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

UNIBETSEDÅT GUAHAN

Fañomnåkan (Spring) 2025

EN 319 ADVANCED COMPOSITION
COURSE SYLLABUS

Term: Fañomnåkan 2025 (Spring 2025)

Section Information	Course Dates	Meetings Days/Times	Course Delivery Format
EN319–01	Jan. 23 to May 16	TTh 8:00 to 9:20 am	Hybrid: Face-to-Face/Online

Course/Instruction Delivery Format: Online--Hybrid

HYBRID COURSE DELIVERY FORMAT: As noted on Self Service and the published course schedule, the meeting information for this course indicates this class will be delivered as **HYBRID (in class & online)** which means that course/instruction will be delivered on-campus and online (synchronously and asynchronously). Most class sessions will be held on campus, and some will be held online, either synchronously or asynchronously. Depending on student learning needs and lesson goals, the instructor will select an appropriate meeting option aimed at optimizing student learning experiences and achieving expected student learning outcomes.

Health Awareness.

Prioritize the health and wellbeing of yourself and others. If you have symptoms such as fever you are encouraged to rest at home and take care of yourself. See the attendance and late work policies for this class and consult with me about how to catch up on your work. Please feel free to wear a mask, especially in crowded indoor areas.

Instructor Information

Carol D. Simpson-Warner
email cswarner@triton.uog.edu
Office: English-Communication Building Room 208 C
Office Telephone: 671-735-2727
DEAL Office Telephone 671-735-2725 (Leave Message)

Instructor Office Hours:

Mondays and Wednesdays: 8:30 am to 9:30 am; 11:00 am to 12 pm
Tuesdays and Thursdays: 11:00 am to 12 pm
 or by appointment

Information About When and How to Contact Your Instructor

You can contact me via email at any time, but please allow a reasonable amount of time for a response, especially if you send your email outside of office hours times or on weekends and holidays. I generally expect to be able to reply to emails I receive during office hours before office hours end. Otherwise, a 24 hour wait time is reasonable.

No Recording Policy

Please note that unauthorized recording or photographing of class meetings is not allowed, including screen shots with 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.

COURSE CATALOG DESCRIPTION + COURSE CONTENT

EN319 Catalog Description

The course involves the study and writing of different types of expository prose with some attention to other forms of rhetoric, narration, description, argumentation and includes a review of grammar, punctuation and sentence construction. Prerequisite: EN111 or consent of instructor.

EN319 Course Content Description

Advanced composition will focus on across the curriculum essay writing strategies. The student will address particular styles, forms, audiences, stylistics, persona, voice, analysis, and editing. The student will learn creative expression, and an understanding of how human ideals, values, and ethics can be acquired and illuminated figuratively. The student will come to understand how creators and critics make informed qualitative judgments and develop the ability to formulate such judgments oneself.

EN319 COURSE STUDENT LEARNING OUTCOMES with Alignment Matrix

Course Learning Outcomes (SLOs)	Composition Learning Outcomes (CLOs)	English Program (PLOs)	Institutional (ILOs)
To successfully complete the course, the student will:	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:	Upon completion of a course of study in the English programs, students will demonstrate competency to:	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. Demonstrate critical thinking in writing by synthesizing, analyzing, evaluating, and summarizing various pieces of prose	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully. CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	PLO 2. Describe the aesthetic, rhetorical, and multicultural qualities of texts, as well as critical and historical approaches to those texts PLO 5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	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
SLO 2. Construct various types of writing for personal, professional, and academic purposes	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	PLO 4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials PLO 5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	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. Develop and demonstrate personal style, point of view, and philosophy of writing through original prose	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully. CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	PLO 2. Describe the aesthetic, rhetorical, and multicultural qualities of texts, as well as critical and historical approaches to those texts PLO 4. Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials PLO 5. Write coherent essays and research papers that include: a fully developed thesis, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax, and logical thought content	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

EN319 COURSE REQUIREMENTS

Required Texts We will be using material from the library databases and open source material from the internet.
In addition, you should have a handbook for academic writing and a publication manual for one of the documentation systems used for academic publications..

