



EN111-30B WRITING FOR RESEARCH

COURSE SYLLABUS

<u>Section Information</u>	<u>Term/Course Dates</u>	<u>Meetings Days/Times</u>	<u>Course Delivery Format</u>
HYBRID (Face-to-Face and	EN111-30B	March 24 – May 16	MTWTH 9:30 am – 10:50 am Asynchronous)

Classroom Location: LR 102 (Learning Resources) room in the RFK library

Instructors & Office Hours Information

Prof. Terry Perez

email tperez@triton.uog.edu

(671) 735-2766

Office Hours EC 117 F

MW 1:00 pm - 2:00 pm

T 8:00 am - 9:30 am; 1:00 pm - 2:00 pm

Th 8:00 am - 9:30 am

or by appointment

Prof. Carol Simpson-Warner

email cswarner@triton.uog.edu

(671) 735-2727

Office Hours EC 208 C

MW 8:30 am - 9:30 am; 11:00 am - 12:00 pm

TTH 11:00 am - 12:00 pm

or by appointment

COVID-19

In face-to-face classes, wearing masks is encouraged. Anyone who has a fever, or any other symptom, should stay home. Patience, respect, and cooperation are needed from all for us to persist through these uncomfortable times.

Contacting the Instructor

Students can contact instructors via email at any time, but please allow a reasonable amount of time for a response, especially if the email is sent outside of office hours or on weekends and holidays. We generally expect to be able to reply to emails during office hours. Otherwise, a 24-hour wait-time is reasonable during the week.

Students can also contact the Division of English and Applied Linguistics office at (671) 735-2725. Leave a message with the division staff for the instructors and contact information to facilitate receiving a reply.

No Recording Policy

Unauthorized recording of online and face-to-face class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. 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 courses may violate federal law.

Course Format (HYBRID) Class Session Information

Our class is a Part B hybrid class scheduled to meet Monday, Tuesday, Wednesday, Thursday from March 24th to May 16th, and then we meet once during Finals Week. This hybrid format means that students must have at least 51% of the course as face-to-face class time. Each hybrid class at the university interprets this number differently. For our class, hybrid means that students will meet face-to-face on campus with instructors and classmates at least two times each week (more during conferencing weeks) and the rest of the time work asynchronously to complete certain tasks posted on our Moodle course page. Much of the work of this class (including lecture, discussion, in-class activities and assignments) is done in the face-to-face sessions and is not available online. As instructors, we assume that students read the course schedule and see that this course is four (4) days a week, and therefore, we do NOT anticipate any schedule conflicts.

Required for Online Access

As this class is both face-to-face and asynchronous, you will be expected to use Moodle. Information about using Moodle is available on the UOG website; let us know if you need

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assistance. You need to be familiar with basic computer and internet use and to have reliable access to a computer with the Internet. If you do not have internet access at your residence, the UOG campus has on campus Wi-Fi and a few computer labs for student use. Computers may also be available on loan from the Dean's office. A desktop or laptop computer is highly recommended as mobile devices do not always work as well with our course delivery platforms. Wi-Fi hotspots may be available through the Office of Information Technology (OIT).

This computer should also have the following:

- Mozilla Firefox browser (free to download and most compatible with UOG Moodle)
- MS Word to read, edit, or create documents and presentations for this class. Contact the UOG Computer Center to ask about getting Office365 through a GoTritons email account or follow the instructions on the OIT page of the UOG website.
- Adobe Acrobat Reader to open PDF documents provided in this class.
- A media player such as Windows Media Player or VLC Player Free to play audio and video files provided in this class.
- Virus and spyware protection while working on the Internet.

COURSE CATALOG DESCRIPTION + COURSE CONTENT

EN 111 COURSE 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.

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Prerequisite: EN 110 Freshman Composition with a grade of “C” or better.

EN111 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

EN111 COURSE STUDENT LEARNING OUTCOMES

By the end of the course, students will demonstrate satisfactory 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

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- 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.

