

EN111 – Writing for Research
Course Syllabus and Calendar

Section Information

Section: EN111-20

Course Delivery Mode: Hybrid

Schedule: Mondays (face-to-face); Wednesdays (asynchronous/online)

Room: EC101

Instructor Information

Instructor: J-Mae Fernandez



Office Location: EC-117C

Office Hours: TBA



COURSE CATALOG DESCRIPTION

EN111 – Writing for Research

FALL/SPRING/ALL YEARS

3 credit hours

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 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 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.

EN111 COURSE 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 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

| | Gen Edu Tier 1 CF: <i>Information Literacy</i> GE WC LO | Composition Program PLO | Institutional ILO |
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| 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 | Upon completion of the composition sequence students should be able to demonstrate the academic composition fluency necessary to | Some of the expected fundamental knowledge, skills, and values that the University of |

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| | persuasively in writing by: | perform critical literacy tasks in general and major university courses and for personal, civic, and professional purposes by: | Guam students 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 LO 1. Determining the nature and extent of the information needed GE IL LO 2. Accessing needed information | CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre CLO 2. Synthesize evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully. | 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 LO 1. Accessing needed information GE IL LO 2. 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 manuscript with correct in-text citations, that adhere to the specifications of an appropriate | GE IL LO 3. Accurately identifying the source of information to critically evaluate the veracity | 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 |

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| 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>GE IL LO 4. Synthesizing and applying relevant information to create a quality product</p> <p>GE IL LO 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</p> | | 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 appropriate and cited evidence | <p>GE IL LO 4. Synthesizing and applying relevant information to create a quality product</p> <p>GE IL LO 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</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</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p> |
| 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 | <p>GE IL LO 1. Determining the nature and extent of the information needed</p> <p>GE IL LO 3. Accurately</p> | CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding. | <p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication</p> |

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| | identifying the source of information to critically evaluate the veracity GE IL LO 4. Synthesizing and applying relevant information to create a quality product | | ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context |
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REQUIRED TEXTS

- Bullock, Richard H. et al. *The Little Seagull Handbook*. 5th ed., W.W. Norton & Company, 2021.
- Birkenstein, Cathy, and Gerald Graff. *They Say / I Say*. 6th ed., WW Norton, 2024.

SUPPLEMENTAL TEXT

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

***These textbooks are available at the Triton bookstore.*

REQUIRED MATERIALS

- Computer/tablet with access to a word document application and WiFi
 - Textbooks
 - Folder with prongs/binder (for portfolio)
 - Library card
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GRADING INFORMATION

| Letter Grade | Grade Point Value | Percent Grade | Definition | |
|--------------|-------------------|---------------|-------------|--|
| A+ | 4.00 | 98-100% | Outstanding | Honors-level performance with superior quality and extraordinary distinction. |
| A | 4.00 | 93-97% | | |
| A- | 3.67 | 90-92% | | |
| B+ | 3.33 | 87-89% | Good | Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course. |
| B | 3.00 | 83-86% | | |
| B- | 2.67 | 80-82% | | |
| C+ | 2.33 | 77-79% | Adequate | Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite. |
| C | 2.00 | 70-76% | | |
| D | 1.00 | 60-69% | Deficient | Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite. |
| F | 0.00 | <60% | Failure | Inadequate to receive credits. |
| P | | | Pass | |
| I | | | Incomplete | |
| NC | | | No Credit | |

UW: Unofficial withdrawal assigned by Registrar. Student stopped attending classes and did not submit required documents to the Admissions & Records office.

W: Withdrawal assigned by Registrar. Student stopped attending classes and submitted required documents to the Admissions & Records office.

GRADE CATEGORIES: ASSIGNMENTS AND PERCENTAGES

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| Participation and collaborative work (including attendance, peer-reviews, conferences, short assignments and library visits) | 15% |
| Common assignments | 5% |
| Annotated bibliography | 10% |
| Proposal | 10% |
| Two working drafts | 20% |
| Final draft | 25% |
| Presentation | 15% |
| Total: | 100% |

COURSE POLICIES:

Attendance: Since this is a hybrid course, attendance is mandatory on days that meet face-to-face. Your individual participation is important for a conducive learning environment. Since this class starts at 12:30 during lunch, students are given between 12:30 – 12:40 to show up without being considered late.

Late arrivals and early departures must be courteous and move about the room as quietly as possible to avoid disruption. Those who arrive 15 minutes late and leave 15 minutes early before class has ended will be marked absent.

****Inform me in advance if you need to leave early, will be late, or absent for the day.**

Deadlines: A week-long submission period will be given for each major assignment. Turning in assignments on time is mandatory. If you cannot make a deadline, please inform me in advance so that I can make specific adjustments for you. Otherwise, the assignment will be considered a late submission.

