

GEORGE MASON UNIVERSITY, KOREA, COLLEGE OF HUMANITIES AND SOCIAL SCIENCES, ENGLISH

COMPOSITION FOR MULTILINGUAL WRITERS

Spring 2021
ENGH 100 (4 Credits)

ENGH 100-K05 (MW 2:00PM – 3:45PM) / ENGH 100-K06 (MW 4:30PM – 5:45PM)

IMPORTANT: I may need to make changes/updates to the syllabus and course assignments throughout the semester, especially with the current COVID situation. If changes need to be made, you will be notified via Blackboard.

INSTRUCTOR INFORMATION

Instructor: Melissa Bruce

Email: mbruce2@gmu.edu

Office Hours: For the time being, all office hours will be held online. Please follow the instructions in the “Office Hours” section of Blackboard to access office hours.

- Tuesday / Wednesday 10:00am – 12:00pm
- by appointment

MATERIALS

TEXTBOOKS AND READINGS

- **Face Mask** (make sure you have an extra mask available, in case the first breaks)
 - You MUST wear a face mask throughout class. If you are not wearing a mask, you will be asked to leave and you will forfeit any participation points for the day.
- **Laptop with a working keyboard, camera, and microphone** (make sure it is charged and you have a charger with you).
 - You will need to use your laptops during ALL classes, even if we are meeting face-to face, to help promote proper social distancing while working in groups. You cannot use a phone or tablet without a keyboard, as this simply is not conducive to streamlined group work. If you do not have your laptop during class, you forfeit all participation points for the day.
- **Headphones/headset with microphone**
- GMU Email Address (this needs to be set up before our first day of class)
- Google Account (for access to Google Docs)
- Blackboard Access (make sure you are able to login to Blackboard before the first day of classes)
- Document Backup of some kind (I recommend Google Docs, as it automatically saves changes, and we will be using Google Docs for class anyway)
- Notebook or Paper
- Writing Utensil

COURSE DESCRIPTION



As a Mason Impact course, ENGH 100 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.

ENGH 100: COMPOSITION FOR MULTILINGUAL WRITERS

English 100 integrates composition and language instruction to help you learn the skills you need to succeed at the university level. In this class, we treat writing as a process that requires significant work at all stages, from brainstorming to the final product. You will learn skills that will help you plan, read, and write as effectively as possible in various rhetorical situations. We will consider audience and genre to help you understand the intricacies of writing across mediums and disciplines. Throughout the course, you will be expected to reflect critically on the work you have produced and how the skills you gain will aid you in future university and career settings.

GOALS

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.

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

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](#)). It fulfills the Mason Core Lower Level Written Communication requirement. For more information on the Mason Core, visit the [Provost’s Mason Core](#) page.

METHODS OF INSTRUCTION

This is not a lecture class. I run a student-centered classroom that requires regular participation in activities and discussion. Throughout the course, you will be expected to actively participate in all individual and small group activities, and you will need to contribute to our class discussions. Additionally, we will treat writing as a process in this course, which means you will regularly be expected to produce and revise drafts of your writing and to share them with myself and your peers. All assignments and activities in this class will help you to successfully complete the major writing assignments, so you need to take seriously your class participation and your

assignment completion even on low stakes assignments. Throughout the class, we will work together to help you understand the writing process and academic expectations.

INSTRUCTIONAL MODES

Due to the situation with the Coronavirus, it is possible that at some point during the semester, we may need to switch to hybrid or online instruction. We are all hopeful, of course, that this will not happen, but just in case, I have included general instructions and guidelines below for how online lessons would be held.

- ❖ Each week, you will have access to a Weekly Lesson module in Blackboard. The contents of each lesson should be completed in the order they appear in Blackboard.
- ❖ Each lesson will include some combination of the following: small group work (groups will be assigned in Blackboard), lectures and tutorials, supplemental videos, readings, writing assignments, and discussion boards.
- ❖ Each week, there will be various due dates for lesson items. You will need to review the lesson overview early in the week, and then you will need to manage your time accordingly. Generally, due dates will fall one hour before our regular class meeting times and on Sundays.
- ❖ Regular classes will be held at the scheduled times. Modes of instruction (face-to-face, hybrid, or online) may vary, depending on the Covid-19 levels in the area. Please pay close attention to your email and our course Blackboard site for regular updates. Below, you will find information on the expectations for each instructional mode.

Below, you will find information on each instructional mode and the expectations for each.

