles as appropriate for the task	SLO 3. Produce research documents such as annotated bibliographies and thesis-driven research manuscripts that incorporate quotations (direct quotes and paraphrases) in the research manuscript with correct in-text citations, that adhere to the specifications of an appropriate discipline-specific documentation system such as MLA, APA, CMS, CSE, and that do not evidence any incidence of plagiarism or unethical use of information whether intentional or unintentional	GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity\n\nGE IL LO4. Synthesizing and applying relevant information to create a quality product	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	V. Responsible use of knowledge, natural resources, and technology: Demonstrate appropriate and ethical mastery of tools, technologies and methods used in the discipline. (Clarifying Statement 6)
SLO 3. Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing	GE/WC 4. Utilizing various formats, lengths, and citation styles as appropriate for the task	SLO 4. Use Argumentation as the dominant rhetorical form of the research manuscript, integrating other discourse modes (rhetorical strategies) and	GE/IL 1. Determining the nature and extent of the information needed	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose,	III. Effective oral and written communication; writing clearly and effectively; and speaking clearly

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and summarizing where appropriate 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		using summary, analysis, synthesis, and evaluation as necessary to discuss the validity of the thesis as supported by appropriate and cited evidence SLO 5. Evaluate peers' research manuscripts (peer review) specifically examining the clarity of arguments, evaluating the evidence cited, and editing English language conventions as appropriate for the occasion and audience	GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity GE/IL 4. Synthesizing and applying relevant information to create a quality product GE/IL 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	and genre	and effectively: Construct sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences; and works through collaboration to address a social, personal, or ethical dilemma. (Clarifying Statement 1)
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	GE/WC 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing GE/WC 5. Using writing to analyze complex events and foster	SLO 2. Effectively retrieve, accurately comprehend, and critically evaluate scholarly and professional source materials whether primary or secondary, print or electronic, that address the research inquiry	GE/IL 2. Accessing needed information GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.	V. Responsible use of knowledge, natural resources, and technology: Integrate information technology into our search for knowledge and understanding. (Clarifying Statement 7)

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EN 110 FRESHMAN COMPOSITION	Gen Edu Tier 1 CF: *Written Communication*	EN 111 WRITING FOR RESEARCH	Gen Ed Tier 1 CF: *Information Literacy*	Composition	Institutional
	intellectual development				
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	GE/WC 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	SLO 1. Apply research writing and information literacy skills to develop a research plan by analyzing the research assignment, adapting writing processes for composing academic research, articulating research questions, and navigating simple and complex academic information systems and technologies to explore the research topic	GE/IL 1. Determining the nature and extent of the information needed

GE/IL 2. Accessing needed information | CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre | III. Effective oral and written communication: Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. (Clarifying Statement 2) |
| SLO 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 | GE/WC 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing | SLO 4. Use Argumentation as the dominant rhetorical form of the research manuscript, integrating other discourse modes (rhetorical strategies) and using summary, analysis, synthesis, and evaluation as necessary to discuss the validity of the thesis as supported by appropriate and cited evidence | GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity

GE/IL 4. Synthesizing and applying relevant information to create a quality product

GE/IL 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and | CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully. | I. Mastery of critical thinking and problem solving: Provide evidence: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. |

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			social concerns of information use		(Clarifying Statement 3)
SLO 6. Work with the instructor and peers to review, revise, and edit their writing effectively	GE/WC 1. Developing themes with appropriate consideration of the audience and purpose	SLO 5. Evaluate peers' research manuscripts (peer review) specifically examining the clarity of arguments, evaluating the evidence cited, and editing English language conventions as appropriate for the occasion and audience	GE/IL 1. Determining the nature and extent of the information needed\n\nGE/IL 3. Accurately identifying the source of information to critically evaluate the veracity\n\nGE/IL 4. Synthesizing and applying relevant information to create a quality product	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	III. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively: Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. (Clarifying Statement 3)
SLO 7. Understand and practice the writing process from topic choice to final edit	GE/WC 1. Developing themes with appropriate consideration of the audience and purpose\n\nGE/WC 5. Using writing to analyze complex events and foster	SLO 1. Apply research writing and information literacy skills to develop a research plan by analyzing the research assignment, adapting writing processes for composing academic research, articulating research questions, and navigating simple and complex academic information systems and	GE/IL 1. Determining the nature and extent of the information needed\n\nGE/IL 2. Accessing needed information\n\nGE/IL 3. Accurately identifying the source of information to	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	VII. An interest in personal development and lifelong learning: Research: Explore a topic in depth, yielding a rich awareness indicating intense interest in the subject.

