MASON KOREA
GEORGE MASON UNIVERSITY

Advanced Composition

Fall 2022 · 3 Credits · ENGH 302-K02 Tue./Thu. 3:00-4:15 pm

Instructor

Professor Alice Wrigglesworth

awriggle@gmu.edu

she/her/hers

Course Website

Blackboard (MyMason Portal)

Location

Classes will take place in TBD.

Office Hours

Mon./Wed. 2:00-4:00 PM

G646 or click to join via Zoom

📅 **Course Calendar**

Click to go to draft Course Calendar

Quick Men

Assessments	Important Dates	Peer Review
Class Participation	Grading Policies	Student Resources
Class Policies	Late Work	Office Hours
Extra Credit	Libraries	Plagiarism Statement
Feedback	Major Assignments	Writing Support

Course Information

Welcome to English 302! This course is designed to help prepare you for advanced rhetorical analysis, research, and writing in your discipline both within and beyond the university. Like most composition classes, ENGH 302 emphasizes research and writing as processes. So, this semester, we'll explore beneficial ways to break these tasks into smaller steps. As an advanced composition class, it's also designed to make you self-reliant—to make you responsible for determining what is required of you as a writer in your field. This will help you improve not only your professional skills but also your ability to produce rhetorically aware texts, which show awareness of the writing's context, purpose, and audience.

Our class also frames writing as a way of entering the conversations in your field. Through the course's major assignments, you will develop a line of inquiry, do focused research, and ultimately join the conversation about an issue in your field that interests you.

I look forward to sharing the semester with you and to reading your writing. My goal is to help you further develop your writing skills, so that you feel confident in activities that you encounter in your other classes or in your personal and professional lives.

Learning Outcomes

- Students will be able to analyze rhetorical situations–audience, purpose, and context–in order to recognize the expectations of readers and understand the main purposes of composing across multiple contexts relevant to their fields of study.

- Students will understand the conventions of academic and non-academic genres, to include usage, specialized vocabulary, format, and attribution/citation systems.

- Students will be able to apply critical reading strategies that are appropriate to advanced academic and non-academic texts of relevance to their fields of study.

- **Students will identify and synthesize multiple perspectives in articulating and refining a research question relevant to their fields of study.**

- Students will engage in a recursive process of inventing, investigating, shaping, drafting, revising, and editing to produce a range of academic and non-academic texts of relevance to their fields of study.

Students as Scholars

This course participates in the Students as Scholars (SaS) program, a university-wide initiative that encourages undergraduate students to engage in scholarly research. Across campus, students now have increased opportunities to work with faculty on original scholarship, research, and creative activities, through their individual departments and the OSCAR office (http://oscar.gmu.edu).

At the end of the course, the Office of Institutional Assessment and the Composition Program will collect random samples of students' final research projects to assess the effectiveness of the Students as Scholars Program. *This assessment has no bearing on your grade in the course.*

Students as Scholars Learning Outcomes

- **CORE: Articulate and refine a question, problem, or challenge.**

- ETHICAL: Identify relevant ethical issues and follow ethical principles.

- DISCOVERY: Distinguish between personal beliefs and evidence.

- METHOD: Gather and evaluate evidence appropriate to the inquiry.

- METHOD: Appropriately analyze scholarly evidence.

- **CONTEXT: Explain how knowledge is situated and shared in relevant scholarly contexts.**

Prerequisites

Students must have completed or transferred in the equivalent of ENGH 100 or ENGH 101. Students must have completed 30 credit hours and the Mason Core literature requirement before enrolling in the class, that said, the program recommends that students enroll in ENGH 302 after completing 45 credit hours.

Methods of Instruction

This is not a lecture class. This is a student-centered class that requires you to actively participate in the learning process through inquiry, writing, review, and revision by way of drafting and revising projects multiple times to polish content, organization, and linguistic features in accordance with genre norms and conventions. In order to prioritize active learning during our scheduled class times, often, this course will follow a 'flipped classroom' model. That is, throughout the semester, you will be assigned readings and other lecture materials to read or complete before a given class. Then, when you come to class, we will put what you've done or read to practice. As such, you will need to stay on top of this out-of-class work to ensure you can effectively participate in a given class and to succeed in this course.

You can expect each class to include some combination of the following: instruction, group work, and independent writing. Some group work will count towards your 'low-stakes work' grade. You'll find the readings and work you need to complete ahead of each class in the Course Calendar.

