



Finakpo' C 2024
EN 111 Writing for Research
Course Syllabus

Instructor Information

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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.

In general, students can also contact the *Division of English and Applied Linguistics* office at (671) 735-2725. Leave a message with the division staff and your contact information so I may return your phone call.

Section: 04
Days and Times: Monday through Friday, 10 am - 11:50 am
Classroom: TBD
FINAL EXAM: August 2nd, Friday.

In face-to-face courses, wearing masks and social distancing is recommended. Per the President's Directive of January 7, 2023, "Although no longer required for COVID-19 purposes, and the wearing of masks is completely voluntary, wearing a mask is encouraged in crowded spaces". Anyone who has a fever, or any other symptom, should stay home. If you do not comply with these directions, you will be asked to leave, and if you do not, class will be cancelled.

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 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.

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. STUDENT LEARNING OUTCOMES (SLOs) CHART

EN 111 Course Learning Outcomes	Gen Edu Tier 1 CF: <i>Information Literacy</i> GE WC LO	Composition Program PLO	Institutional ILO
By the end of the course, students will demonstrate the ability to:	UOG students will be able to formulate ideas, perspectives, and values clearly and persuasively in writing by:	Upon completion of the composition sequence, students should be able to demonstrate the academic composition fluency necessary to perform critical literacy tasks in general and major university courses and for personal, civic, and professional purposes by:	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:
<p>SLO 1. Apply research writing and information literacy skills to (1) develop a research plan by analyzing the research assignment and (2) explore the research topic by adapting reading and writing (RW) processes for composing academic research, RW processes for articulating research questions, and RW processes for navigating simple and complex academic</p>	<p>GE IL LO1. Determining the nature and extent of the information needed</p> <p>GE IL LO2. Accessing needed information</p>		ILO 1. Mastery of critical thinking and problem solving

information systems and technologies			
<p>SLO 2. Effectively retrieve, accurately comprehend, and critically evaluate scholarly and professional source materials whether primary or secondary, print or electronic, that address the research inquiry</p>	<p>GE IL LO1. Accessing needed information</p> <p>GE IL LO2. Accurately identifying the source of information to critically evaluate the veracity</p>		<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>
<p>SLO 3. Produce research documents such as annotated bibliographies and thesis-driven research manuscripts that (1) incorporate quotations (direct quotes and paraphrases) in the research manuscript with correct in-text citations, that (2) adhere to the specifications of an appropriate discipline-specific documentation system such as MLA, APA, CMS, CSE, and that (3) do not evidence any incidence of plagiarism or unethical use of information whether intentional or unintentional</p>	<p>GE IL LO3. Accurately identifying the source of information to critically evaluate the veracity</p> <p>GE IL LO4. Synthesizing and applying relevant information to create a quality product</p> <p>GE IL LO5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</p>		<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>
<p>SLO 4. To discuss the validity of the thesis as supported by</p>	<p>GE IL LO4. Synthesizing and applying relevant information to create a quality product</p>		<p>ILO 1. Mastery of critical thinking and problem solving</p>

<p>appropriate and cited evidence, use argumentation as the dominant rhetorical form of the research manuscript, while integrating other discourse modes (rhetorical strategies) and summarizing, analysing, synthesizing, and evaluating as necessary</p>	<p>GE IL LO5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use</p>		<p>ILO 3. Effective oral and written communication</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>
<p>SLO 5. Evaluate peers' research manuscripts (peer review) 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 LO1. Determining the nature and extent of information needed</p> <p>GE IL LO3. Accurately identifying the source of information to critically evaluate the veracity</p> <p>GE IL LO4. Synthesizing and applying relevant information to create a quality product</p>		<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication</p> <p>ILO 4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context</p>

III. COURSE REQUIREMENTS

1. Required Resources

- i. Graff, G. & Birkenstein, C. (2016). *They say/I say: The moves that matter in academic writing* (4th or 5th ed.). New York: W.W. Norton.
- ii. Bullock, R., Brody, M., & Weinberg, F. (2016). *The little seagull handbook: Write, research, edit* (4th ed.). New York, NY: W.W. Norton
- iii. A Moodle account and enrollment key for the course
- iv. An RFK library card/number
- v. Access to the internet for hybrid online work
- vi. A device from which to work

2. Final Grades

A student's final grade is 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, assessment of students' work is accomplished through both formative and summative assessment practice. Formative assessments come in the form of feedback about student writing throughout any assignment's "production process." Formative assessment does not involve points and grades for individual assignments and the only feedback given is verbal, that is in the form of discussions I have with the researcher/student.

