

EN 110 Course Syllabus Table of Content

Message for Navigating the Text

Important information for navigating this text. This is an interactive and collapsible text. You can use the table of content to access parts of this document by hovering over the content entry in the table, pressing control button (Ctrl) and clicking (left click for pc users). The collapsible function is in the text, all headings can collapse by clicking on the arrow function before each heading.

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Course & Section Information

Instructor Information



**UNIVERSITY OF GUAM
COLLEGE OF LIBERAL ARTS
& SOCIAL SCIENCES**

Division of English & Applied Linguistics

Instructor: Elizabeth M. Rutun

Email Address: rutune@triton.uog.edu

*Please expect 24-48 hours turnaround time
for email responses.*

Office: EC 217 A (2nd Floor English &
Communications Building, DEAL Main Office)

Hours of Availability: Tuesday, Wednesday,
Thursday 12:00 PM – 2:00 PM.

Finakpo' (Summer A) 2024

How to schedule to meet me:

1. Compose an email to send to me. In the email include the following:
 - a. ALL the days and times that you are available to meet.
 - b. Brief explanation for what the meeting is for.
2. Send email to rutune@triton.uog.edu. Check your email for a confirmation email that contains a calendar link.

Phone: (671) 735-2725

*This is a line to the Division phone that you may call if you are unable to reach me through the means provided above. You may call this number and leave a message for me. Ms. Jocelyn Mesngon, the division's Administrative Assistant will inform me if you called.

Course Information

Course Name & Section: EN 110-01 Freshman
Composition

Days and Time: MTWThF 10:00 AM – 11:50 AM

Meeting Frequency: Everyday Monday through
Friday

Location: EC Conference Room

Link to course Moodle Page:

<https://moodle.uog.edu/course/view.php?id=12562#section-0>

Enrollment Key: **en11001su**

Enrollment key is case-sensitive.

Course Catalog Description

This is a basic college composition course. Emphasis is on constructing grammatical sentences in standard written English, on developing unified paragraphs employing appropriate principles of organization, and upon improving skills in critical reading of non-fiction prose. EN 110 must be completed with a grade of "C" or better before taking EN 111. Grades are A, B, C, D, F, I, or NC. Prerequisite: Completion of EN 109 or test out.

Course Content

This course is designed to assist students in improving writing skills through direct instruction, reading, discussion, and practice. Such devices as worksheets and exercises in common grammatical and mechanical problems and example essays may be employed. Students are required to discuss the readings with reference to the specific rhetorical approaches they illustrate. In-class essays, out-of-class essays, and journal writing may be required.

Student Learning Outcomes Alignment Matrix

TABLE 1 STUDENT LEARNING OUTCOMES MATRIX

EN 110 Course Learning Outcomes	Gen Edu Tier 1 CF: <i>Written Communication</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:
SLO 1. Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	GE WC LO5. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
SLO 2. Formulate a clear thesis statement, whether implicit or explicit, and support it cohesively with evidence, examples, and explanations	GE WC LO2. Developing themes with appropriate consideration of the audience and purpose GE WC LO3. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
SLO 3. Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing and summarizing where appropriate	GE WC LO1. Developing themes with appropriate consideration of the audience and purpose GE WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing GE WC LO3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	ILO 5. Responsible use of knowledge, natural resources, and technology

	<p>conventions of Standard Written English</p> <p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</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>	<p>GE WC LO4. Utilizing various formats, lengths, and citation styles as appropriate for the task</p> <p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</p>	<p>CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.</p> <p>CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre</p>	<p>ILO 5. Responsible Use - Responsible use of knowledge, natural resources, and technology</p>
<p>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</p>	<p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</p> <p>GE WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p>	<p>CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.</p>	<p>ILO 1. Mastery of critical thinking and problem solving</p>
<p>SLO 6.Work with the instructor and peers to review, revise, and edit their writing effectively</p>	<p>WC LO1. Developing themes with appropriate consideration of the audience and purpose</p> <p>WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p>WC LO3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p>	<p>CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding</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>

	GE WC LO5. Using writing to analyze complex events and foster intellectual development		
SLO 7. Understand and practice the writing process from topic choice to final edit	<p>WC LO1. Developing themes with appropriate consideration of the audience and purpose</p> <p>WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p>WC LO3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p>WC LO4. Utilizing various formats, lengths, and citation styles as appropriate for the task</p> <p>WC LO5. Using writing to analyze complex events and foster intellectual development</p>	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>

Course Requirements

This section contains information regarding the materials and text that you will be required to have in order to participate in this course.

