



Fañomnåkan 2025 Syllabus
EN111-09/10 Writing for Research, MW 12:30 PM - 1:50 PM

Instructors & Office Hours Information

Royce Camacho
camachor7980@triton.uog.edu
(671) 735 - 2725
Office Location: EC 118D
Office Hours:
M/T: 2-3pm;
W/TH: 10-11am; 2-3pm

Carol Simpson-Warner
cswarner@triton.uog.edu
(671) 735 - 2727
Office Location: EC 208C
Office Hours:
MW 8:30 am - 9:30 am; 11:00-12:00pm
T /TH 11:00-12:00pm

Course 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.

Course Content

EN 111 lessons and assignments target skills related to composing academic research, including:

- Reportorial, argumentative, and analytical writing
- Research procedures, including a working knowledge of library resources, online digital databases, and other electronically accessed resources
- Correct documentation and citation procedures applied in annotated bibliographies and research manuscripts
- 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
- Intelligent summary, analysis, and synthesis of responsible sources of information

Required Course Reading

Graff, G. & Birkenstein, C. (2024). *They say/I say: The moves that matter in academic writing* (6th ed.). New York: W.W. Norton.

Bullock, R., Brody, M., & Weinberg, F. (2023). *The little seagull handbook: Write, research, edit* (5th ed.). New York, NY: W.W. Norton.

*These editions are preferred, but others do exist and will work fine for this course.

Course Assignments

- 1) Pre/Post Composition Assessments (SLOs 1-4)
- 2) In-Class Writing Activities (SLOs 1-5)
- 3) Information Literacy Portfolio
 - a. Literacy Training (SLOs 1, 2, 3)
 - b. Research Design (SLO 1)
 - c. Annotated Working Bibliography (AWB) (SLO 1, 2, 3)
- 4) Research Manuscript Assignment (SLOs 1-5)
 - a. Research Conferences (SLOs 1-5)
- b. Draft 1 (to be reviewed at Workshop) (SLOs 2, 3, 4)
- c. Final Research Manuscript (SLOs 1-4)
- d. Abstract and Query Letter (SLO 3)
- 5) Peer Review Workshop Session
 - a. Written Feedback (Prepared prior to Workshops) (SLO 5)
- 6) Final Conference Sharing

EN 111 Course Learning Outcomes	Gen Edu Tier 1 CF: Information Literacy GE WC LO	Composition Program PLO	Institutional ILO
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 GE 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	ILO 1. Mastery of critical thinking and problem solving ILO 6. An interest in self-development and lifelong learning
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
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 LO1. Accurately identifying the source of information to critically evaluate the veracity GE IL LO2. Synthesizing and applying relevant information to create a quality product GE IL LO3. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	ILO 1. Mastery of critical thinking and problem solving ILO 3. Effective oral and written communication ILO 5. Responsible use of knowledge, natural resources, and technology
SLO 4. Use Argumentation as the dominant rhetorical form of the research manuscript,	GE IL LO1. Synthesizing and applying relevant information to create a quality product	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources	ILO 1. Mastery of critical thinking and problem solving

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 LO2. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	judiciously, critically, and meaningfully.	ILO 3. Effective oral and written communication ILO 5. Responsible use of knowledge, natural resources, and technology
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 LO1. Determining the nature and extent of information needed GE IL LO1. Accurately identifying the source of information to critically evaluate the veracity GE IL LO2. 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	ILO 1. Mastery of critical thinking and problem solving ILO 3. Effective oral and written communication ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context

Grade Scale

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

A+ 98-100% GPA 4.00 Honors

A 93-97% GPA 4.00 Outstanding

A- 90-92% GPA 3.67 Outstanding

B+ 87-89% GPA 3.33 Excellent

B 83-86% GPA 3.00 Good

B- 80-82% GPA 2.67 Above Average

C+ 77-79% GPA 2.33 Adequate

C 70-76% GPA 2.00 Adequate

D 60-69% GPA 1.00 Deficient

F 0-59% GPA 0.00 Fail

A student must achieve a grade of “C” or better to pass EN 111.