Combined Student Learning Outcomes Matrix

EN 110 FRESHMAN COMPOSITION	Gen Edu Tier 1 CF: <i>Written Communication</i>	EN 111 WRITING FOR RESEARCH	Gen Ed Tier 1 CF: <i>Information Literacy</i>	Composition	Institutional
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:	By the end of the course, students 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:	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: (IOs with relevant clarifying statements)
SLO 1. Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	GE/WC 3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English	SLO 5. Evaluate peers' research manuscripts (peer review) specifically examining the clarity of arguments, evaluating the evidence cited, and editing English language conventions as appropriate for the occasion and audience	GE/IL 1. Determining the nature and extent of the information needed GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity GE/IL 4. Synthesizing and applying relevant information to create a quality product GE/IL 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	III. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively: Construct sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences; and works through collaboration to address a social, personal, or ethical dilemma. (Clarifying Statement 1)
SLO 2. Formulate a clear thesis statement, whether implicit or explicit, and support it cohesively with	GE/WC 4. Utilizing various formats, lengths, and citation styles as appropriate for the task	SLO 3. Produce research documents such as annotated	GE/IL 3. Accurately identifying the source of information to	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience,	V. Responsible use of knowledge, natural resources, and technology: Demonstrate appropriate and

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evidence, examples, and explanations		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	critically evaluate the veracity GE IL LO4. Synthesizing and applying relevant information to create a quality product	purpose, and genre	ethical mastery of tools, technologies and methods used in the discipline. (Clarifying Statement 6)
<p>SLO 3. Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing and summarizing where appropriate</p> <p>SLO 4. Recognize and use a variety of rhetorical approaches or strategies in English, including, but not limited to, narration/description, classification/comparison-contrast, and argument/persuasion</p>	GE/WC 4. Utilizing various formats, lengths, and citation styles as appropriate for the task	SLO 4. Use Argumentation as the dominant rhetorical form of the research manuscript, integrating other discourse modes (rhetorical strategies) and using summary, analysis,	<p>GE/IL 1. Determining the nature and extent of the information needed</p> <p>GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity</p> <p>GE/IL 4. Synthesizing and applying relevant information to</p>	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	<p>III. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively:</p> <p>Construct sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences; and works through collaboration to address a social, personal, or ethical</p>

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		<p>synthesis, and evaluation as necessary to discuss the validity of the thesis as supported by appropriate and cited evidence</p> <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>	<p>create a quality product</p> <p>GE/IL 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</p>		dilemma. (Clarifying Statement 1)
<p>SLO 4. Recognize and use a variety of rhetorical approaches or strategies in English, including, but not limited to, narration/description, classification/comparison-contrast, and argument/persuasion</p>	<p>GE/WC 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p>GE/WC 5. Using writing to analyze complex events and foster intellectual development</p>	<p>SLO 2. Effectively retrieve, accurately comprehend, and critically evaluate scholarly and professional source materials whether primary or secondary, print or electronic, that</p>	<p>GE/IL 2. Accessing needed information</p> <p>GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity</p>	<p>CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.</p>	<p>V. Responsible use of knowledge, natural resources, and technology: Integrate information technology into our search for knowledge and understanding. (Clarifying Statement 7)</p>

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		address the research inquiry			
SLO 4. Recognize and use a variety of rhetorical approaches or strategies in English, including, but not limited to, narration/description, classification/comparison-contrast, and argument/persuasion	GE/WC 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	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 1. Determining the nature and extent of the information needed GE/IL 2. Accessing needed information	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	III. Effective oral and written communication: Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. (Clarifying Statement 2)
SLO 5. Draw on their own backgrounds and experience, as well as current authoritative and credible written or media materials, in the performance of writing tasks	GE/WC 2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	SLO 4. Use Argumentation as the dominant rhetorical form of the research manuscript, integrating other discourse modes (rhetorical strategies) and using summary,	GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity GE/IL 4. Synthesizing and applying relevant information to create a quality product GE/IL 5. Demonstrating the ethical and	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.	I. Mastery of critical thinking and problem solving: Provide evidence: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.