Face-to-face:

- ❖ Class meets in person during regular assigned hours.
- ❖ Office hours will generally be held in my office (remember, you **MUST** wear a mask and practice social distancing if you choose to come in to my office in person). Alternately, if you prefer to meet electronically, you can request an appointment during office hours and we can meet via Blackboard Collaborate.

Hybrid:

- ❖ Monday class will meet face-to-face in the regular classroom at the regular time.
- ❖ Wednesday class will be held online. During the regular class time, you will need to complete small group activities. You can do so using the tools in Blackboard or any other option you would prefer, as long as your group finds a way to work together **virtually** (Note: consider using Blackboard group tools like Collaborate and Discussion Boards—I have provided access to these).
- ❖ Monday office hours will be held face-to-face. Wednesday office hours will be held virtually through Blackboard Collaborate.

Online:

- ❖ All classes will be held online.
- ❖ Monday class will consist of small group work and discussion activities to be completed during the regular class time. You can do so using the tools in Blackboard or any other option you would prefer, as long as your group finds a way to work together **virtually** (Note: consider using Blackboard group tools like Collaborate and Discussion Boards—I have provided access to these).
- ❖ Wednesday class will be held synchronously through Blackboard Collaborate at the regular class time. You will be expected to use microphones and to regularly participate in class.
- ❖ All office hours will be held online through Blackboard Collaborate.

Along with the weekly lessons, the following resources are available to you:

- ❖ Office hours will be held T/W from 10:00am to 12:00pm.
- ❖ You can request a one-on-one meeting with your instructor outside of regular office hours. Requests should be sent via email at least 48 hours before you would like to meet. Please propose 3-4 possible meeting times when you are available in your request email.
- ❖ Set up a tutoring session with an ARC writing tutor.
- ❖ You can access a General Questions discussion board through the Resources link on Blackboard. Post a thread with questions to this discussion or add a comment to help out some of your peers! (Before posting, please browse any existing questions to make sure your question has not already been answered.)
- ❖ Use your group's discussion board to request help from your peers.
- ❖ Post informal questions to the "Coffeehouse" discussion board to chat about the class, readings, research, or ideas with your peers in a less structured setting—this discussion board is for you! That means it is important that everyone try to participate in these informal discussions to exchange ideas and get to know your peers. I will monitor this discussion board, so you should keep all content appropriate and inoffensive, but content does not need to remain strictly about the course.

SPECIAL SYLLABUS SUPPLEMENT FOR COVID-19: FALL 2020

Special Syllabus Supplement for COVID-19: Spring 2021

In the interest of everyone's safety, students and faculty must follow these guidelines during the Fall 2020 semester.

1. Use the basement entrance to enter and exit Mason's building. Your temperature will be screened each time you enter the building. Allow additional time before class to complete the entrance screening procedure. Carry your student ID card with you at all times and be ready to show it when you enter and exit the building. Do not prop doors or let others enter the building through doors on the ground floor.
2. **Wear a face mask at all times. Remain 6 feet apart from others. Clean your seat and desk space with disinfectant wipes before you begin class.** Use hand sanitizer regularly, and avoid shaking hands or other forms of physical contact. Do not share pens, pencils or other personal items. Limit your use of the elevators, and use stairs to travel between floors of the building. Students are expected to purchase their own masks for personal use. Disinfectant wipes and hand sanitizer will be available in each classroom.
3. Classrooms are marked to indicate appropriate seating to allow for social distancing. **Only sit in allowable seats, and maintain current set-up of classroom furniture.** If you are asked to re-arrange classroom furniture by your professor for in-class exercises, return furniture to its original position when you are finished.
4. **Observe these rules at all times during the class period and while in Mason's building or other public areas of the campus.** This includes during class breaks, in small group work (in or out of class), meetings with your professors during office hours, tutoring sessions at the Academic Resource Center, socializing in common areas, or any other activities on campus.
5. Make sure windows and doors remain open during the class period to promote circulation of outside air. Classrooms without windows have mechanical systems that vent air, but doors should be kept open at all times.
6. The safest option for studying is to study alone in your dorm room or at home. If you must study in the building, alone or in groups, observe these rules at all times.