A+ Outstanding performance throughout course with consistent demonstration of exemplary mastery of course competencies in all assignments; timely submissions of all coursework

A Outstanding performance throughout the course with progressive demonstration of superior mastery of course competencies in all assignments; timely submission of all coursework

A- Approaching outstanding performance towards the end of the course, demonstrating progressive mastery of course competencies in assignments; timely submission of most of all coursework

B+ Above average performance throughout the course with progressive mastery levels of course competencies demonstrated in most but not all assignments; timely submission of most if not all coursework

B Above Average performance throughout end of the course with progressive mastery of course competencies demonstrated in many but not most assignments; timely submission of coursework

B- Approaching Above Average performance by the end of the course with increasing frequency of mastery of course competencies demonstrated in assignments, especially those completed during the second half of the term; timely submission of coursework

C+ Average performance throughout course, with increasing levels of course competencies demonstrated in assignments; all coursework submitted although a few, if any, are submitted late

C Average performance in course with limited and inconsistently demonstrated mastery of course competencies in assignments; most coursework is submitted although a few, if any, are submitted late

D Average performance in course but minimal (passing) mastery of course competencies are not consistently demonstrated in coursework – few, if any, assignments not turned in or are turned in late.

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 EN111 is a prerequisite, students who receive the grade of NC retake EN 111 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.

F This grade is issued to a student of any of the following reasons: 1) Student has a pattern of not submitting coursework; 2) Student's coursework (e.g., essay/writing assignments) evidences plagiarism; 3) Student submit work that was not produced by the student (original work) or was work submitted for a grade for another course (in a past term)

UW This symbol in place of a grade is issued by the Registrar to a student who the instructor did not issue a letter grade (listed above: A+ to F) and instead have recorded the date of the last class the student attended.

W This symbol is issued by the Registrar to a student who officially withdrew from the course.

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

Attendance

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

Withdrawal Policy

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

Plagiarism

The University of Guam Handbook states, "The term 'plagiarism' includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers and other academic materials." In this course, all artificially generated writing must be explicitly acknowledged in text. Student work must embody originality consistent with the expectations of academia. Appropriate disciplinary action will be enforced upon students suspected of submitting unoriginal work.

ADA/EEO Statement

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

For individuals covered under the ADA {Americans with Disabilities Act}, if you are a student with a disability requiring academic accommodation{s}, please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, disabilitysupport@triton.uog.edu or telephone/(TOD) 671-735-2460.

Course Schedule

January 22

Syllabus distribution; Writing Sample

January 27

Course Overview; Q&A; Research Manuscript Assignment

January 29

They Say/I Say pp. xxi-18; Savini; Research Design Assignment

February 3

Topic Invention (On-Campus Exploration); What is an author? Authorship in Academia

February 5

Little Seagull pp. 86-91 Summary; Research Conferences;

February 10

Research Conferences; *They Say/I Say* ch.1 & 2

February 12

Research Conferences; Kim Stover on Freewriting

February 17

Little Seagull pp. 106-110 Annotated Bibliographies; Annotated Working Bibliography Assignment; *They Say/I Say* ch. 3 & 4

February 19

The Little Seagull pp. 170-200 (APA section); APA Part 1; Research Manuscript Sample

February 24

Finding Sources and Assessing Source Credibility; *They Say/I Say* ch. 5 & 6

February 26

Exploring Local Resources; *They Say/I Say* ch. 7 & 8

March 3 Guam History and CHamoru Heritage Day

March 5

They Say/I Say Ch 15 AND 16, 17 or 18; William Cane on Writing Like the Masters

March 6 Charter Day

March 7 Annual Research Conference (ARC)

March 10

APA Part 2

March 12

Research Conferences; *They Say/I Say* ch. 9 & 10

March 17-22 SPRING BREAK

March 24

Research Conferences; *They Say/I Say* ch. 11 & 12

March 26

Final Drafting Session before Submission of 1st Draft; Research Conferences; *They Say/I Say* ch. 13

March 31

Alice Gillam on Peer Response; Revision Workshop Expectations; Submission of 1st Draft

April 2

Mock Workshop; *They Say/I Say* ch. 14

April 7

Peer Review Session

April 9

Peer Review Session

April 14

Peer Review Session

April 16

Peer Review Session

April 21

Peer Review Session

April 23

Peer Review Session

April 28

Query Letter; Final Drafting Before Submission

April 30

Little Seagull pp. 111-113 Abstracts; Abstract writing; Research Manuscript Due

May 5

Research Conferences

May 7

Research Conferences

May 12

Conference Style Sharing

May 14

Conference Style Sharing

Final Exam Schedule:

Monday, May 19, 2025 from 12:00-1:50pm

Note: This syllabus is subject to change at the discretion of the instructor.