Required Texts

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

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook: Write, Research, and Edit*. 3rd ed. New York, NY: Norton, 2016. Print.

****There may be digital versions of these text that you can use****

Required Materials

1. A laptop/computer with internet access
2. Microsoft Office Software – As a student of UOG, you get a free subscription to Microsoft Office 365 software through your gotritons email accounts
3. Pen/Pencil
4. Paper

Final Grades

A: To receive an A in this class student must score at least 90% (in weighed grades) and student work must demonstrate mastery of all EN 110 student learning outcomes.

B: To receive a B in this class student overall course grade must fall between 80-89 %. Student's work should demonstrate near mastery of EN 110 student learning outcomes.

C: To receive a C in this class, student grade falls in the range of 70-79%. Student's work demonstrates that student has some competency of the student learning outcomes.

D: To receive a D in this class means that student's overall course grade falls within the range of 60-69% and that student's work demonstrates basic competence of student learning outcomes. Receiving a "D" as a final grade for this course means that the student needs to retake EN 110.

F: To receive an F in this class means that student's overall course grade falls below a 60% and that student's work demonstrates no competency of student learning outcomes. Students who receive an "F" as a final grade for this course, must retake EN 110.

NC: "NC" stands for "No Credit." Student's work does not evidence competency of the Learning Outcomes. The student must retake EN 110.

UW: Unofficial withdrawal assigned by Registrar – student stopped attending classes and did not submit/file required documents.

W: Withdrawal assigned by Registrar-Student stopped attending classes and did not submit/file required documents.

I: To request for an I grade, student must qualify their request with serious extenuating circumstances such as, but not limited to, the sudden death of an immediate family member, sudden activation for military service duties, or sudden illness that hinders student ability to complete course requirements. Additionally, student must have completed 75% of the course to qualify for an "I" grade. Less extenuating circumstances may not qualify for the request of an "I" grade. Issuance of an "I" grade is at the discretion of the instructor.

Grade Categories/ Assignment and Percentages

**Excel document with instructions will be given to you so that you can keep track of your grades.

TABLE 2 GRADING MATRIX & BREAK-DOWN

Assignment Category	
1. Essay #1 (w/ process) (50 points)	15%
<i>Invention & Exploration</i>	10 points
<i>Drafts 1 & 2</i>	5 pts x 2 = 10 points
<i>Peer Review</i>	10 points
<i>Cover Letters (1 & 2)</i>	5 pts ea x 2 = 10 points
2. Essay #2 (w/ process) (50 points)	20%
<i>Invention & Exploration</i>	10 points
<i>Drafts 1 & 2</i>	5 pts x 2 = 10 points
<i>Peer Review</i>	10 points

	<i>Cover Letters</i>	5 pts ea x 2 = 10 points
3. Essay #3 (w/ process) (50 points)		20%
	<i>Invention, Exploration, & Information Gathering</i>	10 points
	<i>Drafts</i>	10 pts x 2 = 20 points
	<i>Peer Review</i>	10 points
	<i>Cover Letter</i>	5 pts ea x 2 = 10 points
4. Reflection Essay (25 points)		15%
	<i>Final Draft</i>	25 points
5. Assessment (10 points)		5 %
	<i>Common Assignment (Day 1)</i>	5 points
	<i>Common Assignment (End-Term)</i>	5 points
6. Attendance (24 points)		10 %
7. Portfolio (60 points)		15 %
	<i>Aesthetics- cover page and organization</i>	5 points
	<i>Abstract</i>	5 points
	<i>Cover letters</i>	5 pts ea x 4 = 20 points
	<i>Essay #1: Observations and Listening</i>	10 points
	<i>Essay #2: Recollection & Memories</i>	10 points
	<i>Essay #3: Textual Evidence</i>	10 points
	<i>Essay #4: Self-Reflection Essay</i>	[points separate]
Total Points: 269 points		100%

Assignment Descriptions

Assessment

(10 points)

Common Assignment

(10 points total)

Pre-Instruction Writing Sample (Day-One Assessment)

(5 points out of

10)

The Common Assignment is a program-wide requirement. This semester, the Day-One Common Assignment Assessment will be used to identify specific SLO needs for all EN 110 students. Please refer to the pdf document **Composition Common Assignment Information Sheet** for instructions on how to complete this.