Required Materials

There is no required textbook for this section of ENGH 302. Instead, you'll read texts, watch videos, and complete tutorials, accessible via our Course Calendar. The required materials you will need for this course section are: Laptop, Mason ID, Google Account, MS Word

Assessments & Grading Percentages

Major Assignment Assessment	Due*	Weight/Points
Research Log 1 (+ Reflection) *"Finding Conversations in Your Field—Professional Organizations and Local Advocacy About Your Topic"*	*16 Sep. to 'Major Assignments'*	**100 pts (10%)**
Research Log 2 (+ Reflection) *"Understanding Academic Conversations About Your Research Question"*	*30 Sep. to 'Major Assignments'*	**100 pts (10%)**

Research Log 3 (+ Reflection) *"Public Discourses About Controversies—Finding Current Context for Your Research Question"*	*28 Oct. to 'Major Assignments'*	**100 pts (10%)**
Literature Review		**250 pts (25%)**
Literature Review First Draft (+ Postscript)	*6 Nov. to 'Discussion Board'*	50 pts
Literature Review Final Draft (+ Revision Memo)	*18 Nov. to 'Major Assignments'*	200 pts
Advocacy Letter		**150 pts (15%)**
Advocacy Letter First Draft (+ Postscript)	*27 Nov. to 'Discussion Board'*	50 pts
Advocacy Letter Final Draft (+ Revision Memo)	*9 Dec. to 'Major Assignments'*	100 pts
Non-Major Assignment Assessment		
Low-Stakes Work ● Discussion Board ● Reflection Journal ● Peer Review	*Dates vary*	**200 pts (20%)**
Class Participation & Engagement	*Every class*	**100 pts (10%)**

Subject to change; refer to assignment sheets

Major Assignments

Research Log 1 (+ Reflection)

"Finding Conversations in Your Field—Professional Organizations and Local Advocacy About Your Topic"

For this first research log, you will collect 8-10 sources about a topic of interest to you and within your discipline, focusing on advocacy groups and professional organizations that act on the topic. You will be studying how professional organizations and advocacy groups that actively try to solve problems related to the topic, view, understand, and engage with the topic. Ideally, you will find advocacy in your local community, which can help you understand the local context for your topic.

Research Log 2 (+ Reflection)

"Understanding Academic Conversations About Your Research Question"

For this second research log, you will use the knowledge you gained as you collected 6–8 sources from professional organizations and advocacy groups, and using the key terms you found, to find sources of scholars in your area of study investigating the topic/research question.

Research Log 3 (+ Reflection)

"Public Discourses About Controversies—Finding Current Context for Your Research Question"

For the third and final research log, you will collect and analyze 4–6 sources available to the general public, written by experts and non-experts, in order to understand how a general public accesses, reads, and understands a conversation. You will focus on the research question you have studied for your literature review and in previous research logs. The topic must be part of a wider conversation of interest to your field of study.

Literature Review

The literature review is the most extensive major assignment in this class. You will collect, analyze and synthesize a minimum of eight highly credible sources that respond to the purpose you establish for your review. Purposes for literature reviews vary, but they can identify a gap in the existing research, evaluate the legal and ethical issues for implementing an initiative, or critique the published studies about your topic, etc. The literature review will demonstrate that you are able to identify a narrow research area; formulate a viable research question; locate, evaluate, and read scholarship in your field, and propose viable suggestions for future avenues of research.

Advocacy Letter

A goal of the assignment is for you to be able to send the letter to the audience/stakeholder. You will write a persuasive advocacy letter that makes a direct request for action or that offers a new perspective about a current conversation. To do this, you'll use the research and the preliminary arguments you made in your literature review and tailor those to a new audience. You'll write to a specific audience, understanding their needs and expectations.

Other Assessments

Low-Stakes Work

Low-stakes assignments comprise Discussion Board posts, Reflection Journal entries, and Peer Review activities (posted to DB). Specifically, there are 10 DB posts, 6 RJ entries, and 2 Peer Review activities.

Class Participation & Engagement

Participation is important in a class like this. How do you expect to learn anything if you don't show up and join in? But participation is more than just attending classes. It means coming to class prepared to discuss the day's topics and participate in the activities. It means doing the work due and being ready to share your insights and questions about it with the class.

Each regular class meeting is worth three points. Assuming you attend the class on time and engage in the class work, you will earn all three points. You can miss two classes without your absence lowering your participation grade, but you're still responsible for any assessment or similar due that day. If you miss class after your allotted two absences, you will receive a zero for the day.

Your small-group conference, which you'll self-schedule and attend in Week 8, is worth 20 points. You'll need to attend this conference on time and actively engage in the conference to earn all the allotted points.

I will update your participation grade in Blackboard periodically, but if you have questions about this grade, please ask me. And remember that if you get sick with CoVID or have some other emergency, you have two excused absences, no questions asked.

Class Policies

Assessment Formatting & Submission

Formatting. All major assignments must be typed in Times New Roman, size 12 font, and double-spaced, with the exception of the 'Advocacy Letter' (follow formatting instructions on the assignment sheet). All assignments need an original title and should be formatted and documented according to the style preferred in your field (e.g., APA, MLA, Chicago). Be sure to include your name, the title of your project, and the page numbers where your field's Style Guide stipulates.

Major assignments must be submitted in .doc or .docx format, unless stated otherwise. This file must be a .doc or .docx format. (NB: You MUST type your assignment into Google Docs or Microsoft Word directly. Do not use a different word processor and try to copy it over—this will alter the formatting, particularly if you start your work in a .hwp file).

