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

UNIBETSEDÅT GUAHAN

EN 111 Writing for Research Fañomnåkan 2025
Course Syllabus and Calendar

Section Information	Instructor Information
Section: 17	Name: Gugin, TinMarLarLwin
Day and Time: Hybrid (TTH 12:30 - 1:50 P.M.)	Email : gugint@triton.uog.edu
Room: EC#110	Office Location: DEAL Office/EC 118G
By appointment/schedule: BigBlueButton (BBB)	Office Hours: By appointment
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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. 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. Student Learning Outcomes

EN 111 Course	Gen Edu Tier 1 CF:	Composition Program	Institutional

Learning Outcomes	*Information Literacy GE WC LO*	PLO	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. Access-ing 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. Access-ing needed information

GE IL LO2. Accura-tely 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 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	**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 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 **ILO 5.** Responsible use of knowledge, natural resources, and technology

appropriate and cited evidence			
sᴌᴏ 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

III. Course Requirements

1. **Required Texts**
● Graff, G. & Birkenstein, C. (2018). *They say/I say: The moves that matter in academic writing* (5ᵗʰ ed.). New York: W.W. Norton.
● Writing Handbook: Richard Bullock, Michal Brody & Francine Weinberg, F. (2021). The Little Seagull Handbook: Write, Research, Edit (4ᵗʰ ed.). New York, NY: W.W. Norton.
● Selections from the open texts at writingspaces.org. Additional readings, audio-visual materials, and online resources will be announced during the course.
● You will need a college dictionary (in print/online), access to the library, and internet sites related to your topic and to research writing.

2. **Final Grades**
Possible course grades for this class are defined by the UOG catalog as A – Excellent; B – Good; C – Average; D – Barely Passing; F – Failure; Incomplete – work is of passing quality but incomplete for good cause; NC – No Credit. The grade of NC is not used in computation of GPA. Students who complete all the course work but do not demonstrate mastery of the course objectives receive the grade of NC. Students whose final grade is "D" will earn credit for the course but do 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.
   A: 100 – 91**(%)**
   B: 90 – 81**(%)**
   C: 80 – 71**(%)**
   D: 70 – 61**(%)**

F: 60 – below **(%)**

***Earning a "D" in the course: Students whose final grade is "D" will earn credit for the course, but do 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.

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 of Course Assignments and Calculation of Assignment Scores**

Students earn points by attending class, participating during lecture-discussion classes, completing and submitting all assignments, completing 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. Students must produce at least one Annotated Bibliography and write a full research paper of 8-10 pages. The page length does not include Bibliography and cover pages. Students should write a minimum of 30 pages for the course, which may include substantive revisions.

1. Attendance/In-class Participation	10 %
2. Participation Forums	10%
3. Assessment (Common Assignments 1 & 2)	10 %
4. Library Assignments	5%
5. Module I – Analysis Paper Project with Annotated Bibliography	10%
6. Module II – Collaborative Research Paper Project (group) with Annotated Bibliography	15%
7. Module III – Individual Research Paper Project with Annotated Bibliography	32%
8. Module IV – Wrap-Up (Revision Proposal & Portfolio)	8%
Total	100%

This course has NO extra credit work.

4. Course Assignments, Evaluation and Grading

1) Attendance/Participation
Explained in Course and Program Policy

2) Participation Forums
These forums are designated for the asynchronous day of the week

3) Common Assignment (Pre-Instruction, & Post-Instruction)

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. Common Assignments are completed during the class period. You will complete the Common Assignment at the beginning of the semester, and then again at finals.

4) **Library Assignments (tentatively during Module I; work in progress in accordance with the library staff)**
   The Library Assignments are designed to help familiarize you with locating sources in the library and online either through web search engines or academic databases

5) **Module I – Analysis Project (pair-work/peer-review short assignments & individual final paper)**

6) **Module II – Collaborative Research Project (pair & group-work/peer-review short assignments & group final paper**

7) **Module III – Individual Research Project (pair-work/peer-review short assignments & individual final paper)**

8) **Module IV – Wrap-Up** (Revision Proposal & Portfolio Presentation/Reflection)
   ***Detailed information for Library Assignments, Peer Review Activities, the Modules will be delivered in class before each module begins.

