

EN 111 Writing for Research

Course Syllabus



**Fañomnàkan
(Spring)
2025**

Section Information

Course: EN-111-11, HYBRID

Days/Times: MW, 2-3:20 pm

Location: EC 110

Moodle Enrollment Key:



Instructor Information

Mika Cabrera (Ms. Mika)

Email: cabreram4630@triton.uog.edu

Office: EC118F (DEAL GSI Office)

Office Hours: By Appointment Only

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. Grades are A, B, C, D, F, I, or NC.

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. Course Requirements

1. Required Texts

Bullock, R., Brody, M., & Weinberg, F. (2021). *The little seagull handbook: Write, research, edit* (4E). New York, NY: W.W. Norton.

Graff, G. & Birkenstein, C. (2021). *They say/I say: The moves that matter in academic writing* (5E). New York: W.W. Norton.

2. Tech Requirements

As a hybrid course, this course WILL require regular access to your GoTritons Student e-mail account (accessed through Microsoft Outlook) as well as our online Moodle classroom, moodle.uog.edu. As a UOG student, you are welcome to use computers with internet access at the RFK Library (671-735-2311), or at the OIT's (Office of Information Technology) computer lab (671-735-2640/30).

3. ASSIGNMENTS - Calculation of Assignment Scores

The breakdown for number of points for completing assignments is as follows:

a.	Attendance & Participation	(30 pts)
	a. Homework / Forums, In-class Writing Assignments, General Participation	15 pts
	b. Library Assignment	10 pts
	c. Common Assignments	05 pts
b.	Peer Review/ Collaborative Writing	(15 pts)
c.	Research Project	(45 pts)
	a. Annotated Bib., 1st Draft	05 pts
	b. Annotated Bib., Final Draft	10 pts
	c. Research Paper, 1 st Draft	10 pts
	d. Research Paper, Final Draft	20 pts
d.	Portfolio	(10 pts)
	Total	100 pts

4. ASSIGNMENTS - Description of Course Assignments

a. **Attendance & Participation** (30 pts.)

Your Attendance and Participation score will, in part, be determined by your engagement and involvement in assignments like **Moodle forum posts, homework assignments, and in-class writing assignments**. Directions and submission requirements for each assignment will be specified upon assignment.

Library assignments are designed to familiarize writers with locating sources in the library and online, through both web search engines and the RFK Library's academic databases.

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. You will complete the Common Assignment in class at the beginning of the semester and then again at finals.

b. **Peer Review / Collaborative Writing** (15 pts.)

Both peer review assignments and collaborative writing assignments require your cooperation with your classmates. You will either review classmates' writing (peer review) or you will write a group-authored paper (collaborative writing). In both cases, your class attendance and participation are crucial in these assignments.

c. **Research Project** (45 pts.)

You are required to complete **one full research paper** over the course of this class. Your research paper format will depend on your chosen citation style (cover page, spacing, etc.). Regardless of your chosen style, your final paper should average 7-10 pages total. Your paper will include a title, body paragraphs, and a works cited / reference page. Two versions of your paper will be submitted for grading: a first draft and a final draft.

You are also required to complete an **annotated bibliography**. For each source cited in your paper, you will include a bibliographic entry and an annotation (as determined by your citation style). Two versions of your annotated bibliography will be submitted for grading: a first draft and a final draft.

d. **Portfolio** (10 pts.)

By the end of the semester, you will compile a portfolio - a compilation of certain writing assignments that contributed to your Research Project Manuscript. Portfolio submission requirements may include revisions, editing, and additional commentary on any included assignments.

5. Final Grades

A:	100-95
A-:	95-90
B:	89-85
B-:	84-80
C:	79-75
C-:	74-70
D:	69-60

***If you receive a "D" for your final grade, you will earn credit for the course, but you will not meet the University Prerequisite requirement to enroll in upper division course. Students exiting EN 111 must earn at least a "C" to enroll in 300/400 level courses. Students who earned a "D" and whose goal is to advance into their majors, will need to retake EN 111 until a final grade of "C" or better is earned.