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		analysis, synthesis, and evaluation as necessary to discuss the validity of the thesis as supported by appropriate and cited evidence	legal use of information by identifying the economic, legal, and social concerns of information use		(Clarifying Statement 3)
SLO 6. Work with the instructor and peers to review, revise, and edit their writing effectively	GE/WC 1. Developing themes with appropriate consideration of the audience and purpose	SLO 5. Evaluate peers' research manuscripts (peer review) specifically examining the clarity of arguments, evaluating the evidence cited, and editing English language conventions as appropriate for the occasion and audience	GE/IL 1. Determining the nature and extent of the information needed GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity GE/IL 4. 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	III. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively: Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. (Clarifying Statement 3)
SLO 7. Understand and practice the writing process from topic choice to final edit	GE/WC 1. Developing themes with appropriate consideration of the audience and purpose GE/WC 5. Using writing to analyze complex events and foster intellectual development	SLO 1. Apply research writing and information literacy skills to develop a research plan by analyzing the research assignment, adapting writing processes for composing	GE/IL 1. Determining the nature and extent of the information needed GE/IL 2. Accessing needed information GE/IL 3. Accurately identifying the source of information to critically evaluate the veracity	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	VII. An interest in personal development and lifelong learning: Research: Explore a topic in depth, yielding a rich awareness indicating intense interest in the subject.

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		<p>academic research, articulating research questions, and navigating simple and complex academic information systems and technologies to explore the research topic</p> <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>	<p>GE/IL 4. Synthesizing and applying relevant information to create a quality product</p> <p>GE/IL 5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</p>		
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EN111 COURSE REQUIREMENTS

Required Texts

Bullock, R., Brody, M., & Weinberg, F. *The little seagull handbook: Write, research, edit* (4E or 5E). New York, NY: W.W. Norton.

Graff, G. & Birkenstein, C. (2024). *They say/I say: The moves that matter in academic writing* (6E). New York: W.W. Norton.

Required Materials

- An RFK Library Card/Number
- A place to keep research documents and drafts (e.g. a binder or a computer)
- A reflective practice log (details will be given in class)

Recommended Materials:

Research “e-folder” (cloud folder) - You will be required to have your research materials available for every class session. We recommend that you store your researched source materials in an e-folder or somewhere readily accessible for sharing with your seminar group. UOG provides you with OneDrive through your gotritons account for storage and sharing.

Access to online sources including

1. Access to the Internet
2. A Moodle Account/ the course Moodle page

COURSE FINAL GRADES

The Final Grade is based on the evidence of mastery of the course learning outcomes (SLOs) observed in students' course assignments as prepared during the course according to the instructions for each assignment and the course policies and presented in the end-of-semester course portfolio. Therefore, assessments of students' work are accomplished through both formative and summative assessment practice.

Formative assessments come only in the form of **verbal** feedback (in the form of in-person or online conferences, both during and outside of class time) about student writing throughout

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any assignment's "production process." This type of feedback encourages the student writer to know their paper well: both the content and the rhetorical moves. Verbal feedback also encourages the development of writer/reader relationship with the instructors.

Formative assessment doesn't involve points and grades for individual assignments. The only grade given in this course is the Course (Final) Grade and is determined through summative assessment of the students' end-of-semester course digital portfolio. The contents of the students' portfolio include work completed throughout the course. For summative assessment purposes, assignments MUST be completed in the order in which they are assigned.

A student must achieve a grade of "C" or better to pass EN 111.

Grading Scale

A+ Outstanding performance throughout course with *consistent demonstration* of exemplary mastery of course competencies in all assignments; timely submissions of all coursework

A Outstanding performance throughout the course with *progressive demonstration* of superior mastery of course competencies in all assignments; timely submission of all coursework

A- 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+ Above average performance throughout the course with progressive mastery levels of course competencies demonstrated in *most but not all* assignments; timely submission of most if not all coursework

B Above Average performance throughout end of the course with progressive mastery of course competencies demonstrated in *many but not most* assignments; timely submission of coursework

B- 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+ Average performance throughout course, with increasing levels of course competencies demonstrated in assignments; all coursework submitted although a few, if any, are submitted late

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C 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 Average performance in course but minimal (passing) mastery of course competencies are not consistently demonstrated in coursework – **few, if any, assignments are not turned in, turned in late.**

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.

F 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 submits work that was not produced by the student (original work) or was work submitted for a grade for another course (in a past term); Student turns in assignments all at once at the end of the term.

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.

