English 100: English Composition For Multilingual Writers

George Mason University Korea – Fall 2020

Instructor Information:

Instructor	Email	Office Location & Hours
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Course Description

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

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

Expectations and Goals for the Course

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

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

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

4: Students are able to use research strategies for topic exploration and refining research questions; locate, select, evaluate, synthesize, and document sources; and incorporate outside facts, perspectives, and ideas in their writing to complicate and extend their own ideas. They are able to employ appropriate technologies and resources to support their reading, thinking, researching, and writing.

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

Method of Instruction

Most class meetings of English 100 will be interactive and will involve a significant amount of student discussion and writing. 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 Materials

It is recommended, but <u>not</u> required, that students purchase a copy of "A Writer's Reference" by Diana Hacker and Nancy Sommers (Published by Bedford/St. Martins). Most recent editions will be fine to use for this course and other courses that require writing in your university career. Any other required readings for ENGH 100 will be provided on our Blackboard course site. Students need to make sure that they have access to the texts, either in printed form or electronic form at all times. Failure to bring texts will be seen as evidence of inadequate class participation. I will do my best to let students know in advance if a laptop computer is needed for class, but it is probably best to bring your laptop computer to each class just in case.

Course Requirements and Grading
• Read all the required readings in time for class discussions.
• Participate in class discussions.
• Write reading journals and complete other short writing assignments.
• Complete all of the writing assignments assigned for the course. For each major assignment, submit a typed first (if required) and final draft and demonstrate significant revision between drafts. Students will submit their drafts through Blackboard.

1. Analytical Summary: 600 - 750 words
2. Annotated Bibliography for Argumentative Essay: 1200 words
3. Researched Argumentative Essay: 1500 words
4. Civic Responsibility Letter: 400 words

Attendance/Absences

Active participation in class discussion is expected. Repeated evidence of poor preparation will also lower your points considerably. You are responsible for keeping up with all due dates, in-class assignments, and announcements, **even if you have not been in class**. Any changes to the reading schedule, course policies, and due dates will be announced in class. Students should do their best to attend every class. After your first two absences, continued attendance trouble will have a more harmful effect on your final grade. If a student reaches seven absences, the instructor can consider failing the student in the course. Lateness (that is, coming in after the roll call) will be counted as 1/3 of an absence.

Grading

ENGH 100 is a 1000-point course. The following is a breakdown of your total grade for the course:

1. Class Participation and Attendance: 100 Points (10% of Final Grade)
2. Journal Assignments and Other Homework: **150 Points (15 %)**
3. Grammar Quizzes (3 for the semester): 50 Points each = 150 Points (15%)
     -Note: We will take 4 Grammar Quizzes and I will drop your lowest score
4. Analytical Summary: **100 Points (10%)**
     - Peer Review – 20 Points
     - Final Draft – 80 Points
5. Annotated Bibliography for Argumentative Essay: 100 Points (10%)
     - Final Draft – 100 points
6. Researched Argumentative Essay: **250 Points (25%)**
     - Project Plan – 50 Points
     - First Draft – 80 Points
     - Peer Review – 20 Points
     - Final Draft – 100 Points
7. Civic Responsibility Letter: **150 Points (15%)**
     - Peer Review – 20 Points
     - First Draft - 50 Points
     - Final Draft – 80 Points

        1000 Points - 100% total

• Students in ENG 100 receive a final grade of A+ 100-97.5% | A 97.4-93% | A- 92.9-90% | B+ 89.9-87.5% | B 87.4-83% | B- 82.9-80% | C+ 79.9-77.5% | C 77.4-73% | C- 72.9-70% | D 69.9-60% | F below 60%.

• **Students must earn a C (73%) or higher to fulfill the ENGH 101 Mason Core requirement; <u>students must complete all major assignments to earn a C (or higher).</u>**

• There will be a few opportunities for students to receive extra credit throughout the semester. **Each student is capped at 25 extra credit points maximum for the semester.**

Grading Criteria for 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, 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.

