Course Description and Goals

Welcome to ENGH302B! This course is designed to help you further develop the writing and research skills you learned in ENGH101 and other courses, and to help prepare you for advanced-level thinking, writing, and research in your academic disciplines and future workplaces.

Like most composition classes, ENGH302 emphasizes writing and research as processes, so we’ll explore beneficial ways to break these tasks into smaller steps. As an advanced composition class, it’s also designed to make you self-reliant—to make you responsible for determining what is required of you as a writer in your field. This will help you improve your ability to produce rhetorically aware texts (texts that show awareness of the context, purpose, audience, and genre for which you’re writing).

Our class frames writing as entering a conversation. Through the course’s major assignments, you will enter into conversation with other scholars in your field and learn to become a voice in an ongoing scholarly debate. We’ll also focus on the professionalism and professional writing forms, technologies, and techniques you’ll need throughout your careers.

Students as Scholars

ENGH302 is part of GMU’s “Students as Scholars” (SAS) program. Across campus, students now have increased opportunities to work with faculty on original scholarship, research, and creative activities through their individual departments and the OSCAR office (http://oscar.gmu.edu).

Thus, our assignments will help prepare you to be contributors to knowledge in your field, not just memorizers of facts. By the end of the course you should:

• understand how knowledge is created and transmitted in your field or discipline,
• understand key methods and conventions of scholarly research in that field or discipline,
• articulate and refine your own question for scholarly inquiry,
• situate your investigation in an ongoing context or conversation in your field, and
• design a project that adds new perspectives or data to the conversation.

(See the SaS Addendum on pg. 11 for more details.)
General Education

This course is also part of the GMU General Education Program, which is designed to help students prepare for advanced work in their major field and for a lifetime of learning. For more information on the mission of the General Education Program, consult the University Catalog or visit http://provost.gmu.edu/gened/.

Prerequisites

Before you can take this class, however, you must have completed the following:

- a minimum of 45 credit hours;
- ENGH100 or ENGH101 (or equivalent/transfer credit); and
- at least one three-credit, general-education literature course designated by your major.

NOTE: Students should take a version of English 302 that connects to their major field or career interest—there are sections for the humanities (302H), the social sciences (302S), the natural sciences (302N), and a multidisciplinary version (302M), in addition to business (302B). Students in the School of Engineering, however, are required to take English 302N. If you are enrolled in a different version, contact your advisor immediately.

Required Texts and Materials

- *They Say, I Say: The Moves That Matter in Academic Writing, With Readings (2nd Edition)* by Gerald Graff, Cathy Birkenstein, and Russel Durst (copies are available at the campus bookstore; please bring your copy with you to class each day)

You’ll also need:

- additional readings available on the class wiki,
- a notebook or binder and something to write with for each class meeting,
- a laptop or tablet with keyboard capability for each class meeting, and
- a reliable way to save and access your work.

Methods of Instruction

Most class sessions of ENGH302B will be interactive and will involve a significant amount of student writing and discussion. Students may be asked to work individually as well as collaboratively as they investigate issues, practice writing strategies and techniques, learn research and critical reading approaches, and review their own and their peers’ writing.

Students who attend regularly and stay engaged in class activities, who keep up with all of the assignments, and who block off sufficient time each week for thoughtful drafting and revising usually succeed in this class.

Course Requirements and Grading Percentages

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<tr>
<th>Grading Percentage</th>
<th>Requirement</th>
<th>Due</th>
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<tbody>
<tr>
<td>15%</td>
<td>Project 1: “Dear Author”: The Rhetorical Analysis (750–1,000 words)</td>
<td>September 18</td>
</tr>
<tr>
<td>25%</td>
<td>Project 2: “The Beginner’s Guide to…”: The Discipline</td>
<td>October 9</td>
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**Major Assignments**

**“Dear Author”: The Rhetorical Analysis (15%)**

For this assignment, you will analyze a text by considering how the author made his or her arguments and worked to persuade the reader. You will look for techniques and choices the author made, and consider how they affected your reading of the article. You will write this in the form of a letter to the author, and examine his or her success in conveying his or her message.

**“The Beginner’s Guide to…”: The Discipline Analysis Wiki + Post-Mortem (25%)**

For this project, you will work in groups with other peers in your (or a similar) discipline to explore the expectations and conventions of your field. You will uncover and evaluate professional organizations, databases, and journals in your field, and see how professionals in your discipline write up their findings (e.g., What questions do they ask? How do they use evidence? How do they format their work? etc). As a group, you will make a wiki page to hold all of this information—and review and evaluate your various findings. Individually, you will also write a post-mortem, considering how the project went, what you learned, and how you distributed the group work. The post-mortem will be worth 5% of the total 25% given to this assignment.

