**Here is the preliminary template of ENGH 302 that I will adapt for Fall 2020. These will be our major assignments: there will also be additional in-class work.**

*This course sequence allows students to explore their disciplines through a translation of a scholarly journal into a public genre. The first portion of the course emphasizes audience and genre. The annotated bibliography is an opportunity for students to collect research relevant to their topic of interest. The annotated bibliography and the short proposal prepare students for the literature review, which requires extensive synthesis. Students are expected to narrow their research question as they collect sources in the annotated bibliography and while they move towards the literature review. The proposal assignment should be seen as an opportunity for students to refine audience and purpose, using sources they have collected in the annotated bibliography. The annotated bibliography and proposal may be graded together or separately. The literature review is a synthesis of their research, with a narrow scope and research question and aimed at a specific audience (for example, public health experts and scholars who study health outcomes for elderly Latino immigrants with diabetes, rather than public health experts and scholars).*

**DISCIPLINE PROJECT**

Assignment Weight: 20%.

Draft and conference required for this essay. No final version of the essay accepted unless you submit a complete draft of it by the date listed on Blackboard.

In this assignment, you will choose a recently published scholarly article in your discipline and adapt it (rewrite it) for a public audience. This assignment consists of five steps:

* Finding, evaluating, and summarizing a recently published scholarly article in your discipline
* Identifying a new audience and genre for your adaptation of the article
* Analyzing your target audience and the genre expectations
* Writing the adaptation in the new genre and for the target audience
* Analyzing the choices you made as you adapted the scholarly article for a public audience.

**EXPLORATORY ANNOTATED BIBLIOGRAPHY & RESEARCH PROPOSAL**

Assignment Weight: Exploratory Annotated Bibliography (10%) and Research Proposal (15%)

Conduct preliminary research about a current topic in your field of study in order to discover the current conversations about this issue that you can ultimately develop into a literature review (final project in the course). You will be required to summarize and evaluate four to six sources. The sources may be a mix of scholarly and other sources.

The bibliography should prepare you to compose a brief research proposal where you will establish your sufficiently narrowed topic, research question, audience, and purpose for the upcoming literature review.

Note that this is an exploratory bibliography and not the final set of sources you will need for your literature review.

**LITERATURE REVIEW**

Assignment Weight: 25%

The literature review is a major assignment during this class. You will collect, analyze and synthesize sources a minimum of eight highly credible sources that respond to the purpose you establish for your review. Purposes for literature reviews vary, but they can identify a gap in the existing research, evaluate the legal and ethical issues for implementing an initiative, or critique the published studies about your topic, etc. The literature review will demonstrate that you are able to identify a narrow research area; formulate a viable research question; locate, evaluate, and read scholarship in your field, and propose viable suggestions for future avenues of research. The literature review may also help you position yourself to write a formal proposal for OSCAR-related projects.