7. All faculty and students must abide by these rules in the classroom. If you see others who are not observing the rules outside the classroom, you may report this to your instructor, student affairs or academic affairs.
8. **Do not enter the Mason building or come to class if you have symptoms such as fever, chills, sore throat, persistent cough, shortness of breath or other respiratory difficulties. If you must miss class for this reason, send an email immediately to the professor prior to the beginning of class.** You will not be penalized for missing class for this reason, but you may be asked to provide documentation that you sought medical diagnosis or treatment. You are responsible for making up any missed assignments or tests as a result of your absence.
9. Students who come to class with visible signs of illness will be asked to leave the classroom immediately and seek assistance from the IGC Health Clinic. Faculty will report your name and symptoms to the Office of Student Affairs (mksa@gmu.edu) to confirm that you have sought medical assistance.
10. Failure to comply with any of these guidelines may result in disciplinary action through the Student Code of Conduct.

GRADING

Students must earn a C (73%) or higher to fulfill the ENGH 100 Mason Core requirement; students must complete all major projects to earn a C (or higher).

GRADING SCALE

Your ENGH 100 grade will be weighted based on the assignments below and then assigned based on the following scale:

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%

As this course is part of the Mason Core Curriculum, **students must earn a C (73%) or higher in order to pass** the course. Grades of C- (72.9%) or lower will require a retake of the course.

Please note: Final grades will only be rounded up if they are less than .50 from the next letter grade. All major assignments will be graded based on the rubrics provided on Blackboard.

ASSESSMENT

Course grades are based on the following criteria:

Homework, Classwork, & Quizzes	200 pts (20%)
Participation (Note: You must attend class to receive participation points)	100 pts (10%)
Analytical Summary	100 pts (10%)
First Draft	30 pts
Peer Review	20 pts
Final	50 pts
Annotated Bibliography	150 pts (15%)
First Draft	50 pts
Final Draft	100 pts
Researched Argument Essay	300 pts (30%)
Project Plan	50 pts

First Draft	30 pts
Peer Review	20 pts
Second Draft	50 pts
Final	150 pts
Argument Letter	150 pts (15%)
First Draft	30 pts
Peer Review	20 pts
Final	100 pts
Total	1000 pts (100%)

Note: Each student is responsible for preserving all work for the class until the end of the course. This means you need to keep copies of all drafts along with the final versions of your assignments.

MIDTERM GRADES

You will receive a midterm grade based on your work during 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.

MAJOR ASSIGNMENT GRADING STANDARDS

- A **"C" level grade (73-79%)** 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." (Please note: as per Mason Core standards, you cannot pass this course if you earn less than a 73%)
- 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.**

LOW-STAKES ASSIGNMENT GRADING

Low-stakes assignments include homework and classwork. These are typically graded based on completion and on a 10 point scale. If it is clear you have attempted the assignment in good faith and that you have put in an honest effort and completed **all parts** of the assignment, you will receive full credit. If you are missing parts of the assignment, you will lose the appropriate number of points based on the percentage of the assignment you completed.

INDIVIDUAL CONFERENCES

Twice during the semester, I will hold required individual conferences with students. During these conferences, you will need to come prepared with your most recent draft of the current major assignment(s) at that time. Pay close attention to information provided in the lesson folder and at the sign-up link. These conferences will count toward participation, so you must sign up and attend your conference. Please note: on individual conference days, our regular class will not meet. Instead, you should use any extra time to work on your course assignments.

CRISIS PASSES

Per department policy, each student is allowed three 24-hour crisis passes. Each pass gives you an extra 24 hours beyond the original due date to complete a final draft of a major writing assignment. **Crisis passes can only be used on FINAL DRAFTS of major writing assignments** (Literary Device Analyses and Textual Analysis Essay). If needed, you may use all three crisis passes on a single assignment, one on three different assignments, or any other combination.

To use a crisis pass: Attach your completed project to the submission link page for the assignment before the 24 hour extension has passed. In the comments section, include the words "Crisis Pass" and the number of passes you are using. For example: **1 CRISIS PASS**. Then, submit your assignment. Please DO NOT email me to request to use a crisis pass. All crisis pass requests must be submitted through Blackboard. Email requests will not be honored.