Additional formatting instructions will be included on each major assignment sheet.

Assessment Submission. All assessments must be submitted **before** the assigned deadline. All Discussion Board (DB) posts, Reflection Journal (RJ) posts, and Major Assignments will be submitted through Blackboard. I will not accept assignments via email. It is your responsibility to submit all assignments properly and on time, so you need to follow the assignment schedule closely:

- DB posts are due end-of-day following the class (11:59 pm KST). These should be typed into the 'Message' box unless otherwise instructed.

- RJ assessments are due 1-hour before the following class. These should be typed into the 'Message' box unless otherwise instructed.

- Major Assignments/Final Drafts are due as indicated on the assignment sheet and/or the Course Calendar. These should be submitted as Word documents.

All assignment deadlines are due Korean Standard Time (KST), regardless of the time they show to be due on Blackboard.

Tech problems are not a valid excuse for failing to submit your work on time. Upload your work in the correct format to Blackboard well before the deadline to avoid potential tech issues. Additionally, always check your assignment has been submitted properly. If the correct document is not submitted properly, I cannot give credit for it.

Attendance

There is no attendance grade for this class, however, you are expected to attend class and attendance is checked and logged daily. Absences impact a students' 'Participation and Engagement' grade and 'Low-Stakes Work' grade.

You may miss two classes without your absence lowering your participation grade. If you miss class after your allotted two absences, you will receive a zero for the day.

Early departures and late arrivals count as half-day absences. A late arrival is one minute late to class. Not paying attention and/or not participating in class work even if you are present counts as a half absence.

Blackboard

This class will make extensive use of Blackboard. There you'll find a copy of this syllabus, our course calendar, your assignment sheets, links to readings and slides, and more. Likewise, you'll post assessments to 'Discussion Board,' 'Reflection Journal,' and 'Major Assignments' here.

To access Blackboard:

- Go to https://mymasonportal.gmu.edu/
- Enter your Mason user-ID and password
- Click on the "Courses" tab on the left-hand side of the page
- Click on our course name/code in your list of "Current Courses"
    - If this course does not appear in your list of "Current Courses" menu, please let me know.

Classroom Etiquette

Please put your cell phones away and don't surf the web or Kakao messages or similar while we're in class. I'll do my best to keep our classes engaging, but please do your best to stay focused and on task as well.

Also, because we'll be sharing our thinking and writing with one another in class, an atmosphere of respect and consideration for our peers is essential. I believe strongly in Mason's Non-Discrimination Policy, which states that Mason is "committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color,

religion, national origin, sex, disability, veteran status, sexual orientation, gender identity, age, marital status, pregnancy status, or genetic information."

So let's respect one another and create the kind of class environment where everyone's ideas are welcome and encouraged.

Cancellations

Please check your email and 'Announcements' in Blackboard <u>before</u> coming to class. If class is canceled for any reason (i.e., inclement weather, instructor sickness, etc.) you are responsible for checking your email and Blackboard and completing any work assigned.

Conferences

Conference week takes place in Week 8. Conferences are mandatory and worth 20 points of your 'Participation and Engagement' grade. You'll be given the opportunity to self-schedule an in-person or Zoon conference.

Email

To meet university-wide privacy regulations, faculty, staff, and students must use their @gmu.edu account for all email communications. Email makes it easy to contact your professors, but it also requires that you think about the expectations of your audience. I will respond to communications within 24 hours during the work week. Click here for some tips for emailing me and your other professors.

Extra Credit

During the semester, I will offer extra credit for completing additional work or participating in specific activities (online and/or on campus). Extra-credit opportunities will be announced in class and/or offered via 'Announcements' in Blackboard. Over the course of the semester, you can earn up to 25 extra-credit points. If you complete opportunities totaling more than the allotted 25 points, no additional points will be awarded.

Language Equity

Many of you speak multiple languages. I'm aware of the strengths of multilingual writers and the challenges faced by writers whose language is not always valued in academia or the workplace. For the most part, I will not penalize students for grammar/word choice errors that don't prevent the reader from understanding the writing. Because this class doesn't include grammar instruction, I also won't generally comment on grammar or word choice. If I do comment on grammar or language on a draft, my expectation is you'll fix this issue between drafts. (For in-depth help, you can book an appointment with the Writing Center and list grammar/word choice concerns on your appointment form.)

That said, although you are welcome to conduct preliminary and background research in your language of choice, any of the sources you select to include in your assessment work should be published in English (so that myself and your peers can also read and assess the credibility and content of the sources). Should you need to draw on research published in a language other than English, please consult with me.

