



UNIBETSEDĀT GUAHAN

EN 111 Writing for Research: Section 1
ONLINE Course Syllabus

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

Fañomnåkan 2025

Instructor Information

Instructor: Barbara Gail Jacala-Whalen
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Weekly Online Office Hours: Thursdays, 2pm-3pm
See link to Zoom Classroom within Moodle Course Shell

I. Course Catalog Description

In this course, students will be introduced to the conversation model of scholarship and to the work of composing academic research from topic development to final edit. This course emphasizes the development and advancement of Information Literacy skills for the purpose of acquiring knowledge of and cultivating a practice for conducting academic research and composing research-related documents such as annotated bibliographies and research manuscripts. Throughout the course, students will learn to skillfully navigate information systems to access both print and electronic sources of information related to their research endeavor, with special attention on ethical and legal use of information in their academic research processes and research products. Grades are A, B, C, D, F, I, or NC.

Prerequisite: EN 110 Freshman Composition with a grade of “C” or better.

II. Course Content

To promote the development of critical capacities associated with composing academic research, EN111 lessons and assignments target skills related to composing academic research, including:

1. Reportorial, argumentative, and analytical writing
2. Research procedures, including a working knowledge of library resources, online digital databases, and other electronically accessed resources
3. Correct documentation and citation procedures applied in annotated bibliographies and research manuscripts
4. Focused and mature thesis statements that propose specific insights into relevant research topics and are supported by credible and appropriate primary and/or secondary sources of information
5. Intelligent summary, analysis, and synthesis of responsible sources of information

III. Student Learning Outcomes

EN 111 Course Learning Outcomes	Gen Edu Tier 1 CF: Information Literacy GE WC LO	Composition Program PLO	Institutional ILO
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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:
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 LO1. Determining the nature and extent of the information needed IL LO2. Accessing needed information	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	ILO1. Mastery of critical thinking and problem solving
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 LO1. Accessing needed information GE IL LO2. 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.	ILO 1. Mastery of critical thinking and problem solving ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively ILO 5. Responsible use of knowledge, natural resources, and technology

<p>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</p>	<p>GE IL LO3. Accurately identifying the source of information to critically evaluate the veracity</p> <p>GE IL LO4. Synthesizing and applying relevant information to create a quality product</p> <p>GE IL LO5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</p>	<p>CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre</p>	<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>
<p>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</p>	<p>GE IL LO4. Synthesizing and applying relevant information to create a quality product</p> <p>GE IL LO5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</p>	<p>CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.</p>	<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>

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	<p>GE IL LO1. Determining the nature and extent of information needed</p> <p>GE IL LO3. Accurately identifying the source of information to critically evaluate the veracity</p> <p>GE IL LO4. Synthesizing and applying relevant information to create a quality product</p>	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication</p> <p>ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context</p>
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IV. Course Requirements

Required Materials:

Bullock, R., Brody, M., & Weinberg, F. (2016). *The little seagull handbook: Write, research, edit* (3rd ed.). 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.

Graff, G. & Birkenstein, C. (2016). *They say/I say: The moves that matter in academic writing* (3rd ed.). New York: W.W. Norton.

- RFK library card/number
- Moodle access
- ***You will be required to bring your research materials to every class session once the Research project starts.***

Recommended Materials:

*Research Organizer: This can be in hardcopy binder form or cloud storage form. However, either format preference used must be transparent, readable, and organized for you, your peers, and/or the instructor upon request.

Final Grades

A:	90% - 100%
B:	80% - 89%
C:	70% - 79%
D:	60% - 69%

A: Work demonstrates superior mastery of the Student Learning Outcomes (SLOs) on most course assignments. All deadlines, attendance, late work, and make-up policies are met.

B: Work demonstrates expected competencies of the SLOs on most course assignments, but several issues must be reviewed and improved to achieve superior mastery. Issues are typically surface level and not “deep structure”. All deadlines, attendance, late work, and make-up policies are met.

C: Work demonstrates basic competencies of the SLOs on most course assignments with some evidence of many surface level and few “deep structure” issues. All deadlines, attendance, late work, and make-up policies are met. Students exiting EN111 must earn at least a “C” or better to enroll in 300/400 level courses.

D: Work does not demonstrate basic competencies of the SLOs. Work may be incomplete, missing, or produced carelessly or flawed with many “deep structure” and surface level issues. “D” will earn credit for the course but does not meet the University prerequisite requirement to enroll in upper division courses. Students who earn a “D” and whose goal is to advance into their majors, will need to retake EN111 until a final grade of “C” or better is earned.

F: Work does not demonstrate basic competencies of the SLOs. Work may be incomplete or major assignments are missing. Also, work may show evidence of plagiarism or the absence of effort and originality. Note: Plagiarism on any assignment is not tolerated. This will result in an automatic “F” final grade.

