

Instructor:	Elizabeth Quillin	Office:	G648	Mason E-Mail:	EQuillin@gmu.edu
Time:	MW 2:00 – 3:15 PM; TR 1:30 – 2:45 PM				
Classroom:	G212				
Office Hours:	MW 3:30 – 4:30 PM or by appointment				
Online:	We will use our Blackboard site every day: sign-in at mymason.gmu.edu We will use OneDrive and Google Docs. Make sure to become familiar with these.				

As an instructor I strive to foster a classroom culture that encourages students to share what they know and inquisitively explore what they do not. I see my students as resources that bring unique perspectives, experiences, and knowledge to the classroom where we learn from each other. I look forward to this semester of questioning, learning, and discovery together.

Course Description

EAP 100 is a composition course that integrates language instruction with composition instruction as a way of preparing you to be successful academic writers across the curriculum. During the semester, in EAP 100, we will focus on critical reading skills across multiple genres. This process will involve annotating, summarizing, and analyzing texts and will serve as the foundation for academic writing in the International Pathway Program and beyond. We will also work to develop and hone the fundamental language skills that will help you write clear, well-formed, effective sentences. However, in this class, you will study language skills in a different way than you have before: the topics and concepts will be familiar, but we will focus on them in a way that connects them to the rhetorical elements found in the texts you read as well as the texts you write. Along the way, there will be many opportunities for you to practice and apply these language skills in your own writing so that the process of writing in English becomes more fluid and intuitive for you.

Student Learning Outcomes

By the end of this course, students should be able to:

- Rhetorical Knowledge (Developing a project):
 - Effectively identify object of study, purpose, problem, key concept, main findings and relevance
 - Build relationships among key concepts
 - Summarize and analyze texts
- Language Knowledge (Developing a key concept):
 - Identify noun phrase subjects
 - Build a coherent paragraph
 - Identify and build key concepts
- Process Knowledge (Sustaining a project):
 - Produce a draft that effectively responds to a writing prompt
 - Respond to feedback on writing
 - Engage in peer-review

In addition, by the end of the course, students will be able to:

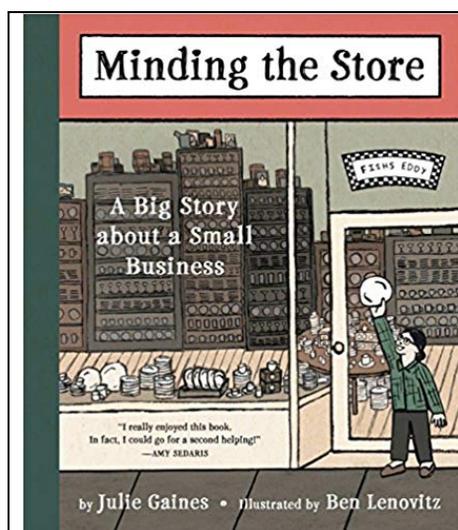
- Identify the various elements of a textbook
- Skim and scan a text for information
- Use listening skills effectively, including note-taking from a lecture or audio/video
- Interpret context clues and employ strategies to understand the meaning of unfamiliar words

- Integrate course-related vocabulary in writing and in class discussions
- Demonstrate effective reading/annotation strategies
- Identify and differentiate main ideas and supporting details in a text
- Recognize errors and demonstrate ability to correct
- Demonstrate improved ability to read, analyze, and integrate concepts in written and/or oral form
- Demonstrate improved general reading/annotation/note-taking strategies
- Demonstrate improved vocabulary-building strategies particular to academic contexts