For each module, there are TWO steps: Process and Product. Students MUST complete and submit all the given assignments during the Process stage. Process assignments will not be accepted out of order or after the last day of the module. Final papers and cover letters are evaluated according to the following: complete draft, proofread paper with in-text citations and bibliography, and revised/improved final paper.

Student work will be evaluated based on the learning objectives of this course and the evident use of academic English. Course grades are based on completion of required work and the level of mastery of the learning objectives demonstrated by class participation and written work. Detailed descriptions of the requirements and scoring criteria will be provided for each module.

All assignments MUST be labeled according to the specified documentation style. If no particular style is specified for the assignment, place your name, course and section number, assignment name, and due date in the upper left hand corner of the first page, and page number in the upper right corner of subsequent pages.

All assignments must be typed with an appropriate serif font (Times New Roman with a size of 12). Line spacing must be 2 (double) unless it is specified otherwise with one-inch margin for all sides. Double-sided printing is preferable. Incorrectly or incompletely labeled assignments and assignments that do not follow the required format do not receive credit or feedback. Students should create and use a Microsoft Word Template for all the assignments for this course. Unless otherwise stated in class, course work must be submitted on Moodle when it is due. Assignments can be submitted before the due date. **All assignments must be submitted to get the final grade.**

IV. Course and Program Policies

1. Assignment Submission Policy

   You need to be present and to be current with your work. Late assignments are not accepted other than due to extenuating circumstances, about which you should contact the instructor **before** the assignment is due. Late work is only accepted by prior arrangement, which will include points/grade reduction. For an arranged extension due to the extenuating circumstance, it is your responsibility to request documentation of the extended due date in writing (or email) from the instructor and to attach the documentation with the assignment when it is submitted. Approved late work will be collected, returned and assessed by appointment only.
   You must let the instructor know as soon as possible if you are having problems with any of the work in this course.

2. 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 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).

V. University Policies and Student Services

1. 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.

2. ADA Accommodation Services (Updated August 2022)

   ADA Policy and Commitment to Student Learning
   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 the EEO/ADA &Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

   ***ADA Accommodation Services (Revised in Fall 2024)
   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.

3. 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.

   ● **No Recording Policy**
   Recording of the 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. Unauthorized recording and distribution of the courses may violate federal law.
   ● **Office Hours**
    There are no specific office hours for students to meet with the instructor. The best communication is emailing via UOG triton account or leaving messages on Moodle classroom. Please expect 24 hours to receive a response from the instructor.

4. DEAL Writing Center
   Students are highly encouraged to visit the DEAL Writing Center, which is accessible online. During the session with the Writing Center, students engage in conversation with tutors about writing. Students can make an appointment at 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. 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.

5. Statement of Use for Turnitin.com Service
   Using Turnitin.com is OPTIONAL.
   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 submits 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*

Artificial Intelligence (AI) Syllabus Statement

In this course, students may use artificial intelligence (AI) programs, such as ChatGPT, to brainstorm or research. However, students should keep in mind that these programs may generate inaccurate or incomplete material. And students cannot submit AI-generated work as their own. If students include any AI-generated material in their assignments, it should be cited like any other source. Students should be aware that different courses may have different AI policies, so they are responsible for following course policies.

Tentative Course Calendar - Spring 2025 (January 22nd - May 16th 2025)

WEEK 1

Calendar Date	Session	Activities and Assignments	SLO Alignment
1/23 TH F2F	Course Session 1	- **Introduction to the syllabus/coursework/textbooks** - **Reading the syllabus** - **Homework** Reading assignment for discussion on 1/28/2025 next week Tuesday - From They Say I Say by Gerald Graff and Cathy Birkenstein (posted PDF) 1. Preface: Demystifying Academic Conversation (pp. xiii-xxiii) 2. Introduction: Entering the Conversation (pp. 1-18) ***Reading for discussion prompts: What are the main 2-3 points you deem important on each page?	

WEEK 2

| 1/28

T | Course Session 2 | **Discussion:**

1. Preface: Demystifying Academic Conversation (pp. xiii-xxiii) | |

F2F		2. Introduction: Entering the Conversation (pp. 1-18) ***Reading for discussion prompts: What are the main 2-3 points you deem important on each page? **Homework:** Self-introduction (Participation Forum #1 - 2%)	
1/30 TH ASYN	Course Session 3	**Introduction to <mark>Module One: Analysis Paper Project</mark>** (Available after 9:00 A.M.) - Check the class Announcements for individual reading assignment - Do the reading and research 2-3 relevant sources to use in the analysis paper essay (3-4 pages).	