Submitting Class Work and Late Submission Penalty

Electronic submissions (to BB) are required for journal assignments and major writing assignments. Late submission of your work will lower your grade unless it is approved by Professor Kifer **before the assignment due date**. You will lose 5% of the assignment grade for each day that the assignment is late. Low-stakes homework may not be submitted late.

Every student is free to use three (3) 24-hour "**crisis passes**" during the semester. A crisis pass gives the student an extra 24 hours to work on an assignment beyond the due date and time without penalty or explanation. You may use these passes one at a time, or all at once. Although you do not need to notify the professor in advance of using a crisis pass, you must email the professor about your intent to use the crisis pass by the original due date and time for the assignment. Crisis passes cannot be used for first draft assignments that require peer review.

Class Participation

Students who attend class regularly, and who are energetic, thoughtful participants in the class and discussions will do well in the participation aspect of this class. Students who miss a class are responsible for turning in any required work, but will not be able to "make up" the missed participation in order to earn that day's point(s). Low stakes homework – homework that is assigned to be checked in class rather than submitted on Blackboard – will be counted as part of your class participation grade. If the homework is not completed, or not completed in a satisfactory manner, you will lose a point from your class participation for that day.

As previously mentioned, if you are late to class it will negatively affect your participation score and your attendance as well. **Students also need to be mindfully present in addition to being physically present**. This implies brain awareness as well as the basic courtesies of formal social gatherings. Students who are sleeping, carrying on private conversations, answering or texting on cell phones, or working on assignments for other classes (etc.) are not wholly, mindfully present and thus may lose class participation points for that day. If you are seriously unprepared for class or group work—having absolutely no draft for a peer review workshop, for example—you may lose class participation points for that day. Any serious breach of good classroom conduct may cause you to lose all participation points for that day.

Revision Policy

For the Analytical Summary and Civic Responsibility Letter, you will not submit a first draft for grading. Instead, you will complete a first draft by the given deadline and we will complete a peer review in class. Please understand – "First Draft" does NOT mean "incomplete draft." First drafts should be thoughtfully written pieces rather than rough outlines, so that you can present them for constructive criticism from your peers. They should be completed, with room for improvement. During peer review classes, you will evaluate your peers' papers and provide suggestions for improvement. After further revision, you will submit a final draft to me. For the Researched Argumentative Essay, students will complete a project plan that outlines the steps taken during research, and will also complete a first draft for grading (as well as for peer review).

After final drafts are graded, students may resubmit the assignment with improvements for up to 5% additional points for the assignment. In order to receive the added points, students must show significant improvements in essay structure, support/evidence used, and/or grammar throughout the paper, and must schedule a meeting with Professor Kifer within two weeks of receiving their final draft grade to explain and show their improvements.

Midterm Grades

You will receive a midterm grade based on the work of the first half of the semester, which you can view in PatriotWeb. The midterm grade's purpose is to help you understand how well you are doing so that you can make any adjustments necessary. It is not meant to predict your final grade, as the work in the second half of the semester may be weighted more heavily.

Composition 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 at the Office of Academic Integrity website at http://oai.gmu.edu

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 Mason Honor Committee.

NOTE: Blackboard has a built-in plagiarism prevention system ("SafeAssign"), and your paper submissions to Blackboard will get customized originality reports.

GMU 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.

Title IX - Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking

As a faculty member, Professor Kifer is 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.

GMU Email

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

Mason Core Statement

This course is part of the Mason Core (General Education) Program, which is designed to help develop "a Mason Graduate [who is] an engaged citizen, a well-rounded scholar, and someone who is prepared to act for the world" (Mason Catalog). For more information on the mission of the Mason Core, visit the Provost's Mason Core page.

Academic Resource Center

The Academic Resource Center at GMUK is in the business of looking at your papers, projects and problems to improve your academic achievement in the area of Writing, Communication, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor. While tutors are helping you in your writing or projects, they help you become conscious of particular error patterns that emerge in your work.
For more information, please contact Professor Eunmee Lee, Director of Academic Resource Center (elee45@gmu.edu, office #638).

As a **Mason Impact course**, ENGH 100/101 teaches students to understand knowledge creation and to investigate a meaningful question through the development of an inquiry-based research project that evaluates, synthesizes, and incorporates multiple perspectives.