



ENGH 100 — MULTILINGUAL COMPOSITION

Course Syllabus

Fall 2019

Sec. K01, Tue. & Thu. 12:00–1:45 PM, #G210

Sec. K05, Mon. & Wed. 5:00–6:45 PM, #G210

Sec. K06, Mon. & Wed. 7:00–8:45 PM, #G210

Instructor: Alice Wrigglesworth

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Office phone: (032) 626-5122

Office location: # G646

Office hours: Tue. & Thu. 10:00 AM–12:00 PM and by appointment

Course website: 'Blackboard' (access through 'MyMason Portal')

Course Description

Welcome to English 100! This is a composition course that integrates language instruction with composition instruction as a way of preparing you to be a successful academic writer across the curriculum. This course is designed to help you improve your ability to read, write, and think at the university level. In this course, you will use writing to explore and reflect on your own ideas and to inform and persuade your readers. Along the way, you will develop critical reading skills and research techniques to support your writing and use appropriate technologies to assist it.

English 100 emphasizes writing as a process. You will generate an idea, investigate your topic, create early drafts, seek and receive feedback, and revise and edit your writing. You will also learn to tailor your writing to the needs of a specific audience or situation. In particular, we will focus on the rhetorical elements of texts, giving you the tools to identify these elements in others' writing and to produce them in your own.

Learning Goals

As part of the Mason Core, the English 100/101 curriculum works to create engaged citizens who understand that writing is a social, rhetorical act and can effectively analyze and respond to the writing situations they encounter within and beyond the university walls.

These courses help student writers—who may be developing their confidence, critical thinking, flexibility, control of language, and sense of ownership—learn to analyze, research, and produce texts of varying genres that engage a range of audiences.

Learning Goal 1: Students are able to analyze and respond to a range of rhetorical situations with increased awareness of the purposes, audiences, and contexts of writing. They are able to identify appropriate rhetorical strategies and apply them in their own writing.

Learning Goal 2: Students develop strategies for anticipating and using audience response as they engage in and reflect upon a recursive writing process that includes exploration, inquiry, and invention, as well as drafting, organizing, revising, peer-reviewing, and editing.

Learning Goal 3: Students gain emerging college-level proficiency in critically reading and writing nonfiction genres to develop analysis, reflection, exposition, argumentation, and research skills.

Learning Goal 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.

Learning Goal 5: Students develop knowledge of linguistic structures and writing conventions through critical reading and practice (writing and revision). They understand why writing conventions vary based on genre and audience and apply this knowledge by composing different types of texts.

Still not sure what this course is about? Read this [reflective essay](#) from a student who recently completed ENGH 100! This essay has been shared with permission from the student.

Textbook and Materials

There is **no required textbook** for this course. Almost all of the content for this course will be delivered via Google Slides and Docs, available via [Blackboard](#).

The following book is a suggested writer's reference; it is available in both print and digital form: Hacker, D. & Sommers, N. (2015). *A writer's reference: With resources for multilingual writers and ESL* (8th ed.). New York, NY: Bedford/St. Martin's.

Office Hours

Office hours are a time during the day when professors are available to meet with students. These are allocated hours when I will be in my office waiting for you to visit me! Students are encouraged to visit me during my assigned office hours or to email to schedule an appointment at a different time. This semester my office hours are Tue. and Thu. from 10 AM to 12 PM. Come with questions, concerns, or just so we can get to know each other better!

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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 for the world” ([Mason Catalog](#)). It fulfills the Mason Core Lower Level Written Communication requirement. For more information on the mission of the Mason Core, visit the [Provost’s Mason Core](#) page.

Mason Impact Course

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.

Technology Policy

Much of the work in this course will involve word processing and online research. Students should bring a laptop to each class. If you do not have access to a laptop, please let me know.

You will need Microsoft Office and I ask that you produce and submit all materials in Microsoft Word, unless otherwise directed. ([Click](#) to view instructions related to free access to Microsoft Office 365 ProPlus using your Mason email.) In addition, you will need Adobe Acrobat Reader DC on your laptop to annotate PDFs. ([Click](#) to download a free copy of Adobe Acrobat Reader DC.)

Get used to using Google Drive and Google Docs! Almost all of the content for this course will be delivered via Google Slides and Docs, available via [Blackboard](#).

Blackboard

You should use [Blackboard](#) daily to submit assignments, view feedback and grades, and check the course calendar. You can log into Blackboard using your Mason username and password. You are responsible for checking Blackboard regularly to get updates about the course. Check ‘My Grades’ regularly for feedback from me. Check ‘Announcements’ regularly for updates about the course.