Late Work

Life Happens Passes. Each student is allowed three one-day Life Happens Passes. Each pass gives you an extra 24 hours beyond the original due date of any assignment (low stakes work, major assignment, etc.), with the exception of drafts for peer review and any work due the day of your conference. (So, if the assignment is due on Monday at 11:59 pm., you can use one LIFE HAPPENS PASS to turn them in by Tuesday at 11:59 pm. without it affecting your grade.) Life Happens Passes cannot be used in either of these instances. If needed, you may use all three passes on a single assignment, one on three different assignments, or any other combination.

To use a Life Happens Pass, you will need to do two things. First, you'll need to email me with the subject line 'LIFE HAPPENS PASS' before or shortly after the due date/submission time. In the body of this email, include your name, course code (and section number), G number, and the name of the assignment you are submitting late. (Click here to see a sample email.) Then, when you submit the assignment, type "LIFE HAPPENS PASS" in all caps and the number you're using for the assignment in the comment box when you submit the assignment.

The late work policy varies by assignment type:

Low-Stakes Work. Typically not accepted late. Life Happens Passes may be used for low-stakes work.

Drafts for Peer Review. You must submit a draft that meets the minimum requirements for the assignment as instructed and arrive to class on time to be eligible to participate in and gain credit for peer review. Life Happens Passes cannot be used on drafts for peer review.

Major Assignments. Late assignments will lose 5% for every calendar day late. Life Happens Passes may be used for major assignments' final drafts to avoid a grade penalty.

Peer Review

You'll participate in two formal peer review activities this semester. You must arrive to class on time and have submitted a major assignment first draft inclusive of minimum first draft requirements prior to the beginning of the class start time to participate in/receive credit for peer review. You must post your draft on time to the appropriate discussion forum following the instructions provided. Life Happens Passes cannot be used on drafts for peer review. Peer Review is a type of 'low-stakes work.'

Revision

Because writing is a *process*, and one of the most important steps in that process is revision, I allow one major revision in this course. You may revise any of the research logs (and reflections) and resubmit for a new grade. However, you must **meet with me within one week of receiving a grade** and feedback for the assignment to discuss your goals and strategies before undertaking a revision. I will not accept the revision if you haven't met with me first to discuss it.

Revisions must be made in Track Changes or a different-colored font and demonstrate substantial change to the focus, support, approach, and/or organization of the project (so about 20-25% of the text in the original must change), in addition to comprehensive error correction, or they will be

returned with no grade change. Revising your project does not guarantee a higher grade, but you can't receive a lower one.

Revisions must also include a minimum 200-250–word postscript describing the strategies and approaches you used for your revision and why the thinking and writing in this version is stronger. I will not accept the revision if you do not include this short reflection. Revisions and reflections are due within one week of your revision meeting with me.

Technology

Laptop. You will need to bring a laptop or similar to all class meetings.

Blackboard. Blackboard (Bb) is the university's official platform for course grading, course information, assignments, and submissions. All course content, grades, and assignment feedback will be available via Bb for this course. Similarly, all assessments should be submitted via Bb. You can log into Bb using your Mason username and password. Familiarize yourself with our Bb early in the semester. You should use Bb daily to check 'Announcements,' submit assignments, view feedback and grades, and check the course calendar. Check 'My Grades' regularly for feedback from me. Check 'Announcements' on Bb regularly for updates about the course. Click here to log in to our course Blackboard.

Some students report their Bb Calendar shows Fairfax time/Korea time, depending on the device they use. Note that all assignment deadlines are due Korean Standard Time (KST), regardless of the time they show to be due on Blackboard.

Zoom. Any online classes will be conducted via Zoom. Office hours and individual conferences will be available both in person and via Zoom. You will find the links to my Zoom office hours in our Blackboard.

Google. We will use Google Docs throughout this course for both group work and individual work. Click to create a free Google Account.

You will store your work for this class in a 'Student Writing Folder' (SWF) in Google Drive. This is a Google Folder you will be able to access through Blackboard. This folder will have privacy settings set to 'restricted,' so just you and I will be able to access the folder. Initially, I'll create the folder so you can access it with your Mason email, however, ideally, you'll also 'share' your folder with your own Gmail, so that you can access the folder via your own Google Drive. Please do not move or change the name of your folder.

Ensure you have available storage in your Google Drive; this is a requirement for this course.

MS Word. All Major Assignments should be submitted as a MS Word document. Click for instructions on free access to Microsoft 365 Apps for Enterprise.

Adobe Acrobat. You may find it useful to have Adobe Acrobat Reader DC on your laptop to annotate and submit annotated PDFs. Click to download Adobe Acrobat Reader DC for free.

Voice and Video Recording Policy. Please ask for permission before using a phone or any other type of recording device to voice or video record a class, meeting, or individual conference. Do not record or share classes or instructional videos; this is a privacy violation for all course users and an

Honors Code violation.