LATE WORK POLICY

The late work policy varies by assignment type. Please see the following for specific information per assignment:

- **Homework, Quizzes, & Classwork:** Absolutely no late work will be accepted, and assignments cannot be made up. Crisis passes cannot be used for homework, quizzes, and classwork.
- **Drafts for Peer Review:** Absolutely no late work will be accepted. Peer review cannot be made up. **You must post your draft ON TIME to the proper group discussion board, and you must follow the instructions provided. If you fail to post in a timely manner, your peer review partner is free to choose another peer's work to review instead.** Crisis passes cannot be used on drafts for peer review.
- **Major Writing Assignments:** Late assignments will lose 5% for every calendar day late. I will not accept late assignments beyond one week after the original due date. Keep in mind that even one minute past the deadline counts as late and will reduce your grade by 5%. The original submission link for major assignments will close at the original deadline on the due date listed, and a new submission link for late work will open. You may use crisis passes to avoid a grade penalty for major writing assignments other than drafts for peer review. However, this will not extend the one week cut off detailed above.

REVISION POLICY

You may choose to revise ONE of major assignments (either the Analytical Summary or the Annotated Bibliography) for a better grade (up to a 10% increase). For the final revision, please note that you will be required to use the Track Changes option in Microsoft Word, so I can easily identify the changes made. Instructions are available in the Blackboard Assignment folder.

EXTRA CREDIT OPPORTUNITIES

Throughout the course, I will occasionally offer extra credit opportunities for attending certain events or participating in specific activities. Extra credit opportunities will be listed in our course Blackboard site. If you

choose to take advantage of any of these opportunities, you need to follow the instructions on Blackboard carefully in order to receive credit.

Over the course of the semester, **you can earn up to 20 extra credit points**. If you complete opportunities totaling more than the allotted 20 points, no additional points will be awarded.

DESCRIPTION OF ASSIGNMENTS

HOMEWORK, QUIZZES, & CLASSWORK

Homework: I will often assign homework designed to prepare you for the major assignments. Additionally, I will sometimes assign reading and annotation assignments intended to help you improve your reading and retention skills. Please pay close attention to the course calendar in Blackboard and to any in-class announcements regarding homework. **All homework is due one hour before the class meeting for which it is assigned or at the time listed in the weekly lesson folder.** I will not accept late homework, and the Blackboard submission links to the homework assignments will close one hour prior to our class meeting.

Quizzes: There may be unannounced in-class quizzes throughout the course to check for comprehension and completion of in and out of class work. This means you must always come to class prepared. These quizzes will be open note, but no electronics will be allowed, so always bring your notes in hard copy. Quizzes cannot be made-up.

Classwork: During most classes, you will be asked to complete activities either individually or in small groups. To receive credit, you must actively participate and submit any assigned classwork before the end of the class period. The Blackboard submission links will close at the end of class, so all classwork must be submitted by this time.

ANALYTICAL SUMMARY

An analytical summary explores an idea or theme of a text. In the case of this course, you will write a 600-word analytical summary of an article to be assigned in class. In this summary, you will identify and discuss the use of the six rhetorical elements we will learn about in the first few weeks.

ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a list of citations to books, articles, and documents, followed by a brief descriptive and evaluative paragraph, the annotation. Each entry in your annotated bibliography should include bibliographic information followed by a summary of the source's rhetorical elements, an evaluation of each source, and an explanation of the relevance of the source to your researched argument essay. In the case of this course, you will write a 900-word annotated bibliography of eight sources relevant to your researched argument essay. All sources included in your annotated bibliography need to be reliable, and at least two must be scholarly, peer reviewed journal articles.

Grading: You will receive specific feedback only on the Annotation #1 Draft. That feedback will apply to all annotations because the formatting will remain the same throughout. Please make sure to use this feedback.

RESEARCHED ARGUMENT ESSAY

A research essay is a clearly-written and well-organized essay that involves researching source material and synthesizing what you learn from it with your own ideas. Your essay should take the form of an argumentative essay, inclusive of a strong, arguable claim. Your position must be informed and supported by forwarded

information from at least five (5+) reliable sources, two of which must be peer reviewed, journal articles. In the case of this course, you will write a 1500-word research essay.

ARGUMENT LETTER

The purpose of an argument letter is to persuade the reader to agree with a specific point of view to affect change. Often, the subject matter of an argument letter is controversial, so as the writer of this letter you should use rational wording to bolster emotional appeal. In the case of this letter, you should write a 300-word letter to an elected official or civic entity to affect change, using research compiled for your research essay. Your argument letter must be directly related to your research essay topic.

COURSE TECHNOLOGY

BLACKBOARD

Blackboard is the official institutional platform for course grading, course information, assignments, and submissions. All course content, grades, and assignment feedback will be available via Blackboard for this course, so you must check our course Blackboard site regularly. You should access our course Blackboard at least once daily to check for updates and assignments. Please familiarize yourself with Blackboard early in the semester and come to me with any questions. During our first week of class, I will provide a demonstration of how to use our course Blackboard site.