NC: Student’s work does not evidence competency of the Learning Outcomes. The student must retake EN 111.

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

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

Description of Course Assignments and Calculation of Assignment Scores

The purpose of this course is to help you begin to identify and research an issue or problem. Essential to solving a problem is: (a) fair and accurate identification of the problem, (b) sound evidence-based research providing history and background to justify and support further investigation, and (c) reflection of potential obstacles, causes, and solutions to the problem.

The major assignment for this course is one 10-15 paged Research Paper, where you will identify an issue or problem that you currently have access to observe in your environment. You will submit this assignment at the end of the course. While you will not be creating a solution for this problem in this course, you will reflect upon the current barriers to solving your issue. The following assignments are designed to break down this research process to elicit critical analysis and identification and incorporation of different types of evidence to support assertions. To make this assignment more manageable and to provide you with feedback on your paper prior to final draft, several sequential Benchmark Assignments and Weekly Activities contribute to the Research Paper are required.

Course Activities	Activity Weight
COMMON (2 In-class writings; 5pts each)	5%
Participation	15%
<ul style="list-style-type: none"> Discussion Forums (4; 12pts each; 6 points for post; 3 points each per response) Lesson Quizzes (6; 6pt each) 	
Benchmark Assignments	40%
<ul style="list-style-type: none"> Reading Response (2 responses; 20pts each) Library Assignments (10pts per Module) Research Frameworks (2 frameworks; 10pts each) <ul style="list-style-type: none"> Topic Statement (1 point) Research Question/s (1) Key Terms (1) Documentation System Analysis (2) Annotated Bibliography <ul style="list-style-type: none"> at least summary of two sources (2) one direct quotation with paraphrase (1) and one passage with explanation (1) Working Outline (1) Short Argument Essay (20 pts) 	

- Topic Proposal with Rationale (10 pts)
- Peer Reviews (2; 12pts each)
- Rough Draft (10 pt)

Final Project

40%

- Research Paper 10-15 pages (50 pts)
- Cover Letter (4 pts)

Students earn points through participating in the course, completing, and submitting all assignments, and completing assessments. In the section below the number of points for each course activity are described.

Common Assignment- 5% of grade SLO#1,2,4, & 5

The Common Assignment is a program-wide requirement. All students enrolled in EN 111 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. Common Assignments are completed in-class. You will complete the Common Assignment in class at the beginning of the semester and then again at finals. The highest of the two test will be taken for the category total.

Participation- 15% of grade SLO#1,2, 4 & 5

This is an online course. Student participation is assessed through Discussion Forums and Quiz Badges. Each week's module with either culminate in one or both. Forums and quizzes support the steps to produce a final research paper as required by the course. As a result, class participation is imperative. Research does not occur in a silo. We will need all students and perspectives to develop theory.

Discussion Forum- 12 points SLO#1,2, 4 & 5

Some weekly modules will end with a Discussion Forum. You will be required to post into the forum by Thursday of the same week, midnight. Your post must demonstrate an analysis of the week's lesson and/or readings and present your insight and argument. Initial posts will gain up to 6points per forum. You will then have until Sunday of the same week, midnight, to reply to two others. Your responses must demonstrate evaluation and critique of peer's theory with presentation of your argumentative response. You may gain up to 3points per peer responses per forum towards a maximum of 6 points.

Lessons & Quizzes- 1-6 points All SLOs

Some weekly modules will include quizzes that calculate progress points. These will reinforce the week's lesson and course SLOs.

Benchmark Assignments- 40% of grade ALL SLOs

Reading Responses- 20 points All SLOs

Reading Responses exercise rhetorical moves required in research evaluation, topic development, and argument analysis. The first reading response will be on a reading provided to the class to inform the basis of the class's elected research theme. The second reading response will be student-selected to inform the direction of the student's research paper. **Note that although these responses are only required twice within the semester, the exercise should be habit in the student's final research paper and all future research projects.*

Library Assignments- 10 points SLO#1 &2

The Library Assignments are designed to help familiarize students with locating sources in the library and online either through web search-engines or academic databases. Assignments will be individually completed.

Research Frameworks- 10 points All SLOs

Research frameworks are a significant step in the research process. The Framework informs the research purpose, direction, and organization. Framework1 will be on a current researched essay. Framework2 will be the framework for your semester's research. Research Frameworks include:

- Topic (1)

- Research Questions (1)
- Key Terms (2)
- Annotated Bibliography with at least summary of two sources, one direct quotation with paraphrase, and one passage with explanation (10)
- Working Outline (5)

Short Argument Essay- 20 points SLO#3&4

Argument is a dominant rhetorical form in research. This argument essay will be based on a Reading Response assignment and be informed by various additional student-selected sources.

