UNIBETSEDÅT GUAHAN

Multi-Section Unified Course Syllabus and Calendar   Spring

EN 111   Writing for Research

Section Information	Instructor Information
EN 111-21	Pauline Baird [bey-rd] Office EC 117A Office Hours MWTH (7:30 pm -9:30 pm) by appointment Email: pbaird@triton.uog.edu

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 editing. This course emphasizes the development and advancement of information literacy skills to acquire knowledge and cultivate 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 the ethical and legal use of information in their academic research processes and research products.

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

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

Writing Handbook

Bullock, R., Brody, M., & Weinberg, F. (2024). *The little seagull handbook: Write, research, edit* (5th ed.). New York, NY: W.W. Norton.

Dedicated Internet & Microsoft Word

III.Student Learning Outcomes

EN 111 *Writing for Research* Student Learning Outcomes	General Education Core Competency *Information Literacy* Student Learning Outcomes	Institutional Student Learning Outcomes
To successfully complete this course, the student will demonstrate the ability to:	UOG students will be able to know when there is a need for information and identify, locate, evaluate, and effectively use that information for the issue or problem at hand 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:
1) Develop a research plan and articulate focused research questions by analyzing the research assignment, adapting writing processes for composing academic research, and utilizing academic information systems to explore the research topic	1. Determining the nature and extent of the information needed 2. Accessing needed information	1. Mastery of critical thinking and problem solving
2) Make use of available and reliable information technologies to retrieve sources of information to address the research inquiry and critically evaluate relevant and appropriate sources of information, whether print or electronic, primary or secondary, scholarly or professional	2. Accessing needed information 3. Accurately identifying the source of information to critically evaluate the veracity	1. Mastery of critical thinking and problem solving 3. Effective oral and written communication 5. Responsible use of knowledge, natural resources, and technology
3) Comprehend scholarly and professional source materials by accurately and objectively summarizing the content of those sources	2. Accessing needed information 3. Accurately identifying the source of information to critically evaluate the veracity	1. Mastery of critical thinking and problem solving 3. Effective oral and written communication 5. Responsible use of knowledge, natural resources, and technology
4) Compose research documents such as annotated bibliographies and thesis-driven research manuscripts that do not evidence any incidence of unethical use of other's ideas or diction, whether intentional or unintentional.	3. Accurately identifying the source of information to critically evaluate the veracity 4. Synthesizing and applying relevant information to create a quality product.	1. Mastery of critical thinking and problem solving 3. Effective oral and written communication
5) Utilize Argumentation as the dominate rhetorical form of the research manuscript, integrating other discourse modes when necessary to discuss the validity of the thesis as supported by appropriate and cited evidence	4. Synthesizing and applying relevant information to create a quality product 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use.	1. Mastery of critical thinking and problem solving 3. Effective oral and written communication 5. Responsible use of knowledge, natural resources, and technology
6) Compose and 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	4. Synthesizing and applying relevant information to create a quality product 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use.	1. Mastery of critical thinking and problem solving 3. Effective oral and written communication
7) 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	1. Determining the nature and extent of information needed 3. Accurately identifying the source of information to critically evaluate the veracity 4. Synthesizing and applying relevant information to create a quality product.	1. Mastery of critical thinking and problem solving skills 3. Effective oral and written communication 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context

The syllabus and course calendar may be revised to accommodate student progress. Any course changes will be announced in class or via email.

Final Grades	**NC:**	Student's work does not evidence competency of the Learning Outcomes. The
A: 90-100		student must retake EN 111.
B: 80-89	**UW:**	Unofficial withdrawal assigned by Registrar—Student stopped attending classes
C: 70-79		and did not submit/file required documents.
D: 60-69	**W:**	Withdrawal assigned by Registrar—Student stopped attending classes and
F: 50-0		submits/files required documents.

2. **Description 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.

