

ENGLISH 100: Composition for Multilingual Writers

Section KO1 and KO2

Spring 2023 | [Asynchronous](#) | Professor Eunice Kim | Email: ekim72@gmu.edu

Office Hours

Office hours are times during the day professors sectioned off to meet with their students. These are allocated hours when I will be “in my office” for students, whether we are scheduled to meet or if you want to stop by.

****NOTE TO STUDENTS:**

There is a bit of a time difference. I will be teaching from the Fairfax campus (EST), and will hold office hours on:

Tuesdays from 9AM to 12PM [KST] online only

Zoom Meeting ID: 255 136 4501

The Zoom Meeting information is provided here and linked on Blackboard as well.

Welcome to ENGH 100: Composition for Multilingual Writers!

This asynchronous online course is a collaborative experience designed to help you improve your ability to read, write, and think. You’ll develop critical reading skills and research techniques to support your writing and effectively engage with public audiences at the university level.

As someone who registered for this course, you surely noticed that “multilingual” is in the course title. It’s important to understand why there’s a specific section of First Year Composition dedicated to multilingual writers. First, Mason is a very diverse campus. That doesn’t only mean that we are racially, ethnically and culturally diverse, but we are also linguistically diverse. In fact, 80 languages and 1,5000 accents have been recorded at Mason, with students and faculty coming from 130 countries. With this degree of diversity, the Composition program believes that it’s important to recognize the diverse competencies, experiences and contributions that our student body brings to our campus and to our conversations.

The course could have been titled “Composition for *non-native students*,” but instead its focus is on *multilingual*. That’s because we, as a program and university, believe that

speaking multiple languages is an asset rather than a deficit, and as writing teachers and language scholars, we know that all languages and language varieties are equally valid.

In fact, scholars in Linguistics have shown that there isn't really one language standard because languages are fluid, flexible and evolving over time. But, the public in the U.S. and globally, hasn't always believed these facts, so the idea of a "correct" or "proper" English (or any other language for that matter) has perpetrated our social, educational, political, and judicial systems. This way of thinking about language is often referred to as "standard language ideology."

Through a focused course theme, "Literacy and Language in the Modern Age," we will explore and better understand how various "literacy sponsors" (which we will learn about in Week 1) have influenced the way we, and others, view languages and information. In other words, we will think about how culture, politics, racism, and technologies shape our understanding of what counts as "good language" and what counts as "good, factual information." "Literacy sponsors" play a huge role in our lived experiences and worldviews.

Practically speaking, our theme will anchor your research practices and enable you to select articles that will inform your different writing activities in this class and in other classes across the curriculum. You will also use our course theme as a springboard to develop your own individual lines of inquiry that you will follow and investigate throughout the semester, beginning with a mini literacy narrative that asks you to reflect on your own literacy sponsors, then moving to a blog article that asks you to explain an issue/problem related to our course theme, and finally concluding with two research-driven projects that engage with experts at Mason and with the public and that propose solutions to the problem you've been studying.

Our course will not only anchor us in conversations about what it means to be multilingual and how language ideologies are disseminated and constructed in the cultural moment we inhabit, but it will also provide you with writing and "linguaging" strategies and tools that will enable you to *notice* how writers construct their texts for specific audiences and purposes and what linguistic moves work in which contexts. In other words, we will *not* be learning grammar and I will *not* be looking for or correcting "errors" in your writing. The focus is on what we will call *language moves* and figuring out how to deploy different moves for different audiences and situations.

So, in a nutshell, the ability to communicate in multiple languages and/or use varieties of English is a valuable asset and everyone has a right to their own language. In this course, you are encouraged to use or draw upon your varied linguistic and cultural resources and to make strategic decisions about when using your own languages and rhetorical practices might be appropriate and when “Standard Written English” (SWE) makes more sense given the audience and context of your written task.

I look forward to sharing the next fifteen weeks with you and to reading your writing and sharing my knowledge and advice. My goal is to help you feel more confident in your writing abilities and ready to take up writing activities that you encounter in your other classes or in your personal or professional lives.

LEARNING GOALS

- 1: Students are able to analyze and respond to a range of rhetorical situations with increased awareness of the purposes, audience, and contexts of writing. They are able to identify appropriate rhetorical strategies and apply them in their own writing.
- 2: Students develop strategies for anticipating and using audience response as they engage in and reflect on a recursive writing process that includes exploration, inquiry, and invention; as well as drafting, organizing, revising, peer-reviewing, and editing.
- 3: Students gain emerging college- level proficiency in critically reading and writing nonfiction genres to develop analysis, reflection, exposition, argumentation, and research skills.
- 4: Students are able to use research strategies for topic exploration and refining research questions; locate, select, evaluate, synthesize, and document sources; and incorporate outside facts, perspectives, and ideas in their writing to complicate and extend their own ideas. They are able to employ appropriate technologies and resources to support their reading, thinking, researching, and writing.

METHOD OF INSTRUCTION

ENGH 100: Composition for Multilingual Writers is a student-centered, intensive writing and thinking class. This is also not a lecture class, which means it requires

students to actively engage in the process of inquiry, writing, and revision by drafting and revising projects to polish their content, organization, and any linguistic features in line with genre conventions.

The registrar's formula is focusing 2-3 hours per week per credit of your time to each of our courses; however, composition courses can take up more time.

MASON CORE STATEMENT AND MASON IMPACT



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 for the world” ([Mason Catalog](#)). It fulfills the Mason Core Lower Level

Written Communication requirement. For more information on the Mason Core, visit the [Provost's Mason Core page](#).

As a Mason Impact course, ENGH 101 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.

Class Policies

FORMATTING

All assignments need an original title and a title page, which includes:

- your paper's title,
- your name,
- course code, (KOR1 or KOR2 or KOR3)
- your professor's name,
- and the date of submission,
 - with the exception of the 'Annotated Bibliography' that may be submitted without a title page.

The 'Narrative Argument Essay', 'Annotated Bibliography' and 'Rhetorical and Metacognitive Reflections' should be formatted and documented according to APA Style:

- Times New Roman,

- size 12 font,
- double-spaced,

The 'Magazine Article' should follow formatting instructions suitable for their selected publication/genre norms.

All major assignments/final drafts 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).

For Blackboard, anything copied from Google Docs will alter the formatting in Blackboard.

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

SUBMISSION

All assessments must be submitted before the assigned deadline. All Discussion Board (DB) posts, Reflection Journal (RJ) posts, and Final Drafts will be submitted through Blackboard (Bb). I will not accept assignments via email, unless instructed. 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 the day after, following the class module (11:59 pm KST). These should be typed into the 'Message' box, unless otherwise instructed.
- RJ assessments are end-of-day the day after, following the class module (11:59 pm KST). 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.