Topic Proposal with Rationale- 10 points SLO4

As a part of the research process, students will have to submit a research topic and rationale for approval. This process confirms the rationale and pertinence of the research topic and study. Topics that focus more on explanation vs argument and theory development will be rejected. The topic proposal and rationale must be accepted prior to the research essay drafting process. Multiple proposal submissions may be required per student.

Peer Reviews- 12 points All SLOs

NOTE: As the instructor of this course, I DO NOT READ OR EDIT ROUGH DRAFTS.

In class work and essay drafts will exercise the draft, revision, and proofreading components of the writing process. Understanding and participating in Peer Review is a major component of the research writing process. This course will require one single research paper that will undergo two peer reviews throughout the process. Peer reviews will be exercised in groups of four. Individuals will be required to review at least two members within their peer group. The first Peer Review will be on the initial Topic Proposal with Rationale and Framework2. The second Peer Review will occur after the Rough Draft Submission.

Peer Review Process & Rules:

- Peer Reviewers should read assigned peer work twice: once for content and once for grammar and mechanics as explained in the Peer Review Guidelines. Each reading must be completed on time. If you fail to meet the review deadline or fail to meet the Guidelines, you will NOT receive points.
- Keep in mind that it is your responsibility to get your paper reviewed. If you are not receiving feedback alert your peers to this and also post on the General Editing thread. Additionally, consider outside assistance such as the UOG Writing Center. Even if you have received thorough reviews, this is a great resource that you should take advantage of.
- Keep the Golden Rule in mind as you peer review. What would you like others to do for you? If you are a thoughtful reviewer, you can expect the same in return. If you fail to review the work of others, don't expect any help in return.

Rough Draft- 10 points SLO#1

You will submit a single Rough Draft for a single Research Paper after undergoing the research writing process. This Rough Draft will be submitted by SHARE in GoogleDocs to your Peer Review members, embedded tutor, and instructor. Note: The points for this item is minimal; however, without a Rough Draft, NO Peer Review points can be retrieved.

Final Project- 40% of grade

The end goal of EN111 is to support students in a successful submission of a 10-15 paged research project. The project will include the culminating research paper and a letter to the Institutional Review Board.

Research Paper- 50 points All SLOs

You will submit a single final 10-15 paged Research paper upon the culmination of the course.

Cover Letter- 4 points SLO#4

The final cover letter will work as an abstract and/or proposal for further research to the Institutional Review Board.

V. Course and Program Policies

Assignment Submission Policy

Late drafts are NOT accepted.

Assignments designated as drafted in class and completed out of class **MUST** follow the sequence. The assignment will **NOT** be accepted if the Benchmark Assignment sequence is not followed, as in one part of the sequence was not completed (e.g. **NOT** drafting in class and turning in something that was done totally outside of class or **ONLY** drafting in class with no work outside of class). SEE: Make-Up Assignments Policy

Attendance Policy

This is an online course. As a result, attendance is only accounted through participation in Discussion Forums and Peer Editing. Note that 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. As a result, participation in these weekly activities is integral to learning in this course. If special circumstances make punctuality difficult in responding to forums or peers, please discuss this with the instructor during the first week of class. Otherwise, students are responsible for informing the instructor regarding an absence, especially if there are extenuating circumstances preventing class participation. The instructor may advise students with two or more lack of participation in Forums or Peer Editing 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.

Make-Up Assignments Policy

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 research writing work or course activities. Those dates are identified on the Course Calendar. Instructors are **NOT** required to provide you with the opportunity to make up work and make the final decision to do so.

Withdrawal Policy

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).

VI. 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 Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation 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 671-735-2460.

Discrimination and Harassment Policy

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

Plagiarism Policy

The University of Guam defines plagiarism in the Student Code of Conduct as follows: "The term 'plagiarism' includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." Plagiarism is a serious academic offense. As such, any student found

to have committed an act of plagiarism in an EN 111 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.

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.

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

EN111-01 Tentative Course Calendar SOMNAK 2025

<u>Date</u>	<u>Lesson Activities</u>	<u>Readings & Assignments:</u> <i>TSIS: They Say I Say</i> <i>LS: Little Seagull</i> <i>WC: Writing your way through College</i>	<u>SLO</u>
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WEEK 1 **1/21-1/26**

	Topics: What is EN111? Course Introduction Course Guide Syllabus What is Research? TSIS: "Introduction" pp1-14 Reading skill: T2T	Discussion Forum1: post due Thursday 1/23 responses due Sunday 1/26 Review: TSIS: Ch12 "What's Motivating this Writer?" pp145-155 Read for the next Week: Online Supplemental: <i>Hytten, K. (2004). Postcritical ethnography: Research as a pedagogical encounter.</i>	1,2 4,5
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WEEK 2 **1/27-2/2**

