English 302—Advanced Composition. Spring 2016
302.M11: 9-10:15am, Innovation Hall 336
302.M03: 3-4:15pm, Robinson A412

Instructor: Clay Zuba
Office: Robinson A455
Office Hours: 10:30-11:20 M, 2-2:50 W
Office Phone: 703-933-1170
Email: czuba@gmu.edu

Course Goals
By the end of this course students will be able to
- use writing as a tool for exploration and reflection in addressing advanced problems, as well as for exposition and persuasion
- employ strategies for writing as a recursive process of inventing, investigating, shaping, drafting, revising, and editing to meet a range of advanced academic and professional expectations
- identify, evaluate, and use research sources
- employ a range of appropriate technologies to support researching, reading, writing, and thinking
- apply critical reading strategies that are appropriate to advanced reading in your academic discipline and in possible future workplaces
- recognize how knowledge is constructed in your academic discipline and possible future workplaces
- analyze rhetorical situations – audience, purpose, and context – of texts produced in your academic disciplines and possible future workplaces
- produce writing – including argument proposals – that is appropriate for a range of rhetorical situations within your academic disciplines and possible future workplaces

Students as Scholars: This section of English 302 is participating in GMU’s “Students as Scholars” 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).

Assignments in English 302 will help prepare you to be contributors to knowledge in your field, not just memorizers of facts: you will
- understand how knowledge is created and transmitted in a field/discipline
- understand key methods and conventions of scholarly research in your field/discipline
- articulate and refine your own question for scholarly inquiry
- situate your investigation in an ongoing context/conversation in your field
- and design a final project that adds new perspectives and/or data to the conversation
**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 and Final Research Project in order to assess the effectiveness of the Students as Scholars Program. *This assessment has no bearing on your grade in the course.*

**Prerequisites**
Students must have completed or transferred in the equivalent of English 100/101, 45 credit hours, and any required general-education literature course designated by their college or major. Students should take a version of English 302 that connects to their major field. Students in the School of Engineering are *required* to take English 302N, respectively. If you are enrolled in a different version, you should contact your adviser immediately.

**General Education**
This course is also part of *The Mason Core*, 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 The Mason Core, consult the University Catalog or visit [http://provost.gmu.edu/general-education/](http://provost.gmu.edu/general-education/)

**GMU Email**
Students must activate their Masonlive email account and check it regularly. For privacy reasons, all class-related emails will be sent only to students’ official GMU email addresses.

**Textbooks and Materials:**
Textbooks are available at the Campus Bookstore:

- Technology: A Laptop or Tablet with Word Processing software that you can bring to class.
- Print or digital style guides as appropriate to discipline.
Grade Evaluation:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Project 1: Synthesis/Analysis (500-750 words)</td>
<td>Feb 3</td>
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<tr>
<td>20%</td>
<td>Project 2: Discipline Analysis (750-1000 words)</td>
<td>Mar 2</td>
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<tr>
<td>25%</td>
<td>Project 3: Researched Argument (1500-2000 words)</td>
<td>May 2</td>
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<tr>
<td>10%</td>
<td>Project 4: Reflective essay</td>
<td>May 6</td>
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<tr>
<td>15%</td>
<td>Homework and Quizzes</td>
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<tr>
<td>15%</td>
<td>Class Participation</td>
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Completion Policy:
You must complete all main essay assignments to earn a “C” or higher.

English 302 Grading Policy:
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.

Course Grading Policy:
In grading essays I will use the following criteria:

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.
Homework Grading
Homework and quizzes will be scored 0-5, but some may be worth multiple homework scores to weight them more heavily.

<table>
<thead>
<tr>
<th>A-level homework (5)</th>
<th>indicates exceptional work that goes beyond satisfactory by demonstrating the writer's high level of critical thinking, engagement and effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-level homework (4)</td>
<td>indicates good, satisfactory work that is complete and demonstrates that the writer has given some thought and effort to the assignment</td>
</tr>
<tr>
<td>C-level homework (3)</td>
<td>demonstrates average work that is mostly complete</td>
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<tr>
<td>Sub-standard (0-2)</td>
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<tr>
<td>0</td>
<td>indicates incomplete or unfinished work</td>
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</table>

Your average percentage determines this portion of your course grade, but I will drop your lowest homework or quiz grade before calculating your final grade.