Email Policy

If I need to email you, I will **use your Mason email account**. Similarly, you should only use your Mason email account to email me. You are responsible for checking your email 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 me and your other professors:

- Treat an email to a professor as a formal correspondence. Use a respectful greeting such as “Dear Professor Wrigglesworth.”

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- Include your full name and course code 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.

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 any conference or class.

Methods of Instruction

This is not a lecture class. Instead, this is a student-centered class that requires students to actively participate in the process of inquiry, writing, and revision by way of drafting and revising projects multiple times to polish content, organization, and linguistic features in accordance with academic conventions. In addition, students will provide each other with feedback by engaging in peer review.

Students will participate in collaborative tasks to help complete assignments. Completing homework assignments will also aid in the completion of projects. Working together, students will gain a better understanding of the writing process and academic features, meet the goals of each project, and achieve the learning objectives of the course.

Requirements and Evaluation

All assignments must be uploaded to Blackboard by their deadline. Unless otherwise instructed, classwork is due at the end of class, and homework is due one hour before the next class meeting.

Grading Percentages

All assignments must be uploaded to Blackboard by their deadline. Unless otherwise instructed, classwork is due at the end of class, and homework is due one hour before the next class meeting.

Grading Percentages

Students must earn a grade of C or higher to fulfill the ENGH 100 Mason Core requirement; students must complete all major projects to earn a C (or higher).

ENGH 101 is a 1000 point course. Letter grades for this course are calculated as follows:

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Letter Grade	Percent (%)	Points
A+	97.5-100	975-1000
A	93-97.4	930-974
A-	90-92.9	900-929
B+	87.5-89.9	875-899
B	83-87.4	830-874
B-	80-82.9	800-829
C+	77.5-79.9	775-799
C	73-77.4	730-774
C-	70-72.9	700-729
D	60-69.9	600-699
F	0-59.9	0-599

Assignment Weights & Descriptions

ENGH 100 is a 1000 point course.

Assignment	Weight	Due
Classwork, Quizzes, & Homework	20% 200 pts	at the end of class
		1 hour before the next class
Analytical Summary	10% 100 pts	<i>see Course Calendar; review Late Work Policy and Revision Policy</i>
First Draft/Peer Review		
Final Draft		
Annotated Bibliography	10% 100 pts	

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First Draft		
Second Draft		
Final Draft	100 pts	
Research Essay	35% 350 pts	
Project Plan		
First Draft	25 pts	
Final Draft	75 pts	
Essay		
First Draft/Peer Review	50 pts	
Second Draft	50 pts	
Final Draft	150 pts	
Argument Letter	15% 150 pts	
First Draft/Peer Review	50 pts	
Final Draft	100 pts	
Participation	10% 100 pts	You must be in attendance to receive participation points.

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. To receive credit for classwork, you must attend the relevant class and submit any written work to Blackboard by the end of the class period. You will receive a numerical score for completing this work; during the first half of this semester your effort will earn you points, however, as the semester progresses, your grade will reflect the standard of the work you submit.

Most of your homework will be related to the major assignments in this class (e.g. the research essay); however, occasionally you will have a minor assignment such as reading or annotating an

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article. Completed homework must be uploaded to Blackboard one hour before the next class meeting.

You may occasionally have unannounced quizzes related to language, content, or comprehension. These quizzes will focus on work addressed in class or covered in material provided for review.

Analytical Summary (10%)

An analytical summary explores an idea or theme of a text. In the case of this course, you will write a 600-word analytical summary of a text related to our course theme, *culture*. Your Analytical Summary will comprise a summary of rhetorical elements, a focused analysis of one key concept, and a connection to our conversation about culture (see [Analytical Summary prompt](#)).

Annotated Bibliography (10%)

An annotated bibliography is a tool to help you assess, select, and evaluate sources. In the case of this course, your annotated bibliography will support your Research Essay and comprise annotations for eight (8) sources and an evaluation of your research progress and sources (see [Annotated Bibliography prompt](#)).

Research Essay (35%)

A research essay is a clearly-written and well-organized essay that involves researching source material and synthesizing what you learn from it with your own ideas. Your essay should take the form of an argumentative essay, inclusive of a strong, arguable claim. Your position must be informed and supported by synthesized forwarded information from at least five (5+) reliable sources annotated in your Annotated Bibliography, two of which must be peer reviewed, journal articles. In the case of this course, you will write a 1500-word research essay related to our course theme, *culture*.