F: 59 and below

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.

III. Course and Program Policies

Communication is key.

1. Assignment Submission Policy

In-class assignments are in due in class before the end of the class period. Online/Moodle assignments are due by 11:59pm on the indicated date.

Late assignments will generally not be accepted, but may be accepted with penalties.

Assignments may be required to be submitted digitally, in hard copy form, or both. Please follow specific submission instructions, depending on the assignment.

2. Attendance Policy

Attendance in this class is vital. Regular and punctual attendance is integral to learning in this course and developing the skill to write. If special circumstances make punctuality difficult, please discuss this with your instructor AS SOON AS POSSIBLE – preferably, during the first week of class.

Tardiness and early departures: Late arrivals and early departures disrupt the class, can be inconsiderate, and **will** affect your final grade. Tardiness may be counted as an absence and frequent tardiness and early departures will accumulate into absences.

Absences: If you have five or more absences, you may be advised to withdraw from the course, as passing the course may be unattainable. You are responsible for informing the instructor regarding an absence, especially if there are extenuating circumstances preventing class attendance. You are also responsible for obtaining all information, assignments, and handouts distributed during the session(s) missed.

3. Make-Up Assignments Policy

If you are absent, or anticipate a future absence, please communicate as soon as possible. Be sure to specify your absence and its cause, and request to make-up missed assignments or in-class activities.

If you are absent for lecture-discussion sessions, you should retrieve lesson and assignment information from peers/classmates. You may seek Ms. Mika out for assistance if you need to clarify information from peers.

Make-up sessions are allowed at Ms. Mika's discretion. If a make-up session is approved, be sure to attend any scheduled make-up session. If you do not show up on the agreed date, time, and place, you forfeit the missed assignments and will receive a zero.

4. Withdrawal Policy

You should not expect (or demand) that your withdrawal form be signed. If you elect to withdraw from the course, you must do so before the university's voluntary withdrawal deadline (see UOG's undergraduate catalog). This course's withdrawal deadline is the same deadline as the university's voluntary withdrawal deadline. *(For Fañomnăkan/Spring 2025: March 19, 2025)*

IV. University Policies and Student Services

1. ADA Policy and Commitment to Student Learning

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me or the Institutional Compliance Officer privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the EEO/ADA & TITLE IX Office. If you have not registered with the EEO/ADA & TITLE IX Office, you should do so immediately at 735-2244, (TTY) 735-2243 to coordinate your accommodation request.

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.

EN-111 Student Learning Outcomes

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
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 LO3. Accurately identifying the source of information to critically evaluate the veracity GE IL LO4. Synthesizing and applying relevant information to create a quality product GE IL LO5. 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	GE IL LO4. 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

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 LO5. 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 LO3. Accurately identifying the source of information to critically evaluate the veracity GE IL LO4. 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

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 students 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 your instructor.

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.

EN-111-11 Tentative Course Calendar

<u>Calendar Date</u>	<u>Session</u>	<u>Activities and Assignments</u>
WEEK 1		
Jan 22 (W)	Course Session 1 F2F	<ul style="list-style-type: none"> Course Orientation Orientation Writing
WEEK 2		
Jan 27 (M)	Course Session 2 F2F	<ul style="list-style-type: none"> Course Syllabus, Schedule, Moodle Tour Forum: Introduction Forum Read: "Looking For Trouble" (Savini)
Jan 29 (W)	Course Session 3 F2F	<ul style="list-style-type: none"> Review: "Looking For Trouble" (Savini)
WEEK 3		
Feb 3 (M)	Course Session 4 F2F	<ul style="list-style-type: none"> Focused Freewriting (in-class writing)
Feb 5 (W)	Course Session 5 F2F	<ul style="list-style-type: none"> Research Question Development - Research Elements Research Question Development - "What Makes A Good Research Question?"
WEEK 4		
Feb 10 (M)	Course Session 6 F2F	<ul style="list-style-type: none"> Research Topic Interview, pt. 1-3 Research Topic Interview, pt. 4
Feb 12 (W)	Course Session 7 F2F	<ul style="list-style-type: none"> Common Assignment - course enrollment and instructions Common Assignment - student survey
WEEK 5		
Feb 17 (M)	Course Session 8 OLL	<ul style="list-style-type: none"> Common Assignment - assignment / "quiz activity"
Feb 19 (W)	Course Session 9 F2F	TENTATIVE: RFK Library Info. Lit. Session OR <ul style="list-style-type: none"> "Pre Abstract" Writing Read: TSIS Ch. 1
WEEK 6		
Feb 24 (M)	Course Session 10 F2F	<ul style="list-style-type: none"> Review TSIS, Ch. 1 Write: Moodle Forum
Feb 26 (W)	Course Session 11 F2F	TENTATIVE: RFK Library Info. Lit. Session <ul style="list-style-type: none">