Submitting Class Work:
Assignments are due at the beginning of class on the due date. Unless otherwise noted, all formal assignments should be typed using Times New Roman 12 font, and double-spaced. Put your name, the instructor’s name, the class session, and the date at the top of the first page.

Major Assignments (listed above) will be uploaded to the Blackboard. Other homework will be turned in via hard copy or email as assigned. I accept emailed assignments only as “place-holders” to avoid a late penalty. You should keep all of your assignments as they are handed back to you.

Late Work Policy: Late assignments are those arriving any time after the beginning of class on the due date. I do not accept late work.

Class Participation:
Participation is 15 percent of your course grade. Most class periods are worth 2 points; peer review sessions and conferences (and, potentially, other days that will be announced in advance) are worth 10 points. You must be not only present, but active and engaged to receive full credit for participation. Your final participation score will be calculated as the percentage earned of possible participation points. Participation points will be tallied every week and posted to Blackboard in a running percentage.

I allow two “free” absences to use throughout the semester. Save them for when you really need them. All other absences, except those resulting from mandated government or military service, result in a zero for participation. If you are absent, you are still responsible for all homework and readings. It is your responsibility to keep up with the course when you are absent. After checking Blackboard and with other students, contact me if you have lingering questions.
You earn full points for a class period only by being on time and actively engaged—not by merely being present. You will earn no credit if you are disengaged, doing work for another class, using phones or computers for non-class related purposes, or are rude or disruptive.

In-class work and quizzes will be scored on a 0-5 scale; there are no make-ups for these assignments. Your average score for the semester will count for half your participation grade.

**Technology/Cell Phone Policy:**
In order to facilitate classroom activities like discussion and revision, you should bring your laptop or tablet with word-processing software to class.

But these tools can also be distracting to you and the students around you. When you’re not using your laptop or tablet for class work, shut the lid or turn it off. Your cell phone, which should turned off or in your bag (not on your desk or in your lap). Surfing online, using social media, and texting are ineffective classroom behaviors and will lower your participation grade.

**Revision Policy:**
This course teaches and practices writing as a process. You are required to write at least two drafts of each major assignment, and to participate in peer-review sessions that assist other students in making effective revisions to their essays. Peer-review sessions are conducted in class and count for more than the standard Participation grade (see above).

**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 US 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)

• 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 in their essay.

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 writers ever have questions about a citation practice, they should ask their instructor!

Instructors in the Composition Program support the George Mason Honor Code, which requires them 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.

COMMON COURTESIES & RESPECT FOR OTHERS
While you are free—even encouraged—to disagree with me or other students, your comments should be intellectual rather than personal, conversational rather than confrontational. Our classroom is an environment in which we can learn from each other, where topics are open for careful consideration, and where what each of us brings to the classroom is respected. That said, I will not tolerate mean, closed-minded, or discriminatory talk or actions of any kind. Please respect the diversity and opinions of your classmates and adhere to the letter and spirit of GMU’s following non-discrimination policy in all classroom proceedings:

GMU Nondiscrimination Policy
GMU is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. GMU shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

Class Cancellations & Inclement Weather
We’ll do our best to stay on track and engaged in the research and writing process even if our face to face meeting is disrupted. If the university is closed for weather or other emergencies, check your Mason e-mail and our class wiki for instructions and schedule
modifications. You will likely be asked to complete an online class or activities that will help us stay on track.

If the weather is bad, check the GMU website at http://www.gmu.edu and look for a scrolling banner announcing delays or closings. You can also sign up for Mason Alert to have university closures and other critical information e-mailed or texted to you.

HELP WITH THE COURSE

I enjoy the opportunity to work with you, so please think of me as your first resource for help. Let me know if you have questions or concerns, need help with an assignment, want to work together at any point in your writing process, or need an early or additional review of your work. If you can’t make office hours, we can schedule an appointment. I will give you my cell phone number if we are unable to schedule a time when we are both on campus.

Do not overlook the importance of personal responsibility and pre-planning. If you’re struggling with something, ask for help right away. This class doesn’t lend itself to procrastination or last minute work.