Argument Letter (15%)

The purpose of an argument letter is to persuade the reader to agree with a specific point of view to affect change. Often, the subject matter of an argument letter is controversial, so as the writer of this letter you should use rational wording to bolster emotional appeal. In the case of this letter, you should write a 300-word letter to an elected official or civic entity to affect change, using research compiled for your research essay.

Major Assignment Grading Standards

- An “A” level grade (90-100%) marks a work that engages the reader in a provocative conversation. The writer anticipates and responds to possible reader questions, uses a wide range of supporting evidence, structures analyses to create a fluid reading experience, provides unexpected insights, and/or uses language with care and facility.
- 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 a work goes further in some

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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 purpose.

- A “C” level grade (70-79%) denotes competent college-level writing and achievement. The writer meets, to some degree, all the assignment requirements, and employs some key strategies for communicating his/her ideas to his/her targeted audience.
- A “D” and “F” level essays do not meet the basic expectations of the assignment.

Midterm Grades

You will receive a midterm grade based on the work of the first half of the semester, which you can view in [PatriotWeb](#). 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 may be weighted more heavily.

Attendance Policy

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. Repeated absences can impact your visa status, and each absence will negatively affect your participation grade (10% of final grade) and homework, classwork, and quiz grade (20% of your final 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.

Late Work Policy

Each student is entitled to **three one-day crisis passes**, as per program policy. Each crisis pass gives a student one extra day/24 hours on any assignment (homework or major project) without penalty or explanation. Crisis passes may be used individually or all at once. Please email your instructor with the subject line “Crisis Pass” prior to the submission day/time if you choose to use one. In the body of this email, please include your name, course code and section, student number, and the name of the assignment you are submitting late. For example:

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Subject: CRISIS PASS

Hello Prof. Alice,

I am emailing to let you know I will be using a crisis pass for the assignment due tonight:

ENGH 101-K01

Mina Kim

G9830000

Analytical Summary Final Draft

1-Day Crisis Pass

Have a good day!

Sincerely,

Mina Kim

Crisis passes cannot be used for first draft assignments that require peer review.

The late work policy beyond the crisis passes is 5% grade deduction per calendar day for major assignments. Beyond the crisis passes, no late homework/classwork assessments will be accepted.

Revision Policy

Each student has the option to revise one major assignment after receiving a grade, with the exception of the final draft of the Argument Letter. To do this, students are required to schedule a revision conference with their instructor within one week from receiving feedback for the assignment they wish to revise. Students will be notified of a new deadline during the revision conference and eligible for a grade increase of up to 10%.

George Mason Honor Code and Composition Program 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 on the Committee of Academic Integrity's website at <https://masonkorea.gmu.edu/resources-and-services/cai/overview>.

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

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styles, such as parenthetical citation, footnotes, or end notes; 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 GMU-K Committee of Academic Integrity.

Self-plagiarism: Students should also be careful to avoid self-plagiarism, the practice of re-using their own academic work in two courses or contexts. If you wish to use your research or writing from another course, project, or context in our section of 302, please speak to me first. Please note that you need to secure 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 GMU-K Committee of Academic Integrity.

Important Dates

First day of classes	26 Aug.
Harvest Moon Festival (Chuseok) (no classes)	12–14 Sep.
Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web	23 Sep.–18 Oct.
Individual Conferences (in lieu of classes)	14–17 Oct.
National Foundation Day (no classes)	3 Oct.
Fall Recess (no classes)	7–8 Oct.
Hangul Proclamation Day (no classes)	9 Oct.
Individual Conferences (in lieu of classes)	11–14 Nov.
Last day of classes	9 Dec.

Inclement Weather/Cancellations

- Please check your email and Blackboard **before** coming to class.
- If class is cancelled for any reason, you are responsible for checking your email and Blackboard and completing any work assigned.

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Academic Resource Center

The Academic Resource Center, GMU 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).

Libraries

Use the [GMU Libraries](#) online to help with your research or visit the IGC Library on this campus, for assistance with research and as a quiet place to write. Use your IGC ID card to check books out of the library.

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. [Click](#) to access the full Mason Diversity Statement.

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ENGH 100 Course Calendar

The following is a work-in-progress calendar for ENGH 100, inclusive of major assignment due dates.