WEEK 7

Mar 3 (M)	Course Session 12 NO CLASS	<ul style="list-style-type: none"> No Class - Guam History & Chamorro Heritage Day
Mar 5 (W)	Course Session 13 OLL	<ul style="list-style-type: none"> Research: Locate Sources Read: TLS (TBD)

WEEK 8

Mar 10 (M)	Course Session 14 F2F	<ul style="list-style-type: none"> Citations: Paraphrase, Summarize, and Quote Write: Citations Samples
Mar 12 (W)	Course Session 15 F2F	<ul style="list-style-type: none"> AWB Worksheet

WEEK 9

Mar 17 (M)	Course Session 16 NO CLASS	<ul style="list-style-type: none"> No Class - SPRING BREAK
Mar 19 (W)	Course Session 17 NO CLASS	<ul style="list-style-type: none"> No Class - SPRING BREAK

WEEK 10

Mar 24 (M)	Course Session 18 F2F	<ul style="list-style-type: none"> Research Project Design Worksheet Write: Start First Draft
Mar 26 (W)	Course Session 19 F2F	<ul style="list-style-type: none"> Guided reading and writing (TSIS / TLS TBD)

WEEK 11

Mar 31 (M)	Course Session 20 F2F	<ul style="list-style-type: none"> Guided reading and writing (TSIS / TLS TBD)
Apr 2 (W)	Course Session 21 F2F	<ul style="list-style-type: none"> Guided reading and writing (TSIS / TLS TBD)

WEEK 12

Apr 7 (M)	Course Session 22 F2F	<ul style="list-style-type: none"> Collaborative Writing
Apr 9 (W)	Course Session 23 F2F	<ul style="list-style-type: none"> Collaborative Writing

WEEK 13

Apr 14	Course Session 24	<ul style="list-style-type: none"> Conferences
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(M)	F2F/CONF	
Apr 16 (W)	Course Session 25 F2F/CONF	<ul style="list-style-type: none"> Conferences

WEEK 14

Apr 21 (M)	Course Session 26 F2F	<ul style="list-style-type: none"> Collaborative Writing Wrap-up Feedback Overview
Apr 23 (W)	Course Session 27 F2F	<ul style="list-style-type: none"> Guided reading and writing (TSIS / TLS TBD)

WEEK 15

Apr 28 (M)	Course Session 28 F2F	<ul style="list-style-type: none"> Guided reading and writing (TSIS / TLS TBD)
Apr 30 (W)	Course Session 29 F2F	<ul style="list-style-type: none"> Guided reading and writing (TSIS / TLS TBD)

WEEK 16

May 5 (M)	Course Session 30 OLL	<ul style="list-style-type: none"> Writing and Research
May 7 (W)	Course Session 31 OLL	<ul style="list-style-type: none"> Writing and Research

WEEK 17

May 12 (M)	Course Session 32 OLL	<ul style="list-style-type: none"> Writing and Research
May 14 (W)	Course Session 33 F2F	<ul style="list-style-type: none"> Course Wrap-up and Reflections

FINALS WEEK - WEEK 18

May 19-21	Course Session 34 F2F	<ul style="list-style-type: none"> FINAL EXAMS IN CLASS
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