ENGH 302: Section K01 & K02
ADVANCED COMPOSITION (Multi-Disciplines)
DRAFT 20191119

Instructor: Dr. Hyunyoung Cho
Fall 2019
K01: TR 1:30 – 2:45, G TBA
K02: TR 3:00 – 4:15, G TBA

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COURSE DESCRIPTION AND LEARNING GOALS:

English 302, Advanced Composition, is a course designed to help you further develop the writing and research skills you have learned in English 100/101 and other courses: the course will teach you to write with awareness of audience, purpose, and context, and help you understand how knowledge is created and transmitted in your field or discipline.

You will learn key methods and conventions of scholarly research in your disciplinary field. You will articulate and refine your own question for scholarly research, situate your inquiry in an ongoing conversation in your field, and design a final project that adds new perspectives to the conversation. Advanced composition will help you participate in your discipline and transfer your learning to different writing situations.

This English 302 is an enhanced version created to better serve the unique needs of GMU-Korea students by incorporating the research and best practices in composition instruction for multilingual writers. Lessons and assignments are designed to empower you as you negotiate your entry into your field's discourse community as a multilingual writer from a non-U.S. educational culture.

By the end of this course you will be able to

- Students will be able to analyze rhetorical situations–audience, purpose, and context–in order to recognize the expectations of readers and understand the main purposes of composing across multiple contexts relevant to their fields of study.

- Students will understand the conventions of academic and non-academic genres, to include usage, specialized vocabulary, format, and attribution/citation systems.

- Students will be able to apply critical reading strategies that are appropriate to advanced academic and non-academic texts of relevance to their fields of study.

- **Students will identify and synthesize multiple perspectives in articulating and refining a research question relevant to their fields of study.**

- Students will engage in a recursive process of inventing, investigating, shaping, drafting, revising, and editing to produce a range of academic and non-academic texts of relevance to their fields of study.

STUDENT AS SCHOLARS (SaS) LEARNING GOALS:

This course participates in the Students as Scholars (SaS) program, a university-wide initiative that encourages undergraduate students to engage in scholarly research. 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, George Mason Office of Student Scholarship, Creative Activities, and Research; http://oscar.gmu.edu.

At the end of the course, the Office of Institutional Assessment and the Composition Program will collect random samples of students' final research projects in order to assess the effectiveness of the Students as Scholars Program. *This assessment has no bearing on your grade in the course.*

This course shares the official Learning Outcomes of the Student as Scholars Program, as listed here:

- **CORE: Articulate and refine a question, problem, or challenge.**
- ETHICS: Identify relevant ethical issues and follow ethical principles
- DISCOVERY: Distinguish between personal beliefs and evidence.
- METHOD: Choose an appropriate research method for scholarly inquiry.
- METHOD: Gather and evaluate evidence appropriate to the inquiry.
- METHOD: Appropriately analyze scholarly evidence.
- **CONTEXT: Explain how knowledge is situated and shared in relevant scholarly contexts.**

MASON IMPACT STATEMENT

- o   Please include the logo and statement in its entirety.

As a Mason Impact course, ENGH 302 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.

MASON CORE STATEMENT:

This course is also 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 Upper Division Written Communication requirement. For more information on the mission of The Mason Core, consult the University Catalog, or visit the Provost Office's Mason Core page.

COURSE PREREQUISITES:

To register for English 302, you must
- have completed a minimum of 30 credit hours. The program recommends that students enroll in ENGH 302 after completing 45 credit hours.
- have earned credit for (or been exempted from) English 100/101 or equivalent

- have completed the Mason Core literature requirement (for example, ENGH 201 or 202).

REQUIRED TECHNOLOGIES AND MATERIALS:

- **An active Mason email account**. You are responsible to maintain access to your Mason email account and check it regularly. <u>For privacy reasons, it is the university policy that all class-related emails be sent only to students' official GMU email addresses.</u>
- **Regular back-up of your work**: establish a stable system of back-ups. Prepare a portable (i.e. flash drive) and an online/cloud data storage containing current work for the course. It is your responsibility to prepare for unexpected but frequent technology failures and loss of network connections. <u>Technology failures, for example, broken computers, no access to GMU accounts, no internet connection, or loss of files, will not constitute a legitimate excuse in this course in most imaginable cases.</u>
- **A laptop or tablet** with word processing software (MS Word) <u>for every class session</u>. If you do not have one or don't want to bring yours to class, please let me know as soon as possible. Please note that I expect you use the laptop only for the classwork during the class time.
- One file folder for keeping class work and handouts.

TEXTBOOKS:

All the required readings will be provided as electronic files on the Blackboard course site.