IN-CLASS ENGAGEMENT

This is an asynchronous course, which means we do not physically meet in-person or have a scheduled online meeting. Students are expected to follow along the course calendar week-by-week. Weekly folders will be posted on Fridays that include lessons, activities, and assignments, which are assigned specific deadlines, so keep an eye on the course calendar and the assignment due dates.

TEXTBOOK AND MATERIALS

- A reliable **internet connection** and a **laptop or other device**. Reference some additional notes on technology below. Please be in touch sooner rather than later if you're having technical issues.
- **Other Readings**. We'll use other readings, videos, and resources this semester, which will either be posted or hyperlinked on Blackboard or provided in class.
- **Reliable daily access to your GMU email account and GMU Blackboard account**. University policy requires we use our Mason email addresses to communicate with each other. Keep in mind *I will not respond to non-Mason email addresses*.
- **Access to word processing software**. Please use Microsoft Word (free to Mason students) so we're using and sharing the same formatting. We may also use Google Docs for collaborative work, but you won't need a Google account to use these resources. I also recommend utilizing cloud-based storage systems (Google Drive, Dropbox, etc.) to back up your files for your classes.

TECHNOLOGY AND ENGAGEMENT

Technology plays a significant role in our class environment and the majority of our work in this course will involve word processing and online research. I expect all of you to make good decisions on using your time and technology ethically that doesn't affect yours or your classmates' learning experiences.

Some specific points about technology...

- **Microsoft Office**. You'll need Microsoft Office and I ask that you produce and submit all materials in Microsoft Word. Work that is not submitted as a Word document will not be accepted.
 - Microsoft Office is available and free for all Mason students.

- Technology isn't always reliable. I completely understand that things can happen—laptops can die, internet connections can be dodgy, files can go missing or not auto-save, etc. *Be prepared, back up your work.* It's up to you to take any precautions for prevention. *Contact me if you're having any issues*, the sooner the better in these circumstances. *Don't leave uploading your work until the last minute.*
- Voice and Video Recording Policy. Students are not allowed to record sessions or share session recordings or instructional videos. This is an Honors Code violation and a FERPA privacy violation for all course users.

BLACKBOARD

Majority of our work will circulate through Blackboard or through your GMU email. You should use Blackboard daily to submit assignments, view feedback and grades, and check the course calendar. Be sure to check it regularly!

1. To access Blackboard:
 - 1.1. Go to mymasonportal.gmu.edu
 - 1.2. Enter your username and password
 - 1.3. Click on the "Courses" tab at the top right of the webpage
 - 1.4. Click on "Spring 2023_ENGH 100: Composition for Multilingual Writers" (Sections KOR1, KOR2, and KOR3) in your "Course List"

GMU EMAIL AND EMAIL POLICY

As a university policy, I may only send or reply to GMU email accounts. Students are also responsible for checking their emails regularly to remain up to date concerning this course or about the university.

- Here are some tips sending or replying to emails professionally
 - Treat emailing your professors as if it is a formal letter to a supervisor. Use respectful greetings such as "Dear Professor _____,"
 - If you wish, please share your gender pronouns and the best way to address yourself in class and via email.
 - I use She/Her/Hers for myself and you may address me as "Professor Kim" in email and verbally.
 - Always include your full name and course code in the email. Professors teach many classes and receive bundles of emails a day, so remind them of who you are and what class you are addressing.

- Have reasonable expectations for a response time. You shouldn't expect a quick reply to emails sent late at night or over the weekend, nor should you expect an immediate response. However, I will try my best to respond as quickly as possible.
- Help your professors remember. It is perfectly fine to follow-up with your professors. Give it at least two-full business days and send a second email, clearly stating the type of response you would like. It's possible your message was overlooked, or that your professor didn't realize you expected a reply.
 - Emails like "I don't know what this means" are vague and do not state the problem or the specifics of what you're trying to receive help on.
- Finally, use respectful closings such as "thank you," "regards," etc.
- Emails are different from texts! Be respectful and provide as much information necessary.

MIDTERM GRADES

Around the midpoint of the semester (week 5), you'll receive a midterm grade in Patriot Web. This grade is meant to help you understand how you are doing so that you can make any adjustments necessary. Keep in mind, this is not meant to predict your final grade, as the work in the rest of the semester is more heavily weighted than the assignments at the beginning of the semester.

FINAL EXAM

We do not have a final exam for this class!

ROUNDING

I do not round grades.

EXTRA CREDIT

This semester I am offering an extra credit opportunity. You'll receive 10 additional points for coming to office hours. This extra credit opportunity is for you to take advantage of this time to ask questions, receive clarifications on anything, etc. Extra credit earned will be noted and added at the end of the semester to your lowest major

assignment grade, excluding the Rhetorical and Metacognitive Reflection. If you are unable to make it to office hours, you may schedule an appointment with me and let me know your intentions for the meeting. Students will be offered *one chance to take advantage of this extra credit opportunity, and the meeting must be a constructive and an efficient use of time with a minimum duration of 10 minutes.*

PEER REVIEWS

You'll participate in three 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. Save-Ur Passes cannot be used on drafts for peer review. Peer Review is a type of 'low-stakes work.'

REVISION POLICY

My goal is to encourage you to become successful writers, and revision plays a very important role in your success. Constructive feedback is important and beneficial in your writing development. You'll engage in peer and instructor feedback as you work on major assignments. Students have the option to revise the 'Narrative Argument', 'Annotated Bibliography' and/or 'Magazine Article' that receive a grade below an "A."

In order to revise, students are required to schedule a revision conference with me within a week of receiving your grade and feedback on the assignment. To setup a revision conference:

1: Send me an email

- with the subject line 'REVISION CONFERENCE'
 - In the body of this email, include:
 - your name;
 - course code (and section number);
 - G-number;
 - the name of the assignment you want to revise;
 - A few dates and times that work with your schedule.
- [\(Click here to see a sample email.\)](#)

During our revision conference, we may ask questions, receive clarification, and collaboratively set a new submission date for the assignment we wish to revise, and

discuss a revision plan. If you are interested in revising a major assignment, please email me to set up a conference time.

SAVE-UR PASS ["Savior pass"]

It is your responsibility, as the student, to keep track of your assignments, including the submission times and dates. Students will be able to redeem *three* one-day 'save-ur' passes over the course of the semester.

What is a Save-Ur Pass?

A crisis pass gives a student an additional 24 hours to submit an assignment without penalty or explanation.

How do I use a Save-Ur Pass?

Students may use a 'save-ur pass' to avert a "mishap" or a needed break. Things happen. It happens to the best of us. So, no questions asked, students can use a 'save your pass' for an assignment (those that allow the use of a 'save-ur pass').

To use a 'save-ur pass':

1: Send me an email

- with the subject line 'Save-Ur 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;
 - the name of the assignment you are submitting late;
 - The number of 'save-ur passes' you are using.
- ([Click here to see a sample email.](#))

I do ask you to send an email letting me know you're using or would like to use a crisis pass at least 24-hours before or after using a 'save-ur pass'. This is to ensure that there are no mix-ups and for grading purposes.