INSTRUCTOR EXPECTATIONS

Process Tasks

Assignments for work in class and outside of class consist of all the tasks you need to complete to evidence process of your research. These assignments help achieve key aspects of the research or of the paper. Completing tasks and participating in the discussion of the assignments are considered huge components of your course learning. Successful work in the course portfolio largely draws from the skills acquired through completion of these Process Tasks. These tasks are called "process" because **the tasks must be done in the order in which they are assigned.** The skills introduced in one task are often needed and expanded in a

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subsequent assignment. Work that is not done in the proper order will NOT be assessed. These tasks fulfill the requirements set out in SLOs 1, 2, 3, and 4.

Assignment Revisions

All submitted drafts and the final paper will demonstrate **extensive revision**. Students will submit drafts, planning materials, and peer reviews as assigned. The final draft must be a product of multiple revisions. This revision policy allows students who are seriously attempting to improve their writing every opportunity to do so. All revisions are expected to be significant; minor editing will not result in a grade increase and may result in a grade decrease. Extensive revision is defined as content and structural changes that will arise from peer reviews, seminar group discussions, conferences with the instructor, in addition to decisions made by the researcher. This requirement aligns with SLO 1.

Participation and Class Activities

Class activities involve a variety of tasks: writing, discussion, group work, etc. Participation does not mean solely answering questions. Participation includes contributing to small group discussions, responding to forums, and completing assignments, basically completing the class activities and tasks. Your thoughtful participation is essential for the success of this class. This requirement aligns with SLO 5.

This research class relies heavily on discussion in whole-class situations and in small groups.

Students should practice usual higher education classroom etiquette in all classroom spaces, which means respect for each other in an environment supportive of human dignity and of learning together and from one another. Derogatory speech that makes its way into class discussions will impel instructors to remove students who disrupt classroom discussion or who do not respect the “safe haven” classroom space, from the classroom for that particular day.

Classroom etiquette includes but is not limited to those stated here: the expectation that students regularly attend class sessions, showing up on-time, being prepared, participating during discussion, completing and submitting assignments (ideally on-time), and generally seeking out the instructor and peers to clarify assignments directions and tasks (asking questions, expressing concerns, confusion).

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A note on Hybrid format

Hybrid classes require a lot of trust: that students will do the work that must be done outside of class time. Students will be expected to check-in with the Course weekly calendar, instructors, and/or seminar group members with any questions about assignments or tasks assigned during hybrid days.

Peer Review

Students will work in writing groups for each research draft to discuss ideas, organization, and stylistic choices observed in peers' essays. Peer review is a *response activity*, meaning that it's an activity that provides students an opportunity to engage with peers about their writing. Peer Review *is NOT an opportunity to critique and assess peers' work*. Please note that peers are readers and not critics. They comment from the perspective of wanting to understand what's being shared.

Peer reviews work effectively only if all members of the group participate. Being absent or arriving to class without your draft will result in zero points earned for that assignment component, which will, of course, affect your essay assignment and portfolio grades. **DO NOT** miss these peer reviews. This requirement aligns with SLO 5

Conferences

Several one-on-one (virtual and/or face-to-face) conferences with an instructor will be scheduled - once during the first month of the course and multiple times during the last month of the course. Conferences will be scheduled outside of and during class times. Although these conferences are NOT graded, they are a way for students and instructor to assess the writing journey. **Conferences are a crucial component in improving an essay in preparation for the final portfolio. In other words, students have a greater chance of passing the class if they attend conferences.**

COURSE POLICIES

Assignment Submission and Late Work

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Students need to participate and to be current with their work. Late assignments are accepted in the case of extenuating circumstances. In that case, 1) inform your section instructor immediately, preferably before the assignment is due, and 2) make specific arrangements, including amount of credit reduction, with your section instructor in advance. Let us know as soon as possible if you are having problems with any of the work in this course.

Attendance

Academic research requires the application of certain skills. Important opportunities for developing skills and receiving feedback happen during class. Because of the importance of what we do in class, absences affect your success in the course; it is the student's responsibility to contact the instructors to find out the information missed.

Make-Up Assignments

When a student cannot turn in an assignment on time, they must inform the instructor as soon as possible about the situation and request to make-up missed assignments including any assessment activities. If a student misses lecture-discussion sessions, they should retrieve lesson and assignment information from our Moodle or from peers and seek clarification from instructors as needed.

Course Withdrawal

Students who elect to withdraw from the course after the university's voluntary withdrawal deadline (see UOG's undergraduate catalog) should not expect (or demand) the instructor to sign a withdrawal form. 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.