**“He Says, She Says, I Say”: The Researched Argument (30%)**

In this essay, you will pick an issue, debate, or controversy in your discipline or future workplace and examine it from at least two sides through extensive research. You will present what you found to informed readers in your field, and also state your own opinions on the debate or controversy. Your essay will help you practice the conventions of academic writing in your discipline and meet the expectations of scholarly discourse in your field. This project will be broken into components, including a topic list, a proposal, and an annotated bibliography.

**“Lessons Learned”: The Reflective Essay (5%)**

For this essay, you will reflect upon the process of completing the Researched Argument and how it helped you to practice and use the conventions of your discipline.

**Post Scripts**

I will also ask you to turn in 2-3 paragraphs of reflective writing with each formal assignment you hand in. I want to know where you struggled, what you learned, and especially, what you think the strengths and weaknesses of the final product are. I want to know about your
process—how you researched and wrote and what you learned about being a scholar in your discipline or major field along the way. These will be part of your final grades for each assignment.

Other Assignments

Quizzes/Homework/In-Class Writing (10%)

As you might expect, in addition to these major assignments, there will be a good deal of reading and writing required as well. Thus there will be frequent, unannounced reading quizzes. The goal here is to make sure you’re doing the reading—because class will be pretty boring (and ineffectual) if you haven’t. Homework and in-class writing assignments will include various reading and writing exercises.

Attendance and Class Participation (15%)

Class participation means more than just showing up for class. It means doing the reading, thinking about it, digesting it, and showing up prepared and ready to discuss the day’s topics and readings. It also means actively engaging in class discussions, peer reviews, and other in-class activities.

Class participation will be graded on a 25-point scale. Each class day is worth ½ a point, up to a max of 15 points (30 T/TH meetings x 1/2 = 15). You can miss two classes without it lowering your participation grade—but you’re still responsible for the homework due that day. If you miss class or are significantly unprepared for class, you’ll earn a zero for the day.

For the final 10 points of your participation grade, you’ll earn a 7 or 8 if you’re doing the basics of engaging with the class; you’ll earn a 9 or 10 if I see you regularly leaping in and making strong contributions; you’ll earn a 6 or lower if you are frequently late, unprepared, inattentive, or disruptive.

I expect you to attend class and to arrive on time—but I also understand that things come up. In the case of a documentable emergency, please contact me as soon as possible to discuss what arrangements can be made.

Peer Review

Peer review will also be part of your class participation grade. We’ll share our writing with one another over the course of the semester in an attempt to grow and learn as thinkers and writers. On peer-review days, you’ll bring two typed, hard copies of your draft to class. If you come to class without these drafts, you’ll lose your class participation points for that day.

Grading Policies

Students in English 302 receive a final grade of A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), and F (0-59).

Students in ENGH 302 must earn a grade of C or higher to complete the 302 requirement; students whose grades are lower than a C will need to repeat the class.
NOTE: You must hand in all four of the major assignments to earn a “C” or higher in this course. That said, merely completing all of the assignments does not guarantee this grade.

Grading Criteria

I will use the following criteria to grade your major assignments:

A “C” level grade (70-79%) denotes average college-level writing and achievement. The essay is a competent response to the assignment: It meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas to his/her targeted audience. It has a thesis, presents some support, and moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a “C.”

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

An “A” level grade (90-100%) marks an essay that engages the reader in a provocative conversation. Even more than in a “B” essay, its author anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, provides unexpected insights, and/or uses language with care and facility.

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

Grading on Low-Stakes Work

Quizzes, homework, and other in-class writing assignments—what I call low-stakes work—will be scored with a check plus (100%), check (80%), check minus (60%), or 0. A “check” marks an assignment in which the work is mostly complete, on time, and correct, showing that the student has given it some thought and effort. A “check plus” assignment demonstrates even more critical thinking: The student really wrestles with the topic at hand, has written something of an appropriate length, and makes a serious effort to engage with the issue. “Check minus” assignments have been completed, but with minimal thought or effort. “0” entries were not submitted.

Other Class Policies

The Class Wiki

This class will make extensive use of a class wiki, located at www.english302b23fa2014.pbworks.com. On the wiki, you’ll find a copy of this syllabus, your assignment prompts, links to readings and other resources that aren’t in our book, and most importantly, a live class schedule that will be updated frequently to reflect additions or
changes to your assigned homework or readings—so I suggest you check it daily. This is also where you’ll upload the final drafts of your major assignments and do some in-class writing.