When can I use a Save-Ur Pass?

You may use a 'save-ur pass' for the majority of your assignments, but there are a few that do not permit the use of a crisis pass as well.

When can I not use a Save-Ur Pass?

A 'save your pass' cannot be used...

- on peer review drafts or comments (replies)
- when the deadline of an assignment has passed (day after a due date)

Also...

- *Use them or lose them. Collecting or holding onto your 'save-your passes' do not earn you additional points.*

LATE WORK

The late work policy varies by assignment type:

Low-Stakes Work. Typically not accepted late. 'Save-Ur 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. Save-Ur Passes cannot be used on drafts for peer review.

Final Drafts. Late assignments will lose 5% from the receiving score for every calendar day late. Save-Ur Passes may be used for major assignments' final drafts to avoid a grade penalty, except for the last final major assignment (Rhetorical and Metacognitive Reflections).

REQUIREMENTS AND EVALUATION

All assignments must be uploaded to Blackboard by their deadline, unless instructed otherwise. Homework (discussion boards and replies, reflective journals, etc.) due dates are instructed on the course calendar but be aware of any updates stated during class or in our class announcements. As for discussion board replies or peer review responses, these are due two days after the initial post's due date. (So, if a discussion

board post or peer review response was due on Wednesday, the reply would be due on the following Friday.)

**Completion Policy:* Students must earn a C (73% or 730 points) or higher to fulfill the ENGH 101/100 Mason Core requirement; AND students *must complete all major projects to earn a C (or higher).*

Letter grades for this course are calculated as follows...

Letter Grade	Percent (%)	Points (pts.)
A+	100 - 97.5%	1,000 - 975 pts.
A	97.4 - 93%	974 - 930 pts.
A-	92.9 - 90%	929 - 900 pts.
B+	89.9 - 87.5%	899 - 875 pts.
B	87.4 - 83%	874 - 830 pts.
B-	82.9 - 80%	829 - 800 pts.
C+	79.9% - 77.5%	799 - 775 pts.
C	77.4 - 73%	774 - 730 pts.
C-	72.9 - 70%	729 - 700 pts.
D	69.9 - 60%	699 - 600 pts.
F	Below 60%	Below 600 pts.

Here is the breakdown of how course assignments will be graded on a 1,000 pts. scale...

Major Assignment Assessment	% of Course Grade	Due
Project 1: The Narrative Argument (+ Postscript)	15% 150 pts.	
1st Draft of Narrative Argument (DB 4)	50 pts.	Mar. 17

FINAL Draft of Narrative Argument	100 pts.	Apr. 1
Project 2: Composing Arguments (+ Research Evaluation)	45% total 450 pts.	
Bibliography Annotated Sources (DB 8)	25 pts.	Apr. 12
Bibliography Synthesis (DB 9)	25 pts.	Apr. 21
FINAL Draft of Annotated Bibliography	200 pts.	May 13
1st Draft of Magazine Article (DB 12)	50 pts.	May 17
FINAL Draft of Magazine Article + Research Evaluation	150 pts.	May 27
Project 3: The Rhetorical and Metacognitive Reflection	10% 100 pts.	
1st Draft of Rhetorical and Metacognitive Reflections	25 pts.	May 31
FINAL Draft of Rhetorical and Metacognitive Reflections	75 pts.	June 8
Non-Major Assignment Assessment	% of Course Grade	Due
Low- Stakes Work - Discussion Board Posts and Responses - Reflection Writing - Peer Review	20% 200 pts.	Ongoing
Class Engagement and Contribution	10% 100 pts.	Ongoing
Total:	100% 1,000 pts.	

ONGOING WORK (20% of your course grade)

Homework assignments will include various reading and writing exercises designed to help you practice skills to help you achieve course goals and complete major assignments. All reflective journals, free writes, and other homework assignments will be scored with this point scale. Low Stakes/Ongoing Work/ Homework assignments are 20% or 200 points. of your course grade, while 10% or 100 points accounts for your in-class engagement.

All reflective journals, discussion boards, and other homework assignments will be scored with this point scale. Low Stakes assignments are 30% or 300 pts. of your course grade.

Low- Stakes Assignments	Points	Total Calculated Points
Discussion Board Posts (14)	10 pts. each	140 pts.
Reflection Journal Entries (11)	10 pts. each	110 pts.
Peer Review (3)	20 pts. each	40 pts.
Syllabus and Blackboard Quiz	10 pts.	10 pts
	Total	300 pts.

Reflective Writing: There is reflective work built throughout the course, and you'll do a range of reflection types to keep track of your research, progress, and ideas; consider how the rhetorical situation is shaping your research and writing; and to explore your successes, failures, risk-taking, goals—and what you're learning from it all.

Homework/Low-Stakes Work: Homework assignments will include various reading and writing exercises, many of which will help you build towards the major assignments. The goal is to review and re-assess the reading—because class will be ineffectual if you haven't. All reflection journals, free writes, and assignments will be scored using a point system.

Quizzes: We will have a Syllabus Quiz the first week of the semester to become more familiar with the course's expectations.

Peer Reviews: We will have peer review workshops during the course. During these peer reviews you will need to produce a draft of each assigned assignment, provide productive commentary/ feedback to your fellow peers (in a timely manner), actively engage with instructor and peer commentary to improve your work, and engage and participate in in-class workshops (being prepared). There will be more on this in Blackboard. [More specific policies about 'Peer Review' under the section called 'Course Policies'.]

Postscripts: I'll also ask you to submit reflective writing with each formal assignment. I'll give you specific instructions for each assignment, but I generally want to know about

your *process*—how you wrote and revised your work; what skills you developed or practiced along the way; how you envision using these skills again in the future; and how the rhetorical situation shaped your writing. Some of these will have grade weight on the assignment, and I won't grade a project until the postscript has been submitted.

MAJOR ASSIGNMENTS

Here are short descriptions of some of the major assignments you'll complete this semester. These are not the complete assignment prompts, which will be given to you at a later date. The purpose of these assignments is to help you practice the skills you'll need to achieve our course learning goals.

PROJECT 1: THE NARRATIVE ARGUMENT + POSTSCRIPT (15%):

You will use your personal experience, as well as perspectives different from your own, to support a narrative argument that is relevant—or that you make relevant—to your fellow Mason students. This assignment will ask you to support your argument with evidence, write to a specific audience, and respond to their specific counterarguments and concerns. It is designed to help develop your ability to produce rhetorically aware persuasive/argumentative writing and your understanding of argument and rhetoric while honing your existing writing skills. ~1,000 words

PROJECT 2: THE RESEARCHED ARGUMENT FOR CHANGE (45%, two parts):

You will pick a problem or issue that you can address while writing for a national publication. This should be something that matters to you. It should also be *specific* and *narrow*: perhaps some aspect of the problem that's been overlooked or a solution that others should consider. You will develop a research question, conduct research, and write an annotated bibliography to help you explore the complexities of the issue and develop a change-based answer to your research question. You will then develop your argument in an article for a specific publication and their specific readers.