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	intellectual development	technologies to explore the research topic SLO 5. Evaluate peers' research manuscripts (peer review) specifically examining the clarity of arguments, evaluating the evidence cited, and editing English language conventions as appropriate for the occasion and audience	critically evaluate the veracity GE/IL 4. Synthesizing and applying relevant information to create a quality product GE/IL 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use		

COURSE REQUIREMENTS FOR EN110

<u>Required Texts</u>
The Norton textbooks have been recently updated. You may use the editions currently sold in the UOG Triton Store or any recent edition.

Bullock, R., Brody, M., & Weinberg, F. (2024). *The little seagull handbook: Write, research, edit* (5E). New York, NY: W.W. Norton.

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

<u>Access to online sources including</u>
- Access to the Internet
- A Moodle Account/ the course Moodle page
- You may be asked to access the open texts at *writingspaces.org*

COURSE FINAL GRADES

The Final Grade is based on the evidence of mastery of the course learning outcomes (SLOs) observed in students course assignments as presented in the end-of-semester course portfolio. This portfolio is a digital link that will be given to you a the end of the semester and will include all the work completed throughout the course. The only grade given in this course is the Course (Final) Grade and is determined through summative assessment of the students' end-of-semester course portfolio.

Assessments of students' work are accomplished through both formative and summative assessment practice. Formative assessments come in the form of feedback about students writing throughout any assignment's "production process." Feedback is given through conversation with the instructor, during office hours and/or scheduled conferences and through peer comments during peer review and seminar group work. This feedback aids in finalizing work for the course portfolio.

The course Moodle shell is a place to turn in assignments when they are due. Work uploaded to Moodle is only noted as finished or not or incomplete. Additionally, work uploaded to Moodle marks the time the work was submitted. The bare minimum requirement for passing this class is to submit assignments that are done on time and in the specific order they were assigned (see Assignment Submission and Late Work for more information on late assignments). The instructor will not assess/evaluate work that was submitted after the due date.

- **A:** The grade of A is earned with outstanding work that demonstrates superior mastery and extraordinary distinction of the student learning outcomes on most or all course assignments, completed according to the class policies.
- **B:** The grade of B is earned with good work that demonstrates solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the student learning outcomes in many course assignments, but several issues require review and improvement to achieve superior mastery. The matters to be addressed are typically surface level and not "deep structure." All assignments are completed according to the class policies.
- **C:** The grade of C is earned with work that demonstrates adequate competencies in the student learning outcomes in course assignments and may evidence many surface-level and a few "deep structure" issues. Most assignments are completed according to the class policies.
- **NC:** This grade stands for No Credit and is given when the coursework is submitted but does not evidence competency in the student learning outcomes. Students who receive an NC have participated in most class sessions and completed the course assignments with due diligence, but their work does not evidence passing-level competency in the outcomes. In order to move on to courses for which EN110

is a prerequisite, students who receive the grade of NC retake EN 110 to build skills so that their work meets the criteria for a grade of C or higher. NC does not affect cumulative or semester GPA.

D: The grade of D means that evidence of competency in the student learning outcomes is minimal and not adequate to take a subsequent course that has EN110 as a prerequisite. Evidence of competency may be lacking due to work that is incomplete, missing, produced carelessly, or flawed with many deep structural and/or surface-level issues. In order to move on to courses for which EN111 is a prerequisite, students who receive the grade of D retake EN 111 to achieve passing-level competency in the learning outcomes.

F: The grade of F indicates work that does not demonstrate basic competencies in the student learning outcomes in most assignments or that insufficient work was submitted. Work may evidence plagiarism or the absence of effort and originality. The final grade is automatically an F if any assignment is plagiarized or if the student does not submit all of the major assignments.

