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

Multi-Section Unified Course Syllabus and Calendar

EN 111   Writing for Research

Section Information	Instructor Information
Section 02 OLL	Prof. S. Ragan
Course Schedule/Location ONLINE	Office: N/A
	Office Hours: ONLINE
	Office Phone Number: N/A
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I.   Course Description

1.   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.

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

2.   Course Content

To promote the development of critical capacities associated with composing academic research, EN 111 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

II.   Student Learning Outcomes

EN 111 *Writing for Research* **Student Learning Outcomes**	General Education Core Competency *Information Literacy* **Student Learning Outcomes**	Institutional **Student Learning Outcomes**
To successfully complete this course, the student 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:	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:
1) Apply research writing and information	1. Determining the nature and extent of the	1. Mastery of critical thinking and problem

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

	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	2.	information needed Accessing needed information		solving
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	2. 3.	Accessing needed information Accurately identifying the source of information to critically evaluate the veracity	1. 3. 5.	Mastery of critical thinking and problem solving Effective oral and written communication Responsible use of knowledge, natural resources, and technology
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	3. 4. 5.	Accurately identifying the source of information to critically evaluate the veracity Synthesizing and applying relevant information to create a quality product Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	1. 3. 5.	Mastery of critical thinking and problem solving Effective oral and written communication Responsible use of knowledge, natural resources, and technology
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	4. 5.	Synthesizing and applying relevant information to create a quality product Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	1. 3. 5.	Mastery of critical thinking and problem solving Effective oral and written communication Responsible use of knowledge, natural resources, and technology
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	1. 3. 4.	Determining the nature and extent of information needed Accurately identifying the source of information to critically evaluate the veracity Synthesizing and applying relevant information to create a quality product	1. 3. 4.	Mastery of critical thinking and problem solving skills Effective oral and written communication Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context

III. Course Requirements

1. **Required Texts**
   Graff, G. & Birkenstein, C. (2014). *They say/I say: The moves that matter in academic writing* (4th ed. or later). New York, NY: W.W. Norton.

   Bullock, R., Brody, M., & Weinberg, F. (2014). *The little seagull handbook: Write, research, edit* (3rd ed. or later). New York, NY: W.W. Norton.

2. **Final Grades**

A+:	98-100%	**B-**:	80-82%
A:	93-97%	**C+**:	77-79%
A-:	90-92%	**C**:	70-76%
B+:	87-89%	**D**:	60-69%
B:	83-86%	**F**:	<60%

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.

3. **Description Course Assignments and Calculation of Assignment Scores**
   Students earn points by participating in online discussion forums, completing and submitting all assignments and 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.

A.	**Discussion Forums (10pts ea)**	90 points
B.	**Common Assignment Pre-Test**	30
C.	**Common Assignment Final**	30
D.	**Library Assignment Online**	40
E.	**Peer Review (25pts ea)**	50
F.	**Annotated Bibliography**	30
G.	**Digital Portfolio**	30
H.	**Essay 1 (3-4 pages)**	30
I.	**Essay 2 (3-4 pages)**	30
J.	**Essay 3 (4-5 pages)**	40
K.	**Essay 4 (4-5 pages)**	40
L.	**Research Project 1 (6-8 pages)**	60
M.	**Research Project 2 (8-10 pages)**	80
N.	**Essay 5 (2-3 pages)**	20

   Total 600 possible points

1) **Discussion Forums**
   Target Learning Outcomes: #1,#2,#3, and #4
   Assignment Description: There will be discussion topics prompting you to start a new thread with your original response and to read through and reply to two of your classmates' postings. These discussions are intended to guide your research and your contributions to the class as part of a writing community.
   Assignment Components/Points Earned for each: Each discussion forum is worth a total of 10 points (6 points for your original post and 2 points per response to two classmates). There will be nine of these over the course of the semester, contributing 90 points toward your final grade.

2) **Pre-Test and Final "Common Assignment" (Online test)**
   Target Learning Outcomes: #2 and #3
   Assignment Description: 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. On the day of the assignment, you will answer questions (online, timed) in response to the Common Assignment prompts. You will complete the Common Assignment at the beginning of the semester and then again at finals. These assignments are worth 30 points each.

3) **Library Assignment (Target Learning Outcomes: #2)**

Assignment Description: The Library Assignment addresses information literacy and is a separate Moodle course designed help familiarize you with locating sources in the library and online either through web search engines or academic databases. The Library Assignment is worth 40 possible points toward your final grade.

4) **Peer Review Activities**
Target Learning Outcomes: #5

Assignment Description: Peer review activities allow us to see our writing 'through' another person, see how others think and write, identify strengths and weaknesses in writing, find new ways of explaining ideas, and help us learn to look at our own writing in a different way. For two of the essay and research project assignments above, you will provide constructive criticism in writing to at least one classmate in this course after reading his or her draft.

Assignment Components/Points Earned for each: Your review (honest and kind comments or suggestions) will be submitted to the instructor and directly to the writer whose paper you reviewed. You will also share your own draft with at least one classmate from this course and receive feedback. Your review will be worth 25 points, for a total of 50 points for the two review activities.

5) **Annotated Bibliography**
Target Learning Outcomes: #3

Assignment Description: The Annotated Bibliography consists of at least ten sources used in your Research Project 2. This is worth 30 points toward your final grade.

6) **Digital Portfolio**
Target Learning Outcomes: #4

Assignment Description: All five essays and two research projects will be archived in an online website that you will create and share with your instructor and the Department of English and Applied Linguistics if required. This is worth 30 points toward your final grade.

7) **Essays and Research Projects**
Target Learning Outcomes: #1, #2, #3 and #4

Assignment Description: Five short essays and two longer research projects are worth 300 points altogether (see breakdown of points allocation above) which is half of the total points value for the course. Topics, instructions and guidelines vary with each assignment.

IV. Course and Program Policies

1. **Assignment Submission Policy**
Assignments should be submitted by the due date specified. The penalty for late assignments is a three-point deduction for every day that the assignment is overdue. For example, one day late = 3 points deducted, two days late = 6 points deducted, three days late = 9 points deducted, and so on. This applies to any and all assignments and activities that carry points values.

2. **Attendance Policy**
Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Active participation includes, but is not limited to, participating in a weekly discussion board, submitting/completing assignments in Moodle, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to

make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 4 or more weeks of a semester, may receive an F for that course.

3. 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 assignments or in-class assessments that include Midterm and Final Assessment activities. Those dates are identified on the Course Calendar. If the instructor approves a make-up session, especially for assessment purposes, students are reminded to attend any scheduled make-up session. Students should show up on the agreed date, time, and place. Failure to do so forfeits the assessments and students may have to repeat EN 111.

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 has 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).

V. University Policies and Student Services

1. ADA Policy and Commitment to Student Learning
   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.

2. 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.

3. 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.

4. 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 instructor.