You may also want to visit the University Writing Center, whose main office located in Robinson A114. You can schedule a 45-minute appointment with a trained tutor to help with any phase of the writing process. You can even obtain assistance with papers by visiting the online writing center at http://writingcenter.gmu.edu/owl/index.html, but plan ahead and allow at least 2-3 days to receive a response. In addition to their free tutoring sessions and online assistance, they have an outstanding website that offers resources for student writers. writingcenter.gmu.edu (703) 993-1200

Use the Library. Librarians in the Fenwick and Johnson Center libraries (and at the libraries on our Arlington and Prince Williams campuses) are available to help you with your research. Show up with your assignment and specific questions or assistance needs or contact the library by phone or online. The library’s website offers tutorials and research resources and databases that we’ll use throughout the semester. Bookmark the library’s website on your computer and take advantage of all the resources and assistance available there!

IMPORTANT CAMPUS RESOURCES

Office of Disability Services: ods.gmu.edu (703) 993-2474

Students with documented disabilities are legally entitled to request certain accommodations. 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 993-2474. All academic accommodations must be arranged through the DRC. I will be happy to work with students and the ODS to arrange accommodations that I can offer in an online course.
Counseling and Psychological Services: caps.gmu.edu (703) 993-2380

Counseling and Psychological Services (CAPS) provides a wide range of services to faculty, staff and students. Services are provided by a staff of professional counseling and clinical psychologists and professional counselors. The Center provides individual counseling, group counseling, workshops and outreach programs -- experiences to enhance a student’s academic performance. To make an appointment, visit the CAPS website at http://counseling.gmu.edu/, or go to their office in Student Union I, Room 364.

Office of Diversity, Inclusion and Multicultural Education: odime.gmu.edu (703) 993-2700
The Office of Diversity Programs and Services supports our diverse student and faculty population. The office is committed to the success of all members of the Mason community. Throughout the year, it sponsors a variety of programs for students and faculty. It works specifically with African Heritage, Hispanic/Latino, Asian/Pacific American, American Indian, and Lesbian, Gay, Bisexual, Transgender, and Questioning populations.

Office for Academic Integrity: oai.gmu.edu (703) 993-6209
The mission of the Office for Academic Integrity (OAI) is to promote and support academic integrity throughout the university community by educating its members, fostering an environment where students can be recognized for high levels of integrity, creating opportunities for leadership and personal growth, and upholding the university honor code through a student-based honor committee.

Office of the University Registrar: registrar.gmu.edu (703) 993-2441
Contact the registrar for information about student records and transcripts; registration, including adding or dropping the course; the Schedule of Classes or University Catalog; academic policies and degrees; student eligibility for NCAA athletic participation; Veteran’s educational benefits; and tuition status.

The full academic calendar and final exam schedule is available through the registrar’s website, but here are some key deadlines:

Last Day to Add Classes: Jan. 26
You are responsible for verifying your enrollment in the class and making any necessary schedule adjustments through Patriot Web by this date.

Last Day to Drop Classes: Feb. 19

Selective Withdrawal Period: Feb. 22 to Mar. 25

Major Assignments

Project One: Analysis Project (750-1000 words)
Write a response to "The Case for Reparations" by Ta-Nehisi Coates that synthesizes at least one scholarly source and another credible source. Your response include a thesis that articulates a stance on the issue at hand and be argument driven, rather than a summary of others' ideas.

**Project Two: Discipline Awareness Project (1000 -1500 words)**

Prepare a 1000-1500-word paper in essay form (not a bulleted list) that describes the scholarly and writing practices of your discipline. You should survey at least six sources that are appropriate for research in your field of study. Sources may include humans, reference works, electronic sources, databases, journals, associations, popular magazines, and any other valuable resources you discover. Indicate which sources might be considered as inappropriate or unreliable. Why? (You may wish to briefly interview a professional in your field to help you see these patterns.) Conversely, discuss the sources that are highly regarded professionally. Rather than move source-by-source, create an integrated essay that clusters sources together into groups or categories based on their value and other useful criteria.