Post-Instruction Common Assignment (Final Assessment)

(5 points out of 10)

The post-instruction Common Assignment can be used as insurance papers that may evidence students' skill sets (if need be) or student demonstration of EN 110 SLO. Please refer to the pdf document **Composition Common Assignment Information Sheet** for instructions on how to complete this.

Essay #1: Source of Observation & Listening (Target SLO: 1,2,6, &7)

(50 Points Total)

Essay #1 is an essay where you would use the skills of observation and listening as the source of your evidence. This essay is multilayered. In addition to building your skills in using different types of primary sources as sources of evidence for your paper, this paper will also target your narrative/story-telling skills synthesized with thesis-supported essay writing skills.

1. **Invention and Exploration (10 points):** The invention part of the writing process is used to find topics for your papers. Information gathering always begins with what you already know or what you know you can know. Then, we move on to identify other ways that you can observe and listen for evidence that you may need.
2. **Drafting – Draft 1 & 2 (5 points x 2 = 10 points):** Drafting is an important part of the writing process because it allows you to look back at your work. This is not just for creating a better product in the end, but it is also for you to identify what your strengths may or may not be.
3. **Cover Letters attached to Draft 1 and Final (5 points each = 10 total):** Because drafting is an important part of you identifying your growth as a writer, every draft that will be submitted must be accompanied by a cover letter addressed to your editor that speaks to the following:
 - a. What you wrote about and why you chose the topic
 - b. What you enjoyed the most and what you disliked the most
 - c. What you think your writing strengths are and what your writing weaknesses are
 - d. Writing areas that you would like your editor to pay close attention to when they are reading your paper.
4. **Peer Review (10 points – 5 for submitting for review & 5 for reviewing):** Peer-review is also a very important part of the writing process that reinforces what a writing community can do if we collectively use our individual knowledge and skillsets together. As such, peer-review is **REQUIRED**. If your paper misses a peer-review workshop, you will miss the points for peer-review entirely.

Essay #2: Source of Personal Experiences (Target SLO: 1,2,5,6,7)

(50 points total)

Essay #2 is an essay where you would use your personal experiences as the source of your evidence. Because of the need to pay attention to process, the focus of this essay will be on how to gather evidence from personal experience (accessing memories) and the process of writing. The following things will be graded as part of the essay:

1. **Invention & Information gathering/ Organizing (10 points):** Information gathering always begins with what you already know or what you know you can know.
2. **Drafting (Draft #1 & Draft #2) (5 points x 2 = 10 points):** Drafting is an important part of the writing process because it allows you to look back at your work. This is not just for creating a better product in the end, but it is also for you to identify what your strengths may or may not be.
3. **Cover Letters attached to Draft 1 and Final Draft (5 points each = 10 total):** Because drafting is an important part of you identifying your growth as a writer, every draft that will be submitted must be accompanied by a cover letter addressed to your editor that speaks to the following:
 - a. What you wrote about and why you chose the topic
 - b. What you enjoyed the most and what you disliked the most
 - c. What you think your writing strengths are and what your writing weaknesses are
 - d. Writing areas that you would like your editor to pay close attention to when they are reading your paper.
4. **Peer Review (10 points – 5 for submitting for review & 5 for reviewing):** Peer-review is also a very important part of the writing process that reinforces what a writing community can do if we collectively use our individual knowledge and skillsets together. As such, peer-review is **REQUIRED**. If your paper misses a peer-review workshop, you will miss the points for peer-review entirely.