Required Materials
- Digital devices with internet connection (wireless) to access online course platforms and related education technologies used in this course
- UOG University Libraries – Library Card
- Moodle Account
- Microsoft Office 365 Suite for Students – access included with students' gotritons email accounts
- OneNote or OneDrive might be used for Student Portfolio – to be setup by instructor and available to students after first writing conference

Course Final Grades

Students' Final Grades are based on the evidence of mastery of the course learning outcomes (SLOs) observed in students course assignments as presented in the end-of-semester course portfolio. Therefore, assessments of students' work is accomplished through both **formative assessment** practice and **summative assessment** practice.
Formative assessments come in the form of feedback about students writing throughout any assignment's "production process." 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 portfolio. The contents of the students' portfolio include all of their work completed throughout the course.

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

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 not turned in or are turned in late

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 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)

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.

COURSE EXPECTATIONS

1. **Course Hours.** This is a 3-credit hour course, which means we meet 3 hours per week (contact hours), following the University's regular 16-week semester schedule (not including Finals Week). For these 3 hours, our contact will be a mix of meeting face-to-face and online work. In addition to these scheduled "contact" hours of meeting, students are expected to spend a minimum of six (6) additional hours completing out-of-class hours on work for this class per week. These additional hours are used to complete homework assignments such as assigned readings, short and long writing assignments, and instructor conferences.

2. **Assignments.** You're expected to complete all assignments. Some assignments will be collected, and some won't be collected. Successful course participation depends in large part on your readiness to discuss assignments with groups or in a whole class situation.

3. **Assignment Revisions.** All submitted papers will demonstrate extensive revision work. Instructor will collect drafts, planning materials, and peer reviews when the student turns in the paper for evaluation. Revisions of the final draft are required for all portfolios. This revision policy does not exist to give a second chance to those with poor time management but to allow 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. Revisions must be thoughtful and extensive.

4. **Participation and Class Activities.** Class activities involve a variety of tasks: writing, discussion, group work, etc. Participation does not mean solely answering questions. Your thoughtful participation is essential for the success of this class.

5. **Peer Review.** Students will work in writing groups for each major paper and topical discussion to discuss ideas, organization, and stylistic choices, and consider successes and weaknesses observed in peers' essays. Workshops 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. In short, **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 evaluate peers' work***.

6. **Conferences.** Several one-on-one conferences with your instructor will be scheduled throughout the semester. Although these conferences are NOT graded, they are a way for you and your instructor to assess your writing journey. Conferences are a crucial component in improving your work in preparation for the final portfolio. In other words, you have a greater chance of passing the class if you attend conferences.

COURSE POLICIES

Assignment Submission and Late Work

You need to participate and to be current with your work. Late assignments are accepted only 1) in the case of extenuating circumstances, which you inform your instructor about immediately, preferably before the assignment is due, AND 2) specific arrangements, including amount of credit reduction, are made with your section instructor in advance. ***Let me know as soon as possible if you are having problems with any of the work in this course***.

Attendance

This class is based on participation. Important opportunities for developing your 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 your responsibility to contact the instructor as soon as you can.

Make-Up Assignments

When you cannot turn in an assignment on time, you must inform your instructor as soon as possible about the situation, and request to make-up missed assignments or in-class assessments. If you miss lecture-discussion sessions,

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you should retrieve lesson and assignment information from our Moodle or your peers and seek clarification from your instructor 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

Equal Employment Opportunity/Americans with Disabilities Act & Title IX Statement
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.

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." In this course, all artificially generated writing must be explicitly acknowledged in text. Student work must embody originality consistent with the expectations of academia. Appropriate disciplinary action will be enforced upon students suspected of submitting unoriginal work. Students may not submit work done in one class for credit in another class without the prior consent of all instructors involved. Let me know at any time 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 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 student 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.

THE COURSE SYLLABUS AND COURSE CALENDAR WILL BE REVISED THROUGHOUT THE TERM TO ACCOMMODATE STUDENT PROGRESS. THUS, STUDENTS SHOULD ANTICIPATE REVISIONS (MODIFICATIONS) TO THE COURSE SYLLABUS AND CALENDAR AT ANY POINT DURING THE TERM. ALL CHANGES WILL BE ANNOUNCED IN CLASS AND/OR POSTED ON MOODLE COURSE IN THE ANNOUNCEMENTS FOLDER.

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.

If students have questions about Turnitin, please ask the instructor.