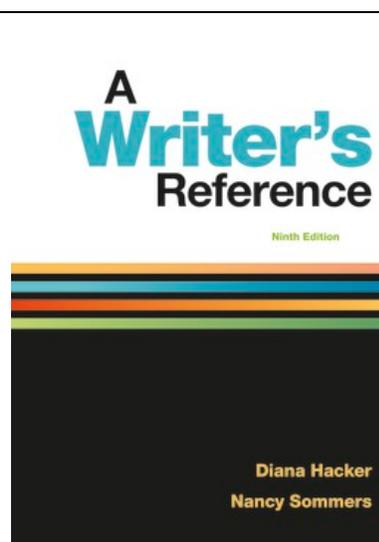
Course Textbooks and Materials

Course Textbooks and Materials

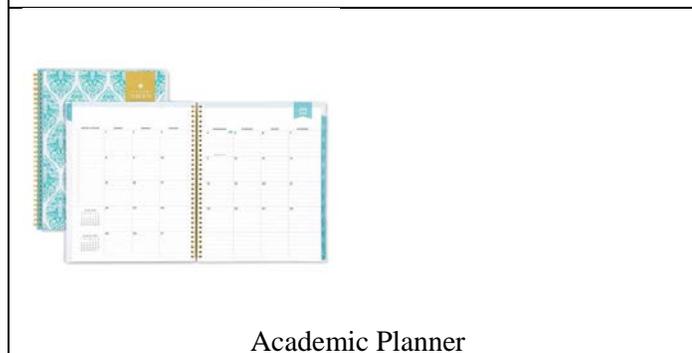
- Students must have ALL required course textbooks by **Monday, September 2, 2019**.
- Course textbooks are digital versions.
- Bring all your textbooks, Laptop, lined notebook paper, a folder, and pencils/pens to class every class.



Gaines, J., & Lenovitz, B. (Illustrator) (2018). [*Minding the store: A big story about a small business*](#) (Kindle ed.). Chapel Hill, NC: Algonquin Books.



Hacker, D. & Sommers, N. (2017) [*A writer's reference \(9th ed.\)*](#). New York: Bedford/St. Martin's.



Academic Planner



Three-ring binder or folder and paper

Course Assignments and Grades

All assignments must be uploaded to Blackboard by their deadline. Classwork is due at the end of class, and **all other assignments are due one hour before the next class meeting. We do not accept any late work.** If you miss a deadline, please do not ask us if you can upload the assignment after the fact—you can't, even if you only missed the deadline by one minute or if you had a major emergency. Any conflicts you have with deadlines should be resolved by turning your work in early. In other words, don't wait until the last minute to complete your assignments. If you miss a deadline, you will receive a zero for that assignment; however, no single assignment can cause you to fail this course. Put another way, getting a zero on one or two assignments will not cause you to fail the course; instead, **a pattern of missed assignments** will cause you to fail the course.

EAP 100 Assignments	Weight	Due
Classwork		due at the end of class
Homework and quizzes	20%	due 1 hour before the next class
Analytical summaries	25%	
Defining Academic Writing Essay	40%	due 1 hour before the next class
Data Collection Chart	15%	

Grading Percentages

Letter grades for EAP 100 are calculated as follows:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	0-59

GMU Grading System

Grade	Quality Points	Undergraduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory/Passing
C+	2.33	Satisfactory/Passing
C	2.00	Satisfactory/Passing
C-	1.67	Unsatisfactory/Failing

***Getting C- or below will lead to failing of this course and students have to retake the course the following semester before moving to ENGH 100.**

Classwork, Homework, and Quizzes (20%)

You will do many in-class activities both individually and together in groups. You should work to actively participate during class activities and discussions. You will also complete much classwork, which should be submitted to Blackboard by the end of the class period in order to receive a grade (graded as complete or incomplete).

Most of your homework will be related to the major assignments in this class (e.g. Analytical Summaries, Data Collection Chart, Defining Academic Writing Essay); however, occasionally you will have a minor assignment such as reading or annotating an article. Completed homework must be uploaded to Blackboard one hour before the next class meeting. For example, the homework from Monday's class is due no later than one hour before Tuesday's class.

You will occasionally have unannounced quizzes in class. These quizzes will focus on reading homework assignments and are meant to test your basic understanding of what you read.

Analytical Summaries (25%)

For one of the major assignments for this class, you will read and then summarize several of the texts that we provide for you. You will be graded on your ability to apply the rhetorical and linguistic micro-skills that you are learning in class to your summary of a text. However, we will guide you as you write these Analytical Summaries. For each summary, you will write a first draft and then revise that draft based on feedback from a peer and us and edit for language errors. Your grade will be the sum of each of these components.