Essay #3: Source of Written and Published Information (Target SLO: 1,2,3,5,6,7) (50 points Total)

Essay #3 is an essay where you would use written and published information as the source of your evidence. This essay is a mini preview of EN 111 where the focus is on researched writing. The focus of this essay is on your ability to synthesize information and to manipulate it to make it work for your paper. Like Essays 1 and 2, the writing process will weigh more than the actual final product. The following things will be graded as part of the essay:

1. **Invention Activity (5 points):** This is an activity to help identify a topic for your paper.
2. **Information gathering (5 points):** Information gathering always begins with what you already know or what you know you can know.
3. **Drafting (Draft #1 & Draft #2) (5 points total x 2 = 10 points):** Drafting is an important part of the writing process because it allows you to look back at your work. This is not just for creating a better product in the end, but it is also for you to identify what your strengths may or may not be.
4. **Cover Letters (5 points each = 10 total):** Because drafting is an important part of you identifying your growth as a writer, every draft that will be submitted must be accompanied by a cover letter addressed to your editor that speaks to the following:
 - a. What you wrote about and why you chose the topic
 - b. What you enjoyed the most and what you disliked the most
 - c. What you think your writing strengths are and what your writing weaknesses are
 - d. Writing areas that you would like your editor to pay close attention to when they are reading your paper.
5. **Peer Review (10 points – 5 for submitting for review & 5 for reviewing):** Peer-review is also a very important part of the writing process that reinforces what a writing community can do if we collectively use our individual knowledge and skillsets together. As such, peer-review is **REQUIRED**. If your paper misses a peer-review workshop, you will miss the points for peer-review entirely.

Reflection Essay: Self-Assessment (Target SLO: 5 & 6) (25 points total)

The Self-Assessment Essay is a program required essay that allows you to assess yourself and whatever challenges you may have faced in EN 110 as a writer and to explore any growth you may have seen in your writing. As such, an integral part of this essay is tracking your needs and skills in the class. As such, the following are required components of this essay:

1. **Final Draft (25 points)** – Because this is a self-assessment paper, there will be no editing process that I will require. However, you as a student may opt to bring your paper to the Writing Center for review. If you choose to do so, please bring an accompanying slip that evidence that you had brought your paper to the Writing Center.

Portfolio: (Target SLO: 1 & 7) (60 points total)

The purpose of a portfolio is to provide a compilation of work that best represents your skillsets. In this course, your end-term portfolio will serve that very purpose. In addition to the Self-Reflection essay where you are making a claim about your performance of the course SLO, the end-term portfolio will provide evidence to support that essay. Also, because the Portfolio is targeting SLO #7, the Portfolio will offer you another opportunity to revise the best versions of the essays you have previously submitted for the course for up to 10 points back on the essay. See details of the portfolio below:

1. **Aesthetics: Cover Page and Organization (5 points):** Your portfolio will be submitted as a single document that has a **cover page**. We will review what **cover page** can look like and how to use **Microsoft Word** functions to organize your paper. The skill that will be assessed here is your ability to organize the different parts of portfolio so that they cohesively come together to represent your skillsets in a clear manner.

2. **Abstract (5 points):** The abstract is a short write-up that will come right after your cover page. The purpose of an abstract is to give your readers a very succinct look at the purpose of your paper, the methods you used, and your overall conclusion of the work you have done. This should be only a paragraph long.
3. **Cover Letters (5 points each x 4 = 20 points):** Unlike the cover letters that you wrote when you initially submitted the essays, the cover letters that will accompany your essays in the portfolio will provide a narrative that recounts your journey when composing the essay.
 - a. *What were your initial ideas for the essay? Did they change over time? If yes, why?*
 - b. *What were some challenges that you faced while working on the essay? Were you able to overcome those challenges? If yes, how? If not, why do you think the challenges have persisted?*
 - c. *What were some essay-altering decisions that you made? How did you feel about them in the end? Did they heavily shift your paper? If so, in what way?*
 - d. *What is your overall evaluation of the essay that you wrote? Strengths? Weakness? Things you enjoyed?*
4. **Essays (10 points each x 3 = 30 points):** You will have to revise your essays for this. When you revise your essays, you do not necessarily have to revise the version that you had submitted as a Final Draft. If you think that your first draft or second draft was a better version of your work, you may go ahead and revise that. In the right-hand corner on the first page of the essay that you will submit in the portfolio make a note of what version of the essay you revised, **OR** you can make a note of this in your cover letter.