PART 1: Annotated Bibliography and Researched Evaluation (20%):

Your bibliography will include six high quality sources that are appropriate for and relevant to your research question. These sources should paint a complicated picture of your topic in terms of varying perspectives, emphases, and conclusions. Each

annotation will identify, evaluate, and summarize the source and its potential use. The rest of your bibliography will synthesize your sources, explain how this work has complicated or clarified your initial understanding of the issue (with discussion of your research gaps), and discuss how genre/ audience shaped your final research and source-selection process.

Individual Conferences: I have set up an entire week to meet with you individually to discuss your Annotated Bibliographies. You will prepare for your Annotated Bibliography by meeting with me to discuss your draft, receive feedback, go over any questions, AND your list of potential publications. Students are expected to sign-up for their appropriate conference meeting times, prepared and with thoughtful questions/comments/ list of potential publications ready. (We will go over this in depth later on.)

PART 2: Researched Argument for Change and Postscript (25%):

You will use your annotated bibliography work (and possibly continued research), to support an argument that stems from the answer to your research question. You will write your argument as an article for a specific magazine, and you'll support your argument with research from at least five sources that the magazine's specific readers would find credible and compelling. This assignment will incorporate the argument writing skills we practiced in the previous project and help you continue to hone your research and synthesis skills, your ability to select and evaluate sources based on the rhetorical situation, and your genre- and audience-aware writing. ~1,500 words

PROJECT 3: RHETORICAL AND METACOGNITIVE REFLECTION (10%, two sections):

You will discuss a potential rhetorical repurposing of your researched argument, which will include detailed identification and analysis of a new audience and genre for this work. You will also reflect on what you learned this semester by discussing how your personal learning goals, which you outlined at the start of the semester and revisited in the middle of the semester, have since evolved. This assignment is designed to demonstrate your rhetorical awareness and flexibility and reinforce your understanding of your learning and skills development.

MAJOR ASSIGNMENT GRADING STANDARDS

"A" level grade (90-100%) engages the reader in a provocative conversation. Even more than in a "B" essay, the writer anticipates and responds to possible reader

questions to the specified rhetorical situation, uses a wide range of supporting evidence, has a strong central focus, with supporting evidence and analysis, structures arguments and analyses to create a fluid reading experience, provides unexpected insights, and/or uses language with care and facility.

"B" level grade (80-89%) highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, where the writer responds to the specified rhetorical situation with a central focus, that is supported, and well-organized for the genre. The writer goes further in some way(s): he or she demonstrates some insight into the "gray areas" of the topic and provides original or very thorough support that is tightly woven into the text. The text has relatively few sentence-level errors.

"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; it is appropriately organized for the genre; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

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

COMPOSITION PROGRAM'S STATEMENT ON PLAGIARISM

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." More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <http://oai.gmu.edu>

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 Honor Committee.

Using AI

We have multiple writing assignments in this class. Because the act of composing a response in your own words actually increases your learning, it is important that you complete the task yourself, rather than rely on an AI tool. This will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; they are not yet prepared to produce text that meets the standards of this course. If you do choose to experiment with AI text generation, you are expected to indicate your usage of it and give credit for text that has been generated by AI.

University Information, Resources, and Accommodations

Important Dates: The university's policy and dates for each semester are available online on the [Mason Korea's website](#):

Important Dates	
First Day of Classes	Mon. Feb 20
Last Day to Add Classes	Mon. Feb 27
Independence Movement Day (no classes)	Wed. Mar 1
Last Day to Drop Classes (w/ 100% tuition refund)	Mon. Mar 6
Last Day to Drop Classes (w/ 50% tuition refund)	Mon. Mar 13
Unrestricted Withdrawal Period (100% tuition liability)	Tues. Mar 14 - Fri. Mar 31
Mid-Term Progress Reporting Period	Mon. Mar 20 - Fri. Apr 14
Selective Withdrawal Period (100% tuition liability)	Sat. Apr 1 - Fri. Apr 28

Incomplete Work due to Instructor	Fri. Apr 21
Incomplete Grade Changes due to Registrar	Fri. Apr 28
Labor Day (no classes)	Mon. May 1
Spring Recess (no classes)	Tues. May 2 - Thurs. May 4
Children's Day (no classes)	Fri. May 5
Buddha's Birthday (no classes)	Sat. May 27
Make Up Day {Follow Wednesday Schedule. Monday classes do not meet.}	Mon. June 5
Last Day of Classes	Mon. June 5
Memorial Day (no classes)	Tues. June 6
Reading Day(s)	Wed. June 7
Examination Period	Thurs. June 8 - Thurs. June 15

Student Resources

[ACADEMIC RESOURCE CENTER \(ARC\)](#)

"The Mason Korea Academic Resource Center (ARC) is in the business of looking at your papers! In particular, students are advised to meet with a writing tutor at the ARC to help with your major assignment writing. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities." [Click](#) to schedule an appointment.

[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 AND 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.

Support Offices and Other Policies

GMU NONDISCRIMINATION & DIVERSITY POLICIES

Below are some excerpts from GMU's policies on nondiscrimination and diversity in the classroom. Our classroom will be an inclusive space for all students to learn and

collaborate with one another. Behavior that is incompatible with the below policies will not be tolerated.

"George Mason University is committed to providing equal opportunity and an educational, 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. The University is dedicated to ensuring access, fairness, and equity for minorities, women, individuals with disabilities, and veterans (as covered by law) in its educational programs, related activities and employment." (["Non-Discrimination Policy"](#))

"George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff...An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard, and respected." (["Mason Diversity Statement"](#))

[Diversity, Equity, and Inclusion](#), handles Title IX concerns.

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's Title IX Coordinator per [University Policy 1412](#).

If you wish to speak with someone confidentially, you may also seek assistance from Mason's Title IX Coordinator, Kent Zimmerman, J.D., Deputy Title IX Coordinator by calling +82-32-626-5110, emailing mktix@gmu.edu, or visiting the on-site location G674 Mason Korea Building.

The [Federal Educational Rights and Privacy Act of 1974 \(FERPA\)](#). According to the federal law FERPA, when a student turns 18 years old OR attends a postsecondary institution, FERPA rights belong to the student and not to their parent. These rights include access to educational records and when/how educational records can be disclosed. Only individuals with "legitimate educational interest" at a specific time can access student records, even if they are employees of Mason who technically could access those records at any time. Faculty should only contact students through approved Mason platforms, including GMU email, and they should not provide information about whether a student is attending Mason, grades, etc. to any other parties. All faculty must complete FERPA training every two years.