    A.   MODULE 1 – Getting Started and Assessments   15%
        a) Where I'm From   100 points
        b) Reading Responses   100 points
        c) Pre-Instruction Common Assignment Reflection   10 points (Extra Credit)
        d) Post-instruction Assessment   100 points

    B.   MODULE 2- The Critique Essay   20%
        a) *Documentation Conventions (APA vs MLA)*   100 points
        b) *Summarizing, quoting, and paraphrasing*   100 points
        c) *Intext Citation and End Citation*   100 points
        d) *References vs Works Cited*   100 points
        e) *Thesis Statement, Introduction, and Conclusion* 100 points
        f) *Body Paragraphs and Main ideas*   100 points
        g) *Argumentation, Style and Mechanics*   100 points
        h) *Critique Essay*   100 points

Choose ONE of the following to Critique (at least 900 words)
- The Classroom as a Metaphorical Canoe: Cooperative learning in Pacific Studies by Teresia Teaiwa https://tinyurl.com/2p8dycny
- The power of mentoring by Lori Hunt. TedXCCs (Video)
- Student-Centered Learning in Higher Education. By Gloria Brown Wright
- Why Mentoring Matters by Lizz Schumer. *New York Times.* September 2018.

    C.   MODULE 3 - The Narrative Essay   20%
        a) *Memories and Recollections (I Say)*   100 points
        b) *Bibliography (Library Search)*   100 points
        c) *Annotated Bibliography (They Say)*   100 points
        d) *Thesis Statements*   100 points
        e) *Composing Research Questions*   100 points
        f) *Narrative Essay*   100 points

    D.   MODULE 4 - *The Multiple Source Mixed Genre Essay*   25%
        a) *Documentation*   100 points
        b) *Content conferencing /peer review*   100 points
        c) *Essay*   100 points

    E.   Discussion Forum & Peer Review   20 %

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Course Assignments

1. **Getting Started and Assessments**   **15 %**
   Introduction: Where I'm From
   The Common Assignment
   Target Learning Outcomes: SLO #1-5
   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.
   Pre-Instruction & Post-Instruction Assessment Reflections

2. **Critique Essay**   **20%**
   Target Learning Outcomes: SLO#1-7
   Given *The Little Seagull Handbook and They Say, I Say and several academic articles,*
   students will choose one article to critically analyze. Students will practice skills such as
   Introducing a source, summarizing, making a thesis statement, making an evaluation,
   writing theories/arguments, counterarguments, and refutations, and writing a
   conclusion, aiming for at least a score of 80% on the grading rubric – organization,
   content, coherence, cohesion, documentation.
   Students will discuss and practice various aspects of writing conventions in the
   discussion forum. Students will use Grammarly (AI writing assistant to proof their
   drafts).

3. **The Narrative** Essay   **20%**
   Target Learning Outcomes: SLO#1-7
   After completing the Critique Essay, students will identify a topic arising from the
   exercise they wish to pursue further. They will draw on their reflections and memories to
   share a well-organized narrative, giving background, context, and value to the narrative.
   At the end of the narrative, students will compose research questions (cause-effect,
   process-results, comparison-contrast) and provide a list of sources for ONE of the
   research questions. Students will discuss various writing conventions in the discussion
   forum.

4. **The Multiple Source Mixed Genre Essay**   **25%**
   Target Learning Outcomes: #1-7
   Given the narrative essay and introduction to preliminary research conventions,
   students will practice using a research framework: Research question, annotations,
   arguments, counterarguments, organization, style, diction, etc. They will draw on
   narrative and annotations to complete an essay that is a thesis-driven argument
   (stance, arguments, and counterarguments). Students will compose compound and
   complex sentences to create substantive thesis statements. Students will draft, make
   notes, plan, and use sources to create an argument for an academic within a chosen
   disciplinary community (Education, business, etc.). The essay's components must be
   peer-reviewed. Aspects of the peer review will be in the discussion forum. Students will
   submit assignments in Turnitin (plagiarism checker).

5. **Discussion Forum**   **20 %**

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Target Learning Outcomes: #1,3,5,7
Included discussion forum and practice exercise, practice in Google Docs, revise their submissions before posting in the MOODLE Space.

NOTE: All final assignments will be submitted to Turnitin (for AI and plagiarism check).

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.

This course may use Turnitin to help students learn best practices in citing sources. Turnitin will compare each paper 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 Turnitin will not retain the information. **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 to 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.