Recommended textbooks (all available on the IGC library)
- *Writing in Transit* by Denise K. Comer (ISBN: 978-1680366365)
- Booth, Wayne C. and Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research*. 4th ed., U of Chicago P, 2016. This book contains a useful guide on the research process, especially on asking research questions and making an argument. The IGC Library has three copies of this book: two for check-outs and one for the use inside the library.
- Hacker, Diana and Nancy Sommers. *A Writer's Reference*. 8th ed., Bedford St. Martins, 2016, or any other writing manual that contains up-to-date APA, MLA, and Chicago citation style. The IGC Library has this book and similar writing handbooks.

METHODS OF INSTRUCTION:

This is not a lecture class. Most class sessions of English 302 will be interactive and will involve a significant amount of student writing and discussion. You can expect to engage in the speaking, listening, reading, and writing of academic English each week. You may be asked to work individually as well as collaboratively as you investigate issues, practice writing strategies and techniques, learn research and critical reading approaches, and review your own and your peers' writing.

Students who attend regularly and stay engaged in class activities, who keep up with all the assignments, who seek out the university's various support services for help when they need it, and

who block off sufficient time each week for thoughtful drafting and revising usually succeed in this class. <u>According to the university's guideline, students are expected to work 2-3 hours per week per credit hour, but composition courses tend to ask a little more time. Therefore, I recommend you block off **a minimum 9 hours per week** for this course.</u>

COURSE REQUIREMENTS:

1. **Class Participation, Quizzes, Journals, Classwork, and Homework:**
I expect you arrive on time and attend each and every class. I also expect you to be fully present and actively engage in class activities. Participation will be graded based on your attentiveness, preparation for class, participation in discussions & group work, classwork, and homework. Absences, frequent tardiness, or lack of engagement in class (including reading non-class materials, checking email or cell-phone messages, holding private conversations, frequent trips to restrooms, or any other disruptive behaviors) will lower the participation grade. I will update the participation grade in Blackboard every two weeks or so.

When you miss a class, it is your responsibility to catch up what you missed, including announcements made in class.

As part of class work and home work, you will do various sorts of informal, exploratory writing assignments that are designed to move you forward in the major assignments. You will also write reflective essays to consider your own learning and writing process.

You will also take short quizzes on Blackboard throughout the course.

For quizzes, classwork, homework, reflective journals, and any other short writing assignments, there are no make-ups. **Once the submission site is closed, I do not accept late submissions of these low-stakes assignments.**

2. **Major Assignments:**
Following are brief descriptions of the major assignments of the course. Fuller instructions will be provided in separate handouts for these assignments.

Unit One: Discipline Awareness Project (Draft and conference required for this project. 800 – 1200 Words)
In this assignment, you will first identify a current conversation surrounding a topic that interests you. Then you will choose a recently published scholarly article that participates in that scholarly conversation, and adapt it (rewrite it) for a public audience. This assignment consists of five steps: 1. Finding, evaluating, and summarizing a recently published scholarly article that participates in one of current conversations in your discipline   2. Identifying a new audience and genre for your adaptation of the article   3. Analyzing your target audience and the genre expectations   4. Writing the adaptation in the new genre and for the target audience (400 – 600 words)   5. Analyzing the choices you made as you adapted the scholarly article for a public audience (metacognitive reflection, 400 – 600 words)
Unit Two: Participating in Your Discipline
EXPLORATORY ANNOTATED BIBLIOGRAPHY AND RESEARCH PLAN: The Annotated Bibliography and Research Plan will help you collect and summarize academic

articles for the Research Proposal assignment. It will be an important component of your research, and it will help you review the existing literature on your topic, and to develop your research project. You will be required to identify fourteen relevant sources (minimum), and summarize and evaluate at least seven sources, with a mix of scholarly, professional, and other credible sources (the appropriate mix will be dependent on the nature of your project).

Oral Presentation of Your Research:

You will give an oral presentation of your research-in-progress in class. This will help you organize relevant findings from your sources into a narrative as you embark on drafting the Literature Review. You will also have an invaluable experience of public presentation.

Research Proposal (including a literature review): First and Final Draft required for this project. 2000 words minimum.

Research Proposal is the primary assignment of this class and builds on your work in Discipline Awareness Project. You will write a draft proposal on the current "conversation" of interest in your field. At the end of the semester, after engaging in the research process, you will revise the initial proposal into a final proposal to show how you have found a gap and created your own niche in the current research.

As part of the research proposal, you will write a literature review. You will collect, analyze and summarize sources to answer the question and to make an argument. You will argue for one of several possibilities and these are just two examples: the need for further research in a specific area; the need for a study to collect data to illuminate an understudied aspect of the issue under investigation.

