READING AND WRITING ABOUT TEXTS

Spring 2021

ENGH 201 (3 CREDITS)
Tuesday / Thursday, TBA
1:30pm – 2:45pm (K01) / 3:00pm – 4:15pm (K02)

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 Location: G647
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

REQUIRED MATERIALS

Note: You are welcome to purchase either print or electronic copies of the texts below. Be sure to have all required materials and readings on hand at every class meeting.

IMPORTANT: *All readings must be completed in English.*

TEXTBOOKS AND READINGS

- Gill, Nikita. *Fierce Fairytales: Poems and Stories to Stir Your Soul*. New York: Hachette Books, 2018. Print. (ISBN: 978-0-316-42074-7) **You may purchase the Amazon Kindle version of the text. You can find it at the following link: *Fierce Fairytales* Kindle Edition.**
- Shelley, Mary. *Frankenstein*. New York: Signet Classics, 2013. Print. (ISBN: 978-0-451-53224-4) **You may purchase the Amazon Kindle version of the text. You can find it at the following link: *50 Masterpieces of Gothic Fiction Vol. 1* (I highly recommend this version—it only costs about ₩1200, and it includes *Frankenstein*, and many, many other classic pieces of Gothic literature).**
- Other readings will be available via Blackboard.

ADDITIONAL REQUIRED MATERIALS

- **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)
- Notebook or Paper
- Writing Utensil

ENGH 201: READING AND WRITING ABOUT TEXTS

COURSE DESCRIPTION

Catalog Course Description: Close analysis of literary texts, including but not limited to poetry, fiction, and drama. Emphasizes reading and writing exercises to develop basic interpretive skills. Examines figurative language, central ideas, relationship between structure and meaning, narrative point of view.

Section Course Description: Throughout this course, we will focus on both classic and modern Fantasy and Science Fiction texts in various formats. Fantasy and Science Fiction texts offer unique commentary on culture and humanity. As we work through each text, you will be expected to actively engage with the content. The stories we will read may seem fantastic, but they all speak to some cultural or universal experience. As you read, seek to identify common threads regarding society, politics, and culture. Consider how you might relate these texts to your own experiences or to other texts you enjoy. To help you develop your analytical skills, you will complete numerous writing assignments, both formal and informal. During the course, your formal writing will consist of two literary device essays, one major analytical essay, and a final creative project that will be accompanied by a reflective essay. Along with these formal assignments, you will also be expected to work closely with your classmates and to actively participate in all lesson activities, group work, and class discussions. To do so, you must follow the weekly lesson modules closely to make sure you complete the appropriate readings and assignments on time, so that you can participate fully in our class meetings.

OBJECTIVES

Students who successfully complete ENGH 201 should be able to:
1. Read for comprehension, detail and nuance;
2. Identify the specific literary qualities of language as employed in the texts they read;
3. Analyze the ways specific literary devices contribute to the meaning of a text;
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced;
5. Evaluate a critical argument in others' writing as well as one's own.

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, both in class and on Blackboard. 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 every day. Every activity we complete in class will be worth class participation points. To receive these points, you must be in attendance, and you must actively participate as described in the instructions provided.

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 on Tuesdays, Thursdays, and Sundays. Assignments due on class days are generally due one hour before our regular class meeting time.
- ❖ 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.
- ❖ Typically, major assignments will be due on Sundays at 11:59pm.

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

Face-to-face:
- ❖ Class meets during regular assigned hours on both Tuesday and Thursday.
- ❖ 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:
- ❖ Tuesday 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).
- ❖ Thursday class will meet face-to-face in the regular classroom at the regular time.
- ❖ Monday office hours will be held face-to-face. Wednesday office hours will he held virtually through Blackboard Collaborate.

Online:
- ❖ All classes will be held online.
- ❖ Tuesday 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).
- ❖ Thursday 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: Fall 2020

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 Mason Core requirement; students must complete all major projects to earn a C (or higher).

