

Fañomnåkan 2025
EN-111-19 Writing for Research Course Syllabus
January 23, 2025 to May 22, 2025

Section Information

Section: 19

Days/Time: Tuesday/Thursday 11:00AM-12:20PM

Location: EC 110

Format: Hybrid

Instructors' Information	
Name: Dr. Christopher Garcia-Santos Email: cgarcia@triton.uog.edu Office Location: EC 215 Office Hours: W 2-5:30PM/Th 4:30-5PM/F 10:30AM-12:30PM Office Phone Number: (671) 735-2765	Name: Mia Alvarez Email: alvarezm12035@triton.uog.edu Office Location: TBD Office Hours: By Appointment Office Phone Number: (671) 735-2725
Name: Jericho G. Macaraeg Email: macaraegj11655@triton.uog.edu Office Location: TBD Office Hours: By Appointment Office Phone Number: (671) 735-2725	Name: Anna Marie Uy Email: uya12493@triton.uog.edu Office Location: TBD Office Hours: By Appointment Office Phone Number: (671) 735-2725

Course Catalog Description

In this course, students are introduced to the conversation model of scholarship and to the work of composing academic research from topic development to final edits. 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 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: EN110 with a grade "C" or better.

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:

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

EN111 Student Learning Outcomes

By the end of the course, students will demonstrate the ability to:

- 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
- 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
- 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
- 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

- 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

Student Learning Outcomes Alignment Matrix

Course Student Learning Outcomes (SLO)	GenEd Learning Outcomes (GELO)	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	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	ILO 1. Mastery of critical thinking and problem solving

navigating simple and complex academic information systems and technologies to explore the research topic		conveys understanding	
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	<p>GE IL LO1. Accessing needed information</p> <p>GE IL LO2. Accurately identifying the source of information to critically evaluate the veracity</p>	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.	<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p>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	<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</p>	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	<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>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>of information by identifying the economic, legal, and social concerns of information use</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>
<p>SLO 5. Evaluate peers' research manuscripts (peer review)</p>	<p>GE IL LO1. Determining the nature and extent of information needed</p>	<p>CLO 2. Using individual and collaborative writing</p>	<p>ILO 1. Mastery of critical thinking and problem solving</p>

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 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>	processes to produce textual works, recognizing that writing develops and conveys understanding	<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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Course Requirements

Required Texts

Bullock, R., Brody, M., & Weinberg, F. *The Little Seagull Handbook: Write, research, edit.* 5th ed., W.W. Norton & Company, Inc., 2023.

Fontaine, Sheryl I. and Cherryl Smith. *Writing Your Way Through College: A Student's Guide.* Heinemann, 2008.

Graff, G. & Birkenstein, C. *They say/I say: The moves that matter in academic writing.* 5th ed., W.W. Norton & Company, Inc., 2021.

Grading Information

Final Grades

A+	100-98	Outstanding performance throughout course with <i>consistent demonstration</i> of exemplary mastery of course competencies in all assignments; timely submissions of all coursework.
A	97-93	Outstanding performance throughout the course with <i>progressive demonstration</i> of superior mastery of course competencies in all assignments; timely submission of all coursework.
A-	92-90	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+	89-87	Above average performance throughout the course with progressive mastery levels of course competencies demonstrated in <i>most but not all</i> assignments; timely submission of most if not all coursework.
B	86-83	Above Average performance throughout end of the course with progressive mastery of course competencies demonstrated in <i>many but not most</i> assignments; timely submission of coursework.
B-	82-80	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+	79-77	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	76-70	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	69-60	<p>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.</p> <p>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.</p>
F	<60	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).
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.
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.

Calculation of Assignment Scores

Students will earn points by attending class, participating during lecture-discussion classes, completing and submitting all assignments, and producing a course portfolio.

In Class Assignments	10%
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In-Class Writing Assignments (10)

Participation and Collaborative Writing	10%
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Participation (5)

Peer Reviews, Collaborative Writing, and Conferencing (5)

Common Assignment	10%
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Pre-Common Assignment (5)

Post-Common Assignment (5)

Research Project	60%
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Topic Exploration (2.5)

Proposal & Outline Final Research Paper (2.5)

Working Bib. 1st Draft (5)

Research Paper 1st Draft (10)

Working Bib. with 3 Annotations 2nd Draft (5)

Research Paper 2nd Draft (10)

Annotated Bib. Final Research Paper (5)

Final Research Paper (20)

Portfolio	10%
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Course Assignment Descriptions

In-Class Assignments

In-Class Assignments work in tandem with the lessons and serve to reinforce the concepts taught throughout the course. They are due before the end of the class unless otherwise specified, whether as a hard copy or via Moodle submission (details will be determined at the start of each assignment). Homework assignments will be submitted before our next class session, either

submitted via a hard copy or via a Moodle submission (details will be provided prior to the assignment of each work).