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. In fact, work uploaded to Moodle is only noted as finished or not or incomplete. The contents of the student's portfolio include all of their work completed throughout the course. The course portfolio will be a digital portfolio using One Drive and a shared link. Only the student and the instructor will have access to the link. Each of you will upload your essay drafts – the versions you would like me to assess, that best demonstrate your growth. The link will be available the last week of the term. Final grades are noted on Self Service (formerly WebAdvisor).

The grade of A+ to A- is earned with work that demonstrates a range of superior **mastery** of the student learning outcomes on most or all course assignments, or has demonstrated a range of growth culminating in mastery of most or all learning outcomes, completed according to the class policies.

The grade of B+ to B- is earned with work that demonstrates a range of **more than adequate** competencies in the student learning outcomes in many course assignments, but several issues require review and improvement to achieve superior mastery. The matters to be addressed are typically surface level and not "deep structure." All assignments are completed according to the class policies.

The grade of C+ - C is earned with work that demonstrates a range of **basic** competencies in the student learning outcomes in course assignments and may evidence many surface-level and a few "deep structure" issues. Most assignments are completed according to the class policies.

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 EN110 is a prerequisite, students who receive the grade of NC retake EN 110 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.

D: The grade of D means that evidence of basic competency in the student learning outcomes is lacking due to work that is incomplete, missing, produced carelessly, or flawed with many deep structural and/or surface-level issues. In order to move on to courses for which EN111 is a prerequisite, students who receive the grade of D retake EN 111 to achieve passing-level competency in the learning outcomes.

F: The grade of F indicates work that does not demonstrate basic competencies in the student learning outcomes in most assignments or that insufficient work was submitted. Work may evidence plagiarism or the absence of effort and originality. The final grade is automatically an F if any assignment is plagiarized or the student does not submit all of the major assignments.

UW: This grade means that the student stopped attending classes without submitting the required documents.

W: The grade of W means "Withdrawal." It is assigned by the registrar when students submit the required documents to officially withdraw from a class.

3. Calculation of Assignment Scores and Description of Course Assignments

You 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.

Prologue	10%
Part I Preparation Folder	20%
Part II Process Folder	25%
Part III Writing	25%
Epilogue Folder	20%
	100% Total

Description of Course Assignments

1. Pre-Instruction Assessment/Common Assignment

Common Assignment (Pre-Instruction assessment, Revision at Midterm, Revision at Final)

This assignment target SLOs 1, 2, 4, and 5, and SLO 3 to a lesser extent.

All Commons Assignments are program-wide requirements for Composition Programs at UOG. The EN 111 Common Assignment provides students an opportunity to go through an abbreviated form of research. In this assignment, you will be given excerpts from academic text from which you will draft a possible research plan and essay. 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. Common Assignments are completed in-class. Students will complete the Common Assignment on the first day of class, the midterm and then again at finals.

2. Research Paper

This project targets SLOs 1 through 5

Your research paper for this class will be a framework with evidence type of research paper.

a. Workshops, Forums, and Seminars

These tasks are things that are done in class to help you practice skills that need to basically “show up” in your drafts and the annotated working bibliography document. These tasks look at your content and organization of the paper. Most importantly, workshops and forums involves your interaction with your seminar group, how helpful your contributions are to your peers.

b. Research Project Design:

identifies a situation, a problem, a question, what's at stake, a working thesis, an approach to find the answer to your question, an idea why the answer to this research question (RQ) matters (to you and to a broader audience); identifies sources of evidence to answer the question; identifies source(s) to help with analysis of evidence.