Grading Policies

This course uses the following Mason Core Curriculum grading guidelines:

A+ 100-97.5% | A 97.4-93% | A- 92.9-90% | B+ 89.9-87.5% | B 87.4-83% | B- 82.9-80% | C+ 79.9-77.5%

C 77.4-73% C- 72.9-70% | D 69.9-60% | F below 60%

Completion

Students in ENGH 302 must earn a C (73%) or higher to fulfill the ENGH 302 Mason Core requirement. Although you must complete all major projects to earn a C (or higher), merely completing the assignments does not guarantee this grade. Final Grades will be posted to Patriot Web.

Those whose final grades are lower than a C (73%) will need to repeat ENGH 302.

There is a limit of three graded attempts for this course. A 'W' does not count as a graded attempt. Please see AP. 1.3.4 in the University Catalog and consult with your academic advisor if you have any questions.

Assessment Weights. This course is designed as a 1000-point course. In 'My Grades' in Blackboard, ignore the 'weighted grade'; only the 'total grade' is relevant to the grade structure of this course.

Grading Criteria

Major Assignments. Each major assignment will be accompanied by a rubric, however, in general, I will use the following criteria to grade your assignments:

A "C" level grade (70-79%) denotes competent college-level writing and achievement. The writer responds to the specified rhetorical situation: he or she meets, to some degree, all the assignment requirements, and employs some key strategies for communicating his/her ideas to his/her targeted audience. The essay has a central focus, presents some support, and moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade (80-89%) highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, the writer of such an essay goes further in some way(s): he or she demonstrates some insight into the "gray areas" of the topic, provides original or very thorough support that is tightly woven into the overall argument, and/or creates prose that reads smoothly at both the sentence and paragraph levels. The essay has few sentence-level errors and/or may demonstrate a lively voice or style.

An "A" level grade (90-100%) marks an essay that engages the reader in a provocative conversation. Even more than in a "B" essay, the writer anticipates and responds to possible reader questions, uses a wide range of supporting evidence, structures arguments and analyses to create a fluid reading experience, provides unexpected insights, and/or uses language with care and facility.

"D" and "F" level essays do not meet the basic expectations of the assignment.

Low-Stakes Work. DB posts and RJ entries will be graded based on completion and on a scale. If it is clear you have attempted the assignment in good faith and that you have put in an honest effort and completed all parts of the assignment, you will receive full credit. If you are missing parts of the assignment or completed a different assessment, you will lose the appropriate number of points based on the percentage of the assignment you completed.

Grading Scale: Completed (100%), Needs Work (80%), Below Par (60%), Not Acceptable/Passing (0%)

Midterm Grades

You will receive a midterm grade based on the work of the first half of the semester. The midterm grade's purpose is to help you understand how well you are doing so that you can make any adjustments necessary. It is not meant to predict your final grade, as the work in the second half of the semester is weighted more heavily. Midterm will be posted to Patriot Web.

Feedback

To meet the varying learning styles of students, and the obvious time constraints imposed by a one-semester course, students will be provided with various types of feedback throughout the semester, including general, holistic, rubric, oral, grade only, and peer. Click here to read about the types of feedback provided in this course. Feedback will be available through 'My Grades' on Blackboard.

University Statements

Mason Core Statement

This course is part of the Mason Core (General Education) Program, which is designed to help develop "a Mason Graduate [who is] an engaged citizen, a well-rounded scholar, and someone who is prepared to act" (Mason Catalog). It fulfills the Mason Core Upper Division Written Communication requirement. For more information on the Mason Core, visit the Provost's Mason Core page.

Mason Impact Statement

Finally, as a Mason Impact course, ENGH 302 teaches students to understand knowledge creation and to investigate a meaningful question through the development of an inquiry-based research project that evaluates, synthesizes, and incorporates multiple perspectives.

Mason Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies,

procedures, services, and resources, Mason strives to maintain a quality environment for work, study, and personal growth. Click to access the full Mason Diversity Policy.

Mason Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment for work, study, and personal growth. Click to access the full Mason Diversity Policy.

Non-Discrimination Statement

George Mason University is committed to providing equal opportunity and an educational and work environment free of any discrimination on the basis of race, color, tus, pregnancy status or genetic information. relivion, national origin, sex, disability, veteran status, sexual orienttion, gender identify, age, marital status or genetic information. Click to access the full Mason Non-Discrimination Policy.

Title IX Mandatory Reporting Statement

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea's Deputy Title IX Coordinator pursuant to University Policy 1202 and 1412. Click for more information about Title IX.

Mason Academic Integrity Statement

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work." Refer to the Mason Korea Academic Integrity for more information about our Honor Code, including definitions of cheating, lying, and plagiarism.

Composition Program Statement on Plagiarism

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient.

Mason's Composition Program recognizes that appropriately attributing sources is a learning process. This class will include direct instruction in source integration, documentation, and citation strategies in a range of rhetorical situations, and follows the CWPA Best Practices for Defining and Avoiding Plagiarism. Instructors in the Composition Program support the Mason Honor Code, which

requires them to report suspected instances of deliberate plagiarism to the Mason Korea Committee of Academic Integrity.