UNIVERSITY POLICIES AND STUDENT SERVICES

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, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

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Americans with Disabilities

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 accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

For applicants or employees with a disability requiring employment or workplace accommodation(s), please contact the Director of EEO/ADA and TITLE IX Office to discuss your specific needs. Please provide documentation concerning your disability and the need for employment or workplace accommodation. Our office is located at the Iya Hami Hall, Dorm 2, right side entrance, first floor, Room 104 and our contact numbers are indicated above

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.” This includes artificially generated materials. Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism 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. Students may not submit work done in one class for credit in another class without the prior consent of all instructors involved. Please let me know at any time if you have questions about plagiarism.

DEAL Writing Center

The DEAL Writing Center assists students with their writing. In working with the tutors of the Writing Center, students engage in conversation about writing. Tutors are graduate or

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undergraduate students who are trained and committed to helping writers increase their skills; they do not edit your paper for you. Get the latest information about the Writing Center at <https://sites.google.com/view/dealwritingcenter>.

Statement of Use for Turnitin.com Service

As part of its commitment to student learning and to integrity in scholarship, the College of Liberal Arts and Social Sciences subscribes to Turnitin, an instructional service that compares submitted papers to multiple sources.

Turnitin may be used in this course to help students learn best practices in citing sources. Turnitin will compare each paper that a student submits (through Moodle if a Moodle user) to a vast database of articles, essays, and student papers. It will state what percentage of the paper is from other sources and provide links to these sources.

Students will be able to submit drafts of papers to Turnitin before submitting a final draft for grading. This will allow students to 1) check how much of their work comes from other sources; 2) review their citation uses and 3) revise as necessary before the final paper is due.

Turnitin by itself does not identify plagiarism. It simply checks for source use. It will assist, however, should plagiarism be suspected. The instructors will review students' papers, examine the sources and citations identified by Turnitin, and do any additional research necessary before making a decision. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin (or Moodle for Moodle users) **without their names or other identifying markers.** Turnitin and Moodle will automatically show this information to the instructors under each student's name, but the information will not be retained by Turnitin. **If a student forgets, and submit a paper with identifying information on it, it will be retained in the Turnitin repository.** Your submitted work will be archived in the Global Turnitin repository. In summary:

1. Instructors will use Turnitin as one of the many learning approaches of the class to encourage integrity in scholarship and nurture student success in the thoughtful use of sources.
2. Instructors will inform students of the use of Turnitin in the syllabus and for each assignment.
3. Instructors will use Turnitin for all submissions for each Turnitin assignment.
4. Instructors will consider all factors before making any decision concerning plagiarism.
5. Instructors will inform students that they should remove their names from submissions to ensure confidentiality.

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EN111 WRITING FOR RESEARCH

ASSIGNMENT INFORMATION

Course Assignments and Calculation of Grades

In this section of the syllabus, general information about assignments and requirements is provided. Supplemental assignment information including assignment guidelines and evaluation criteria will be posted in our Moodle classroom.

Students are to attend class, participate during synchronous lecture-discussion classes, complete and submit assignments, and produce a course portfolio.

Course Assignments Groups: Final Grade Percentage Distribution

Prologue Assignments	10%
EN111 Research Project Assignments	
Phase 1: Preliminary Reading and Noticing	15%
Phase 2: Reading to Design the Research Project	15%
Phase 3: Reading to Respond to the Research Question	20%
Phase 4: Writing the Research Project	25%
Epilogue Assignments	15%
Total	100%

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Research Project Process

1. The research project requires a process that includes reading, planning, annotating bibliographies, exploratory writing, drafts, reviews, revisions, and reflections.
2. Final essays are substantively revised and improved versions of drafts and therefore **are not** accepted unless the process requirements have been completed.
3. Students are required to complete and submit each assignment before proceeding to the next assignment.

Criteria for Student Work

Student work will be evaluated based on the learning outcomes of this course and on the use of academic English. Course grades will be based on completion of required work and the level of mastery of the learning outcomes demonstrated by your written work. Detailed descriptions of the requirements and scoring criteria will be provided for each assignment. Students may schedule an appointment to discuss their work in the course at any time during the semester.