- c. **Annotated Bibliography:**
documents the context of the topic; documents everything you've read to inform yourself of the topic through summary and paraphrase; explains how the sources work to answer the research question, documents your evaluation of the source's reliability, and helps you keep track of the items and notes and quotes you wish to use
- d. **Draft 1:**
includes the introduction, methodology, initial claims and presentation of evidence, attempts to cite and organize ideas and discussion.
- e. **Peer Review – completed in class**
- f. **Draft 2:**
to include revisions made, inspired by part d, and including evidence and meta-commentary. Draft 2 could include alternative perspectives that inform your discussion and evidence. Must include significant changes from Draft 1
- g. **Final Draft**
Includes the wider implication (both hypothetical and documented implications) of the answer to the research question, including final bibliography or works cited page. Could include significant content changes and structural changes.
- h. **Final portfolio: includes all documentation and/or paperwork to support bullet points a – i.** *Students should document all of these bullet points: save notes from conferences, keep word documents of peer reviews and all drafts. The contents of the student's portfolio include all work completed throughout the course. The course portfolio will be a digital portfolio using One Drive and a shared link. Only the student and the instructor will have access to the link. Each of you will upload your essay drafts – the versions you would like me to assess, that best demonstrate your growth. The link will be available the last week of the term. Final grades are noted on Self Service (formerly WebAdvisor).*

This final portfolio is due on the last day of instruction – Friday, August 2nd.

3. Final Exam

See: Item 1, Common Assignment

IV. COURSE EXPECTATIONS AND POLICIES

1. **Course Hours.** This hybrid course is valued at 3-credit hours and meets face to face and asynchronously. These 3-credit hours means that you will be expected to invest 8 - 10 hours a week (totalling 45 hours) for the next 5 weeks, about a little bit more than half (51%) with the instructor face to face. The other half will be on-line asynchronous. Plus, add an additional 16 - 20 hours a week for homework for a total 90 hours for assignments outside of class. So, for this class, you can expect to invest a total of 135 hours (45 class hours + 90 homework hours) of time over the next five (5) weeks. That is approximately 24 - 30 hours you may need to spend weekly on this class. This

formula is really the same for all your 3-credit classes here at UOG. These hours, although approximations, are meant to help you manage your time during the semester. A three (3) credit class in Session C is similar to having a full-time job.

2. **Homework.** Homework assignments consist of all the tasks you need to complete for each essay you write for this course. These tasks are a part of the writing process for you to complete each component of research. Completing homework and participating in the discussion and understanding homework and discussions are considered huge components of your course participation. Your course grade depends in large part on your readiness to discuss assignments with groups or in a whole class situation.

Students are required to complete and submit each assignment before proceeding to the next assignment. Following the specific sequence of tasks aids the learning and writing process.

3. **Assignment Revisions.** All submitted papers will demonstrate extensive revision work. I will collect all 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. **A Sample of Class Activities to show Participation and Statement of Respect.** Our hybrid course consists of tasks like:
 - Tasks on Moodle: forum discussions, workshops (outside of our class time), annotation of documents, reflection writing, reading etc.
 - Tasks (workshops) during class and specifically during breakout room time: During a workshop, you and your group will produce some type of product that will demonstrate whatever lecture content that precedes it. These workshops indicate to me that you understand (or don't understand or kind of understand) the content in the lecture. These workshops are always connected to a Process Task (discussed in Course Assignments and Descriptions)

These components form a huge part of your research experience. Participation does not mean solely answering questions. Are you participating in forums? Working with your groups? Your thoughtful participation is essential for the success of this class and for your ability to learn.

Discussing ideas is imperative now that you are part of a college community. Always remember our course is a safe haven for all ideas. Because each person is a unique individual entitled to her/his opinions and beliefs, any comments, jokes or remarks that denigrate the worth of an individual's physical/mental ability, religion, race, creed, ethnic background, gender, sexuality, body size, past, etc. are inappropriate, thoughtless, non-academic, and a product of poor and immature decision making. If any type of derogatory speech makes its way into class discussions, I will respect students' right to make that comment; however, students who continue to disrupt discussions or disrespect peers will be asked to withdraw from the class, or risk receiving an F for the course.