The [Office of International Programs and Services \(OIPS\)](#). International students work closely with OIPS as they navigate visa issues, transferring international classes, finding employment, and so on. If you have international students who need assistance or if

you have questions about working with international students, information about OIPS, including a faculty guide.

ENGH 100: KO1 and KO2 Course Calendar

**You will have readings and course work on Mondays and Wednesdays AND assignment due dates will be Tuesdays and Thursdays (major assignments due on Fridays).

Date	Required Reading(s) (to complete before class)	Focusing on...	Graded and non-Graded Work (due as instructed below)
Week 1			
Monday, Feb. 20	<ul style="list-style-type: none"> Read our Course Syllabus. Once you've read it, read it again and take notes. Focus on the "Class Policies" section. 	<ul style="list-style-type: none"> Course Orientation Setting up Your Blackboard Profile Rhetorical Situation and Flexibility Metacognition and Reflective <p><i>Materials:</i></p> <ul style="list-style-type: none"> Week 1, Monday Class Module in Blackboard 	<ul style="list-style-type: none"> Set yourself up for success. Ensure you have all the required materials: <ul style="list-style-type: none"> A dependable laptop or device, Mason ID, Google Account, Microsoft Word Read Course Syllabus in detail <p><i>What's Due:</i></p> <ul style="list-style-type: none"> Discussion Board (DB) 01: Introduce yourself and consider important course concepts. Submit to 'Discussion Board' by 11:59 P.M. Tues., 21 Feb. [5 pts.] Reflection Journal (RJ) 01: On Your Reading Strategies. Submit to 'Reflection Journal' by 11:59 P.M. Tues., 21 Feb. [10 pts.]
Wednesday, Feb. 22	<ul style="list-style-type: none"> Read about reading strategies <ul style="list-style-type: none"> Thinking- Intensive Reading Metacognitive Study Strategies How to Read Like a Writer Use active and rhetorical readings strategies and take notes on effective writing choices the writers made (see the readings above) as you read this sample narrative argument essay <ul style="list-style-type: none"> "Put. The Camera. Down" 	<ul style="list-style-type: none"> Reading Strategies Critical Thinking <p><i>Materials:</i></p> <ul style="list-style-type: none"> Week 1, Wednesday Class Module in Blackboard 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> DB 01 (Reply). Submit to 'Discussion Board' by 11:59: P.M. Thurs., 23 Feb. [5 pts.] <ul style="list-style-type: none"> Reply to at least 2 of your classmates DB 01 posts. RJ 02: On Your (Start of Semester) Writing and Research Goals. Submit to 'Reflection Journal' by 11:59 P.M. Fri., 24 Feb. [10 pts.] Syllabus Quiz. Submit to 'Syllabus Quiz' by 11:59 P.M. Fri., 24 Feb. [10 pts.]

Week 2			
Monday, Feb. 27 Last Day to Add Classes	<ul style="list-style-type: none">Read about brainstorming to help selecting a topic to write (and later in the course, research) about<ul style="list-style-type: none">BrainstormingPreview the assignment sheet for the Project 1 major assignment<ul style="list-style-type: none">Narrative Argument Assignment SheetRead this sample narrative argument essay (2)<ul style="list-style-type: none">"I Learned to Embrace My Chinese American Identity ..."Read this sample narrative argument essay (3)<ul style="list-style-type: none">"The Moment Every Adult Stutterer Dreads"	<ul style="list-style-type: none">Introducing Project 1: Narrative ArgumentNarrative Argument CharacteristicsBrainstorming Potential Narrative Argument Topics <p><i>Materials:</i></p> <ul style="list-style-type: none">Week 2 Class Module in BlackboardNarrative Argument Assignment Sheet	<p><i>What's Due:</i></p> <ul style="list-style-type: none">DB 02: Brainstorm and Consider Your Narrative Argument Topic. Submit to 'Discussion Board' by 11:59 P.M. Tues., 28 Feb. [5 pts.]DB 02 (Reply). Submit to 'Discussion Board' by 11:59: P.M. Thurs., 2 Mar. [5 pts.]<ul style="list-style-type: none">Reply to at least 2 of your classmates DB 02 posts.RJ 03: On the Narrative Argument Examples. Submit to 'Reflection Journal' by 11:59 P.M. Thurs., 2 Mar. [10 pts.]
Wednesday, Mar. 1	3·1절 <i>Independence Movement Day (no classes)</i>		
Week 3			
Monday, Mar. 6 Last Day to Drop Classes (with 100%)	<ul style="list-style-type: none">Read about the importance of the audience-argument connection<ul style="list-style-type: none">Audience-Argument ConnectionRead about framing an issue<ul style="list-style-type: none">FramingRead or watch about one of the following about persuasive appeal<ul style="list-style-type: none">Pathos, Logos, and Ethos	<ul style="list-style-type: none">Audience AwarenessPersuasive AppealInformal Research Methods <p><i>Materials:</i></p> <ul style="list-style-type: none">Week 3, Monday Class Module in Blackboard"Systematic Breakdown of The Atlantic Magazine""Teen Vogue Audience and Representation"	<p><i>What's Due:</i></p> <ul style="list-style-type: none">DB 03: Draft Your Narrative Argument Thesis Statement/Plan Your Narrative Argument Essay. Submit to 'Discussion Board' by 11:59 P.M. Tues., 7 Mar. [5 pts.]

tuition refund)	<ul style="list-style-type: none"> ◦ Ethos, Pathos, and Logos (Video Tutorial) 	<ul style="list-style-type: none"> • Fourth Estate • The Voice 	
Wednesday, Mar. 8	<ul style="list-style-type: none"> • Read this sample narrative argument essay (4) <ul style="list-style-type: none"> ◦ “Walk a Mile” • Read about counter arguments <ul style="list-style-type: none"> ◦ All About Counter-Arguments • Texts about narrative argument structure <ul style="list-style-type: none"> ◦ Narrative Argument Structure 	<ul style="list-style-type: none"> • Narrative Argument Genre Traits • Planning Your Narrative Argument <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 3, Wednesday Class Module in Blackboard • Genre Noticing Narrative Argument Traits 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 03 (Reply). Submit to 'Discussion Board' by 11:59: P.M. Thurs., 9 Mar. [5 pts.] <ul style="list-style-type: none"> ◦ Reply to at least 2 of your classmates DB 03 posts. • RJ 04: On Your Learning and Unit 1 Prewriting. Submit to 'Reflection Journal' by 11:59 P.M. Thurs., 10 Mar. [10 pts.]
Week 4			
Monday, Mar. 13 Last Day to Add Classes (with 50% tuition refund)	<ul style="list-style-type: none"> • Read about metacognitive study strategies <ul style="list-style-type: none"> ◦ Metacognitive Study Strategies • Read about counter arguments <ul style="list-style-type: none"> ◦ All About Counter-Arguments • Texts about narrative argument structure <ul style="list-style-type: none"> ◦ Narrative Argument Structure 	<ul style="list-style-type: none"> • Counter Argument • Organizing Your Narrative Argument <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 4, Monday Class Module in Blackboard • Sample Peer Review Questions • Feedforward Handout 	<p><i>What's Due:</i></p>
Wednesday, Mar. 15	<ul style="list-style-type: none"> • Read about providing feedback (ahead of completing RJ 04 and DB 03) <ul style="list-style-type: none"> ◦ Providing Feedback to Writers 	<ul style="list-style-type: none"> • Preparing for the Peer Review Process • Composing the Postscript <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 4, Wednesday Class Module in Blackboard • Sample Peer Review Questions • Feedforward Handout 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 04: Narrative Argument First Draft (+ Postscript). Submit to 'Discussion Board' by 11:59 P.M. Thurs., 16 Mar. [50 pts.]