UW: This grade means that the student stopped attending classes without submitting the required documents.

W: The grade of W means "Withdrawal." It is assigned by the registrar when students submit the required documents to officially withdraw from a class.

COURSE EXPECTATIONS

1. **Process Tasks.** Homework assignments consist of all the tasks you need to complete for each essay you write for this course. These are "Process Tasks" because they are tasks that are a part of the writing process for you to complete each final draft of each essay AND tasks must be completed in chronological order. Completing homework and participating in the discussion and understanding of homework play a big role in your learning and success in the class.

2. **Assignment Revisions.** All submitted papers will demonstrate extensive revision work. Instructors will collect drafts, planning materials, and peer reviews when the student turns in the paper for evaluation. Revisions of the final draft are required for all portfolios. This revision policy does not exist to give a second chance to those with poor time management but to allow students who are seriously attempting to improve their writing every opportunity to do so. All revisions are expected to be significant; minor editing will not result in a grade increase and may result in a grade decrease. Revisions must be thoughtful and extensive.

3. **Participation and Class Activities.** Class activities involve a variety of tasks: writing, discussion, group work, etc. Participation does not mean solely answering questions. Your thoughtful participation is essential for the success of this class. Participation includes taking part in class discussions. Discussing ideas is imperative now that you are part of a college community (see: Course Format – Hybrid/Face-to-Face Class Sessions Information + Expectations for a discussion on classroom etiquette).

4. **Peer Review.** Students will work in writing groups for each major paper and topical discussion to discuss ideas, organization, and stylistic choices, and consider peer's successes and weaknesses observed in peers' essays. Workshops work effectively only if all members of the group participate. Peer review may be done in-class or on our Moodle--you will be informed of the requirements for each peer review. DO NOT miss these peer reviews.

    In short, **peer review is a *response activity***, meaning that it's an activity that provides students' an opportunity to engage with peers about their writing. Peer Review *is NOT an opportunity to critique peers' work*.

5. **Conferences.** Feedback for your writing is given via conferences. Several one-on-one face-to-face or virtual conferences with your instructor will be scheduled throughout the semester. Although these

conferences are NOT graded, they are a way for you and your instructor to assess your writing journey. Any conference is a crucial component in improving your essay in preparation for the final portfolio. In other words, you have a greater chance of passing the class if you attend conferences.

COURSE POLICIES

Assignment Submission and Late Work
You need to participate and to be current with your work. Late assignments are accepted only 1) in the case of extenuating circumstances, which you inform your section instructor about immediately, preferably before the assignment is due, and 2) specific arrangements, including amount of credit reduction, are made with your section instructor in advance. Note that asynchronous work can be done according to your schedule but is to be submitted on time.

__Let us know as soon as possible if you are having problems with any of the work in this course.__

Attendance
This class is based on participation. Important opportunities for developing your skills and receiving feedback happen during face-to-face class sessions when we meet together. Because of the importance of what we do in class, absences affect your success in the course; it is your responsibility to contact the instructors as soon as you can.

Make-Up Assignments
When you cannot turn in an assignment on time, you must inform your instructors as soon as possible about the situation and request to make-up missed assignments or in-class assessments including any assessment activities. If you miss lecture-discussion sessions, you should retrieve lesson and assignment information from our Moodle or your peers and seek clarification from your instructors as needed.

Course Withdrawal
Students who elect to withdraw from the course after the university's voluntary withdrawal deadline (see UOG's undergraduate catalog) should not expect (or demand) the instructor to sign a withdrawal form. 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 χουρσε had passed.

UNIVERSITY POLICIES AND STUDENT SERVICES

ADA Accommodations
The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing non-discriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution.

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 or telephone/TDD 671-735-2505/2460

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The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability. The ADA policy can be found on their website.

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 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." In this course, all artificially generated writing must be explicitly acknowledged in text. Students may not submit work done in one class for credit in another class without the prior consent of all instructors involved. Please let any of the instructors know at any time you have questions about plagiarism.