	Topics: Ethnography Concept Tracking Sheet Activity: PreSearch -Invention1: Brainstorm -Invention2: Narrowing Scope Reading skill: Tracking Concepts Annotation	Column1 & 2 of Profile Discussion Forum2: post due Thursday 1/30 responses due Sunday 2/2 Read: Online Supplemental: <i>Tang, R., & John, S. (1999). Writer Identity.</i> Review for next week: WC Ch3 "The Language of Wider Communication" LS: W8 pp49-53: Rhetorical Analysis WC: Ch5 pp36-43 "Taking a Stance" WC: Ch6 pp52-55 "Creating Yourself"	1
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WEEK 3 **2/3-2/9**

	Topics: Rhetoric Authorship & Identity Activity: PreSearch -Invention3: Writer Identity	Discussion Forum3: post due Thursday 2/6 responses due Sunday 2/9 Review for next week: TSIS: Ch1 "They Say" pp19-29 TSIS: Ch2 "Her Point Is" pp30-41 TSIS: Ch3 "As He Himself Puts It" pp42-51	1
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WEEK 4 2/10-2/16

	Reading Skill: Deconstruct Text Writing skill: Summarize/Paraphrase · PRECIS	TIMED MID-TERM ESSAY due 2/13 Review for next week: TSIS: Ch4 “Yes/No/Okay, But” pp55-67 TSIS: Ch9 “Ain’t So/ Is Not” pp121-128 TSIS: Ch10 “But Don’t Get Me Wrong”pp129-138 TSIS: Ch11 “I Take Your Point” pp141-144 LS: R2 pp102-105: Evaluating Sources LS: R3 pp105-107: Synthesizing Ideas	
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WEEK 5 2/17-2/23

*2/21 Faculty Day NOCLASS	Writing skill: Quoting Reader Response	Read Diasporic Reader’s CHOICE • Reader Response1 due 2/16 Review for next week: LS: R1 pp90-92: Doing Research LS: R1 pp92-96: Finding Appropriate Sources LS: R1j pP101-102: Field Research LS: W14 pp74-78 Annotated Bibliography	
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WEEK 6 2/24-3/1

	Activity: PreSearch -Invention4: Focusing Research	Library Activity1 due 2/20 LA1 Reflection due 2/27 Library Activity2 due 2/27	
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WEEK 7 3/3-3/9

*3/3 Guam History Day *3/6 Charter Day NOCLASS	Topic: Frameworks Annotated Bibliography Citation & Plagiarism Writing skill: Outline	Discussion Forum4: post due Thursday 3/6 responses due 3/9	
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WEEK 8 3/10-3/16

	Topic: Argument	Framework1 due 3/13 Read for next week: TSIS: Ch14 “Analyze This” pp175-192 TSIS: Ch5 “And Yet” pp68-77	
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WEEK 9 3/17-3/23 *SPRING BREAK NO CLASSES

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WEEK 10 3/24-3/30

	Topic: Research Activity: Writing a Topic Proposal	Argumentative Profile Essay due 3/20 Re-read past readings: TSIS: “Introduction” pp1-14 TSIS: Ch4 “Yes/No/Okay, But” pp55-67 TSIS: Ch9 “Ain’t So/ Is Not” pp121-128 TSIS: Ch10 “But Don’t Get Me Wrong” pp129-138 TSIS: Ch11 “I Take Your Point” pp141-144	
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WEEK 11 3/31-4/6

	Conferencing *Students are required to make a virtual appointment with instructor.	Reading Response2 due 4/4 Read: LS: W12 pp66-69: Writing a Proposal	
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WEEK 12 4/7-4/13

	Conferencing *Students are required to make a virtual appointment with instructor.	Forum Topic Proposal with Rationale due 4/10 Research Framework2 due 4/13 Read: TSIS: Ch6 “Skeptics May Object” p78-91 TSIS: Ch7 “So What? Who Cares?” 92-101 TSIS: Ch8 “As a Result” pp105-120	
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WEEK 13 4/14-4/20

	Topic: Peer Editing Reading skill: Editing for Context	Peer Editing1: external peers due 4/20 (single content edit)	
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WEEK 14 **4/21-4/27**

		Research Draft due 4/27	
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WEEK 15 **4/28-5/4**

	Topic: Academic Manuscript Grammar & Mechanics	Peer Editing2: research peers due 5/4 (2 edits- content & grammar)	
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WEEK 16 **5/5-5/11**

		Final Research Paper Due 5/11 Read: LS: W15 pp79-82 Abstract	
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WEEK 17 **5/12-5/18**

*5/16 Last day of instruction	Topic: Searching for Scholarship Cover Letter Writing an Abstract	Cover Letter Due 5/18	
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FINALS WEEK **5/19-5/21**

	COURSE FINAL	Timed essay available upon submission of Final Research and Cover Letter. Last day to submit final: 5/21	
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