Paper Format

Label all assignments according to the specified documentation style. If no style is specified for the assignment, write your name, course and section number, instructors, and date on the first four lines (left alignment) of the first page. The assignment title should be identified in the next line and should be centered aligned. Note that assignment titles' font type and size should be consistent with the rest of the text (don't enlarge the title font or change the font type).

Then, beginning on the second page and doing so for all subsequent pages, place your name and the page number in the "header" region of your document, with right-side of the header. Incorrectly or incompletely labeled assignments and assignments that do not follow the required format will be returned and not reviewed. Revised assignments **MUST** have the correct date and assignment name, for example "Second Draft".

All assignments must be word processed. Use an appropriate serif or sans serif font, such as Times New Roman with a size of 12. Use line spacing of 2 spaces (double space). One-inch margins are standard. Instructions for including process documents such as drafts are given in class before the work is due.

Each assignment file that is turned in electronically **MUST** be named appropriately. Follow the name of the assignment given in the Moodle Course. Include in the name of the assignment file your initials, name, or a number assigned by the instructor.

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These requirements allow prompt and accurate identification and reading of student work. Assignments must meet these requirements to receive credit and feedback. Students may want to create and use a Microsoft Word Template as a reminder of these requirements each time work is prepared for this class. The instructor reserves the right to refuse to read and evaluate an assignment with a confusing file name or label.

General Assignment Descriptions

Descriptions of the Course Assignments are provided in this section of the syllabus. Specific task sets for each Course Assignment and the target learning outcomes (LO) are identified.

Prologue Assignments

A) Common Assignment (Pre-Instruction)

Target LOs: ALL

The Common Assignment is a program-wide requirement. All students in the course must complete a “common” assignment. Student performance on this assignment will be reported to the Composition Director as evidence of the program-wide assessment of student learning outcomes. To complete the Composition Common Assignments, students will enroll in a separate Moodle course. Information about enrolling into that course will be provided in our course Moodle. Students complete the Common Assignment at the beginning of the semester, possibly at midterm, and at the end of the term.

B) First week of class writing sample

Target LOs: ALL

In this in-class assignment, students will introduce themselves as researchers.

C) Annotate the Syllabus

Target LOs: ALL

The Annotate the Course Syllabus activity allows students to review and annotate the course syllabus. Through this activity, instructors will be able to address students’ questions about the course syllabus to include assignments and course requirements.

EN111 Research Project

Target LOs: #1, #2, #3, #4, #5

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You will complete a sequence of assignments and activities that will build your skills and experience with the research process, from design to composition. Detailed information about this project and its assignments will be provided.

Phase 1: Preliminary Reading and Noticing

In Part 1 students start to engage with the research project process by designing an original academic (secondary) research, using the library databases, working with both peers and instructors in seminar and conference formats. Phase 1 assignments draw students' attention to the knowledge and skills needed to successfully start the work of academic research and writing. Phase 1 assignments and requirements will be posted in our Moodle Classroom.

Phase 2: Reading to Design the Research Project

In Phase 2 students develop and advance their academic research and writing knowledge and skills. Phase 2 requires students to use the background knowledge in Phase 1 to narrow their topic and identify a problem. They create a database of their sources in which they analyze their sources. Phase 2 assignment information will be posted in our Moodle Classroom along with the various Phase 2 assignments students will need to complete before moving on to Phase 3.

Phase 3: Reading to Respond to the Research Question

In Phase 3, students try to understand the different "conversations" about their research question, curating responses (i.e. evidence and analysis), and start to make sense of the different perspectives of research. Phase 3 is designed to help students learn to incorporate academic voices in helping to solve a research problem. Phase 3 assignment information will be posted in our Moodle Classroom along with the various Phase 3 assignments students will need to compile and write down their research project in Phase 4.

Phase 4: Writing the Research Project

In this part of the EN111 Research Project assignment, students will continue to write and revise and finally edit their research manuscript. Students will participate in peer review focused on the topic and design for their original research projects and will meet with instructors. Phase 4 assignments are designed so students will develop and

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advance their research writing knowledge and skills. Students will continue to conference with their instructors about their Research Project Paper. Phase 4 assignment information will be posted in our Moodle Classroom along with the various Phase 4 assignments students will need to complete in order to pass this course.