Class Date	Class Focus	Major Assignment Due Dates
Week 1, Class 1 26/27 Aug.	Welcome! Syllabus & Calendar Course Overview Course Theme: Culture	
Week 1, Class 2 28/29 Aug.	Create a Course Question! Overview of Rhetorical Elements Annotating with Adobe Reader DC	
Week 2, Class 3 2/3 Sep.	Identifying Rhetorical Elements Annotating Rhetorical Elements	
Week 2, Class 4 4/5 Sep.	Summarizing Rhetorical Elements Paraphrasing	
Week 3, Class 5 9/10 Sep.	Major Assignment #1: Analytical Summary Key Terms/Noun Phrases to understand a Key Concept Defining a Key Concept	
Week 3, Class 6 11 Sep.	Visit Prof. Alice during her office hours! Prof. Alice's office hours: 10 AM to 4 PM	
Week 3, Class 6 12-14 Sep.	Harvest Moon Festival (Chuseok)	
Week 4, Class 7 16/17 Sep.	Analyzing a Key Concept Academic Writing	
Week 4, Class 8 18/19 Sep.	Forwarding Reporting Verbs In-Text Citations	
Week 5, Class 9 23/24 Sep.	Connection to Culture (our course theme)	

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Week 5, Class 10 25/26 Sep.	Analytical Summary Peer Review	Analytical Summary First Draft due for Peer Review 1 hr before class on Wed./Thu., 25/26 Sep. Peer Review due end of class. Analytical Summary Final Draft due Sun., 29 Sep. (11:59 PM).
Week 6, Class 11 30 Sep./1 Oct.	Major Assignments #2 & 3: Research Essay Annotated Bibliography Research Topics! Finding Sources/Library Tutorial Evaluating Sources	
Week 6, Class 12 2 Oct.	Research Essay Project Plan Research Question Thesis Statement	
Week 6, Class 12 3 Oct.	National Foundation Day	
Week 7, Class 13 7/8 Oct.	Fall Recess	
Week 7, Class 14 9 Oct.	Hangul Proclamation Day	
Week 7, Class 14 10 Oct.	Research Essay Project Plan Research Question Thesis Statement	Research Essay Project Plan First Draft due Sun., 13 Oct. (11:59 PM).
Week 8, Class 15 14/15 Oct.	Individual Conferences	
Week 8, Class 16 16/17 Oct.	Individual Conferences	
Week 9, Class 17 21/22 Oct.	Argument Matrix Evidence Analysis	
Week 9, Class 18 23/24 Oct.	Topic Sentences Paragraph Outlines	Research Essay Project Plan Final Draft due Thu., 27 Oct. (11:59 PM).

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Week 10, Class 19 28/29 Oct.	Developing a First Draft Cohesion Warrants	
Week 10, Class 20 30/31 Oct.	Introducing & Concluding your Research Essay	
Week 11, Class 21 4/5 Nov.	Research Essay Peer Review	Research Essay First Draft due for Peer Review 1 hr before class on Mon./Tue., 4/5 Nov. Peer Review due end of class.
Week 11, Class 22 6/7 Nov.	Revision Strategies Reverse Outlining	Research Essay Second Draft due Sun., 10 Nov. (11:59 PM).
Week 12, Class 23 11/12 Nov.	Individual Conferences	
Week 12, Class 24 13/14 Nov.	Individual Conferences	Annotated Bibliography Final Draft due. Fri., 15 Nov. (11:59 PM).
Week 13, Class 25 18/19 Nov.	Editing Sentence Revision Cohesion (<i>Known-New Contract</i>)	
Week 13, Class 26 20/21 Nov.	Proofreading	Research Essay Final Draft due Fri., 22 Nov. (11:59 PM).
Week 14, Class 27 25/26 Nov.	Major Assignment #4: Argument Letter Argument Matrix Solution	
Week 14, Class 28 27/28 Nov.	Paraphrasing Professional Writing Documentation Style	
Week 15, Class 29 2/3 Dec.	Argument Letter Peer Review	Argument Letter First Draft due for Peer Review 1 hr before class on Mon./Tue., 2/3 Dec. Peer Review due end of class.
Week 15, Class 30 4/5 Dec.	Final Class 👁️ Course Evaluation Metacognitive Essay	

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Week 16, Class 31 9 Dec.	Work Remotely Prof. Alice's office hours: 10 AM to 4 PM	Argument Letter Final Draft due Fri., 13 Dec. (11:59 PM).
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See Course Calendar ENGH 100 | 101 Fall 2019 [here](#). This is the full version of the course calendar, inclusive of classwork and homework and will be updated as the semester progresses.

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