Participation & Collaborative Writing

Peer Reviews, Collaborative Writing, and Conferencing require students to collaborate with their fellow students and professors. Students will work on in-class assignments together, review each other's papers and conference with your designated teaching partner. For all four assignments, attendance and participation are required.

The Common Assignment

The Common Assignment is a program-wide requirement. All students enrolled in EN111 must complete the same assignment. Students' 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 within the classroom. Students will also complete the Common Assignment at the beginning of the semester and once again during final exam week.

Research Project

The Research Project consists of Research Paper Draft 1st Draft, Working Bib. 1st Draft, Research Paper 2nd Draft, Working Bib. 2nd Draft with 3 Annotations, Final Research Paper Proposal and Outline, Annotated Bib. Final Research Paper, and the Final Research Paper.

All documents related to the Research Paper must use Times New Roman, size-12 font, use one-inch margins, and be double spaced.

The Research Paper 1st Draft and the Working Bib. 1st Draft will be submitted together. Research Paper 2nd Draft and Working Bib. 2nd Draft with 3 Annotations will be submitted together. The Final Research Paper Proposal and Outline, Annotated Bib. Final Research Paper, and the Final Research Paper will be submitted on different dates. All documents other than the Final Research Paper will have no page limit. The Final Research will need to be 10-15 pages. All other assignments' requirements will be announced throughout the course. Please refer to the course calendar for the submission dates.

Portfolio

By the end of the course, students would have compiled a digital **portfolio** of their coursework. The portfolio will be a collection of specific completed assignments contributing to your **Research Project**. This includes:

Research Paper Draft #1 & Working Bibliography (No Annotations), Research Paper Draft #2 & Working Bibliography with 3 Annotations, Final Research Paper Proposal and Outline,

Final Research Paper Annotated Bibliography, Final Research Paper Draft, and Peer Review Notes and Reflections.

Course, Program, and University Policies and Other Information

Course and Program Policies

Assignment Submission Policy

In-class assignments are due before the end of the class period. Online/Moodle assignments are due by 11:59 PM on the indicated date. Please see the Make-Up Assignments Policy regarding late assignments.

All assignments relating to the Research Paper will be submitted digitally through Moodle and Turnitin. Please notify your professors in advance if there are any submission issues before the due date.

Attendance Policy

Attendance is not graded, but students are expected to attend class. This class is based on participation. Important opportunities for developing your skills and receiving feedback happen during class. Because of the importance of what is discussed and done in class, absences affect a student's success within the course; it is the student's responsibility to contact the instructors as soon as possible.

Make-Up Assignments Policy

When you cannot turn in an assignment on time, you must inform your instructors as soon as possible. Communicate with your professors about your absence in advance and request to make-up missed assignments, including the Common Assignment.

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

Withdrawal Policy

You should not expect (or demand) your instructor to sign a withdrawal form. If you elect to withdraw from the course, you must do so before the university's voluntary withdrawal deadline (see UOG's undergraduate catalog). If you are required by the registrar's office to complete the "Petition to Withdraw" form, then the deadline to withdraw from this course has passed. This course's withdrawal deadline is the same deadline as the university's voluntary withdrawal deadline.

University Policies and Student Services

EEO/ADA/Title IX Policies and Commitment to Student Learning

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, contact the director of EEO/ADA and Title IX Office, located in Dorm 2 Iya Hami Hall, Room 104: (671) 735-2244, (671) 735-2971, or eeo-ada@triton.uog.edu

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 accommodation(s), 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.

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.

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:

- A. 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.
- B. Instructors will inform students of the use of Turnitin in the syllabus and for each assignment.
- C. Instructors will use Turnitin for all submissions for each Turnitin assignment.
- D. Instructors will consider all factors before making any decision concerning plagiarism.
- E. 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.