WEEK 3

2/4 T F2F	Course Session 4	**- Pre-Instruction Assessment: Common Assignment One (5%)** - Forum Participation for Common Assignment One completion **Homework** - Start working on the outline for Analysis Paper **Outline with thesis** Due before 12:30 PM on 2/6/25 Thursday	
2/6 TH ASYN	Course Session 5	- Participate in Forum #1-A (2%) Due before 12:00 midnight on 2/7/25 Friday - Drafting of the analysis paper (APA paper guidelines/requirements) - Study Rhetorical Analyses, The Little Seagull Handbook, W8 3E pp. 49-53; W9 4E pp. 63-71) - Review feedback for the submitted outline - Begin analysis paper essay (3-4 pages)	

WEEK 4

2/11
 	
T
 	
F2F
	Course Session 6	**Information Literacy/Library Session 1**
		
		Meeting point: UOG's RFK Library reception/front desk area
		
		On Moodle Classroom
		  - Drafting of the analysis paper (APA paper guidelines/requirements)
		  - Academic Contexts (W2) AND Writing Processes (W-3, 3E; W-4, 4E, The Little Seagull Handbook)
		==Homework==
		  - Revise the Outline as necessary based on the feedback
		  - Revise, edit, and finish the paper	

2/13 TH ASYN	Course Session 7	- Reading (Check Class Announcement for more information) - W-4: Developing Paragraphs AND W-5: Designing What You Write. The Little Seagull Handbook	

WEEK 5

2/18
 	
T
 	
F2F
	Course Session 8	**Information Literacy/Library Session 2**
		
		Meeting point: UOG's RFK Library reception/front desk area
		
		==Homework==
		  - Revise the Outline as necessary based on the feedback
		  - Revise, edit, and finish the paper	

2/20 TH ASYN	Course Session 9	- **Analysis Paper with Revised Outline Due before 12:30 p.m.** - Participate in **Analysis Paper Project Post Module Forum** Forum #1-B (Module 1: Analysis paper project) - Reading assignment: Writing Eyeball to Eyeball by Rebecca Ingalls (2011)	

WEEK 6

2/25 T F2F	Course Session 10	- <mark>**Module Two: Collaborative Research Paper Project**</mark> Module II work begins with project requirements - Groups assigned - Group discussion on Writing Eyeball to Eyeball by Rebecca Ingalls (2011) - Group forum participation for topic choice and finalizing the module paper essay topic	
2/27 TH ASYN	Course Session 11	- Group Proposal and Contract Assignment for the collaborative research paper	

WEEK 7

3/4 T F2F	Course Session 12	Review - Drafting of the analysis paper (APA paper guidelines/requirements) - Academic Contexts (W2) AND Writing Processes (W-3, 3E; W-4, 4E, The Little Seagull Handbook) - Outline & Thesis Statement Workshop Annotated Bibliography Assignment	

| 3/6 TH ASYN | Course Session 13 | **Charter Day (No classwork/homework assigned)**

Draft of the collaborative research paper and Outline Due before/@ 12:30 p.m. | |

WEEK 8

| 3/11 T F2F | Course Session 14 | **Annotated Bibliography Due**

Participation Forum #2 Due

Conferencing: Group 1 @ 12:30

Conferencing: Group 2 @ 12:50

Conferencing: Group 3 @ 13:10

Conferencing: Group 4 @ 13:30 | |
| 3/13 TH ASYN | Course Session 15 | - 'How to Peer-review' and the Peer-review worksheet
- Participation Forum #2 Assignment on Reading Games: Strategies for Reading Scholarly Sources by Karen Rosenberg | |

WEEK 9

| 3/18 T F2F | Course Session 16 | **Spring Break (No classwork)** | |
| 3/20 TH | Course Session 17 | **Spring Break (No classwork)** | |

ASYN			

WEEK 10

3/25 T F2F	Course Session 18	- Q's & A's/Discussion on 'How to Peer-review' and the Peer-review worksheet - Participation Forum #3 Assignment on Walk, Talk, Cook, Eat: A Guide to Using Sources by Cynthia R. Haller	
3/27 TH ASYN	Course Session 19	- Participation Forum #3 Due - Library Worksheet & Essay Assignment	