GRADING SCALE

Your ENGH 201 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%

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 assignment sheets and rubrics provided on Blackboard.

ASSESSMENT

Course grades are based on the following criteria:

Quizzes	75 pts (7.5%)
Syllabus Quiz	15 pts
Literary Terms Quiz #1	20 pts
Literary Terms Quiz #2	20 pts
Literary Terms Quiz #3	20 pts
Homework	175 pts (17.5%)
Homework Activities & Discussions	175 pts
Classwork & Participation (Note: You must attend class to receive participation points)	150 pts (15%)
Classwork & In-Class Speaking Activities	150 pts
Literary Device Analysis Essays (2)	200 pts (20%)
Device Analysis #1	100 pts
Device Analysis #2	100 pts
Presentations	100 pts (10%)
Fairy Tale Wiki Presentations	100pts
Textual Analysis Essay	150 pts (15%)
First Draft	20 pts
Peer Review	30 pts
Final	100 pts
Final Project	150 pts (15%)
First Draft	10 pts
Peer Review	20 pts
Part One	20 pts
Part Two	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 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.

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.**

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.

LATE WORK POLICY

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

- **Quizzes, Homework, Classwork, & Presentations:** Absolutely no late work will be accepted, and assignments cannot be made up. Crisis passes cannot be used for homework, quizzes, classwork, or presentations.
- **Drafts for Peer Review:** Absolutely no late work will be accepted. Peer review cannot be made up, and crisis passes cannot be used for peer review drafts. **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.

- **Final Drafts of 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%. You may use crisis passes to avoid a grade penalty for final drafts of major writing assignments. However, this will not extend the one week cut off detailed above. Additionally, **no late final projects will be accepted**.

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

QUIZZES

There will be three Literary Terms quizzes over the course of the semester to check for understanding of the literary devices learned. Be sure you are prepared by completing all lesson activities, attending all class meetings, and reviewing all related readings before the quiz. These quizzes will be given through blackboard. You will be required to take them at a set time during our class meeting (typically quizzes will be given on Tuesdays during the first 30 minutes of class time). These quizzes will be open note, but they last only 30 minutes and you cannot backtrack between questions. You will only have one attempt to complete the quiz, so make sure you are prepared at the assigned quiz time. Quizzes cannot be made-up.

HOMEWORK PARTICIPATION

To prepare you for each class, you will complete activities and discussion boards based on the assigned readings. In Blackboard, you will find the weekly assignments under the "Weekly Lessons" link. At this link, you will find instructions detailing what you need to complete for each class meeting. These activities will provide the basis for our class lessons, so it is essential that you follow instructions carefully and complete all parts of the assigned activities.

IN-CLASS PARTICIPATION

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. Remember, you must have your laptops to participate in class.

In-Class Speaking Activities: Often, during class, you will be asked to present your responses to group activities (some of these will be completed as part of the participation activities assigned for homework, while others will be completed in class). During all speaking activities, all group members must speak in order to receive credit for the assignment, and it must be clear that group members have worked together to create a clear, cohesive response to the assigned activity.

PRESENTATIONS

Fairy Tale Wiki Presentations: With your assigned groups, you will create a Fairy Tale Wiki. Detailed instructions are available in the assignments section of Blackboard as well as in the appropriate lesson folders. For the wiki, your group will be assigned a specific fairy tale from the Grimm Brothers fairy tales. With your groups, you will do research and create a wiki site that represents the fairy tale you were assigned and how it has evolved over time. Then, you will present your wiki to the class on the assigned date. Like classwork, presentations cannot be made up. You must be present and prepared for any assigned in-class presentations.

LITERARY DEVICE ANALYSIS MINI-ESSAYS (2 TOTAL)

During the course, you will complete 2 mini-essays of 350-500 words meant to help you develop your interpretive skills. For each of these essays, you will be assigned a prompt. Each prompt will require you to choose one of a select number of literary devices and then analyze the way an author uses this device in order to create meaning within the assigned text.