DEAL Writing Center
The DEAL Writing Center assists students with their writing. In working with the tutors of the Writing Center, students engage in conversation about writing. Tutors are graduate or undergraduate students who are trained and committed to helping writers increase their skills; they do not edit your paper for you. Get the latest information about the Writing Center at https://sites.google.com/view/dealwritingcenter.

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 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 you have questions about Turnitin, please ask the instructors.

EN110 ASSIGNMENT INFORMATION

Course Assignments and Calculation of Grades

Students are to attend class, participate during lecture-discussion classes, complete and submit assignments, and produce a course portfolio. Specific guidelines and evaluation criteria will be provided for each assignment. You will be submitting a final course portfolio, which will contain the final revised versions of all your work for assessment.

Assignments

Assignments (See Assignment Descriptions and Course Calendar for Details and Alignment with Learning Outcomes)

Prologue Assignments	05%
Part I: First Essay Process Work	15%
Part II: Second Essay Process Work	15%
Part III: Revision & Editing Work	15%
Final Version of First Essay	10%
Final Version of Second Essay	15%
Reflective Essay	15%
Epilogue Assignments	10%
Total	100%

WYWTC Essay Assignment Process

- The process for each essay includes classwork, reflections, exploratory writing, complete drafts, draft review, cover letters, and revisions.
II. Final essays are substantively revised and improved versions of drafts and therefore are **not accepted unless** the process requirements have been completed.
III. Students are required to complete and submit each assignment **before** proceeding to the next assignment. Multiple assignments turned in all at once will NOT be assessed.

Criteria for Student Work: Your work will be evaluated based on the learning outcomes of this course and your use of academic English. Course grades will be based on completion of required work and the level of mastery of the learning outcomes demonstrated by your written work. Detailed descriptions of the requirements and scoring criteria will be provided for each assignment. You may schedule an appointment to discuss your work and your standing in the course at any time during the semester.

Paper Format: Label all assignments according to the specified documentation style. If no style is specified for the assignment, place your name, course and section number, assignment, and date in the upper left-hand corner of the first page and your last name and page number in the upper right corner of subsequent pages. Incorrectly or incompletely labeled assignments and assignments that do not follow the required format do not receive credit or feedback.

Unless another style is specified, all assignments done outside of class must be typed unless arrangements are made with your section instructor in advance. Use an appropriate serif font, such as Times New Roman with a size of 12. Double space. Use one-inch margins. Instructions for including process documents such as drafts are given in class before the work is due. You may want to create and use a Microsoft Word Template to remind yourself of these requirements each time you prepare work for this class.

File Format and File Names: Use the required file format for each assignment that is submitted on Moodle, usually a document file. The file name must consist of the student code you have been assigned for this class followed by the name of the assignment. More information will be provided in class.

EN110-30A, 31A FRESHMAN COMPOSITION FAÑOMNÅKAN 2025
COURSE SYLLABUS

ASSIGNMENT DESCRIPTIONS

A. **Common Assignments (In-class Essay Assignment)**
   Target Learning Outcomes: 1, 2, 3, 4, 5, 6
   The Common Assignment is a program-wide requirement. All students in the course must complete a "common" assignment. Student performance on this assignment will be reported to the Composition Director as evidence of the program-wide assessment of student learning outcomes. To complete the Composition Common Assignments, students will enroll in a separate Moodle course. Information about enrolling into that course will be provided on a separate information sheet. Students complete the Common Assignment at the beginning of the semester, possibly at midterm, and at the end of the term.

B. **Process Tasks and Drafts**
   Target Learning Outcomes: Various
   Process assignments will be given throughout the semester to help students understand the lessons. These assignments will help instructors check for students' understanding and to determine students' readiness to complete the three required essay assignments. Credit is given for completing Process Assignments according to the assignment direction/requirements. These are opportunities to receive feedback.

1) First Essay based on *WYWTC* Essays 1 and 3 (Sources of Information: Observing and Listening & Recollections and Memories)
   Target Learning Outcomes: 1, 2, 5, 6, 7
   This essay assignment combines *WYWTC* Essay 1 and Essay 3 sources of information requirements. Essay 1 requires you to gather observations and use those observations as evidence that informs claims about your topic and Essay 3 requires you to draw on personal experiences (recollections and memories) as evidence that informs your claims.