Data Collection Chart (15%)

After reading each text, you will be asked to fill in a Data Collection Chart. This worksheet will serve as a way of keeping track of and ultimately comparing and contrasting the rhetorical and linguistic features of the various genres we read. You will be graded on your ability to recognize the rhetorical elements in each text, such as purpose, main idea, and audience, and on your ability to identify the linguistic cues that often accompany those elements. You will turn in your Data Collection Chart several times over the course of the semester, and you will turn in a final draft near the end of the term.

Defining Academic Writing Essay (40%)

For the most important assignment for this class, you will write two essays that compare and contrast the ways fiction, nonfiction, and academic writing deal with similar themes. You will be graded on your ability to analyze and present the rhetorical and linguistic similarities and differences you've identified across the various genres you've encountered in EAP 100. However, we will guide you as you craft your project. For each step of the project, you will write a first draft, revise that draft based on feedback from a peer and us, and edit the revised draft for language errors. Your grade will be the sum of each of these components.

Assignment Submission

All assignments must be submitted via Blackboard in .docx format by the due date. I will not accept assignments via email.

All assignments for this course must be formatted as follows:

- 12pt Times New Roman
- Double Spaces
- 1-inch margins
- APA format compliant
- .docx format (All assignments **MUST** be submitted in one of these formats. Otherwise, I will not be able to grade them. GMU provides free access to Microsoft Office 365 ProPlus.)

Course Calendar and Important Dates

- **Course Calendar:** Here you will find a [link](#) to our course calendar. Check it on a daily basis. It will tell you what we will do each day, homework that is due each day, and when major assignments are due throughout the semester.

FALL TERM	Fall 2019
First day of classes	Mon August 26
Harvest Moon Festival (no classes)	Thu Sep 12 – Sat Sep 14
National Foundation Day (no classes)	Thu Oct 3
Fall Recess (no classes)	Mon Oct 7 – Tue Oct 8
Hangul Proclamation Day (no classes)	Wed Oct 9
Last Day of Classes	Mon Dec 9
Reading Day(s)	Tue Dec 10
Examination Period	Wed Dec 11 – Wed Dec 18

Course Expectations

- You are expected to attend class. Attendance is checked and logged daily. Attendance data is often requested by advisors, sponsors, and the Office of International Programs and Services. Each absence will negatively affect your participation, classwork, and quiz grade (weighted at 20% of your final course grade).
- In addition, early departures (leaving before the class period ends) and late arrivals count as half-day absences: A late arrival is being 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.
- Complete your work on time. Late homework assignments will not be accepted.
- If you are absent your homework IS STILL DUE.
- Missed quizzes or assignments CANNOT be made up, unless you have notified me **BEFORE** you are absent.
- Our class is a special community. We will all be respectful of each other and our learning environment. Behavior and speech that distracts from a respectful, positive environment will not be tolerated. If you disrupt our learning environment, you will be asked to leave the class.
- Electronic devices should not distract you from earning your participation points or distract your classmates. Cell phones must be kept out of sight and silent during class time unless you are told to be using them.
- **Open Door Policy:** Your professors are open to your comments, suggestions, and feedback on the course at ANY time. Feel free to email or see me before or after class to discuss your ideas and concerns. You may also submit your thoughts anonymously.
- **Syllabus:** You should consider this syllabus as your contract for the course. You must follow the directions for each assignment and ensure that you submit your work on time. This class can be successfully completed if you manage your time effectively, come to class prepared, and turn in work in a timely and high quality fashion. These are behaviors that will enable you to be academically successful in your other classes as well.

George Mason University Honor Code and Academic Integrity

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. Cheating means to get help on an assignment without permission. Cheating includes asking another classmate to see his or her paper before writing yours or hiring someone to edit your paper. Allowing another student to see your

work without permission from the instructor is also considered cheating. If you don't understand an assignment, you need to ask the professor for clarification rather than your classmates.