Self-plagiarism

Students should also be careful to avoid self-plagiarism—the practice of reusing their own academic work in two courses or contexts. You need to secure an instructor's approval in every instance in which previous research and portions of previous writing might be used in two different courses. Failure to consult with the instructor might result in a failing grade for the assignment and/or a referral to the Mason Korea Committee of Academic Integrity. If you wish to use your research or writing from another course, project, or context in our course, please speak to me first.

Additional Information on Plagiarism

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient. This class will include direct instruction in strategies for handling sources style as part of our curriculum. However, students in composition classes must also take responsibility for understanding and practicing the basic principles listed below.

To avoid plagiarism:

—put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that you copy directly from any outside source: a book, textbook, article, website, newspaper, song, baseball card, interview, encyclopedia, CD, YouTube video, movie, etc.

—*completely rewrite*—not just switch out a few words—any information you find in a separate source and wish to summarize or paraphrase for your readers, and also give an in-text citation for that paraphrased information

—give an in-text citation for any facts, statistics, or opinions which you learned from outside sources and which are not considered 'common knowledge' in the target audience (this may require new research to locate a credible outside source to cite)

—give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay.

Student Resources

Office Hours

My office hours, or "Student Drop-In Hours," are there for you to use. Whenever you want to talk about an assignment, something that happened in class, your revision plan, etc., please drop by my

office hours either in person or via Zoom. If you want to speak with me outside of class but cannot meet at these times, please email me, and we'll find another time to meet. My office hours are held in person in G646 or click to join via Zoom

Writing Support

The Writing Center

"The University Writing Center supports writers at George Mason University through one-to-one consultations at any stage of the writing process, from brainstorming to the final phases of polishing. In these consultations, writers can try out ideas and approaches with a well-trained student staff comprised of attentive readers and listeners from a variety of disciplines."

Take advantage of The Writing Center as you work on written assignments in this course. You can book free appointments to meet 1:1 with a tutor or to submit a draft for written feedback. Tutors will work with you on any phase of a writing project. In addition to free individual tutoring sessions (by appointment), the center has an outstanding website that offers resources for writers. You can book appointments to meet with a tutor on Zoom or submit a draft for written feedback. Click to watch this short video about how to schedule an appointment. Click to schedule an appointment. For information, contact wcenter@gmu.edu. Note that The Writing Center is located on the Mason Fairfax Campus and thus follows Eastern Standard Time (EST).

Counseling & Wellness

Mason Korea offers counseling and wellness services for all Mason students through both individual and group settings. Click for more information about the services provided or to schedule an appointment. Alternatively, you can schedule an appointment by calling (032) 626-6142 or emailing wellness@gmu.edu.

Disability Services

Disability services are available for students with physical, learning, and psychological challenges. Click for more information about eligibility and accommodations. To apply for a disability accommodation, contact Jiye Chang, Director of Academic Affairs, by calling (032) 626-5005 or emailing jchang22@gmu.edu.

Libraries

Use the GMU Libraries online to help with your research. Use your Mason ID to log into the online Mason libraries. The library's website offers tutorials, research resources, and databases that we'll use throughout the semester. Click to access Mason Libraries. Alternatively, visit the IGC Library on this campus for assistance with research and as a quiet place to write. Use your Mason/IGC ID card to check books out of the library.

Important Dates

University

- Last Day to Add Classes: 29 August

- Last Day to Drop Classes (with 100% tuition refund): 5 September

- Last Day to Drop Classes (with 50% tuition refund): 12 September

- Unrestricted Withdrawal Period (100% tuition liability): 13-30 September

- Selective Withdrawal Period (100% tuition liability): 1-28 October

- Make Up Day (Follow Monday Schedule): 4 October

- Last Day of Classes: 5 December

- Reading Day(s): 6 December

- Examination Period: 7-14 December

Holidays (No Classes)

- Fall Recess and Harvest Moon Festival/Chuseok (추석): 7-12 September

- National Foundation Day (개천절): 3 October

- Hangul Proclamation Day (한글날, 9 October) Alternative Holiday: 10 October

Click for additional information regarding important dates at Mason Korea.

<u>Draft</u> Course Calendar

Course Calendar · Fall 2022 · ENGH 302-K02 · Tue./Thu. 3:00-4:15 PM · 3 Credits

The following is a <u>draft</u> calendar for ENGH 302-K02 Tue./Thu. class. Content and dates provided in this calendar are subject to change.