Artificial Intelligence (AI) Use Policy

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work

submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly.

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:

- Help writers use instructor, peer, and writing tutor feedback to revise their work; and
- Provide a forum for writers to enact writing as a collaborative, social process.

Student Counseling and Wellness Center

Contact the Wellness Coordinator, Venus Ituralde: (671) 735-2890; wellness@triton.uog.edu (location: HSS103).

I Pinangon Campus Suicide Prevention Program:

(671) 735-2888; ipinangon@triton.uog.edu (location: HSS212).

Campus Security (G4S) Contact Number: (671) 888-2456

Note: Guidelines and requirements listed in this course syllabus are subject to change at the discretion of the instructors to accommodate student progress, semester challenges, health crises, and/or natural disasters. Changes will be announced in class, via email, or on the Moodle Course page.

COURSE CALENDAR

CALENDAR DATE	SESSION	ACTIVITIES & ASSIGNMENTS	SLO ALIGNMENT
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January

Session 1 01/23/2025	F2F	Introductions Student Info Sheet and Day 1 Questions	
Session 2 01/28/2025	F2F	Course Syllabus & Calendar Distribution Student Learning Outcomes (SLOs) Writing Assignment SLOs Discussion	
Session 3 01/30/2025	F2F	SLOs Writing Assignment Discussion Common Assignment Discussion Moodle Enrollment Initial Common Assignment Opens	

February

Session 4 02/04/2025	F2F	Daily Journal #1 What is a Research Paper? Mind Map Writing Center Visit	SLO 1 3
Session 5 02/06/2025	F2F	Daily Journal #2 What is a Research Paper? Mind Map Discussion “Research in the Classroom: Learning Through Response” Writing Activity and Discussion	SLO 1
Session 6 02/11/2025	F2F	Daily Journal #3 Topic Exploration Activity Topic Exploration Reflection Due	SLO 2
Session 7 02/13/2025	F2F	Sources Lesson	SLO 3

		MLA & APA Citations Lesson MLA & APA Citations Assignment Due	
Session 8 02/18/2025	F2F	Thesis Construction and Elevation Lesson Research Paper Structure Lesson	SLO 1 3 4
Session 9 02/20/2025	F2F	Annotated Bib. Lesson Annotated Bib. Assignment Due	SLO 2 3
Session 10 02/25/2025	F2F	RFK Literacy Training (Tentative)	SLO 1 3
Session 11 02/27/2025	F2F	RFK Literacy Training (Tentative)	SLO 2 4

March

Session 12 03/04/2025	F2F	Research Paper Draft #1 Discussion	
03/06/2025	HOLIDAY: CHARTER DAY		
Session 13 03/11/2025	F2F/Online	Independent Research Time – Conferencing	
Session 14 03/13/2025	Online	Research Paper Draft #1 and Working Bib. Due	SLO 1 2 3
03/17/2025-03/22/2025	SPRING BREAK		
Session 15 03/25/2025	F2F	Peer Review	SLO 5
Session 16 03/27/2025	F2F	Peer Review	SLO 5

April

Session 17 04/01/2025	Online	Peer Review Notes and Reflection Due	
Session 18 04/03/2025	F2F	Research Paper Draft #2 Discussion	

Session 04/08/2025	F2F/Online	Independent Research Time – Conferencing	
Session 04/10/2025	F2F/Online	Independent Research Time – Conferencing	
Session 04/15/2025	Online	Research Paper Draft #2 and Working Bib. with 3 Annotations Due	SLO 1 2 3
Session 04/17/2025	F2F	Peer Review	SLO 5
Session 04/22/2025	F2F	Peer Review	SLO 5
Session 04/24/2025	Online	Peer Review Notes and Reflection Due	
Session 04/29/2025	F2F	Final Research Paper Proposal and Outline Due	

May

Session 05/01/2025	Online	Final Research Paper Annotated Bib. Due	SLO 1 2 3
Session 05/06/2025	F2F/Online	Independent Research Time – Conferencing	
Session 05/08/2025	F2F	Final Research Paper Discussion Final Common Assignment Opens	
Session 05/13/2025	Online	Final Common Assignment Due	SLO 1 3
Session 05/15/2025	Online	Final Research Paper Due	SLO 1 2 3 4
FINALS 05/22/2025	F2F	Portfolio Due Course Reflection Due	SLO 1 2 3 4

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