**Project Three: Researched Argument**

1) **Research Proposal**: In a 500-750 word essay, propose a course of action that you plan to take to complete the Research Essay assignment for this course. You will need, of course, to explain the topic/question/problem that you intend to investigate, and to argue for the importance, interest, and/or personal relevance of investigating this issue. A proposal is usually both a forecast of the future -- what you believe, based on current data, will or should occur -- and a request for your audience's approval or agreement with that forecast. It is thus part description and part argument: you need to persuade an audience that what you propose is reasonable and plausible. In order to convince your audience -- in this case, me -- to approve your proposal, you will need to provide evidence that you already know a fair amount about the general issue(s), that you have plans for gaining the information you will need, that you are likely to be able to complete the project as planned given the time and resources you have to work with, and that you can be flexible as needed. If you include information about or from sources that you have already located, you should provide a Works Cited list, in MLA or APA format.

This assignment will be evaluated in two ways. First, I will either approve, conditionally-approve, or not approve your research area. Separately from that, I will assign a grade to the proposal itself based on its attention to detail and its overall organization and clarity. The Research Proposal counts for 5% of the overall grade for Project Three.

2) **Research-based argument essay**: Based on your approved Research Proposal, write a 1500-2000 word essay that employs 6-10 credible sources to make an argument. Your thesis must take a stance on a debatable issue in your major field. If you choose a topic that is part of a more general public debate, you must approach it
from a disciplinary view. Your essay should replicate the key features of academic or professional writing in your field that you have identified in your Disciplinary Analysis essay. In other words, your questions, evidence, sources, organization, style, and citations should match the expectations of readers in your disciplinary audience.

**Project Four: Reflective Essay**

Write a 500-750 word essay that reflects back on the process, strategies used, and contributions made to your field through the composition of your research-based argument.

**Homework assignments and Quizzes** will be assigned throughout the course to help achieve course objectives. I will give ample notice to complete homework assignments. I like to give pop quizzes.

Frequently students are asked to bring some version of writing related to their current essay assignment: thesis sentence, outline, intro or body paragraph, summary of outside source, partial draft, revised draft.

**Weekly Schedule**

<table>
<thead>
<tr>
<th><strong>Possible in-class topics</strong></th>
<th><strong>Major assignments due</strong></th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>Introductions; what disciplines have in common; discourse communities, “The Case for Reparations”</td>
<td>In-class writing: what you know about writing in your major field (issues &amp; forms)</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Analyzing texts; critical/close reading strategies; paragraphing and organizational options for multi-source syntheses; intros, theses, and conclusions;</td>
<td>Analysis/Synthesis draft</td>
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<tr>
<td><strong>Week 3</strong></td>
<td></td>
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<tr>
<td>Defining a discipline, finding and reading scholarly secondary sources; evaluating evidence; tracing arguments and sub-arguments;</td>
<td>Analysis/Synthesis Essay due</td>
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<td><strong>Week 4</strong></td>
<td></td>
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<tr>
<td>analyzing genres in the discipline; handling jargon and technical language in the discipline</td>
<td>Group Project: Defining and delineating the discipline</td>
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<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>Peer review workshop; paraphrase, quotation, citation; disciplines as conversations</td>
<td>Discipline analysis draft</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>Planning extended research tasks and strategies; using sources to find more sources; narrowing and finding an “angle” and research question;</td>
<td>Topics for research project</td>
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<tr>
<td>Week</td>
<td>Topics</td>
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<tr>
<td>7</td>
<td>Types of Argument; moving beyond “two sides”; evaluating secondary source relevance and credibility;</td>
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<tr>
<td>8</td>
<td>Addressing feasibility questions, counterarguments, writing for specialist vs. nonspecialist audiences;</td>
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<tr>
<td>9</td>
<td>Writing proposals; organizing a long essay; using complex sentence structures for complex ideas</td>
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<tr>
<td>10</td>
<td>Integrating source material; seeing “gaps” and contributing new analyses;</td>
</tr>
<tr>
<td>11</td>
<td>Peer-review workshop; macro revision strategies (organization, evidence); micro revision strategies (paragraph, sentence, diction)</td>
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<tr>
<td>12</td>
<td>Cutting it down: adapting key ideas to new audiences;</td>
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<tr>
<td>13</td>
<td>Visual design strategies;</td>
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<tr>
<td>14</td>
<td>Final reflections</td>
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