

**EAP 110: ENGLISH LANGUAGE AND COMPOSITION
FOR MULTILINGUAL STUDENTS
Spring 2024, George Mason University Korea
Sec K03, MW 2:00-3:15 PM & TR 10:30-11:45 AM, Rm 209**

Instructor:	Dr. Eunhee Seo	Learning Assistant:	Woolim Lee
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Office phone:	032-626-5144	Office hours:	TBA
Instructor e-mail:	eseo4@gmu.edu	Office location:	G 532 (during office hours)
Office hours:	Mon. & Wed. 3:30-5:30 p.m.		
(And by appointment) In-person or online			
Course website:	"Blackboard" (access through "MyMason Portal")		

COURSE DESCRIPTION

EAP 110 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 110, I 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 Patriot Plus Program and beyond. I 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.

COURSE GOALS

If you actively participate in this class, you will learn how 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

TEXTBOOKS AND MATERIALS

Brown, Box (2016). *Tertis: The Games People Play*. New York: First Second. (You can purchase a hard copy at the Enamuh (이나무) bookstore, download a kindle version from Amazon.com, or purchase a secondhand book from an MK student)

Hacker, D. & Sommers, N. (2017) *A writer's reference* (9th ed.). New York: Bedford/St. Martin's. (Online Macmillan Achieve purchase)

Active university email and Blackboard accounts

- masonlive.gmu.edu
- mymasonportal.gmu.edu

COURSE REQUIREMENTS AND EVALUATION

All assignments must be uploaded to Blackboard by their deadline. Classwork is due at the end of the day of each class, and **all other assignments are due one hour before the class of the assignment due date. I 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 110 Assignments	Weight	Due
Classwork and Homework (and Quizzes)	20%	due 1 hour before the next class
Analytical summaries (5 ASs x 6%)	30%	due 1 hour before the class of the assignment due date
Defining Academic Writing Essay Draft (10%), Peer-Review (8%), Error Edit (4%), and Revision (18%)	40%	
Data Collection Chart	10%	

Grading Percentages

Letter grades for EAP 110 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
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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 day of each synchronous class meeting 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 class of the assignment due date. For example, the homework from Monday's class is due no later than one hour before Tuesday's class. You may 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. (**Under unforeseen circumstances such as technology failure, I will allow hand-written or late submissions. However, this is strictly limited to such case and no other exception will be made.*)

Analytical Summaries (30%: 6% x 5 Analytical Summaries)

For one of the major assignments for this class, you will read and then summarize several of the texts that I 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, I 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 me and **edit** for language errors. Your grade will be the sum of each of these components.

Data Collection Chart (10%)

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%):

Draft (10%), Peer-Review (8%), Error Edit (4%), and Revision (18%)

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 110.

However, I 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 me, and edit the revised draft for language errors. Your grade will be the sum of each of these components.

ATTENDANCE POLICY

You are expected to attend class and log on to Blackboard. Attendance is checked and logged daily. Attendance data is often requested by academic advisors and the Office of Academic Affairs. Repeated absences can impact your work, and **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 five minutes late to class. Not paying attention and/or not participating in class work even if you are present counts as a half absence.**

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 or **relying on AI (e.g. ChatGPT) to generate/refine 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 professor first. And **you may not—at any time—ask another student, a family member, a native speaker, or anyone else including AI 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.

Since your writing must be your own with all of your mistakes, **it is unacceptable to use Google Translate or other digital translation tools to translate writing from your first language to English and use this translation as your own writing. It is also unacceptable to use any online paraphrasing tools.** Any observable use of translation devices or paraphrasing tools for your own writing may result in a reported violation of the honor code and be considered "cheating" because of "use of unauthorized assistance and/or providing/benefitting from unauthorized academic materials."

If there is any confusion on a point of academic integrity, please ask your professor. Respect for the intellectual property and the need to uphold academic honesty should be of great concern to all of us. You can also consult the George Mason Honor Code for more information:

<https://masonkorea.gmu.edu/mkaa/cai/>

Important Dates

<https://masonkorea.gmu.edu/academic-calendars/spring-2024>

SPRING TERM	Spring 2024
First day of classes	Mon Feb 19

SPRING TERM	Spring 2024
Spring Recess (No classes)	Mon Apr. 8 – Tue Apr. 9
National Assembly Election (No classes)	Wed Apr. 10
Labor Day (No classes)	Wed May 1
Children’s Day Alternative Holiday (No classes)	Mon May 6
Buddha’s Birthday	Wed May 15
Last Day of Classes	Tue June 4
Reading Day	Wed June 5
Examination Period	Fri Jun 7-Fri Jun 14

LEARNING ASSISTANT SUPPORT

This class benefits from the support of a Learning Assistant (LA), an upperclassman who has previously taken this course. The LA will attend class twice a week to assist with activities and group discussions. Additionally, she offers extra help with classwork, homework, and assignments during her office hours, which are scheduled not to conflict with mine. As a peer mentor, she is a valuable resource for additional support and guidance. I strongly encourage you to engage with the LA to fully benefit from the opportunities and support available in this class.

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.

EMAIL POLICY

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 professor, 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 Seo" or Dear Dr. Seo."