Week 5			
Monday, Mar. 20	<ul style="list-style-type: none"> As per the Course Syllabus: <ul style="list-style-type: none"> 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. 'Save-Ur Passes' CANNOT be used on drafts for peer review. [20 pts.] 	<ul style="list-style-type: none"> Peer Review for Narrative Argument <p><i>Materials:</i></p> <ul style="list-style-type: none"> Week 5, Monday Class Module in Blackboard 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> DB 04 (Reply): Peer Review for First Draft of Narrative Argument. Submit to 'Discussion Board' by 11:59 P.M. Tues., 21 Mar. [20 pts.]
Wednesday, Mar. 22	<ul style="list-style-type: none"> Read about editing your own paper <ul style="list-style-type: none"> 23 Ways to Improve Your Draft Reverse Outlines Reorganizing Drafts Writing Concisely Flow and Cohesion 5 Ways to Create Flow 	<ul style="list-style-type: none"> Using Feedback to Guide Your Revision Editing Strategies <p><i>Materials:</i></p> <ul style="list-style-type: none"> Week 5, Wednesday Class Module in Blackboard Editing Strategies 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> RJ 05: On Your Learning and Unit 1 Writing/ Revision Process. Submit to 'Reflection Journal' by 11:59 P.M. Thurs., 23 Mar. [10 pts.]
Week 6			
Monday, Mar. 27	<ul style="list-style-type: none"> Read about the research process <ul style="list-style-type: none"> The Research Paper Process The Research Process Read about selecting a topic <ul style="list-style-type: none"> Brainstorming 	<ul style="list-style-type: none"> Introducing Project 2: Research & Evaluation Preliminary Topic Development Brainstorming Potential Researched Argument Topics 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> DB 05: Brainstorm Potential Researched Argument Topics. Submit to 'Discussion Board' by 11:59 P.M. Tues., 28 Mar. [5 pts.]

	<ul style="list-style-type: none"> ○ Picking Your Topic Is Research ○ Selecting a Topic ● Preview the two major assignment sheets for Project 2 <ul style="list-style-type: none"> ○ Magazine Article Assignment Sheet ○ Bibliography Assignment Sheet ● Take a look at these sample popular source researched argument essays <ul style="list-style-type: none"> ○ "The Best Technology for Fighting Climate Change" ○ "On Climate, Biden Must Do More Than Undo Trump's Damage". Note that you will be writing a researched argument for a magazine publication, like these articles. 	<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Week 6, Monday Class Module in Blackboard ● Magazine Article Assignment Sheet ● Bibliography Assignment Sheet ● Deciding on a Research Topic ● Concept Map Tools <ul style="list-style-type: none"> ○ Popplet (https://popplet.com/) ○ Bubbl (https://bubbl.us/) ○ Coggle (https://coggle.it/) ○ PDF (Topic Concept Map) 	<ul style="list-style-type: none"> ● RJ 06: On the Research Process and Assignment. Submit to 'Reflection Journal' by 11:59 P.M. Tues., 28 Mar.[10 pts.]
Wednesday, Mar. 29	<ul style="list-style-type: none"> ● Read about the importance of and how to narrow a topic <ul style="list-style-type: none"> ○ Narrowing a Topic ○ Focusing on an Issue ● Read about search strategies <ul style="list-style-type: none"> ○ Getting Started with Research & Search Strategies (Video, Part 1) ○ Search Strategies (Video, Part 2) ○ Refining Search Results ● Read about evaluating popular sources 	<ul style="list-style-type: none"> ● Narrowing Your Topic and Exploratory Research ● Search Strategies <p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Week 6, Wednesday Class Module in Blackboard ● Wikipedia ● Google ● Google News 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> ● DB 05 (Reply). Submit to 'Discussion Board' by 11:59 P.M. Thurs., 30 Mar. [5 pts.] ● RJ 07: On Narrowing Your Research Focus. Submit to 'Reflection Journal' by 11:59 P.M. Thurs., 30 Mar. [10 pts.] ● Final Draft: Narrative Argument (+ Revision Memo). Submit to "Final Drafts" by 11:59 P.M. Fri., 31 Mar. [100 pts.]

	<ul style="list-style-type: none"> ◦ SIFT Tutorial • Self-schedule an individual conference with me in Week 8. Click here to access the sign-up sheet. 		
Week 7			
Monday, Apr. 3	<ul style="list-style-type: none"> • Read about writing a research question <ul style="list-style-type: none"> ◦ Good Research Questions ◦ Sample Research Questions ◦ How to Write a Research Question 	<ul style="list-style-type: none"> • Writing a Research Question <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 7, Monday Class Module in Blackboard • Writing Research Questions 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 06: Draft Three Potential Research Questions. Submit to 'Discussion Board' by 11:59 P.M. Tues., 4 Apr. [5 pts.]
Wednesday, Apr. 5	<ul style="list-style-type: none"> • Read about different source types <ul style="list-style-type: none"> ◦ What Is a Journal Article? ◦ Anatomy of a Scholarly Article ◦ How to Read a Scholarly Article ◦ Reading Scholarly Articles ◦ Reading Rhetorically ◦ What Is a Scholarly (or peer-reviewed) Article? • Read about evaluating sources <ul style="list-style-type: none"> ◦ How to Evaluate Sources (Video) ◦ CRAP Test ◦ SIFT Tutorial (review) • Watch about paraphrasing and summarizing <ul style="list-style-type: none"> ◦ How to Paraphrase (Video) ◦ Summarizing and Paraphrasing (Video) (We will 	<ul style="list-style-type: none"> • Source Types and Selection • Finding Sources • Evaluating Sources <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 7, Wednesday Class Module in Blackboard • Finding Scholarly Sources Slides • How to Use Mason Library • How to Use ProQuest • Source Types • Annotated Source (Sample) • Evaluating Sources Worksheet • APA Style Quick-Guide 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 06 (Reply). Submit to 'Discussion Board' by 11:59 P.M. Thurs., 6 Apr. [5 pts.] • DB 07: Your Research Question and Project Proposal. Submit to 'Discussion Board' by 11:59 P.M. Thurs., 6 Apr. [10 pts.]