Email

For privacy reasons, all correspondence from me will be sent only to your GMU e-mail accounts—so I suggest you check them frequently as well. Please include a relevant subject line, salutation (“Dear Professor”), and signature with your name and course/section number in addition to your message. I will respond to e-mails that meet these requirements within 24 hours during the week and within 48 hours on the weekend.

Submissions and Late Work

Some of the assignments in this course will be turned in as hard copies and others will be posted to our class wiki. I will let you know in advance how each assignment should be completed.

Paper copies must be turned in at the beginning of class the day the assignment is due. Online copies must be posted to the class wiki before the start of class on the day they are due. Otherwise, they are late. All major assignments will be turned in on the wiki.

Major assignments that are turned in after the start of class on the due date will lose a third of a letter grade for each calendar day they are late (so a C becomes a C-, and so on). I will not accept the major assignments more than 10 calendar days after the assignment’s due date. Turning in a project more than 10 days after the due date will result in you having to repeat the course (see “Grading Policies” on pg. 5).

I do not accept late homework, and missed in-class work cannot be made up. If you know you won’t be in class on a day an assignment is due, it’s your responsibility to turn it in ahead of time.

Three-Day Passes

That said, I do understand that things come up. So, I will give you one free three-day pass for any one of the assignments in this class, except the Reflective Essay. This means that you can turn in one of the other assignments three calendar days after it’s due, without explanation or penalty. (So if it’s due Tuesday, you can turn it in Friday without it affecting your grade.) You can only use this once, and you must mark “THREE-DAY PASS” at the top of the assignment you’re handing in late. This pass cannot be used for peer-review drafts.

Revision Policy

Writing is a process. And one of the most important steps in that process is revision. So, you may revise either the Rhetorical Analysis or the Individual Post-Mortem for the Discipline Analysis and resubmit it for a new grade—an average of your original grade and the grade given to your new revision. However, you must meet with me first to discuss your goals and strategies before undertaking a revision. I will not accept the revision if you haven’t met with me first to discuss it.
Revisions must demonstrate **substantial change** to the focus, support, approach, and/or organization of the essay, in addition to comprehensive error correction, or they will be returned with no grade change. Revising a paper does not guarantee a higher grade, but you cannot receive a lower one.

Revised papers must also include a minimum 200-word post script describing the strategies and approaches you used for your revision and why you think the thinking and writing in this version is stronger. I will not accept the revision if you do not include this short reflection. Revisions must be completed within two weeks of the assignment’s return to the class.

**Formatting**

All assignment should be typed in Times New Roman, size 12 font, and double-spaced. Paper copies must be stapled together. All assignments need an original title and should be formatted and documented according to your field’s preferred style guide. Be sure to list your name, my name, the course/section number, and the date at the top left-hand side of the first page.

**Online Classes**

In the case of an emergency, severe weather event, or instructor illness, we may need to have an online class. Online classes will be structured much like in-person classes, in that you’ll have to do some in-class writing, group work, reading and discussion, etc., by certain times. I will give you more information about these classes if they occur—but please know that they will still require you to be actively present mentally, if not physically.

**Classroom Etiquette**

And last but certainly not least, please turn off your cell phones and other electronic devices before you come to class—this is my biggest pet peeve. If I hear a cell phone go off or see one out on your desk, you will automatically lose your class participation points for that day. **You may use computers in our classroom only when instructed; if you're using them when I haven’t asked you to do so, you will lose your class participation points for the day.** Please do not sleep, carry on private conversations, or work on assignments for other classes either. Students who do so are not actively present in class and will lose their class participation points for that day.

Also, because we’ll be sharing our thinking and writing with one another in class, an atmosphere of respect and consideration for our peers is essential. At no point is it acceptable to tell a classmate that they suck, their writing sucks, etc. No disparaging comments about race, ethnicity, gender, or sexual orientation will be tolerated either.

**Composition Statement on Plagiarism**

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

To avoid plagiarism, meet the expectations of a U.S. Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers must:

- put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, a baseball card, an interview, an encyclopedia, a CD, a movie, etc.,
- completely rewrite—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, and also give an in-text citation for that paraphrased information,
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite), and
- give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

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

While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise. Writers who follow these steps carefully will almost certainly avoid plagiarism. If you ever have questions about a citation practice, please ask me!

I support the George Mason Honor Code, which requires me to report any suspected instances of plagiarism to the Honor Council. All judgments about plagiarism are made after careful review by the Honor Council, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

**GMU Student Services**

**The University Writing Center**

The University Writing Center, located in Robinson A114, is one of the best FREE resources available to you on campus. You can schedule a one-on-one 45-minute appointment with a trained tutor to help with any phase of the writing process for any assignment. Make an appointment by visiting the website (http://writingcenter.gmu.edu), calling 703-993-1200, or stopping by and scheduling a session in person.
Students With Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through ODS.