- 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. followed by your name

SUPPORT SERVICES

DISABILITY STATEMENT

If you are a student with a disability and you need academic accommodations, please see either your professor 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

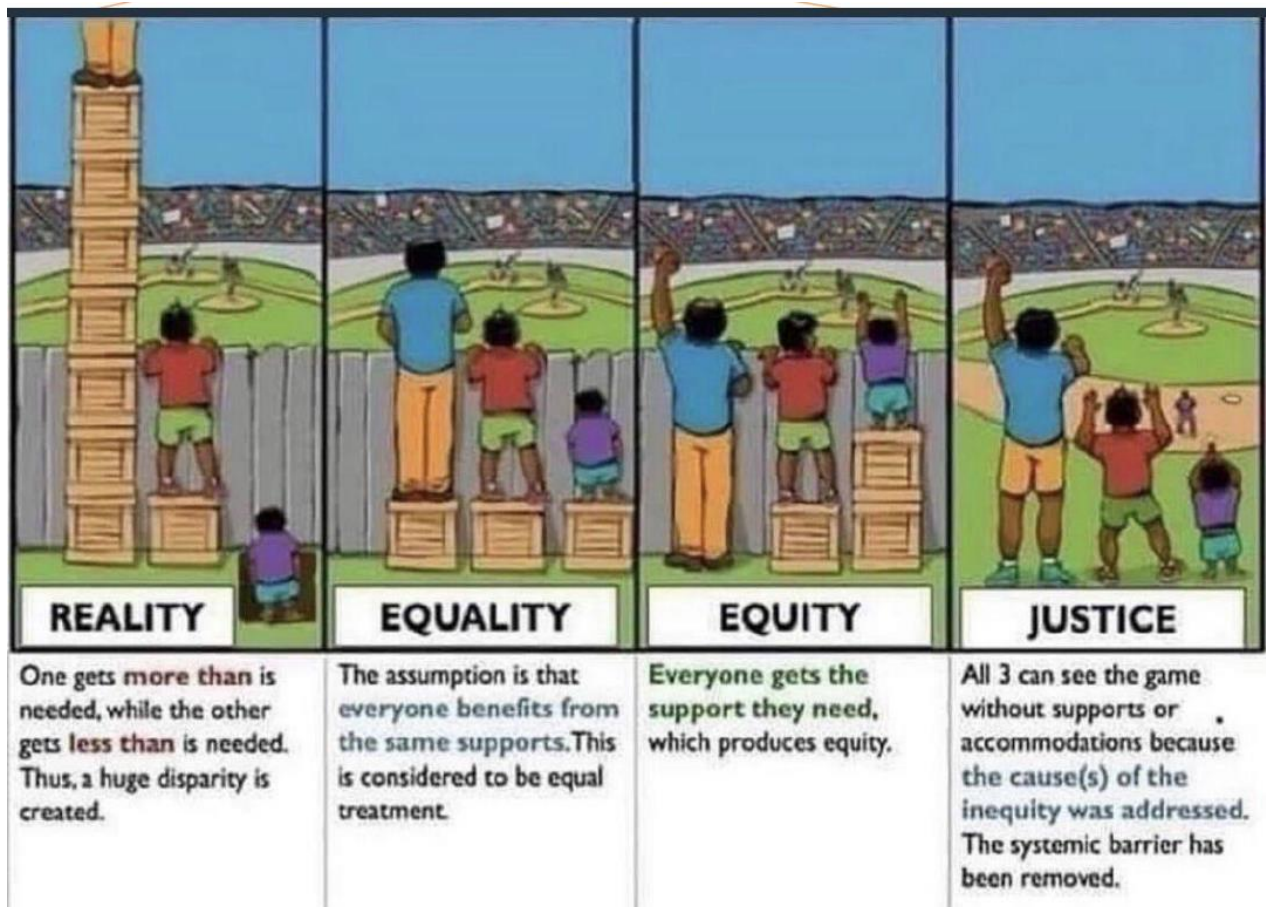
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment for work, study, and personal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



ACADEMIC RESOURCE CENTER

The Academic Resource Center, GMUK is in the business of looking at student papers, projects, and problems to improve their 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 the Academic Resource Center (elee45@gmu.edu, office #638).

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 at 032-626-5142 or wellness@gmu.edu for an appointment and see her at Multi-Complex Building 3051.

PLEASE NOTE

The Instructor reserves 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 instructor: My responsibilities lie in helping you Patriot Plus Program (PPP) students understand the assignments, guiding you in presenting coherent and well-organized presentations, and improving your oral language skills.

As students: Your responsibility is to utilize the available resources (your professor, 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.

COURSE MODALITY

The Korean Ministry of Education’s recommendation that higher education instruction be conducted in person this semester reaffirms Mason Korea’s instructional modality. This course has been designed for in-person instruction and learning. This course will follow all policies and guidance set by Mason Korea. Should any class sessions need to be adjusted or canceled due to health and safety concerns, students will be notified by email and can continue to check Blackboard for course materials and updates.

COURSE TECHNOLOGY AND MATERIALS

- Should any class sessions need to be recorded, students will be notified in advance. Any recordings will be stored on Blackboard and will only be accessible to students taking the course during this semester.
- A selection of certain works (e.g., articles, videos, book chapters) will be available to students through Blackboard and remain subject to all rights and restrictions of the publisher and are to be used solely for academic purposes.
- Course materials and recordings are not to be distributed, sold, or employed for any other purposes.

CAMPUS SAFETY AFTER COVID-19

- All in the Mason Korea community play an important role in keeping our classroom environment and one another safe during the current conditions. You are responsible for familiarizing yourself with Mason Korea building safety protocols and local government regulations. Your faculty recognizes that local COVID-19 conditions and individual situations can vary throughout the semester. If you need academic accommodations, immediately communicate with your faculty and academic advisor for case-by-case arrangements. If you test positive, please continue to immediately report to MK EHS using an [online form](#) or email(mksafety@gmu.edu). For counseling, students can contact [Jan Lee](#) (jlee227@gmu.edu, 032-626-6142).