GOOGLE DOCS

To help us comply with social distancing expectations, you will need to use Google Docs as a supplemental technology for small group work and other assignments this semester. During the first week of class, I will provide instructions on how to use Google Docs for the class, and you will work with your assigned small groups to prepare your group Google Docs folder.

ASSIGNMENT FORMATTING

All assignments for this course must be formatted as follows:

- 12pt Times New Roman font
- Double spaced
- 1-inch margins (2.54cm)
- No extra space between paragraphs
- APA format compliant
- **.doc or .docx format** (All assignments MUST be submitted in one of these formats. Otherwise, I will not be able to grade them. George Mason University provides a free copy of [Microsoft Office 365 ProPlus](#) to all students. Please click the link above for instructions on how to access and install the software.)

(Note: You MUST type your assignment into Microsoft Word directly. Do not use a different word processor and try to copy it over--this will alter the formatting. If you are working in Microsoft Word, you will be able to copy and paste between assignments when compiling the Annotated Bibliography, but this will not work if you start in the .hwp word processor, so please be sure you are using Word. **You need to use Microsoft Word for all assignments in this course.** Remember, Mason offers a free copy for students.)

A note about length requirements: Assignments MUST meet the minimum length requirements or you will not pass the assignment. Title pages, headings, and works cited information do not count toward minimum length requirements.

ASSIGNMENT SUBMISSION

All assignments must be submitted **via Blackboard in .doc or .docx format BEFORE** the assigned deadline. I will not accept assignments via email, and tech problems are not a valid excuse for failing to submit your work on time. Please upload your work to Blackboard well before the deadline and have a backup plan to avoid potential tech issues.

When submitting assignments, please keep in mind that the Blackboard submission links will close at the exact time of the assigned deadline. Make sure you are familiar with due dates/times and upload assignments well in advance of the deadline. You need to give yourself ample time after submission, but before the deadline, to double check that the assignment has submitted successfully.

Please note: It is your responsibility to make sure you submit all assignments properly and on time, so you need to follow the assignment schedule closely. Failure to attend class does not excuse you from submitting your assignments on time, regardless of the reasons for absence. Additionally, you must ALWAYS check to be sure your assignment has submitted properly. If the proper document is not submitted properly and on time, I cannot give credit.

EMAIL

All official communications between the University and students will occur through your George Mason University email account. I will only interact with students via the GMU email platform, so please be sure to check your email daily. If you need to contact me, you must do so through your GMU email. I will not respond to any email from a different platform.

Please also keep in mind that I will rarely respond to email immediately. I generally check email only once or twice a day, and I rarely respond to emails during the evenings or over the weekends, so please give reasonable time for a response.

Please Note: If you have questions about an assignment, you must contact me at least 48 hours before the due date to ensure a response. You absolutely cannot wait until the day the assignment is due to ask questions or try to set up a meeting. Failure to contact me with questions about the assignment does not excuse you from submitting the assignment on time.

Email Etiquette: Any time you email a professor, you should treat the email as a professional correspondence. For this class, please follow the below criteria:

- Include our course code and indicate the reason for your email in the subject line (i.e. ENGH 100-K04: Analytical Summary Question).
- Include a respectful greeting (i.e. Hello Professor Bruce).
- Include a body section explaining the purpose of your email (i.e. I have attached the document you requested).
- Include a respectful closing (i.e. Thank you).
- Always sign your full name at the end of the email.

Additional Email Policy Information:

1. I check email once per day on weekdays. I generally do not check email over the weekends. As per this policy, you cannot expect an immediate response to an email. Please do not email me every hour asking for a response.
2. If you do not hear from me within 48 hours after your initial email, please send a follow-up email. However, please wait until after the 48-hour window has passed.

3. For all emails sent, please include your full name and class section number (ENGH 201-K01), so that I can quickly identify you, your class, and your work.
4. When asking about a particular assignment, please refer to it by the title in Blackboard, so I can easily identify the assignment to which you are referring.
5. Please do not respond directly to Blackboard announcements (the email address will appear as "donotreply"). Replies to these emails get stacked in my inbox, and emails get lost and overlooked as a result. Always create an individual new message and send it to me at mbruce2@gmu.edu.