   In this essay assignment, you will compose an analytical essay drawing from both sources of information – what you observe and hear, and what you have experienced. From these sources of information, then, you will write a thesis and support paper and be expected to incorporate multiple rhetorical modes in the essay. The assignment description will be provided by your instructors based on the course text *Writing Your Way Through College.*

   The required assignment parts are:
   i. **Reading Assignments and Reflection Tasks (Target SLO: 5)**
   ii. **Essay 1** First Complete Draft **(Target SLOs: 5, 6, 7)**
   iii. **Peer Review Essay 1 (Target SLOs: 6, 7,)**
   iv. **Essay 1** Revised Draft with Cover Letter **(Target SLOs: ALL)**

C. **Second Essay based on *WYWTC* Essay 5 (Source of Information: Written Texts)**
   Essay 5 requires you to analyze how academic scholars write. You will read texts within multiple disciplines and draw conclusions regarding the conventions, jargon, evidence, and other rhetorical choices which these writers make. In your essay, you will cite in the text and learn the conventions required by your instructors. Assignment description will be provided by your instructors based on the course text *Writing Your Way Through College.* The required assignment parts are
   i. **Reading Assignments and Reflection Tasks (Target SLO: 5)**
   ii. **Essay 2** First Complete Draft **(Target SLOs: 5, 6, 7)**
   iii. **Peer Review Essay 2 (Target SLOs: 6, 7)**
   iv. **Essay 2** Revised Draft with Cover Letter (**Target SLOs: ALL)**

D. **Self-Reflection Assessment Essay**
   Target Learning Outcomes: ALL

THE COURSE SYLLABUS AND COURSE CALENDAR MAY BE REVISED/MODIFIED TO ACCOMMODATE STUDENT PROGRESS THROUGHOUT THE COURSE. STUDENTS SHOULD ANTICIPATE REVISIONS/MODIFICATIONS TO COURSE SYLLABUS AND CALENDAR DURING THE COURSE. ALL CHANGES WILL BE DISCUSSED IN CLASS

At the end of the term, you must compose a "Self-Reflection Assessment Essay" in which you discuss mastery of the learning outcomes based on evidence observed in your course assignments. Additional Information will be provided in class.

E. **EN110 Course Portfolio**
Target Learning Outcomes: 6, 7
Over the term, you will develop a course portfolio of assignments, particularly the essay assignments from *Writing Your Way Through College* as described in this section of the syllabus. The portfolio is a digital portfolio that will contain the work you've produced in this class. In this portfolio, you must include assignment parts and initial and revised drafts of essay assignments. You must provide commentary on your mastery of the learning outcomes for each of the assignments. The commentary you provide on your work will be used as evidence for the "Self-Reflection Assessment Essay" that will be included in your course portfolio.

TENTATIVE COURSE CALENDAR

	In-Class	Asynch & Homework
1/22	Course Introduction/In-class writing	Submit "Role of Writing"
1/23	Pre-Instruction Common Assignment	Annotate Syllabus/Read Savini
1/27	Discussion of Savini	WYWTC Chapters 1&2 Reflections
1/30	Savini: Noticing	Taczak Responses/Start Plan
2/4	Patterns in Evidence/Plan	Draft Plan
2/6	Exploratory Draft/Highlighter Workshop	First Draft
2/11	Conferences on Plan and Draft	Read Bunn and DePeter
2/13	Peer Review	Read Dullum/Revise First Draft
2/18	Organization in Dullum	Finish Dullum Annotation
2/20	Seminar: Academic Writing	Read Childers
2/25	Formulate Question/Identify Patterns	Plan Essay 2/WYWTC Chapter 7/Bring Article
2/27	Bautista/Exploratory Draft	Post Tentative Question/Plan/Exploratory Draft
3/4	Peer Response/Conferences	First Draft/Revision
3/6	Guam History & CHamoru Heritage Day	
3/11	Portfolio Instructions/Peer Response	Finalize Essays
3/13	In-class Essay 3	Portfolio Due

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