

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

# COMPOSITION FOR MULTILINGUAL WRITERS

Fall 2021

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](mailto: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

## MATERIALS

- **Face Mask if you are in the GMUK building** (make sure you have an extra mask available, in case the first breaks)
  - You **MUST** wear a face mask any time you are in the GMUK building.
- **Laptop with a working keyboard, camera, and microphone**
  - 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.
- 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

## 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, 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. 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.

## 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%

**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:

<b>Homework, Classwork, &amp; Quizzes</b>	<b>200 pts (20%)</b>
<b>Participation</b> (Note: You must attend class to receive participation points)	<b>100 pts (10%)</b>
<b>Narrative Essay</b>	<b>100 pts (10%)</b>
First Draft	30 pts
Peer Review	20 pts
Final	50 pts
<b>Annotated Bibliography</b>	<b>150 pts (15%)</b>
First Draft	50 pts
Final Draft	100 pts
<b>Researched Argument Essay</b>	<b>300 pts (30%)</b>
Project Plan	50 pts
First Draft	30 pts
Peer Review	20 pts
Second Draft	50 pts
Final	150 pts
<b>Argument Letter</b>	<b>150 pts (15%)</b>
First Draft	30 pts
Peer Review	20 pts
Final	100 pts
<b>Total</b>	<b>1000 pts (100%)</b>

**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 to succeed in the course. 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.**

## ASSIGNMENT TYPES & GRADING

There are three (3) types of assignments in this course:

**Low-stakes assignments** include classwork, homework, and quizzes. These are typically graded based on completion 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.

**Medium-stakes assignments** include drafts and peer review activities. These assignments are worth a larger percentage of the final grade (3-5% each) and they work to prepare you for the high-stakes assignments. It is essential that you complete all drafts and peer review activities—failure to do so will make it difficult to complete the final versions of your essays.

**High-stakes assignments** include the final drafts of the major essays (Narrative Essay, Annotated Bibliography, Research Essay, and Argument Letter). These assignments make up larger portions of the course grade (5-15% each) and they require you to apply the skills you practiced in the medium-stakes 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.** 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.

**Note:** 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. You do not need permission to use a crisis pass—you simply need to add the note in the comment box on the submission page when you submit the assignment.

## 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%. 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.

## REVISION POLICY

You may choose to revise ONE of your major assignments (either the Narrative Essay 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 under the Extra Credit tab. If you choose to take advantage of any of these opportunities, you need to follow the instructions on Blackboard carefully 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 classwork and homework. This means you must always come to class prepared. These quizzes will be open note. 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.

## PARTICIPATION

During each class meeting, you will have the opportunity to earn up to 5 participation points. Participation points can be earned by:

- Keeping your camera on throughout class (not just when you are speaking) – 1 point
- Adding meaningfully to the whole class discussion by asking questions or making comments (either verbally or through the chat function) – 1 point
- Participating meaningfully in group discussions – 1 point
- Participating meaningfully in in-class mini-presentations – 2 points

During class, you will be expected to partake in many different types of activities and discussions. Nearly every class will include opportunities to earn points in each of the categories above. In every class, you must actively work to earn participation points.

**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.

## NARRATIVE ESSAY

The narrative essay requires you to explore our course theme using your own experience and perspective on the topic. Your goal is to persuade your peers to consider your perspective using your own personal opinions and experiences as the basis for your argument. This assignment serves as a precursor to the research essay assignment, as it will allow you to begin exploring the topic based on your experience, shared course readings, and informal preliminary research.

## 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.

## RESEARCH 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. We will use Blackboard Collaborate for our synchronous online classes during (at least) the first half of the semester. 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 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)
- 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. **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 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 rarely respond to email immediately. I 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.

### **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. **Email responses may take up to 48 hours.** 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 announcement emails** (the email address with appear as “donotreply”). 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.

## 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 extenuating circumstances, please check your email and Blackboard for instructions.

### 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.

## 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. That information is available in the weekly lessons.

## LATENESS POLICY

**Attendance is required, and lateness is unacceptable. Please make sure that you are on time to our class meetings. If you are not present for the attendance check, you will be marked as absent.** Keep in mind, though, that no points are tied to attendance, so it will not directly affect your grade unless you miss significant portions of class.

## 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](http://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](mailto: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](mailto: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](mailto: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

**Aug 23<sup>rd</sup>** – First day of classes  
**Aug 30<sup>th</sup>** – Last day to add classes  
**Sep 6<sup>th</sup>** – Last day to drop classes (with 100% tuition refund)  
**Sep 13<sup>th</sup>** – Last day to drop classes (with 50% tuition refund)  
**Sep 14<sup>th</sup> – Oct 1<sup>st</sup>** – Unrestricted Withdrawal Period  
**Sep 20<sup>th</sup> – Oct 15<sup>th</sup>** – Mid-term Evaluation Period (100-200 level classes)  
**Sep 20<sup>th</sup> – Sep 22<sup>nd</sup>** – Harvest Moon Festival (no classes)  
**Sep 23<sup>rd</sup> – Sep 24<sup>th</sup>** – Fall Recess (no classes)  
**Oct 2<sup>nd</sup> – Oct 29<sup>th</sup>** – Selective Withdrawal Period (100% tuition liability)  
**Oct 4<sup>th</sup>** – National Foundation Day – Alternative Holiday (no classes)  
**Oct 11<sup>th</sup>** – Hangul Proclamation Day – Alternative Holiday (no classes)  
**Oct 22<sup>nd</sup>** – Incomplete Work from Spring 2021 Due to Instructor  
**Oct 29<sup>th</sup>** – Incomplete Grade Changes from Spring 2021 Due to Registrar  
**Dec 6<sup>th</sup>** – Make Up Day 1 (Follow Monday Schedule)  
**Dec 7<sup>th</sup>** – Make Up Day 2 (Follow Monday Schedule)  
**Dec 7<sup>th</sup>** – Last Day of Classes  
**Dec 8<sup>th</sup>** – Reading Day(s)  
**Dec 9<sup>th</sup> – Dec 16<sup>th</sup>** – Examination Period  
**Dec 17<sup>th</sup>** – Graduation Ceremony  
**Dec 18<sup>th</sup>** – Degree Conferral Date