Getting help on your writing (for example, at the Academic Resource Center) is acceptable and encouraged. However, in this course we are focusing on the errors specific to your own writing as you work to build tools and strategies to address those errors. Because of this goal, all of your writing (at every stage of the writing process) must be done on your own except for the peer review that we will do together in class.

Therefore, you may not go the Writing Tutor at the Academic Resource Center without discussing it with your professors first. And **you may not—at any time—ask another student, a family member, a native speaker, or anyone else for help with your papers. Your writing must be your own with all of your own mistakes.** The first violation of this will result in you having to repeat the assignment. A second violation of this will result in you being reported to the Committee of Academic Integrity as a potential Honor Code Violation. There is one exception to this procedure: if you violate our policy on any assignment related to our Defining Academic Writing Essay, which you will work on during the second half of the semester, it will result in an immediate referral to the Honor Committee at Mason Korea.

“Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. I promise to do my own work and not to give or take answers from others. I will do my assignments by myself and not cheat, steal, or lie.”

Students suspected of Honor Code violations will be referred to the Office of Academic Integrity. For more information, see [Office for Academic Integrity \(http://oai.gmu.edu/\)](http://oai.gmu.edu/)

Academic Advising

If you have questions about your academic standing, progression, study plan, or university application process, make an appointment with an Academic Advisor.

Academic Resource Center

The Academic Resource Center, GMUK is in the business of looking at your papers, projects and problems to improve your academic achievement in the area of Writing, Communication, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor. While tutors are helping you in your writing or projects, they do help you become conscious of particular error patterns that emerge in your work.

For more information, please contact Professor Eunmee Lee, Director of Academic Resource Center (elee45@gmu.edu, office #638).

Email Protocol

If I need to email you, I will **use your Mason email account**. You are responsible for checking Blackboard and your e-mail regularly to get updates about the course.

Email makes it easy to contact your professors, but it also requires that you think about the expectations of your audience. Here are some tips for emailing us and your other professors:

- Treat an email to a professor as a formal correspondence. Use a respectful greeting such as "Dear Professor Smith."
- Include your full name in the email. Professors teach many classes with lots of students; make sure your name appears in the email so that the professor knows who you are and what class you belong to.

- Have reasonable expectations for response time. You should not expect a quick reply to emails sent late at night or over the weekend, nor should you expect an immediate response in general. Your professors are always busy.
- However, help your professors remember. If two full business days have passed since you sent your email, send a second email and clearly state 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.
- Use a respectful closing. Close the email with something respectful such as "thank you," "regards," "see you on Wednesday," etc.

Support Services

DISABILITY STATEMENT

If you are a student with a disability and you need academic accommodations, please see either your professors or advisor and contact the Office of Disability Services (ODS) <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

MASON'S 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.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. 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.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

TITLE IX

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. If you would like to speak confidentially with the Mason Korea student counselor, please see <https://masonkorea.gmu.edu/mksa/services/counseling/> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/mksa/services/tix/>.

COUNSELING SERVICES

Counseling Services provides a wide range of services to students. Services are provided by a staff member of professional counseling and clinical psychologist. You can reach Counseling and Wellness Officer Ms. Jan Lee at 032-626-6142 or jlee227@gmu.edu for appointment and see her at Multi-Complex Building 3052.

PLEASE NOTE

The Instructors reserve the right to make changes to this syllabus in order to achieve course synthesis. Any necessary changes will be announced in class as well as on Blackboard.

As instructors: Our responsibilities lie in helping you Patriot Plus Program (PPP) students understand the assignments, guide you in presenting coherent and well-organized presentations, and improve your oral language skills.

As students: Your responsibility is to utilize the available resources (your professors, the Academic Resource Center (<https://masonkorea.gmu.edu/mkaa/academic-resource-center/>) and the library online (<https://library.gmu.edu/>), and on campus as best as you can to complete your work in a timely, well-thought out, and coherent way. Organize yourself and be good about time management (i.e. presentation dates). These are essential skills that you must have if you are to succeed not only in this class, but also in all your academic classes.