Keep in mind that you do need to be proactive and think ahead. You cannot expect an answer to a question about an essay or assignment if you send an email the night before that assignment is due. If you do have a question in this situation, you need to use the resources available to you--review the syllabus, reread any instructions, look at class PPTs and materials, ask your peers, contact your groups, etc. It is essential, though, that you do not wait until the last minute to look over assignment prompts and rubrics. You should be reading these in advance and beginning your work more than 24 hours before the deadline, especially if the deadline falls on a Sunday, which most do for major papers.

ADDITIONAL COURSE POLICIES

RECORDING / PRIVACY POLICY

Please do not record or share our class meetings (whether in person or online) or instructional videos. We are not allowed to record sessions or share session recordings or your instructional videos. As this is a privacy violation for all course users and an Honors Code violation.

CLASS CANCELLATION POLICY

If our class meetings are ever cancelled due to any circumstances, I will provide the meeting content in online form via Blackboard. You will be expected to complete the work during class time. The assignments and activities will work the same as the weekly lessons, generally, but with a more focused timeline and pacing. Please check your email and Blackboard for assignment details and instructions if cancellation is ever necessary.

Note: With the current Covid-19 situation, it is possible that class may need to be moved online at some point during the semester. I am hopeful that this will not occur, but please make sure to watch your email and to follow any instructions in Blackboard if a situation does occur that requires online instruction for a class period.

BEHAVIORAL EXPECTATIONS

All students should conduct themselves respectfully and responsibly. This is a college course, and I expect students to behave in an appropriate, professional manner. Disrespectful or disruptive students will be asked to leave the classroom. Keep in mind that we may occasionally discuss personal or sensitive topics. I expect students to keep an open mind and to remain conscious and respectful of classroom diversity at all times. Additionally, please keep any information shared by your peers confidential.

PARTICIPATION

Regular class attendance and engagement are crucial to your success in this course. If you do not attend class, you cannot receive in-class participation points. You need to attend all class meetings fully prepared to participate in all activities and discussions. This means completing all readings, activities, and assignments by the assigned due dates and times. You also need to keep up to date with the course calendar, syllabus, email, and Blackboard to be

sure you complete the proper assignments and have access to the correct materials during each Collaborate meeting.

Additionally, please keep in mind that your physical presence in class does not guarantee that you will earn points for participation. You must also actively engage in class discussions, group work, and activities or you may be counted as absent for the day. During each week, every student will be expected to contribute meaningfully to discussion a minimum of two times. I will keep track of who adds to discussion when, and you will earn 5 participation points per week based on your contributions.

ATTENDANCE

Attendance is required and checked daily. Attendance data is often requested by advisors, sponsors, and the Office of International Programs and Services. **Repeated absences can impact your visa status, and each absence will negatively affect your participation grade (10% of final grade) and homework, classwork, and quiz grade (20% of your final grade).**

If absent, you are still responsible for submitting any assignments due by the assigned deadlines, and in-class quizzes and activities cannot be made up. Additionally, you are responsible for obtaining class notes from one of your classmates. I will not provide lecture notes, and I will not respond to emails asking what we did in class.

Please also note that you are free to step out of class for a few minutes at any time if you need to—you do not need my permission. However, please do not make this a habit. If you leave class for more than 10 minutes, you agree to forfeit participation points for the day.

LATENESS POLICY

Attendance is required, and lateness is unacceptable. Please make sure that you are on time to our Collaborate meetings.

RESOURCES FOR STUDENTS

ACADEMIC RESOURCE CENTER

If you need some extra help or would just like an extra set of eyes on your writing projects, I highly recommend you visit the [Academic Resource Center](#). While the tutors will not “fix” your papers for you, they will help you to identify and recognize weaknesses or patterns of error. Along with writing, the center also offers tutoring and workshops for accounting, mathematics, and economics and statistics.

For more information, please contact Professor Eunmee Lee, director of the Academic Resource Center (elee45@gmu.edu, office #638) or visit the [Academic Resource Center website](#).