Week & Date	Class Focus and materials for use in class	Graded and Non-Graded Work due as instructed
Week 1A 23 Aug.	**Class Focus** · Introductions · Course Overview **Activity** · Introductions (Class Activity) **Materials** · Week 1A Class Slides · Blackboard · Course Syllabus	**Non-Graded Work to Complete** · Get yourself set up to succeed at this course. Ensure you have all the required materials: Laptop, Mason ID, <u>Google Account</u>, <u>MS Word</u> · Read 'Course Syllabus' in detail.
Week 1B 25 Aug.	**Class Focus** · Finding Conversations in Your Field—Discourse Communities (Academic, Professional) **Activity** · Finding Conversations in Your Field (Group Activity) **Materials** · Week 1B Class Slides	**Assessment Due** · DB 01**:** Mason Library Subject Guides. Submit to 'Discussion Board' by end of day. 10 pts.
Week 2A 30 Aug.	**Class Focus**	**Assessment Due**

	· Choosing Topics of Interest **Activity** · But Is It Really Interesting? (Group Activity) **Materials** · Week 2A Class Slides	· RJ 01: Selecting a Research Topic in Your Discipline. Submit to 'Reflection Journal' 1-hour before next class. 10 pts
Week 2B 1 Sep.	**Class Focus** · Professional Publications **Activity** · Analyzing a Professional Trade Source (Group Activity) **Materials** · Week 2B Class Slides	**Assessment Due** · RJ 02: Your Semester Research & Writing Goals. Submit to 'Reflection Journal' 1-hour before next class. 10 pts
Week 3A 6 Sep.	**Class Focus** · Assessing Sources **Activity** · Source Evaluation Activity (Group Activity) **Materials** · Week 3A Class Slides	
Week 3B 8 Sep.	—Fall Recess— No Classes	
Week 4A 13 Sep.	—Asynchronous Class— **Class Focus** · Selecting Search Terms	**Assessment Due** · DB 02: Refining Key Terms. Submit to 'Discussion Board' by end of day. 10 pts.

Week 4B 15 Sep.	**Class Focus** · From Topic to Question **Activity** · Articulating Your Research Question (Individual Work, Group Activity) **Materials** · Week 5A Class Slides	**Non-Graded Work to Complete** · Tutorial: Library Tutorial: Finding a Topic Worth Investigating. (We will complete part of this tutorial during our Week 5A class. Complete the rest on your own. This tutorial will generate the **concept map and research question** you need to submit for DB 03.) **Assessment Due** · DB 03: Concept Map & Research Question. (This likely won't be your final research question; it's more a 'draft' research question.) Submit to 'Discussion Board' by end of day. 10 pts. · Research Log 1 (+ Reflection). Submit to 'Major Assignments' by Fri., 16 Sep. 100 pts
Week 5A 20 Sep.	**Class Focus** · Finding Scholarly, Peer Reviewed Sources (Library) **Activity** · Databases for Your Discipline (Group Activity) **Materials** · Week 5B Class Slides	**Non-Graded Work to Complete** · Tutorial: Library Tutorial: Advanced Library Research Strategies. (Complete. This tutorial will help you generate work you'll need to complete Research Log 2.)
Week 5B 22 Sep.	**Class Focus** · Citing Sources—In-Text Citations **Activity** · Citing Sources (Group Activity)	**Assessment Due** · RJ 03: Documentation in Your Discipline. Submit to 'Reflection Journal' 1-hour before next class. 10 pts

	Materials	
	· Week 6A Class Slides	
Week 6A 27 Sep.	**Class Focus**	**Assessment Due**
	· Advanced Citation Mining Strategies (Library)	· Research Log 2 (+ Reflection). Submit to 'Major Assignments' by Fri., 30 Sep. 100 pts
	Activity	
	· Citation Mining (Group Activity)	
	Materials	
	· Week 6B Class Slides	
Week 6B 29 Sep.	**Today is a Tuesday but we have class.** Today is a 'Make Up Day' for Monday classes. All MK classes will follow a 'Monday schedule' today.	
	Class Focus	
	· Reading and Annotating Scholarly Sources	
	Activity	
	· Reading and Annotating a Scholarly Source (Group Activity)	
	Materials	
	· Week 7A Class Slides	
	· Sample Annotated Scholarly Article (deAraujo, 2011)	
Week 7A 4 Oct.	**Follow Monday Schedule**. Tuesday classes do not meet. No Classes	
Week 7B 6 Oct.	**Class Focus**	**Assessment Due**
	· Narrowing the Research Question	

	· Key Terms and Stakeholders **Activity** · Narrowing Your Research Question (Individual Work) **Materials** · Week 7B Class Slides	· DB 04: Narrowing the Research Question. (We will begin this work during our Week 7B class.) Submit to 'Discussion Board' by end of day. 10 pts.
Week 8 10–14 Oct.	**—Conferences—** · Putting the Research Together—Audience, Genre, Purpose Attend your self-scheduled small-group conference to receive feedback on your choice of **issue, audience, and research question**. These conferences will take place in G646 or via Zoom. (Class Participation and Engagement. 20 pts) There are no class meetings or scheduled 'office hours' this week.	**Assessment Due** · RJ 04: Reflecting on Your Research & Writing Goals. Submit to 'Reflection Journal' 1-hour before next class. 10 pts
Week 9A 18 Oct.	**Class Focus** · Genre Conventions for Literature Reviews **Activity** · Meeting Genre & Discipline Expectations (Group Activity) **Materials** · Week 9A Class Slides	**Assessment Due** · DB 05: Outlining the Literature Review. Submit to 'Discussion Board' by end of day. 20 pts.
Week 9B 20 Oct.	**Class Focus** · Audience for the Literature Review (Stakeholders)	