TEXTUAL ANALYSIS ESSAY

For the Textual Analysis Essay, you will write a 1000-1500 word argumentative textual analysis essay. You will be given a number of prompts to choose from, and from these, you will develop a thesis driven essay that focuses on close reading and analysis of one of the texts that we will read for the course.

FINAL PROJECT

The final project will consist of two parts. Part one will require you to complete a 350-500 word creative writing project based on one of several prompts. In part one, you will need to actively apply your knowledge of literary devices and genre conventions in order to re-create part of one of the texts we will read over the course of the semester. The choices you make must be deliberate and justifiable. Then, in part two, you will write a critical reflection detailing the choices you made and why. You will need to apply the knowledge gained through the Literary Device Analysis mini-essays in order to explain the devices you chose and how you used them in order to create meaning in your own text. This reflection will make up the majority of the grade for the final project, so you need to carry out your choices carefully and deliberately in part one.

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, and there will also be tutorials available in the files section of our 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)
- MLA style heading
- MLA style header with last name and page number
- No extra space between paragraphs
- **.doc or .docx format** (All assignments MUST be submitted in one of these formats unless otherwise stated in the assignment instructions. 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. Final assignment word count **does not included** headings, titles, or works cited lists.

ASSIGNMENT SUBMISSION

All assignments must be submitted via Blackboard by the assigned due dates and times. Generally, assignments will be due either one hour BEFORE class or at 11:59pm on a particular date. 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 the absence

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 a day. 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 201-K01: Literary Device Analysis 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 with 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 grades.**

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.

LATENESS POLICY

Attendance is required, and lateness is unacceptable. Please make sure that you are on time to our class 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](#).

LIBRARIES

Use the [GMU Libraries](#) online to help with your research or visit the IGC Library on this campus, for assistance with research and 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 +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. 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: 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-DESCRIMINATION 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 will likely 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.

Date	Class Topics / Activities	Readings (Due BEFORE Class)	Assignments (Due BEFORE Class)
Week 1			
2/23	Introductions Syllabus		
2/25	Active Reading Plagiarism "Is It Plagiarism?" Activity	Syllabus (BB) Tips for Active Reading (BB) Explore the Purdue OWL site (see specific instructions in BB)	Diagnostic Essay (BB) Syllabus Quiz
Week 2			
3/2	Introduction to Drama What Is Drama? Exercise Analyzing Literature	Literary Devices – Drama PDF (BB) *Stardust* Excerpt (BB) Close Reading (BB) Critical Reading (BB)	Active Reading Practice *Stardust* Annotations & Close Reading
3/4	Beginning Shakespeare Character Map Timeline	Drama Weblink (BB) Shakespeare, *A Midsummer Night's Dream* – Intro & Act I (BB) Watch Act I of the Rice University performance (BB)	Introductions Discussion Board Shakespeare Discussion Board #1

Week 3			
3/9	Shakespeare Themes Group Discussion Activity Claims and Thesis Statements	Shakespeare, *A Midsummer Night's Dream* – Act II & Act III (BB) Watch Act II & III of the [Rice University performance](#) (BB)	Shakespeare Discussion Board #2
3/11	Shakespeare Literary Devices: Finding Examples Activity	Shakespeare, *A Midsummer Night's Dream* – Act IV & Act V (BB) Watch Act IV & Act V of the [Rice University performance](#) (BB)	Final Character Map Final Timeline Shakespeare Discussion Board #3
	Literary Device Analysis #1 due by Sunday, 3/14 at 11:59pm		
Week 4			
3/16	Introduction to Fairy Tales Wiki Tutorial	[Fairy Tales: Conventions of Fairy Tales](#) (BB) Grimm's Fairytales (BB)	Literary Terms Quiz #1 Fairytale Favorites Discussion Board
3/18	Presentation Planning and Wiki Workshop	Watch: [Heidi Shamsiddin, "Myths, Folklore, and Legends: We Still Need Our Fairytales" TEDx Talk](#) (BB)	"We Still Need Our Fairytales" Discussion Board Activity
Week 5			
3/23	Modern Fairytales Tinder Box/Eyes of Dogs Group Discussion	"The Tinder Box" PDF (BB) "Eyes of Dogs" PDF (BB)	Tinder Box/Eyes of Dogs Discussion Board
3/25	**Fairytale Wiki Presentations**		**Fairytale Wikis due for Presentation**
Week 6			
3/30	Introduction to Poetry and Short Story	Literary Devices #3 – Poetry (BB) Fairy Tale Poems (BB)	Defining Poetry Exercise Poetry Discussion Board
4/1	Themes in *Fierce Fairytales*	Nikita Gill, pp. 1-50	Gill – Themes Discussion Board