	come back to this again in Week 9. But watch these videos now to help you complete DB 06.)		
Week 8			
Monday, Apr. 10		<ul style="list-style-type: none"> Evaluation, Summary, and Usage <i>Materials:</i> <ul style="list-style-type: none"> Week 8 Class Module in Blackboard Annotated Sources Slides Source Evaluation Worksheet APA Style Quick-Guide CRAP Test video (5:46) 	<i>What's Due:</i> <ul style="list-style-type: none"> DB 08: Evaluating and Summarizing Annotated Bibliography. Submit to 'Discussion Board' by 11:59 P.M. Tues., 11 Apr. [25 pts.]
Wednesday, Apr. 12		<ul style="list-style-type: none"> Using a Synthesis Matrix to Organize Source Information <i>Materials:</i> <ul style="list-style-type: none"> Synthesis Matrix (Sample) Synthesis Matrix (Blank) 	
Week 9			
Monday, Apr. 17	<ul style="list-style-type: none"> Read about avoiding plagiarism <ul style="list-style-type: none"> Watch the three videos in this module about avoiding plagiarism. Read about synthesizing sources <ul style="list-style-type: none"> Textbook, "Maryanne Wolf ...," "Maria Gilje Torheim ...", "Naomi Baron ..." (pp. 246–256) 	<ul style="list-style-type: none"> Thesis Statement (Magazine Article) Synthesis (Bibliography) <i>Materials:</i> <ul style="list-style-type: none"> Week 10 Class Module in Blackboard Thesis Statements Synthesis Exercise Synthesis Practice 	<i>What's Due:</i> <ul style="list-style-type: none"> RJ 08: On Your Learning and Unit 2 Research Process. Submit to 'Reflection Journal' by 11:59 P.M. Tues., 12 Apr. [10 pts.]

	<ul style="list-style-type: none"> ○ Textbook, “From Synthesis to Research Argument” all the sections until the end of “Formulate the Gist of What You've Read” (pp. 214–245) ○ What is a “scholarly Conversation”? ○ Synthesis (Video) ○ Synthesis (Tutorial) ○ Signal Phrase Guide ○ Research Synthesis (Video) ● Read about citing sources <ul style="list-style-type: none"> ○ Citing Sources APA Style (Video) ○ APA In-Text Citations (Video & Text) ○ Introduction to APA Style (with notes) 	<ul style="list-style-type: none"> ● Reporting Verbs ● Signal Phrases <p><i>Review:</i></p> <ul style="list-style-type: none"> ● General Feedback to “Annotated Sources” (DB08) 	
Wednesday, Apr. 19	<ul style="list-style-type: none"> ● Read about making logical arguments <ul style="list-style-type: none"> ○ Logical Fallacies (Video) ○ Logical Arguments (Video) ● Read about anticipating objections and counter-arguments <ul style="list-style-type: none"> ○ All About Counterarguments ● Read about writing introductions <ul style="list-style-type: none"> ○ CARS Model ● Read about writing conclusions <ul style="list-style-type: none"> ○ “17 Way to Write a Conclusion for Magazine Article” 	<ul style="list-style-type: none"> ● Outlining Your Researched Argument (Magazine Article) ● Paragraphing using the MEAL Plan (Magazine Article) ● Drafting Introductions and Conclusions (Magazine Article) <p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Week 10, Wednesday Class Module in Blackboard ● Magazine Article Outline Instructions ● Magazine Article Outline ● Sample Magazine Article Outline 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> ● DB 09: Synthesis Annotated Bibliography. Submit to ‘Discussion Board’ by 11:59 P.M. Thurs., 20 Apr. [25 pts.] <ul style="list-style-type: none"> ○ <i>(Refer to the Week 8, Wednesday class module for information on how to complete this assessment.)</i> ● Complete “Planning Your Researched Argument” slide and revise/resubmit DB07 following your conference and before Week 10A class.

		<ul style="list-style-type: none"> • MEAL Plan Slides • Writing Introductions • CARS Model • "The Best Technology for Fighting Climate Change" • "On Climate, Biden Must Do More Than Undo Trump's Damage" 	
Week 10			
Monday, Apr. 24	<ul style="list-style-type: none"> • Read about a signal phrases <ul style="list-style-type: none"> ◦ Forwarding and In-Text Citations (APA Style) ◦ APA In-Text Citations (Video & Text) • Read and watch about paraphrasing and summarizing <ul style="list-style-type: none"> ◦ Analysis: Definition and Examples (Video) ◦ Paraphrase Citation Examples (APA Style) • and consider re-watching <ul style="list-style-type: none"> ◦ How to Paraphrase (Video) ◦ Summarizing and Paraphrasing (Video) 	<p>—Conferences—</p> <ul style="list-style-type: none"> • Conference Sign Up Sheet • Meet me during your self-scheduled conference time to discuss the progress you've made with your research project, in particular your previously submitted DB 07. • There are no class meetings or scheduled "office hours" this week. • (Class Participation and Engagement. 20 pts) <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 10 Class Module in Blackboard • Paraphrasing Slides • Paraphrase Citation Examples (APA Style) • Paraphrasing Exercise 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 10: Outline Your Magazine Article. Submit to 'Discussion Board' by 11:59 P.M. Tues., 25 Apr. [5 pts.]
Wednesday, Apr. 26	<ul style="list-style-type: none"> • Read about writing claims in thesis statements <ul style="list-style-type: none"> ◦ Argument Tutorial #1: Claim (Video) 	<p>—Conferences—</p> <ul style="list-style-type: none"> • Conferences continued. 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 10 (Reply). Submit to 'Discussion Board' by 11:59 P.M. Thurs., 27 Apr. [5 pts.]

	<ul style="list-style-type: none">◦ Argument Tutorial #2: Effective Claims (Video)◦ Thesis Statement Handout◦ Thesis Statement Generator● Read about developing paragraphs<ul style="list-style-type: none">◦ Body Paragraphs◦ Analysis (Video)◦ Organizing Evidence with the MEAL Plan◦ Argument Tutorial #3: Warrants (Video)		<ul style="list-style-type: none">● RJ 09: On Your Learning (Mid-Semester) Writing and Research Goals. Submit to 'Reflection Journal' by 11:59 P.M. Thurs., 27 Apr. [10 pts.]
Week 11			
Monday, May 1	Labor Day (no classes)		
Tues, May 2 - Thurs, May 4	Spring Break (no classes)		
Friday, May 5	어린이날 Children's Day (no classes)		
Week 12			
Monday, May 8	<ul style="list-style-type: none">● Read about formulating your research synthesis 'gist'<ul style="list-style-type: none">◦ "Formulat the Gist of What You've Read" (Bibliography)◦ Integrating Sources into Writing (Video) (8:00) (Bibliography)◦ Introduction to Citations (APA Style)	<ul style="list-style-type: none">● Selecting a Magazine Publication (Magazine Article)● Drafting Your Researched Argument for Change (Magazine Article)● Integrating Evidence in Alignment with Genre Expectations (Magazine Article) <p>Materials:</p>	<p><i>What's Due:</i></p> <ul style="list-style-type: none">● DB 11: Analyze Your Audience and Draft a Thesis Statement. Submit to 'Discussion Board' 11:59 P.M. Tues., 9 May. [5 pts.]