The research proposal will demonstrate that you have a focused research area, that you have identified the niche for your research, that you have asked a specific research question, and that you are able to propose viable suggestions for future avenues of research. The research proposal may also help you position yourself to write a formal proposal for OSCAR-related projects.

Unit Three: Reflection and Transfer

Essay of Meta-cognitive Reflection and Transfer: 5 % (500 words minimum)
At the end of the semester, you will reflect on your learning experience in this course and transferability of the skills and strategies that you have learned and enacted in this course.

GRADE INFORMATION

GRADE COMPOSITION (1000-point scale)

Class Engagement and Assignments	160
Short Quizzes	20
Unit 1: Discipline Project (Initial and Final Draft)	50 + 200
Unit 2-1: Research Plan	20 + 50
Unit 2-2: Annotated Bibliography	100

Unit 2-3: Oral presentation of Research	50
Unit 2-4: Research Proposal	20 + 280
Unit 3: Essay of Reflection and Transfer	50

GRADING CRITERIA:

Major Assignment Grading Standards:
In grading essays, I use the following general criteria. A more specific grading rubric for each major assignment will be provided on Blackboard.

A "C" level grade (70-79%) denotes competent college-level writing and achievement. The writer responds to the specified rhetorical situation: he or she meets, to some degree, all the assignment requirements, and employs some key strategies for communicating his/her ideas to his/her targeted audience. The essay has a central focus, 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, the writer of such an essay goes further in some 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 argument, and/or creates prose that reads smoothly at both the sentence and paragraph levels. The essay has few sentence-level errors and/or may demonstrate a lively voice or style.

An "A" level grade (90-100%) marks an essay that engages the reader in a provocative conversation. Even more than in a "B" essay, the writer anticipates and responds to possible reader questions, uses a wide range of supporting evidence, structures arguments and analyses to create a fluid reading experience, 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.

Please note that while I will always explain the justification for a grade, I do not negotiate grades with students.

Class Engagement and ClassWork
Class Engagement and miscellaneous assignments will be assigned per week. You will earn up to 20 points per week: 10 point for each class. The grade will be assigned in a scale of five: Plus (+); Check (V); Check Minus (--); Half (H); Zero (0).
- Active Class Participation of class activities, in-class writing, as well as strong preparedness for class, including the completion of reading and writing assignments will earn you a Plus (+) or 10 points out of 10
- Good Class Participation and a work that meets all the requirements will earn you a Check (V) or 9 points
- Mostly satisfactory Class Participation and a work that meets most of the requirements will earn you a Check Minus (--) or 8 points
- Unsatisfactory participation and a significantly incomplete work will earn you a Half (H) or 5 points

- No participation and no submission will get you a Zero or 0 points.

You will normally earn up to 20 points per a regular week throughout the semester. At the end of the semester I will convert the accumulated score to the class engagement/short writing grade. **Because some leeway for emergency absences is already built in the calculation, I won't acknowledge additional excused absences.** For further questions about the participation policy, feel free to ask me in person.

Short Quizzes
You will take multiple quizzes throughout the semester. They are often tied with minor reading assignments and/or short lessons. The quizzes will be taken online in the Blackboard course site.

Midterm Progress Report
You will receive a midterm evaluation based on the work of the first half of the semester, which you can view in Patriotweb. The purpose of the midterm grade is to help you understand how well you are doing up to the mid-point of the semester 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 is weighed more heavily.

Final Grades Percentage Break-down:

Course Grade Range (100 percentile)	Letter Grade
97.5-100	A+
93-97.4	A
90-92.9	A-
87.5-89.9	B+
83-87.4	B
80-82.9	B-
77.5-79.9	C+
73-77.4	C
70-72.9	C-
60-69.9	D
Below 60%	F

POLICIES

1. Course Completion Policy:

- Students must earn a C (73%) or higher to fulfill the ENGH 302 Mason Core requirement**;**

students must complete all major projects to earn a C (or higher); students whose grades are lower than a C will need to repeat the class.

- Beginning fall 2018, there is a limit of three graded attempts for this course. A W does not count as a graded attempt. Please see AP.1.3.4 in the University Catalog and consult with your academic advisor if you have any questions.

- You must complete all major assignments (Discipline Project, Annotated Bibliography, Research Plan, Oral Presentation, and Research Proposal) in order to receive a passing grade.

2. **Submitting Assignments:**
- Classwork is due by the end of class, unless otherwise announced, to Blackboard; homework is **due 12 noon on the day of class**, to Blackboard. Once the submission is closed, I do not accept late submissions of these low-stakes assignments.
- For the major assignments, electronic submission to Blackboard is required by the deadline. In addition, for some assignments, you might be required to bring paper copies to class on the due date; follow the detailed instructions provided in assignment handouts. A late submission will lower your grade (see the Late Work Policy).
- All submissions to Blackboard need to be in MS Word file, unless otherwise specified.
- For miscellaneous writing assignments, place the following info in the upper left-hand corner of the first page

  Your [full, official] Name
  ENGH 302: Section Number
  Assignment Name
  Date of Submission

  For major assignments, provide the same information on a separate cover page by following the format guideline of the APA, Chicago, or MLA style.