THE UNIVERSITY WRITING CENTER (FAIRFAX)

Due to the COVID-19 situation, the University Writing Center based on the Fairfax campus is offering online appointments via Zoom. Timing may not be ideal due to the time difference, but if you are unable to book an appointment at the ARC or if you just want to try out the Fairfax writing center services, you are welcome to book a virtual appointment with the Fairfax University Writing Center. You can book free 45-minute appointments to meet with a tutor on Zoom or to submit a draft for written feedback (I highly recommend a Zoom meeting—these are typically more helpful than just written feedback). Tutors will work with you on any phase of a writing project. In addition to free individual tutoring sessions (by appointment), the center has an [outstanding website](#) that offers resources for writers. To schedule an appointment, go to writingcenter.gmu.edu, register, and

use the online scheduler. For more information on the Writing Center, watch their [video about their online services](#). Send any questions to wcenter@gmu.edu.

LIBRARIES

Use the [GMU Libraries](#) online to help with your research or visit the [IGC Library](#) on this campus, for assistance with research and as a quiet place to write.

COUNSELING AND WELLNESS

[Counseling and Wellness](#) services are available for all GMUK students through both individual and group settings. Information on booking appointments is available on the website linked above. Online scheduling is available via the webpage for individual counseling. Additionally, for questions or group counseling services, you can call the +82-32-626-6142 or email wellness@gmu.edu.

DISABILITY SERVICES

[Disability Services](#) are available for students with physical, learning, and psychological challenges. At the link provided above, you will find information on eligibility and accommodations. To apply for disability accommodations, please contact Jiye Chang, Director of Academic Affairs, who will connect you with Disability Services on the Fairfax campus. You can reach Jiye Chang by calling +82-32-626-5005 or emailing jchang22@gmu.edu.

ACADEMIC INTEGRITY

Academic Integrity: It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows:

“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 Honor Code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, 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/mkaa/cai>.

Any violation of the Honor Code will be reported to the Korea Campus’s Committee of Academic Integrity. Please be aware that all assignments will be run through the SafeAssign software in Blackboard to check for plagiarism and other forms of academic dishonesty. Violations of academic integrity include, but are not limited to:

- Using someone else's words without proper citation.
- Using someone else's ideas without proper citation.
- Failure to attribute sources using both in-text citation and a list of references.
- Submitting a paper or assignment completed by you for another course or for a previous semester. This means that all work submitted by you in ENGH 201 must be original (written by you without the help of peers unless allowed by the instructor) and produced exclusively for the course during the current semester you are enrolled.
- Submitting a paper or assignment taken from another student.

- Submitting a paper or assignment completed collaboratively with other students unless specifically allowed by the instructor.

If you have questions about what constitutes academic dishonesty, please discuss them with me before you submit your assignment.

STATEMENT ON PLAGIARISM

The Composition Program’s 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.

ADDITIONAL INFORMATION ON PLAGIARISM

Plagiarism means using 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, textbook, article, website, newspaper, song, baseball card, interview, encyclopedia, CD, YouTube video, 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. If student writers ever have questions about a citation practice, they should *ask their instructor!*

Instructors in the Composition Program support the [Mason Honor Code](#), which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

DIVERSITY STATEMENT

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment for work, study, and personal growth. [Click](#) to access the full Mason Diversity Statement.

NON-DISCRIMINATION 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, gender identity, age, marital status, pregnancy status or genetic information. George Mason University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

TITLE IX MANDATORY REPORTING STATEMENT

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 student counselor, please see <https://masonkorea.gmu.edu/mksa/services/counseling/> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/mksa/services/tix/>.

IMPORTANT DATES

Feb 22nd – First day of classes

Mar 1st – Independence Movement Day (no classes)

Mar 2nd – Last day to add classes

Mar 8th – Last day to drop classes (with 100% tuition refund)

Mar 15th – Last day to drop classes (with 50% tuition refund)

Mar 16th – Apr. 2nd – Unrestricted Withdrawal Period

Mar 22nd – Apr. 2nd – Mid-term Evaluation Period (100-200 level classes)

Apr 3rd – Apr. 23rd – Selective Withdrawal Period

Apr 23rd – Incomplete Work from Fall 2020 Due to Instructor

Apr 30th – Incomplete Grade Changes from Fall 2020 Due to Registrar

May 1st – Labor Day (no classes)

May 3rd – May 4th – Spring Recess (no classes)
May 5th – Children’s Day (no classes)
Jun 3rd – Monday Classes / Labs Meet
Jun 4th – Wednesday Classes / Labs Meet
Jun 4th – Last Day of Classes
Jun 6th – Memorial Day (no classes)
Jun 7th – Jun 8th – Reading Day(s)
Jun 9th – Jun 16th – Examination Period
Jun 18th – Graduation Ceremony
Jun 19th – Degree Conferral Date

SCHEDULE OF CLASS MEETINGS

Please Note: This is a tentative schedule. I may need to make adjustments throughout the semester. A regularly updated course calendar will be available via Blackboard, so please refer primarily to the calendar in Blackboard. If any changes are necessary, I will notify students via email and through the Announcements section on Blackboard.