**** The Self-Reflection essay will be submitted as a final draft in the Portfolio. As such the points that you will receive for the Self-Reflection essay will be counted separately. This is the only essay whose points you cannot rectify after submission ****

Policies and Other Information

Attendance Policy

Attendance is crucial to your ability to pass this class and, therefore, is required. While there are no points given for each individual attendance, there is a penalty policy for missed days. The first three (3) absences will be excused with no penalty and no questions asked. Any absences following the third absence, where there was no prior arrangements of ways to make up for the absence, will result in an automatic 10% deduction for each absence (in other words, having an absence after the third absence will result in an automatic letter grade reduction). This means that having **seven (7)** absences means your grade is automatically a "D". Email me for extenuating circumstances. Best practice for students is to always email me or come to my office hours (listed on top right side of page 1 of syllabus) to consult me if they become aware of a day that they would need to miss class.

Extended Absences

Extended absences are highly discouraged when taking college courses. However, if you know you will absent for an extended period and would like to plan for it, (in this context, extended is anything more than a single absence) you will need to notify me and we will need to work on and produce a work plan for the days that you will be absent prior to you bring absent.

Assignment Submission Policy

All assignments that are completed outside of class must be typed in Times New Roman, 12 pt font. Make sure to always have your name in the document text as well as in the file name. All assignments are due at 11:59 PM the day before class next meets. Use the following guide for file naming:

Assignment_First Name Initial_Last Name

Example: *Me submitting Draft 1 of Essay 1*
Draft1Essay1_E_Rutun

If you are unable to submit your assignment on time, you must get in touch with me.

Part of what is learned in EN 110 is that writing has a process. As such here are some secondary policies to assignment submissions:

1. Essay's that have not gone through the writing process (with the class) will not be accepted. This means if you miss a draft or peer-review, you must schedule to see me sometime between the day you missed that portion in class and the next day that you will be coming to class.
2. If you miss a draft or a part of the process, the process does not continue. What this means is that if you forget or did not turn in a draft 1 or draft 2 whatever paper you eventually turn in will be counted as the part of the process which you were at last. This means you cannot just turn in final drafts.

No Recording Policy

Recording of online class meetings by students is not allowed. 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 online courses may violate federal law. Recording includes, but is not limited to, the following: snipping, screenshots, and any-type of audio-, visual-, or screen-recording.

Withdrawal Policy

A student wishing to withdraw from the class should elect to withdraw before the university's voluntary withdrawal deadline (as shown in the **course calendar**). After the deadline, approval of class withdrawal may only be given at the discretion of the instructor.

EEO/ADA & TITLE IX Policies

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities, and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & Title IX Office, at 671-735-2244, 671-735-2971, 671-735-2244 (TTY) or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

ADA Policy and Commitment to Student Learning

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter for the Disability Support Service/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the School of Education, Room #110, disabilitysupport@triton.uog.edu or telephone/(TTY) 671-735-2460.

AI Policy

"The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with

accordingly.

Plagiarism Policy

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.

Available External Resources**DEAL Writing Center**

Students are highly encouraged to visit the DEAL writing center, which is located in EC 204. In the Writing Center, students engage in conversation with tutors about writing. Students can visit the Writing Center during its regular hours, but it is always best to schedule an appointment with a tutor. If students would like to discuss a specific course paper with a tutor, students should make an appointment. Tutors do not provide paper-editing services. Tutors are committed to helping writers become achieved writers. We will visit the Writing Center during their Open House to learn more about the Writing Center and its services. Tutoring is provided by the Writing Center Teaching Assistants who are certified writing tutors.

Writing Center Objectives:Embedded Tutor: **Anna****Uy**

The Writing Center shall:

- 1) Help writers use instructor, peer, and writing tutor feedback to revise their work; and
- 2) Provide a forum for writers to enact writing as a collaborative, social process.

FRESHMEN COMPOSITION

EN 110-01

10:00 AM – 11:50 AM

English & Communications Bldg., 2nd Floor, Division of English and Applied Linguistics

Main Office

Conference Room

Instructor: Elizabeth Rutun

Email Address: rutune@triton.uog.edu

*** You must type the whole email address. DO NOT send emails to the “gotritons” account because I do not have access to that account***

Office: EC 217 A

English & Communications Bldg., 2nd Floor, Division of English and Applied Linguistics

Main Office.