	"Why Tinkerbell Quit Anger Management" Group Activity		
Week 7			
4/6	Analyzing Gill's Use of Fairytales in *Fierce Fairytales* Finding Examples Exercise	Nikita Gill, pp. 51-100 Watch: Nikita Gill, "Why I'd Rather Be the Wicked Witch than Snow White" TEDx Talk	Gill TEDx Talk Discussion Board
4/8	Mini-Presentation Activity	Nikita Gill, pp. 101-153	Found Poems Activity Literary Terms Quiz #2
Literary Device Analysis #2 Due by Sunday, 10/18 at 11:59pm			
Week 8			
4/13	Introduction to the Novel	Literary Terms – Novel Mary Shelley, *Frankenstein*, Letter 1 – Chapter 3	Defining the Novel Exercise
4/15	Understanding Characterization Victor Frankenstein Character Traits Exercise	Mary Shelley, *Frankenstein*, Chapter 4 – Chapter 6	Characterization Discussion Board
Week 9			
4/20	Frankenstein Finding Examples Exercise	The Creation of Man by Prometheus (BB) Watch: The Myth of Prometheus Video (BB) Mary Shelley, *Frankenstein*, Chapter 7 – Chapter 9	Frankenstein & Prometheus Discussion Board
4/22	Frankenstein Conflict in Literature	Mary Shelley, *Frankenstein*, Chapter 10 – Chapter 12	Literary Terms Quiz #3 State of Mind Discussion Board
Week 10			
4/27	Frankenstein Conflict in Literature (External)	Mary Shelley, *Frankenstein*, Chapter 13 – Chapter 15	Textual Analysis Essay Outline
4/29	Frankenstein Textual Analysis Essay Workshop	Mary Shelley, *Frankenstein*, Chapter 16 – Chapter 19	Who Is Responsible? Discussion Board
Textual Analysis Essay Draft due by Friday, 11/6 at 11:59pm **Peer Review due by Sunday, 11/8 at 11:59pm**			

Week 11			
5/4	**Spring Recess (no classes)**		
5/6			
Week 12			
5/11	Frankenstein Debate Preparation	Mary Shelley, *Frankenstein*, Chapter 20 – Chapter 22	Revision Plan
5/13	Frankenstein Debate		
	Final Textual Analysis Essay Due by Friday, 11/15 at 11:59pm		
Week 13			
5/18	Frankenstein Today Group Activity Presentation Prep	Frankenstein Today (BB) *Supernatural* Video Clip (BB) Darren Hayes, "Waking the Monster" (BB)	Frankenstein's Monster in Popular Culture Discussion Board
5/20	Frankenstein Today Presentations		Frankenstein Today Discussion Board for Presentation
Week 14			
5/25	Film: TBA		**Draft of Final Project**
5/27	Film: TBA		**Peer Review of Final Project Draft due**
Week 15			
6/1	Film Discussion		
6/3	Wrap-up Course Evaluations		
	Final Project due by Sunday, 12/6 at 11:59pm		
Examination Period (June 9th – June 16th)			