	Activity · Audiences/Stakeholders by Discipline (Group Activity) **Materials** · Week 9B Class Slides	
Week 10A 25 Oct.	**Class Focus** · Understanding Public Genres **Activity** · Analyzing Public Genres (Group Activity, Individual Work) **Materials** · Week 10A Class Slides	
Week 10B 27 Oct.	**Class Focus** · Writing Introductions for Literature Reviews—Using Current Events to Provide Context **Activity** · Identifying the Three Moves of the CARS Model (Group Activity) **Materials** · Week 10B Class Slides · CARS Model	**Assessment Due** · DB 06: Drafting Your Introduction (CARS Model). Submit to 'Discussion Board' by end of day. 10 pts. ——————— · Research Log 3 (+ Reflection). Submit to 'Major Assignments' by Fri., 28 Oct. 100 pts
Week 11A 1 Nov.	**Class Focus** · Synthesis **Activity**	**Assessment Due** · DB 07: Creating a Synthesis Matrix. Submit to 'Discussion Board' by end of day. 20 pts.

	· Creating a Synthesis Matrix (Individual Work) **Materials** · Week 11A Class Slides	
Week 11B 3 Nov.	**Class Focus** · Complexifying Your Thesis Statement **Activity** · Writing a Complex Thesis Statement (Individual Work) **Materials** · Week 11B Class Slides	**Assessment Due** · DB 08: Literature Review First Draft (+ Postscript). Submit to 'Discussion Board' for Peer Review by Sun., 6 Nov. 50 pts
Week 12A 8 Nov.	**Class Focus** · Peer Review for the Literature Review **Activity** · Peer Review for the Literature Review (Group Activity) **Materials** · Week 12A Class Slides · Literature Review Peer Review	**Assessment Due** · DB 08 (Reply): Peer Review for Literature Review. Submit to 'Discussion Board' by end of day. 20 pts.
Week 12B 10 Nov.	**Class Focus** · Revision **Materials** · Week 12B Class Slides	**Assessment Due** · RJ 05: Your Research Question. Submit to 'Reflection Journal' 1-hour before next class. 10 pts
Week 13A 15 Nov.	**Class Focus** · Editing & Proofreading	

	Materials · Week 13A Class Slides	
Week 13B 17 Nov.	**Class Focus** · Genre Conventions of the Advocacy Letter **Materials** · Week 13B Class Slides · Analyzing Genre for Advocacy Letter	**Assessment Due** · Literature Review Final Draft (+ Revision Memo). Submit to 'Major Assignments' by Fri., 18 Nov. 200 pts **Non-Graded Work to Complete** · MK Research Writing Competition papers due Sun., 20 Nov. 2022. Consider submitting your Literature Review to the Open Division of this competition. Email your submission to me: awriggle@gmu.edu
Week 14A 22 Nov.	**Class Focus** · Audience Analysis of the Advocacy Letter Audience **Activity** · Audience Analysis of the Advocacy Letter **Materials** · Week 11A Class Slides	**Assessment Due** · DB 09: Audience Analysis for Advocacy Letter. Submit to 'Discussion Board' by end of day. 10 pts.
Week 14B 24 Nov.	**Class Focus** · Reviewing Genre & Audience for the Advocacy Letter **Materials** · Week 14B Class Slides	**Assessment Due** · DB 10: Advocacy Letter First Draft (+ Postscript). Submit to 'Discussion Board' for Peer Review by Sun., 27 Nov. 50 pts
Week 15A 29 Nov.	**Class Focus** · Peer Review for the Advocacy Letter	**Assessment Due**

	Activity · Peer Review for the Advocacy Letter (Group Activity) **Materials** · Week 15A Class Slides	· DB 10 (Reply): Peer Review for Advocacy Letter. Submit to 'Discussion Board' by end of day. 20 pts.
Week 15B 1 Dec.	**Class Focus** · Course Evaluation · Reflection **Activity** · Reflection (Individual Work) **Materials** · Week 15B Class Slides	**Non-Graded Work to Complete** · Course Evaluation. Submit to '[Blue](#).' Pretty please. --- **Assessment Due** · RJ 06: Solving Writing and Research Problems. Submit to 'Reflection Journal' 1-hour before next class. 10 pts
Week 16A 6 Dec.	Optionally, self-schedule a conference to discuss your Advocacy Letter progress. These conferences will take place in G646 or via Zoom. There is no scheduled class meeting today.	
Week 16B 8 Dec.	—Exam Period— No Exam/Classes	**Assessment Due** · Advocacy Letter Final Draft (+ Revision Memo). Submit to 'Major Assignments' by Fri., 9 Dec. 100 pts