Office Hours: TWTh 12:00 PM – 2:00 PM

Assignments

Essay #1: Writing from Observations

Essay #2: Writing from Memories & Recollection

Essay #3: Writing from Writing

Essay #4: Reflection Essay

<p>May 27, 2024 (Monday)</p> <p>NO CLASSES</p>	<p>May 28, 2024 (Tuesday)</p> <p>Review of Course Syllabus & Course Expectations</p>	<p>May 29, 2024 (Wednesday)</p> <p>In-Class: Writing expectations & writing myths.</p> <p>For Homework: Read WYWTC Ch. 1. Do Reflections 1 & 3</p>	<p>May 30, 2024 (Thursday)</p> <p>In-Class: Discussion of Ch. 1</p> <p>For Homework: Read WYWTC Ch. 2. Do reflections (to be assigned in class).</p>	<p>May 31, 2024 (Friday)</p> <p>In-Class: Discussion of Ch. 2</p> <p>For Homework: Read WYWTC Ch. 3. Do reflections (to be assigned). Watch <i>Mind Your Language</i>.</p>
<p>June 03, 2024 (Monday)</p> <p>In-Class: Discussion of <i>Mind Your Language</i> short response & Ch. 3</p> <p>For Homework: Read WYWTC Ch. 8 & Ch. 14 Answer Questions in Essay</p>	<p>June 04, 2024 (Tuesday)</p> <p>In-Class: Exploratory Activities & Essay #1 Assignment.</p> <p>For Homework: Draft Essay #1</p>	<p>June 05, 2024 (Wednesday)</p> <p>In-Class: Peer Review</p> <p>For Homework: Revise Essay #1 for resubmission (Draft #2)</p>	<p>June 06, 2024 (Thursday)</p> <p>In-Class: Reflecting on the writing experience.</p> <p>For Homework: Read WYWTC Ch. 4</p>	<p>June 07, 2024 (Friday)</p> <p>In-Class: Discussion of CH. 4</p> <p>For Homework: Read WYWTC Ch. 5</p>
<p>June 10, 2024 (Monday)</p> <p>In Class: Converting Essay #1 to Essay #2</p> <p>For Homework: Drafting Essay #2</p>	<p>June 11, 2024 (Tuesday)</p> <p>In Class: Peer Review</p> <p>For Homework: Revising Essay #2 for resubmission</p>	<p>June 12, 2024 (Wednesday)</p> <p>In Class: Reflecting on the writing experience.</p> <p>For Homework: Read WYWTC Ch. 6 & do reflection</p>	<p>June 13, 2024 (Thursday)</p> <p>In Class: Discussion of Ch. 6</p> <p>For Homework: Read WYWTC Ch. 7 & do reflection</p>	<p>June 14, 2024 (Friday)</p> <p>In Class: Discussion of Ch. 7</p> <p>For Homework: Read WYWTC Ch. 13</p>
<p>June 17, 2024 (Monday)</p> <p>In Class: Discussion of Ch. 13 & Essay #3</p> <p>Exploratory Activities</p> <p>For Homework: Draft Essay #3 Draft 1</p>	<p>June 18, 2024 (Tuesday)</p> <p>In Class: Writing Day</p> <p>For Homework: Peer Review</p>	<p>June 19, 2024 (Wednesday)</p> <p>In Class: APA & Formatting</p> <p>For Homework: Revise Essay #3 for Resubmission</p>	<p>June 20, 2024 (Thursday)</p> <p>In Class: Final Exam Instructions</p> <p>For Homework: Assembling Portfolio</p>	<p>June 21, 2024 (Friday)</p> <p>In Class: Scheduling conferencing & review of Final Exam work.</p> <p>For Homework: Assembling Portfolio</p>
<p>June 24, 2024 (Monday)</p> <p>CONFERENCING</p>	<p>June 25, 2024 (Tuesday)</p> <p>CONFERENCING</p>	<p>June 26, 2024 (Wednesday)</p> <p>CONFERENCING</p>	<p>June 27, 2024 (Thursday)</p> <p>CONFERENCING</p>	<p>June 28, 2024 (Friday)</p> <p>Final Portfolio Due</p>