

EN 111 Writing for Research

Course Syllabus and Calendar Finakpo', May 28 – June 28, 2024

Section Information

Section EN 111-01

Online Asynchronous Course held in our [Moodle Classroom](#)

Enrollment Key: SummerFun2024

Instructor Information

Merissa Bunton, Ed. D. “Dr. B.”

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Moodle Message to schedule meeting date / time

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I. Course Description

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. Grades are [A+, A, A-, B+, B, B-, C+, C, D, F, I, or NC.](#)

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

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

Student Learning Outcomes

EN 111 Course Learning Outcomes	Gen Edu Tier 1 CF: Information Literacy 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. 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 LO1. Determining the nature and extent of the information needed GE IL LO2. Accessing needed information	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	ILO 1. Mastery of critical thinking and problem solving
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	GE IL LO1. Accessing needed information GE IL LO2. Accurately identifying the source of information to critically evaluate the veracity	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.	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. 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	GE IL LO3. Accurately identifying the source of information to critically evaluate the veracity GE IL LO4. Synthesizing and applying relevant information to create a quality product GE IL LO5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	ILO 1. Mastery of critical thinking and problem solving ILO 3. Effective oral and written communication ILO 5. Responsible use of knowledge, natural resources, and technology
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	GE IL LO4. Synthesizing and applying relevant information to create a quality product GE IL LO5. Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use	CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.	ILO 1. Mastery of critical thinking and problem solving ILO 3. Effective oral and written communication ILO 5. Responsible use of knowledge, natural resources, and technology

<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>CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding</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>
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Course Requirements

Required Text

Writing Handbook: [Excelsior's OWL Free! Online Educational Resource](#)

Supplementary Text

The Little Seagull Handbook, 5th Edition

The Norton Reader, 16th Edition

Final Grades

[A+, A, A-, B+, B, B-, C+, C, D, F, I, or NC.](#)

NC: Student's work does not evidence competency of the Learning Outcomes. The student must retake EN 111.

UW: Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit or file required documents.

W: Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.

Description of Course Assignments and Calculation of Assignment Scores

Students earn points by attending class, participating during lecture-discussion classes, completing and submitting all assignments, completing assessments, and producing a course portfolio. In the section below the number of points for each course activity are described. Specific guidelines and evaluation criteria will be provided for each assignment when introduced.

Course Assignments & Point Breakdown

Assignment	Points
Participation (30%)	
8 Forum Activities, 20 - 30 points each	200
Peer Reviews	50
Information Literacy	50
Total Participation	300
Major Projects / Papers 70%	
Argumentative Essay 750 – 1000 words	100
Common Assignments	200
Team Synthesizing Paper 1000-1500 words	100
Annotated Bibliography 6 sources	100
Major Research Paper 2500 – 3000 words	100
Final Portfolio (revisions of all major papers)	100
Total Major Projects	700
Total Semester Points	1000

Course Content & Tentative Calendar

This is a module-based course. Specific readings, assignments and due dates will be provided at the beginning of each module, in a calendar in your Moodle Classroom Announcements. Be sure to plan accordingly.

Module 1: Course introduction, setup and web-interaction practice, Common Assignment pre-test, a review of clarity, grammar, and other writing mechanics. See the Module 1 handout for details. Two discussion questions (SLO 1, SLO 5) and Argumentative research paper (SLO 4, SLO 1, SLO 2). **May 28 – 31, 2024**

Module 2 – Reviewing research writing techniques focusing on paraphrasing and the study of APA citations. – Students will complete a set of exercises, informal class discussions (from Discussion Questions), and readings that will lead to a final formal paper synthesizing several academic journal articles (SLO 1, SLO 2, SLO 4). The differences between primary and secondary research will be addressed. Completing the online university library instruction/information literacy overview and corresponding activities that demonstrate the ability to utilize the facility is mandatory by the end of this module (SLO 2). **June 3- 10, 2024**