5. **Seminar Groups and Peer Review.** Students will work in writing groups for each major component of the research portfolio (Research Project Design, Annotated Working Bib, etc.) to discuss ideas, organization, and stylistic choices, and consider peer's "comprehensibility" as observed in peer's work. There is one official Peer reading/review but in truth, you will be working with your peer's texts many times. Seminar group and workshops work effectively only if all members of the group participate. It is imperative to do all required work for seminar group days. It is also required to submit first drafts for the Peer review by a specified due date. A portfolio without your first draft will result in zero points earned for that assignment component, which will, of course, affect your essay assignment and portfolio grades. There are NO make-up Peer Reviews (with exceptions that I determine). **Papers that haven't been revised or have not gone through the peer reading process will NOT be evaluated in the Final Portfolio.**

In short, peer reading is a response activity, meaning that it's an activity that provides students' an opportunity to engage with peers about their drafts and about their process and thoughts/wishes for their paper. Peer Reading is not about critiquing peers' work. You will receive more directions on how to position yourself as a reader and not critic of academic text.

6. **Feedback/Conferences. I deliver my feedback for your drafts via verbal communication.** All of you are used to the one-sided written feedback from instructors. My philosophy is to speak with you about your paper. Feedback happens in the form of conversations we have about your paper. We will meet during conferences in order to understand your process and writing goals and for you to understand how I see and understand your paper. Several one-on-one face-to-face or virtual conferences with me will be offered during asynchronous and face to face weeks. I expect conferences or email communication to be CONVERSATIONS about your draft with you. Moodle is just a place to turn stuff in. The most important aspect of this class and the thing that will almost guarantee your passing is to talk with me about your drafts for each essay. "Talk" means face to face or via zoom, or via email.

Although these conferences are NOT graded, they are a way for you and me to assess your writing journey and a way for you to make extensive revisions (as the course requires). Any conference is a crucial component in improving your essay in preparation for the final portfolio. In other words, you have a greater chance of passing the class if you attend conferences and get your feedback from me via conversation

COURSE POLICIES

Assignment Submission and Late Work Late assignments are accepted only 1) in the case of extenuating circumstances, which you inform your section 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, and 3) documentation of the approval for late work is attached to the assignment when it is submitted. Feedback on late work is provided in conference. Let me know as soon as possible if you are having problems with any of the work in this course. Most course work is uploaded to Moodle. Course work is not accepted via email unless announced in class or prior arrangement is made before the work is due.

Make-Up Assignments When you are absent or anticipate a future absence, you must inform your section instructor as soon as possible via email about the absence and its cause, and request to make-up missed assignments or in-class assessments including any assessment activities. You are required to discuss with me a new timeline for turning in this makeup work. If you are absent for lecture-discussion sessions, you should retrieve lesson and assignment information from peers and seek clarification from your section instructor as needed. If approved for a make-up session, especially for assessment purposes, you must attend the scheduled make-up session. Failure to do so forfeits the assessment and may result in needing to repeat EN111.

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 maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to Acting EEO Director at the

EEO/ADA & Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

DSS Accommodation Services (also known as ADA accommodations)

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.

Plagiarism Policy

The University of Guam defines plagiarism in the Student Code of Conduct as follows: “The term ‘plagiarism’ includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism in an EN 110 course will, at the very least, fail the assignment. Multiple offenses, if discovered, may be referred to the Student Discipline and Appeals Committee for more severe consequences. Students may not submit work done in one class for credit in another class without the prior consent of all instructors involved. Please let any of the instructors know at any time you have questions about plagiarism.

DEAL Writing Center

You are highly encouraged to visit the DEAL Writing Center, which is located in EC 204. In the Writing Center, you engage in conversation with tutors about writing. Tutors are graduate or undergraduate students who are trained and committed to helping writers increase their skills. You can visit the Writing Center during its regular hours as a walk-in, but it is always best to schedule an appointment with a tutor. The tutor will work with you on your writing; tutors do not provide paper-editing services.

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.

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. I 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 you have questions about Turnitin, please ask me (the instructor).