Epilogue Assignments

A) Common Assignment (Post-Instruction)

Target LOs: ALL

The Common Assignment is a program-wide requirement. All students in the course must complete a “common” assignment. Student performance on this assignment will be reported to the Composition Director as evidence of the program-wide assessment of student learning outcomes. To complete the Composition Common Assignments, students will enroll in a separate Moodle course. Information about enrolling into that course will be provided on our Moodle. Students complete the Common Assignment at the beginning of the semester, possibly at midterm, and at the end of the term.

D) Course Portfolio

Target LOs: ALL

Students will assemble a Course Portfolio of their assignments completed throughout the course. Course Portfolio information will be provided to students in class and on our Moodle. This Course Portfolio is digital, using OneNote Shared Notebooks. Access to the Course Portfolio OneNote Notebooks assigned to specific students will be provided in our Moodle classroom or by email.

E) Reflection Essay and Artifact

Target LOs: ALL

The Reflection Essay and Artifact are the final assignments students will complete for this course. Information and requirements will be provided to students in class and on our Moodle. The Reflection Essay prompt and the instructions about the “Artifact” will be included.

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Tentative Calendar EN111

Revisions to the calendar should be expected in order to accommodate students learning progress. Updates will be reflected in Moodle and discussed in class.

<u>Face-to-Face Weekly Sessions</u>	<u>Tasks for the Week</u>
Face-to-face class session topics and activities are listed here; topics and activities will be revised as necessary to accommodate the progress and needs of the class.	These assignments, unless otherwise noted, are to be completed in preparation for the next Face-to-Face class session. To complete the Weekly Assignments, go to our Moodle classroom and click on the folder for the assignment section. That week, you will find a completed updated list of the assignments and the Moodle activities for submitting the assignment .
Face to Face sessions for Week 1: March 24 – 28th Course session 1, March 24 -Go over some parts of the syllabus -Enroll in the Moodle -In-class writing sample: Course Session 2, March 26 Library Information Literacy Session	Tasks for Week 1: Due before the next class, March 26th 1. Annotate the Syllabus 2. Read Savini 3. Complete the Library Module 4. Start reading about your topic 5. Enroll in the Common Assignment. See the Prologue Section for instructions Due Week 2 by the start of class, March 31st 1. Read two academic articles about your topic. Be ready to share key points and problems the articles deal with. 2. Read TSIS 6e Ch. 15: Research as Conversation 3. Work on the Common Assignment
Face to Face sessions for Week 2: March 31 – April 4 Course Session 3, March 31 -Address syllabus questions and overview of the Research project -Review Savini and Ch. 15 key points -Seminar Group Introductions and discussion of research Project Design (RPD) and topics based on the Savini model and on taking notes. Start narrowing your focus.	Asynchronous Tasks for Week 2 Due before the next class, April 2nd 1. Work on the Research Project Design 2. Read They Say, I Say (TSIS) Chapters 1 – 3. Continue work on the Common Assignment. Finish by Wednesday, April 2 nd , 11:59 pm. 4. Savini and You Forum response

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<p>Course Session 4, April 2 Library Session #2</p>	<p>Due Week 3, by start of class on April 7th. 1. Upload RPD ver. 1 to Research Project Design (RPD) submission link in the Moodle 2. Read two more articles that help define the problem for the research. 3. Notes on Noticing forum response SCHEDULE A CONFERENCE FOR WEEKS 3 AND 4 TO CHAT ABOUT YOUR RPD WITH AN INSTRUCTOR</p>
<p>Face to Face sessions for Week 3:</p> <p>Course session 5, April 7 -How to summarize Practice Summary in class -Evaluating Sources -Work on the AWB database for 1 source.</p> <p>INSTRUCTOR CONFERENCES ON APRIL 8 AND APRIL 10</p> <p>Course session 6, April 9 -Quotation, Paraphrase -Seminar group: sharing RPD and Exploring your introduction. Due at the end of class</p>	<p>Tasks for Week 3</p> <p>Due before the next class, April 9th 1. Work on the AWB for at least 3 sources. If you forget, use the handout in Appendix B – Instructions for Writing Your Summary and other references. 2. Schedule an instructor conference/meet with your instructor 3. Finish your RPD ver. 1 and upload to the Moodle Submission link</p> <p>Due Week 4 before your next class, April 14th 1. Continue working on the AWB 2. Start researching and reading to respond to your research question. Be prepared to discuss at least one article in class during Week 4.</p> <p>LOOKING AHEAD: WORK ON REVISING YOUR RPD</p>
<p>Face to Face sessions for Week 4: April 14-16</p> <p>Course session 7 -Seminar group: Discussion of sources -RDP Revision Conferences</p> <p>Course Session 8 Exploratory Draft work and seminar group sharing</p>	<p>Tasks for Week 4:</p> <p>Due before start of next class, April 16 1. Annotate all the sources you have so far and that you'll be using. We'll be checking on your AWB 2. Revised RPD (ver. 2) due by start of class on April 16</p> <p>Due Week 5 by the start of class, April 21 1. AWB check April 21 (remember that this is an actual assignment due date) 1. Complete your First Draft. A completed first draft contains:</p>