Date	Class Topics / Activities	Readings (Due BEFORE Class)	Assignments (Due BEFORE Class)
Week 1			
2/22	Introductions Syllabus & Course Overview Blackboard Tutorial		
2/24	Active Reading Introduction to Rhetorical Elements	Syllabus Active Reading PDF Active Reading Strategies Link	Syllabus Quiz Diagnostic Essay
Week 2			
3/1	Rhetorical Elements Introduction to the Analytical Summary	Watch Haley Yeates TED Talk	“Is It Plagiarism?” Activity TED Talk Response
3/3	Key Concepts & Key Terms	Article #1	Article #1 Annotation & Identifying Rhetorical Elements Exercise
Week 3			
3/8	Academic Writing Summarizing & Paraphrasing	Article #2	Article #2 Annotation & Identifying Rhetorical Elements Exercise
3/10	Analytical Summary Workshop		Key Concepts & Terms Exercise
Week 4			
3/15	Preparing the Analytical Summary		Draft of Paragraph One

3/17	Preparing the Analytical Summary		Draft of Paragraph Two
Week 5			
3/22	Peer Review Workshop	Strategies for Effective Peer Review PDF	Analytical Summary Draft due by one hour before class
3/24	Introduction to Annotated Bibliography APA Documentation Evaluating Sources		
Analytical Summary Final Draft due Friday 3/26 at 11:59pm			
Week 6			
3/29	Research Workshop (bring laptops)		Library Scavenger Hunt
3/31	Developing the Project Plan		Annotation #1 Draft
Project Plan due on Friday 4/2 at 11:59pm			
Week 7			
4/5	Individual Conferences (No regular class. Instead we will meet individually. Bring printed copies of your Project Plan and Annotated Bibliography Draft)		Annotation #2 Draft
4/7	Individual Conferences (No regular class. Instead we will meet individually. Bring printed copies of your Project Plan and Annotated Bibliography Draft)		Annotation #3 Draft
Annotated Bibliography Draft due by Sunday, 4/11 at 11:59PM (Note: Draft must include Annotation #1 – Annotation #4 in a single document)			

Week 8			
4/12	Toulmin Model Drafting & Organizing		Draft Intro with Thesis Statement
4/14	Evidence & Analysis Scholarly Conversations		
First Draft of Research Essay due by Sunday, 4/18 at 11:59PM			
Week 9			
4/19	Peer Review Workshop		Researched Argument First Draft due for Peer Review (bring 3 printed copies to class)
4/21	Counterarguments		Annotation #5 Draft
Week 10			
4/26	Arguments & Counterarguments Argument Matrix		Argument Matrix
4/28	Reverse Outlining Revision Planning		Annotation #6 Draft
Researched Argument Second Draft due by Sunday, 5/2 at 11:59PM			
Week 11			
5/3	No Classes (Spring Recess)		
5/5	No Classes (Children's Day)		
Week 12			
5/10	Individual 2nd Draft Conferences (Bring a printed copy of your Argument Essay)		Annotation #7 Draft
5/12	Individual 2nd Draft Conferences (Bring a printed copy of your Argument Essay)		Annotated Bibliography Checklist and Revision Plan
5/16	Final Annotated Bibliography due Sunday, 5/9 at 11:59pm (Note: Must include Annotation #1 – Annotation #8 and reflection)		
Week 13			
5/17	Finalizing the Research Essay		
5/19	No Classes (Buddha's Birthday)		
5/23	Final Researched Argument Essay due Sunday 5/23 at 11:59PM		

Week 14			
5/24	Professional Writing & Formal Letters		Review and Annotate Research Essay
5/26	Revising & Paraphrasing		Evidence Paraphrases
Week 15			
5/31	Peer Review Workshop		Argument Letter First Draft due for Peer Review (bring 3 printed copies to class)
6/2	Revision Planning Evaluations		
6/3	(M Makeup)		
6/4	(W Makeup)		
6/8	Final Argument Letter due by Sunday 6/8 at 11:59pm		
Examination Period (Jun 9 th – Jun 16 th)			