	<ul style="list-style-type: none"> This folder has other useful files about integrating sources using APA Style <ul style="list-style-type: none"> APA Documentation (Bibliography) 	<ul style="list-style-type: none"> Week 12, Monday Class Module in Blackboard List of Magazines Drafting Your Researched Argument for Change (Magazine Article) 	
Wednesday, May 10	<ul style="list-style-type: none"> Read about audience analysis <ul style="list-style-type: none"> Audience Analysis 	<ul style="list-style-type: none"> Audience Analysis Writing Conclusions Independent Writing. Draft your Magazine Article asynchronously, from somewhere comfortable. <ul style="list-style-type: none"> Peer Review Design Write 3-5 peer review question sets. Here are some sample peer review question sets. <p><i>Materials:</i></p> <ul style="list-style-type: none"> Week 12, Wednesday Monday Class Module in Blackboard Writing Conclusions Slides Genre Noticing: Researched Argument (Magazine Article) "The Best Technology for Fighting Climate Change" "On Climate, Biden Must Do More Than Undo Trump's Damage" 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> DB 11 (Reply). Submit to 'Discussion Board' by 11:59 P.M. Thurs., 11 May [5 pts.] Final Draft: Annotated Bibliography (+ Research Evaluation). Submit to 'Final Drafts' by 11:59 P.M. Fri., 12 May [150 pts.] Review General Feedback to "Annotated Sources" (DB08) before submitting.
Week 13			
Monday, May 15	<ul style="list-style-type: none"> Re-read about providing feedback <ul style="list-style-type: none"> Providing Feedback to Writers 	<ul style="list-style-type: none"> Preparing for the Peer Review Process <p><i>Materials:</i></p>	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> DB 12: First Draft of Magazine Article Peer Review. Submit to 'Discussion Board' by 11:59 P.M. Thurs., 16 May [50 pts.]

	<ul style="list-style-type: none"> • Magazine Article Checklist 	<ul style="list-style-type: none"> • Week 13, Monday Class Slides 	
<p>Wednesday May 17</p>	<ul style="list-style-type: none"> • As per the Course Syllabus: <ul style="list-style-type: none"> ◦ 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. 'Save-Ur Passes' CANNOT be used on drafts for peer review. <p>Requirements:</p> <ul style="list-style-type: none"> • Your Magazine Article should be a minimum of 1,000 words and comprise an introduction, body, and conclusion. • 	<ul style="list-style-type: none"> • Peer Review for Magazine Article 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 12 (Reply). Submit to 'Discussion Board' by 11:59 P.M. Thurs., 18 May [20 pts.] • RJ 10: On Your Learning and Unit 2 Perspective-Forming Process. Submit to 'Reflection Journal' by 11:59 P.M. Thurs., 18 May [10 pts.]
Week 14			
<p>Monday, May 22</p>	<ul style="list-style-type: none"> • Preview the major assignment sheet for Project 3 <ul style="list-style-type: none"> ◦ Rhetorical and Metacognitive Reflections 	<ul style="list-style-type: none"> • Introducing Project 3: Radical Revision • Identifying Stakeholders/Audience • Audience Analysis • Genre Selection <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 14, Monday Class Slides • Brainstorm a New Audience 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • Revise your Magazine Article. Refer to <ul style="list-style-type: none"> ◦ Magazine Article Checklist • RJ 11: On the Final Reflection Assignment. Submit to 'Reflection Journal' by 11:59 P.M. Tues., 23 May [10 pts.]

		<ul style="list-style-type: none"> • Radical Revision Assignment Sheet • Audience Analysis Worksheet • Project 3 Folder 	
Wednesday, May 24	<ul style="list-style-type: none"> • Read about the rhetorical situation <ul style="list-style-type: none"> ◦ Aligning Audience, Purpose & Genre ◦ "Understanding Genres" from Bedford Book of Genres 	<ul style="list-style-type: none"> • Mini Peer Review • Audience and Genre Expectations <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 14, Wednesday Class Class Module • Audience and Genre Expectations 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 13: Assess Your Final Rhetorical Situation. Submit to 'Discussion Board' due by 11:59 P.M. Thurs., 25 May [10 pts.] • Final Draft: Magazine Article (+ Revision Memo). Submit to 'Final Drafts' by 11:59 P.M. Fri., 26 May [150 pts.]
Week 15			
Monday, May 29		<ul style="list-style-type: none"> • Drafting Your Rhetorical and Metacognitive Reflections • Peer Review Design <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Sample Peer Review Questions 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 14: First Draft of Rhetorical and Metacognitive Reflections. Submit to 'Discussion Board' due by 11:59 P.M. Tues., 30 May [10 pts.]
Wednesday, May 31	<ul style="list-style-type: none"> • As per the Course Syllabus: <ul style="list-style-type: none"> ◦ 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 	<ul style="list-style-type: none"> • Peer Review for Radical Revision • Course Reflection • Course Evaluation <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Week 15, Wednesday Class Module 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • DB 14 (Reply): Peer Review for Rhetorical and Metacognitive Reflections. Submit to 'Discussion Board' by 11:59 P.M. Thurs., 1 June [10 pts.] <p><i>Non-Graded Work to Complete:</i></p> <ul style="list-style-type: none"> • Course Evaluation. Submit to 'Blue.' Pretty please.

	<p>following the instructions provided. Life Happens Passes CANNOT be used on drafts for peer review.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Radical Revision comprising 500+ words (or intellectual equivalent) for radical revision + 3 sources + postscript 		
Week 16			
<p>Monday, June 5</p> <p>Last Day of Classes</p>		<ul style="list-style-type: none"> • —Independent Revision— • There is no in-person class today. Revise your draft asynchronously, from somewhere comfortable. I will be in my office, available to meet in person or via Zoom from 11-3 pm. • G646 or click to join via Zoom. 	<p><i>What's Due:</i></p> <ul style="list-style-type: none"> • Final Draft: Rhetorical and Metacognitive Reflection <ul style="list-style-type: none"> ◦ Submit to "Final Drafts" by June 8th [75 pts.]
No work except the final assignment can be submitted after this point.			
Tuesday, June 6	<p>현충일</p> <p>Memorial Day (no classes)</p>		
Wednesday, June 7	<p>Reading Day (no classes)</p>		
Thursday, June 8	<p>—Exam Period—</p> <p>Classes</p>		