- Unless otherwise noted, all writing assignments should be typed using Times New Roman #12 point, double-spaced, left-adjusted. The first lines of each paragraph should be indented a half inch or five spaces. Do not skip lines, that is, do not provide extra space between paragraphs or sections (check the setting in "Paragraph" of your MS Word program).

- It is your responsibility to submit assignments in the appropriate place. As you are all upper-level students, I expect you to know how to navigate Blackboard. If you encounter problems uploading your files to Blackboard, please let me know via email. Unless it is the instructor's error, however, a failure to navigate Blackboard doesn't work as an excuse.

3. **Late Work Policy:**
  Late submission of a major assignment will result in 2 point grade reduction for each calendar day it is late, to include weekends and holidays. But since I know that "life happens," you will have **three Crisis Day passes** that you can use throughout the entire semester on major assignments to secure an automatic extension without a penalty. Major assignments include the following: Discipline Project (first and final drafts); Research

Proposal (first and final drafts); Annotated Bibliography; Research Plan; Reflection Essay. Each Crisis Pass will give a twenty-four-hour extension from the original deadline. When using a pass, you don't need to explain your reasons for using it. <u>As soon as you can, and preferably before the original deadline</u>, just send me an email with the following subject line:

ENGH302 Crisis Pass: [Your Official Name], [the assignment name], [number of passes to be used]

<u>You cannot use Crisis Passes for low-stakes assignments.</u>
<u>I do not accept major assignments that are more than two weeks late.</u>

4. **Revision Policy:**
   You have the option to revise ONE major project, Discipline Project, after receiving its grade. After I return you the graded assignments, you have three weeks to revise & submit the revised draft. If you choose to take this option, you are required to
   a) meet with me individually and bring your final draft with additional revisions
   b) meet with a writing tutor at the Academic Support Center for this revision and submit a verification slip of the session, along with your revised submission.

5. **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 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.

6. **GMU Nondiscrimination Policy:**

   Nondiscrimination Policy: George Mason University 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.

   For the full statements of this university policy, visit
   https://universitypolicy.gmu.edu/policies/non-discrimination-policy/

7. **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 counselor, please see https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness for more information. For more information about what Title IX is, please see https://masonkorea.gmu.edu/resources-and-services/title-ix.

UNIVERSITY RESOURCES:

1. **University Writing Center**
   Even though you cannot visit the writing center on the main campus, you will want to frequent the Writing Center's excellent website and take advantage of its wonderful collection of resources. In addition, you can sign up for an online tutoring service.

2. **The Mason Library** and **IGC Library**
   As members of GMU community, you have full access to the library resources available on line. You can also seek help with your research by contacting subject librarians. "Ask the Librarian" button on the library front page is a great tool to check out. The library website is a gateway to a treasure trove of resources and tutorials, which I will encourage you to explore and exploit throughout the semester.

   I have also ordered a lot of writing and research guide books in the IGC library, as well as many other books useful for your liberal education. Most of the books in English are housed on the second floor. The library also offers a beautiful space for study. Please visit and explore.

3. **Tutoring Services at GMU-Korea**
   Writing tutoring is available at the Academic Resources Center located on the 6th floor. Sign-

up for sessions and take advantage of this useful resource. **To encourage you to take advantage of this service, I will give extra-credits for verified tutoring sessions (1 point per visit up to 10 points maximum over the course of the semester). Make sure to obtain verification slips for your sessions. I will collect them at the end of the semester.**

4. **GMU-Korea Counseling Service Center**
   The Counseling Center provides comprehensive support services that promote the personal, social, and academic success of GMUK students. The Center is located in Multi-Complex Building 3052 (near the IGC Health Center). To reach them, you can visit the center, email wellness@gmu.edu, or call (032) 626-6142.

IMPORTANT DATES:

- Last Day to Add Classes: Tuesday, 3 March

  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 with No Tuition liability: Monday, 9 March

- Final Drop Deadline (with No Tuition Refund): Tuesday, 17 March

- Student Self-Withdrawal Period: Wednesday, 18 March – Monday, 30 March

- Midterm Progress Report: Monday, 23 March – Friday, 17 April

- Selective Withdrawal Period: Tuesday, 31 March – Monday, 27 April

See the separate Course Calendar document for the weekly schedule and assignment due dates.