WEEK 11

4/1 T F2F	Course Session 20	- **Collaborative Research Paper** Due before 12:30 PM - Collaborative Research Paper Project Post Module Forum Assignment <mark>**Module Three: Final Individual Research Paper Project**</mark> **begins** - Introduction to **Module III: Individual Research Project** - Final Individual Research Paper Topic Forum (Ungraded)	
4/3 TH ASYN	Course Session 21	- **Begin**: Topic search & finalize your topic for the forum - Peer-review partner assigned - Focus, Research Questions, and Research Plan Workshop (The Little Seagull Handbook, 3E, pp. 90-92) - Problem Statement & Proposal (Constructing an argument) - **Assignment** - Participation Forum #4 (2%) - **Assignment**	

WEEK 12

4/8
 	
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F2F
	Course Session 22	**Lecture/Discussion**
		   ○ Final Individual Research Paper Rubric
		   ○ Citation sample
		   ○ Research Paper Outline
		   ○ The Art of Quoting
		   ○ How to Peer-review
		   ○ Model APA Paper
		   ○ Thesis Statement Article	

4/10
 	
TH
 	
ASYN
	Course Session 23	**Due**: Final Individual Research Paper Topic Forum (Ungraded) @ 12:30
		   - Participation Forum #4 (2%) Due before 12:30 PM
		Reading Assignment
		   - "Research by Richard Bullock. The Little Seagull Handbook" (3E)
		   - "Part 3: Tying It All Together" (pp. 101 – 161)
		Research: Locate, evaluate, and analyze sources for your paper	

WEEK 13

4/15
 	
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F2F
	Course Session 24	- Participation Forum #5 Assignment (2%)
		Review the posted documents
		   ○ Model APA Paper
		   - Rubric Design Workshop (posted rubric)
		   - The Outline and Draft of the Individual Research Paper Assignment (3%)
		   - Tying It All Together	

4/17
 	
TH
 	
ASYN
	Course Session 25	The Outline & Draft of Individual Research Paper **Due before midnight**
		
		   - Participation Forum #5 Due before 12:30 PM
		   - Annotated Bibliography Assignment (3%)
		
		Review the posted documents	

		- Annotated Bibliography student sample - Citation sample	

WEEK 14

4/22 T F2F	Course Session 26	<mark>**Annotated Bibliography Assignment Due before 12:30 p.m**</mark> **Conferencing: 10 students**	
4/24 TH ASYN	Course Session 27	**Conferencing: 10 students** - Exchange - Outline AND paper draft with the assigned partner	

WEEK 15

4/29 T F2F	Course Session 28	- Peer-review worksheet with peer-reviewer's comment 1. Send it in Word doc. to your partner (the essay writer) before 12:30 p.m. 2. Submit it in PDF on Moodle before 1:50 p.m. - **In class discussions:** They Say/I Say by Gerald Graff and Cathy Birkenstein (4E) i. Part 3: Tying It All Together (pp. 101 – 161)	
5/1 TH ASYN	Course Session 29	**Peer-review worksheet Due before midnight 4/23 Tuesday** **Reading Assignment** 1. They Say/I Say by Gerald Graff and Cathy Birkenstein (4E) ii. Index of Templates (pp. 309-327) 2. APA-d Formatting a Paper by Richard Bullock, Michal Brody, and Francine Weinberg. The Little Seagull Handbook (pp. 200-207, 3E)	

This syllabus and course calendar may be revised to accommodate student progress.
Changes will be announced in class, via email, or the Moodle course page (if applicable).

		- **Continue** with your outline and paper: revise and edit based on the peer-review and instructor's feedback	

WEEK 16

5/6 T F2F	Course Session 30	**Module III: <mark>Individual Research Paper (16%) with Outline (3%)</mark> and <mark>Peer- review Worksheet (4%)</mark> All documents in PDF** **Due before12:30 p.m** - **Individual Research Paper Project Post Module Forum Assigned**	
5/8 TH ASYN	Course Session 31	**- Individual Research Paper Project Post Module Forum Due @ 12:30 p.m.** - <mark>**Module Four: Wrap-Up**</mark>	

WEEK 17

5/13 T F2F	Course Session 32	-	
5/15 TH ASYN	Course Session 33		

FINALS WEEK

5/20	COURSE FINALS SCHEDULE	- **Module Four: Wrap-Up Essay Due before 13:50** - **Post-Instruction Assessment: Common Assignment Two**	