Assignment information will be presented as an attachment to this syllabus, which will be posted on Moodle when the assignment is introduced to students.

EN319 ASSIGNMENT INFORMATION

Course Assignments and Calculation of Grades

Students are to attend class, participate during lecture-discussion classes, complete and submit assignments, and produce a course portfolio. Specific guidelines and evaluation criteria will be provided for each assignment.

Grading Area	*Percentage Points towards Course Grade*
	(percentages include process and product)
Prologue: Foundation for Advanced Composition	15%
Part I: Synthesis of Topical Prose	15%
Part II: Writing for Personal/Professional Purposes	15%
Writing for Academic Purposes	25%
Part III: Analysis of Personal Style and Point of View	10%
Philosophy of Writing Statement	20%
	100%

Epilogue: Portfolio with Process and Final Versions: All the above coursework, including process assignments and final versions of assignments, is to be submitted by the individual due dates and collected in the course portfolio for final grading.

Assignments

Criteria for Student Work: Your work will be evaluated based on the learning outcomes of this course and your 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. You may schedule an appointment to discuss your work and your standing in the course at any time during the semester.

Formatting Assignments: Label all assignments according to the specified documentation style. If no style is specified for the assignment, place your name, course and section number, instructor, and date on the first four lines of the first page (left alignment). Note: do not place this information in the Header region of the page. Then skip a line and place the assignment title in the next line, with center alignment. Skip another line after the assignment title, left-align your margin, and then begin your assignment text on the next line. For each subsequent page, place your last name and page number in the upper-right corner of the Header region. Incorrectly or incompletely labeled assignments and assignments that do not follow the required format do not receive credit or feedback.
Unless another style is specified, all assignments done outside of class must be typed unless arrangements are made with your section instructor in advance. Use an appropriate serif font, such as Times New Roman with a size of 12. Double space. Use one-inch margins. Instructions for including process documents such as drafts are given in class before the work is due. You may want to create and use a Microsoft Word Template to remind yourself of these requirements each time you prepare work for this class.

File Format and File Names: Use the required file format for each assignment, usually a document file. The file name must consist of a student code followed by the name of the assignment. Check with the instructor for your student code. More information will be provided in class.

ASSIGNMENT DESCRIPTIONS
Detailed requirements for each assignment will be provided in class.

PROLOGUE

Target SLO: 1. Demonstrate critical thinking in writing by synthesizing, analyzing, evaluating, and summarizing various pieces of prose.

Foundation for Advanced Composition: This assignment is an evaluation and summary of previous academic writing based on freshman composition SLOs and previous college writing experience and instruction

PART I

Target SLO: 1. Demonstrate critical thinking in writing by synthesizing, analyzing, evaluating, and summarizing various pieces of prose.

Project: Synthesis of Topical Prose: In this assignment, you read, analyze, evaluate, and synthesize articles on a current issue in writing and produce an academic essay.

3. PART II

Target SLO: 2. Construct various types of writing for personal, professional, and academic purposes

Project 1. Writing for Personal/Professional Purposes: In this assignment you identify and research a personal or professional writing purpose, design and implement a project in which you produce and evaluate a document relevant to the purpose.

Project 2. Writing for Academic Purposes: In this assignment you create a problem statement/proposal for academic research, conduct the research, and write a scholarly paper based on the research.

4. PART III

Target SLO: 3. Develop and demonstrate personal style, point of view, and philosophy of writing through original prose

Project 1. Analysis of Personal Style and Point of View: In this assignment, you write a detailed analysis of your writing style.

Project 2. Philosophy of Writing Statement: In this assignment, you compose a personal statement of your philosophy of writing based on your experience, readings, and reflective writing done throughout this course.

6. EPILOGUE

Course Portfolio with Process Assignments and Final Versions of Assignments

Schedule of Coursework

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 |

Philosophy of Writing

Foundation for Advanced Composition

Synthesis of Topical Prose

Writing for Personal or Professional Purposes

Writing for Academic Purposes

Personal Style and Point of View

Student Learning Outcomes (Key)

SLO #1: Demonstrate critical thinking in writing by synthesizing, analyzing, evaluating, and summarizing various pieces of prose.

SLO #2: Construct various types of writing for personal, professional, and academic purposes.

SLO #3: Develop and demonstrate personal style, point of view, and philosophy of writing through original prose.