# Weekly Schedule

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| --- | --- | --- |
|  | **TOPICS** | **Readings/Activities/Assignments due** |
| **Week 1** | **Day 1**: Introduction to the Course. What is ENGH 302? | Day 1: In-class writing/group activity: what do you know about how writing happens in your major field? |
|  | **Day 2**: What is writing transfer? | Day 2: READ: Chapter 1, “Writing Transfer,” WIT, pgs. 1-12. |
| **UNIT 1 READING AND WRITING RHETORICALLY in YOUR DISCIPLINE** | | |
| **Week 2** | **Day 3**: INTRODUCE the Discipline Project: Rhetorical Situation & Genre; Adapting Scholarly Writing to a Public Audience | READ Sample student response to the Discipline Project .  READ “Understanding Genres,” handout from the *Bedford Book of Genres.* |
|  | **Day 4**: Locating Disciplinary Texts & Finding Conversations in Your Field | READ Chapter 4, “Choosing What to Read,” WIT, pgs. 65-70, and “Deciding How to Locate Reading Materials,” WIT, pgs. 70-74  Read the Mason Library’s Subject Guide for your discipline, available at <http://infoguides.gmu.edu/>. |
| **Week 3** | **Day 5**: Library Visit 1 Finding and Differentiating Among Sources by Audience and Genre | Learn how to use the library databases to find a scholarly article in your discipline whose findings are current and of interest to a public audience.  Students should be encouraged to think of topics of interest in terms of a semester long project that continues to engage in inquiry. Database searches should be focused and tailored to specific areas of interest that can potentially become useful to the annotated bibliography, the proposal, and the literature review. General searches on broad databases are not as useful as searching in field-specific databases with specific combinations of search terms. The article they find and use for translation could be part of the anno bib later on. |
|  | **Day 6**: The Rhetorical Situation | READ Chapter 4, “Reading rhetorically,” WIT, pgs. 80-86. |
| **Week 4** | **Day 7:** Critical Reading of Scholarly Sources | READ Chapter 4, “Invoking Discipline-Specific Reading Skills,” WIT, pgs. 87-90.  READ Karen Rosenberg, "[Reading Games](https://wac.colostate.edu/books/writingspaces2/rosenberg--reading-games.pdf)," from *Writing Spaces*.  Additional readings include [Anatomy of a Scholarly Journal Article](http://www.lib.ncsu.edu/tutorials/scholarly-articles/) (Interactive) or “[Strategies for Reading Academic Article](https://writingcenter.gmu.edu/guides/strategies-for-reading-academic-articles)s” handout from the GMU Writing Center. |
|  | **Day 8:** Genres of Public Writing | Compile, read, and analyze various genres of public writing. Use the genre conventions of these examples to guide your adaptation of a scholarly article. |
| **Week 5** | **Day 9:** Summary  Learn how to summarize the content of a scholarly article for an audience of public readers. | READ Chapter 5, “Summary,” 93-103; “Summary in Introductions,” WIT, pgs. 117-119.  Supplement this reading with “[Quoting, Paraphrasing, and Summarizing](https://owl.english.purdue.edu/owl/resource/563/1/)” from Purdue OWL). |
|  | **Day 10:** Paragraphing: Cohesion and Coherence  Learn how to achieve a well-organized article by writing paragraphs that build cohesion and coherence between and within paragraphs. | READ “[Cohesion and Coherence](https://writingcenter.gmu.edu/guides/cohesion-and-coherence),” handout from GMU Writing Center handout.  READ “[Transitions](https://writingcenter.gmu.edu/guides/transitions),” handout from the GMU Writing Center. |
| ***DRAFT of Discipline Project DUE* before conference week begins.** | | |
| **Week 6** | **Days 11-12:** ROUND ONE of REQUIRED CONFERENCES. | *Schedule an individual conference to go over your draft.* |
| **FINAL VERSION of Discipline Project DUE** | | |
| **UNIT 2 INQUIRY: RESEARCH PROPOSAL & EXPLORATORY ANNOTATED BIBLIOGRAPHY** | | |
| **Week 7** | **Day 13:** Introduce the Research Proposal & Annotated Bibliography | READ assignment instructions  READ “[A Guide to Annotated Bibliographies](https://writingcenter.gmu.edu/guides/a-guide-to-annotated-bibliographies),” GMU Writing Center handout. |
|  | **Day 14:** From Topic to Question | READ Chapter 3, from *The Craft of Research: “*From Topic to Question.” |
| **Week 8** | **Day 15**: Developing a research question | READ CH. 3, “Posing Meaningful Questions,” WIT, pgs. 43-56 .  Continuing the conversation about the connection between public genres and field-specific topics, and looking at current events relevant to their fields, might help students think about ways to develop and narrow their research questions. |