Conferences: One-to-one conferences are mandatory the first two times.

Peer reviews: Peer reviews allow students the opportunity to provide and receive constructive feedback of a piece of their writing. Peer reviews are a collaborative process; therefore, students are expected to be in class during these assignments.

Course, Program, and University Policies and Other Information**Withdrawal Policy:**

A student wishing to withdraw from the class should elect to withdraw before the university's voluntary withdrawal deadline which is indicated on the course calendar. After the deadline, approval of class withdrawal may only be given at the discretion of the instructor.

EEO/ADA & TITLE IX Policies:

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, 671-735-2244 (TTY) or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

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 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.

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.**

AI 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.

Plagiarism Policy: When you use someone else's ideas or words without giving credit, that is plagiarism.

Division of English and Applied Linguistics Statement on Plagiarism adopted on March 14, 1996

- A. The Division of English and Applied Linguistics affirms the policy on plagiarism adopted by the College of Arts and Sciences and adds the following as Division policy:
- 1. That students whose plagiarism is, in the opinion of the instructor, due to carelessness or to slipshod methods of notation will be given a grade of "F" for the course, and**
 - 2. The students whose plagiarism is, in the opinion of the instructor, meant to deceive will not only be given a grade of "F" for the course but will also be referred to the Division Chair, who will forward the matter to the University's Student Discipline and Appeals Committee with the recommendation that the student be expelled from the University.**

COURSE CALENDAR

WEEK 1:

Jan. 22

- Introduction of instructor and course; icebreakers

WEEK 2:

Jan. 27

- Syllabus overview / In-class writing assignment – HW: Obtain required texts

Jan. 29

- Read TSIS: Introduction and Part 1 – One “They Say”

WEEK 3:

Feb. 3

- Class discussion on reading / Freewriting topic / Writing emails

Feb. 5

- Read TSIS: Part 1 – Two “Her Point Is” and Three “As He Himself Puts It”
- Moodle: Paragraph reflection

WEEK 4:

Feb. 10

- Class discussion on reading / Composing an annotated bibliography / Citations

Feb. 12

- Find potential resources for research paper

WEEK 5:

Feb. 17

- Library visit

Feb. 19

- Read TSIS: Part 2 – Four “Yes, No, Ok, But” and Five “And Yet” / Work on a. bib

WEEK 6:**Feb. 24**

- Library visit, pt. 2

Feb. 26

- Read TSIS: Part 2 – Six “Skeptics May Object,” Seven “In My Experience” and Eight “So What? Who Cares?” / Work on annotated bibliography
- Moodle: Paragraph reflection

WEEK 7:**Mar. 3**

- Annotated bibliography DUE / Discuss part 2

Mar. 5

- Read TSIS: Part 3 – Eight “As a Result” and Nine “You Mean I Can Just Say It That Way?”
- Moodle: Paragraph reflection

WEEK 8:**Mar. 10**

- Intro to proposals / HW: Work on research proposal

Mar. 12

- Read TSIS: Part 3 – Ten “But Don’t Get Me Wrong” and Eleven “What I Really Want to Say Is” / Work on proposal
- Moodle: Paragraph reflection

SRRING BREAK: Mar. 17 – Mar. 21**WEEK 9:****Mar. 24**

- Proposal DUE / Discuss part 3 / Writing Center visit
- HW: Start Draft 1

Mar. 26

- Continue Draft 1

WEEK 10:

Mar. 31

- Bring copy of Draft 1 to class / Peer-review
- Conference (by schedule outside of class time)

Apr. 2

- Conference (by schedule)

WEEK 11:

Apr. 7

- TSIS: Part 4 overview / Start Draft 2

Apr. 9

- Work on Draft 2

WEEK 12:

Apr. 14

- Abstracts

Apr. 16

- Work on Draft 2

WEEK 13:

Apr. 21

- Bring Draft 2 copy to class / Peer-review / Conferences

Apr. 23

- Work on Draft 2

WEEK 14:

Apr. 28

- Writing day / Conferences

Apr. 30

- **Draft 2 DUE** (bring hard copy next class)

WEEK 15:**May 5**

- Draft 2 hard copy / Begin final draft (mechanical edits, minimal changes, clean up)

May 7

- Work on final version of research paper (This will go straight into your portfolio)

WEEK 16:**May 12**

- Presentations

May 14

- Presentations / Research paper final DUE online

FINALS EXAM:**May 19 (12:00 – 1:50)**

- Portfolio DUE (submitted in-person)
- Post common assignment