Counseling and Psychological Services

George Mason offers free counseling and academic workshops for students. Same-day appointments are available. Please visit http://counseling.gmu.edu for more information.

Office Hours

My office hours are there for you to use. Whenever you want to talk about an assignment, etc., please come by my office. If you want to speak with me outside of class but cannot meet during my office hours, please e-mail me, and we'll arrange another time to meet.

Important Dates

• Last day to add or drop a class with no tuition penalty: September 2
• Selective withdrawal period: September 29 – October 24

Class Schedule

All assignments are due on the day listed. Be prepared for a quiz or in-class writing on the reading the day it’s due.

*Note: This schedule only covers the first four weeks of the course and is subject to change. You should check the Course Schedule page on our class wiki for the most up to date information on the reading and writing due each day.

<table>
<thead>
<tr>
<th>Class Day</th>
<th>In-Class Topics</th>
<th>Reading Due</th>
<th>Writing Due</th>
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<tbody>
<tr>
<td><strong>WEEK 1: WRITING/READING AS PROCESS</strong></td>
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<td></td>
<td></td>
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<tr>
<td>T 8/26</td>
<td>Introductions; writing as process</td>
<td>Syllabus and 302 Learning Goals</td>
<td>Introductory letter: Write me a formal letter that introduces yourself, your major, any concentration or sub-field you want to examine this semester, and what you hope to gain from this course (hard copy)</td>
</tr>
<tr>
<td>TH 8/28</td>
<td>Reading like a writer; genre, audience, and purpose</td>
<td>Bunn: “How to Read Like a Writer” (Wiki)</td>
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<td></td>
<td>They Say, I Say, Ch. 11</td>
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WEEK 2: “THEY SAY”: READING FOR THE CONVERSATION
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>T 9/2</td>
<td>Reading for the argument/conversation; rhetorical analysis</td>
<td><em>They Say, I Say,</em> Introduction and Ch.12 Caroll: “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” (Wiki) <em>They Say, I Say,</em> “Hiding From Reality” (pgs. 564–567)</td>
</tr>
<tr>
<td>TH 9/4</td>
<td>Summary vs. analysis</td>
<td><em>They Say, I Say,</em> Ch. 1 and 2 <em>They Say, I Say,</em> “Is the American Dream Over?” (pgs. 568–571)</td>
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**WEEK 3: “I SAY”: ENTERING THE CONVERSATION**

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<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>T 9/9</td>
<td>Theses and evidence; summarizing, paraphrasing, and quoting</td>
<td><em>They Say, I Say,</em> Ch. 3 Quotations, Paraphrase, Summary, and Analysis (Wiki) <em>They Say, I Say,</em> “A Lifetime of Student Debt? Not Likely” (pgs. 256–272) Thesis Statements Handout</td>
</tr>
<tr>
<td>TH 9/11</td>
<td>Peer review</td>
<td>Textual Analysis Peer-Review Draft (two hard copies)</td>
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**WEEK 4: “I SAY”: ENTERING THE CONVERSATION, cont’d.**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>T 9/16</td>
<td>Three ways to respond; “I” and voice in writing; revision vs. editing</td>
<td><em>They Say, I Say,</em> Ch. 4 <em>They Say, I Say,</em> “A Lifetime of Student Debt? Not Likely” (pgs. 256–272) Revision Handout (wiki)</td>
</tr>
<tr>
<td>TH 9/18</td>
<td>What’s a discipline?</td>
<td>Textual Analysis Final Draft and Post Script (wiki)</td>
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SaS Addendum

**English 302-SAS Student Learning Outcomes**: For primarily text-based research that prepares students to make original contributions: students will

SLO-1, *Discovery*: Understand how they can engage in the practice of scholarship at GMU
SLO-2, *Discovery*: Understand research methods used in a discipline
SLO-3, *Discovery*: Understand how knowledge is transmitted within a discipline, across disciplines, and to the public
SLO-4, *Inquiry*: Articulate and refine a question
SLO-5, *Inquiry*: Follow ethical principles
SLO-6, *Inquiry*: Situate the scholarly inquiry [and inquiry process] within a broader context
SLO-7, *Inquiry*: Apply appropriate scholarly conventions during scholarly inquiry/reporting

At the end of the course, the Office of Institutional Assessment and the Composition Program will collect random samples of student Metacognitive Writing Assignments (our “Reflective Essay”) and Final Research Project (our “Researched Argument”) in order to assess the effectiveness of the Students as Scholars Program. *This assessment has no bearing on your grade in the course.*