|  | **Day 16**: Refining a research question | READ CH. 3, “Posing Meaningful Questions,” WIT, pgs. 57-61. |
| **Week 9** | **Day 17:** Library Visit 2  Research Strategies for Finding and Evaluating Sources  Learn how locating and evaluating sources can help you narrow your topic. | READ Chapter 2, “Research and Writing as a Process,” WIT, pgs. 15-31.  The second library visit should help students look for narrowly focused sources in specialized databases. The iterative, recursive process of moving from topic to research question to research that leads to increasingly more narrow research questions should begin to become clear with this sequence of projects. Encouraging students to be comfortable with inquiry, rather than with certainty, helps them continue to modify their research question based on their new sources. For some students, it might help to learn how to search within field-specific journals and publications (for example, looking at IEEE conference proceedings or at the *American Journal of Public Health* rather than conducting a search in a targeted database might help students find relevant and timely sources). Some of the sources they find during this visit will be useful for the remaining course assignments, even if they might be re-purposed. |
|  | **Day 18:** Writing source annotations & compiling a bibliography | READ CHAPTER 5, “Bibliographic Annotation: Annotated Bibliography,” WIT, pgs. 111-113  READ CH. 12, “Citing Resources,” WIT, pgs. 306-313. (Use the documentation style for your academic discipline). |
| **Week 10** | **Days 19-20:** ROUND TWO of REQUIRED CONFERENCES. | *Schedule an individual conference to go over your bibliography and proposal.*  This conference should help students decide the most likely focus of their literature review. It should also help them make explicit connections between the proposal and the literature review and how audience and purpose work with sources in the literature review. The proposal may be seen as a an assignment that begins the type of synthesis expected in a review of the literature. |
| **FINAL VERSION of Research Proposal & Exploratory Annotated Bibliography DUE** | | |
| **UNIT 3 INQUIRY: SYNTHESIS and LITERATURE REVIEW** | | |
| **Week 11** | **Day 21**: Introduce the Literature Review. Writing a Literature Review, Part I: audiences and purposes for literature reviews. | READ “[Writing a Literature Review](https://writingcenter.gmu.edu/guides/writing-a-literature-review),” GMU Writing Center handout. |
|  | **Day 22:** Synthesizing Sources | READ Chapter 6, “Synthesis,” WIT, pgs. 125-134.  READ “Modes of Synthesis across Disciplines: Synthesis as literature review,” WIT, pgs. 135-141. |
| **Week 12** | **Day 23:** Gathering and Identifying Types of Sources (Evidence) for a Literature Review | READ CH. 11, “What is Evidence,” WIT, pgs. 267-276.  As students begin synthesizing their sources, they will likely learn that they need more of them in order to achieve the purpose of the literature review. |
|  | **Day 24:** Integrating Sources (Evidence) & Avoiding Plagiarism | READ CH. 11, “Integrating Evidence,” WIT, pgs. 276-287.  READ “Mark Your Boundaries” handout from *Using Sources Effectively.* |
| **Week 13** | **Day 25:** Writing a Literature Review, Part 2 | READ “[Ten Simple Rules for Writing a Literature Review](http://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1003149),” from PLOS Computational Biology Open Access Journal.   * Revise and edit draft literature review. * Creating a synthesis table/matrix. * Avoiding plagiarism exercise. |
|  | **Day 26:** Writing the Introduction to a Literature Review | READ “[Evaluating Introductions and Literature Reviews](http://www.indiana.edu/~educy520/sec5982/week_2/pyrczak99.pdf),” CH. 4 from *Evaluating Research in Academic Journals*, by Fred Pyrczak, 1999, Pyrczak Publishing. |
| **Week 14** | **Day 27:** Revision and Review | Discuss revising the literature review based on the genre conventions of the literature review.  This week may be designed to review major concepts in the class, including genre, audience, purpose, and exigence in the context of the literature review. |
|  | **Day 28**: Audience and Purpose for Literature Reviews | Discuss focusing the literature review’s audience and purpose. |
| **Week 15** | **Day 29**: Workshop for Literature Review | Bring a digital and paper copy of your draft literature review to class. |
|  | **Day 30**: Transferring inquiry-based research and writing skills to a non-academic environment. | Reflecting on inquiry-based research and writing process in ENGH 302. |
| **FINAL VERSION OF LITERATURE REVIEW DUE** | | |

*Last updated: 15 Jan 2020*

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