Module 3 – Beginning the individual formal paper process – Students will brainstorm about possible research topics with the aid of special exercises, discussion questions and interactions with the instructor. A comprehensive annotated bibliography (SLO 2, SLO 4) that provides evidence to the instructor of the steps taken to establish a research question that will be addressed in the Final Project in Module 4. In addition, the proposal of a research question at the end of the annotated bibliography provides students with a framework for selecting and narrowing their topic and important APA style research writing practice. **June 11 – 18, 2024**

Module 4 – Writing a Major Research Paper – In Module 3 students formed a research question through the process of writing their annotated bibliographies. This question will be further narrowed in Module 3 through various activities, discussion postings, peer reviews, and instructor interactions. A final formal academic research paper, utilizing at least 10 credible sources and written in 3rd person prose will showcase student learning. (SLOs 1-5). After instructor feedback, the research paper will be submitted, along with the revisions of all major projects, in a comprehensive portfolio that serves as the final exam. Students will also complete the Common Assignment Final. **June 19 – 28, 2024**

Course and Program Policies

1. **Assignment Submission Policy**
All assignments are to be submitted by 11:55 on the day they are due unless otherwise instructed. See the Make-Up Assignments Policy for details about missed assignments. Major papers that do not receive a C or better will be revised until C or better quality is attained. The original grade will remain in the gradebook.
2. **Attendance Policy**
This is a fully online asynchronous course. You are never required to meet synchronously with your instructor. Therefore, everything related to attendance is reflected in participation assignments. Students must actively engage with the instructor and classmates, as instructed, to be counted as in attendance.
3. **Make-Up Assignments Policy**
There are no make-up opportunities for participation assignments (for points). **Students who miss a deadline on a major paper/project have a 48-hour grace period to submit their work for half credit.** If the grace period is missed, students still must submit any major paper/project before the end of the course, for no credit, to pass the course. In the event of extenuating circumstances, please contact the instructor to set up a success plan that may include differing deadlines. Students may be granted extensions for major projects/papers in extenuating circumstances.
4. **Withdrawal Policy**
Students should not expect (or demand) the instructor to sign a withdrawal form. If a student elects to withdraw from the course, the student must do so before the university's voluntary withdrawal deadline (see UOG's undergraduate catalog). 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. The course withdrawal deadline is the same deadline as the university's voluntary withdrawal deadline. In such case, students should reread the attendance policy (above).

University Policies and Student Services

1. **ADA Policy and Commitment to Student Learning**
If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Disability Support Services office to discuss your specific accommodation needs confidentially. You will need to provide me with a Faculty Notification letter from the DSS counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #6, ph/TTY: 735-2460, or uogdss@triton.uog.edu to coordinate your accommodation request.
2. **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 111 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.
3. **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

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.

EEO/ADA & Title IX Office

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

Dr. Bunton's Recommendations, Only for Online Courses with Synchronous Components

You must log in to BBB *before* your scheduled class or meeting. Your instructor will let you in the main room when the class or meeting begins.

- Cameras are to be turned on throughout your BBB session.
- If you are having spotty service, private chat your instructor to explain the situation
- Do not log into BBB while driving your car
- Do not log into BBB as a passenger in somebody else's car
- Do not log into BBB from your bed
- Do not log into BBB from work (unless you are on a really long break)
- Wear appropriate clothing and practice hygiene for BBB meetings
- Attempt to minimize distractions in the location you "attend" class or meeting

Think about your work space at home

If you're used to studying in the campus library, you might find it quite difficult to transition to studying at home for the majority of the time, but there are a few things that you can do to get yourself in the working mindset.

1. First, identify an area where you can sit and work. Some students are lucky enough to have a desk but if you don't, any surface where you can sit comfortably with your laptop and notes is good enough. Then ensure you keep all the things you need nearby so that you don't have to keep getting up.
2. Many universities around the world have kept their libraries open, so this could be an option, but try not to get too close to your fellow students. It is also important to stick to the latest guidelines about leaving your house in the country you're in, so be sure to check whether this is something you are allowed to do (Bahrdwa, 2020).

Treat classes you take on BBB, or any online meeting space, as you would classes in a traditional classroom, even when working asynchronously.