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	<ul style="list-style-type: none"> a. intro b. body with claim, evidence, and some type of analysis c. conclusion <p>We will NOT count any draft as completed without these sections.</p>
<p>Face to Face sessions for Week 5: April 21-23 Course session 9 -Evidence and Analysis</p> <p>Course Session 10 -Citation Workshop</p>	<p>Tasks for Week 5:</p> <p>Due before start of next class, April 23</p> <ol style="list-style-type: none"> 1. Continue Reading and researching to answer your RQ. 2. Continue working on your AWB 3. Watch the 34-minute video in the Appendices folder called "Source Use and Citation Examples" <p>Due Week 6 by the start of class, April 28</p> <ol style="list-style-type: none"> 1. Annotate all the sources you have so far and that you'll be using. We'll be checking on your AWB 2. Complete your First Draft. A completed first draft contains: <ul style="list-style-type: none"> a. intro b. body with claim, evidence, and some type of analysis c. conclusion <p>We will NOT count any draft as completed without these sections.</p> <ol style="list-style-type: none"> 4. Read Williams McEnerney A Strategy for Analyzing Revising a First Draft.pdf for next class. The article is in the Part III folder and the Appendices folder.
<p>Face to Face sessions for Week 6: April 28-30 Course session 11 Seminar group: Collaborative Peer Review of the First Draft using Williams McEnerney A Strategy for Analyzing Revising a First Draft.pdf</p> <p>Course Session 12 Seminar group: Collaborative Peer Review of the First Draft using Williams McEnerney A Strategy for Analyzing Revising a First Draft.pdf</p>	<p>Tasks for Week 6:</p> <p>No mid-week assignment, but</p> <ol style="list-style-type: none"> 1. Continue Reading and researching to answer your RQ. 2. Continue working on your AWB <p>Due Week 7 by the start of class, May 5</p> <ol style="list-style-type: none"> 1. Annotate all the sources you have so far and that you'll be using. We'll be checking on your AWB

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	2. Work on your Second Draft, which is a revision of your First Draft. A revision is substantively different from the prior draft.
Face to Face sessions for Week 7: May 5-7 Course Session 13 -Seminar group: Revision workshop -Conferences Course Session 14 -Seminar group: Revision -Conferences One-on-one conferences with the instructor continue	Asynchronous Tasks for Week 7 Mid-week assignment 1. Continue Reading and researching to answer your RQ. 3. Schedule a conference with your instructor Due Week by the start of class, May 7 1. Finish any last-minute research and AWB work. 2. The Second Draft is due before class on May 12 3. Start work on the Common Assignment, if available. 4. Continue conferences
Face to Face sessions for Week 8: May 12-14 Course Session 15 Seminar group: Collaborative Peer Review of the Second Draft Portfolio Instructions Course Session 16 Seminar group: Continue and Complete Collaborative Peer Review of the Second Draft	Asynchronous Tasks for Week 8 Mid-week assignment 1. Continue Reading and researching to answer your RQ. 2. Finish working on your AWB 3. Conference with your instructor Due Week 8 by Friday, May 16 Portfolio and Post-Instruction Common Assignment due by the end of the day. The final Reflective Essay will be done on Week 9: Final Exam week. Please see below for the Final exam day.

FINAL EXAM

Monday, May 19 10:00 am to 11:50 am

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