## SCHEDULE OF CLASS MEETINGS, FALL 2021

**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.

Week	Lessons	Tasks	Assignments
<b>Week 1</b>			
Week 1: M 8/23 – S 8/29	Lesson 1: Introduction to ENGH 100	<ol style="list-style-type: none"> <li><b>1. Familiarize yourself with the course content and expectations</b> <ul style="list-style-type: none"> <li>• Read the Active Reading PDF</li> <li>• Read and annotate the Course Syllabus (PDF available in BB)</li> <li>• Take the Syllabus Quiz</li> </ul> </li> <li><b>2. Join our synchronous class meeting in Collaborate</b></li> <li><b>3. Post to the Introductions Discussion Board</b></li> <li><b>4. Join our synchronous group meeting in Collaborate</b> <ul style="list-style-type: none"> <li>• Introduce yourselves to your group</li> <li>• Complete the Plagiarism Activity</li> <li>• Post to the Plagiarism Scenarios Discussion Board</li> </ul> </li> </ol>	<p><b>Lesson 1 Group Discussion Board post by end of class on W 8/25</b></p> <p><b>Introductions Discussion Board</b></p> <ul style="list-style-type: none"> <li>• Initial Post by: F 8/27 at 11:59PM</li> <li>• Reply by: S 8/29 at 11:59PM</li> </ul> <p><b>Syllabus Quiz due by S 8/29 at 11:59PM</b></p>
<b>Week 2</b>			
Week 2: M 8/30 – S 9/5	Lesson Two: Introduction to Rhetoric	<ol style="list-style-type: none"> <li><b>1. Introduction to Rhetorical Elements</b> <ul style="list-style-type: none"> <li>• Read the Rhetorical Elements PPT slides</li> <li>• Watch the linked Ted Talk</li> </ul> </li> </ol>	<p><b>Journal Entry #1 due one hour before class on W 9/1</b></p> <p><b>Lesson 2 Group Discussion Board</b></p>

		<p><b>2. Join our synchronous class meeting in Collaborate</b></p> <p><b>3. Complete Journal Entry #1</b></p> <ul style="list-style-type: none"> <li>• Complete preliminary Research</li> <li>• Read and annotate Article #1</li> <li>• Respond to the prompt in BB</li> </ul> <p><b>4. Join our synchronous group meeting in Collaborate</b></p> <ul style="list-style-type: none"> <li>• Post to the Lesson 2 Group Discussion Board by the end of class time</li> <li>• Respond to one of the other groups' posts by S 9/5 at 11:59PM</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Post by: end of class on W 9/1</li> <li>• Reply by: S 9/5 at 11:59PM</li> </ul>
<b>Week 3</b>			
<p>Week 3:</p> <p>M 9/6 – S 9/12</p>	<p>Lesson 3:</p>	<p><b>1. Join our synchronous class meeting in Collaborate</b></p> <p><b>2. Complete Journal Entry #2</b></p> <ul style="list-style-type: none"> <li>• Read and Annotate Article #2</li> <li>• Respond to the Journal Entry # 2 prompt in BB</li> </ul> <p><b>3. Join our synchronous group meeting in Collaborate</b></p> <ul style="list-style-type: none"> <li>• Post to the Lesson 3 Group Discussion Board by the end of class time</li> </ul>	<p><b>Journal Entry #2 due one hour before class on W 9/8</b></p> <p><b>Lesson 3 Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Initial post by: end of class on W 9/8</li> <li>• Reply by: S 9/12 at 11:59PM</li> </ul> <p><b>Narrative Essay Draft due by S 9/12 at 11:59PM</b></p>

		<ul style="list-style-type: none"> <li>Respond to one of the other groups' posts by Sunday at 11:59PM</li> </ul> <p><b>4. Complete a draft of your Narrative Essay</b></p>	
<b>Week 4</b>			
<p>Week 4:</p> <p>M 9/13 – S 9/19</p>	<p>Lesson 4:</p>	<ol style="list-style-type: none"> <li><b>Join our synchronous class meeting in Collaborate</b></li> <li><b>Complete Journal Entry #3</b> <ul style="list-style-type: none"> <li>Respond to the Journal Entry # 3 prompt in BB</li> </ul> </li> <li><b>Join our synchronous group meeting in Collaborate</b> <ul style="list-style-type: none"> <li>Post to the Peer Review Group discussion board one hour before class</li> <li>Respond to your assigned peer by the end of class time</li> </ul> </li> </ol>	<p><b>Journal Entry #3 due by one hour before class on W 9/15</b></p> <p><b>Peer Review Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>Initial post by: one hour before class on W 9/15</li> <li>Reply by: S 9/19 at 11:59PM</li> </ul>
<b>Week 5</b>			
<p>Week 5:</p> <p>M 9/20 – S 9/26</p>	<p><b>NO CLASSES</b></p> <p>9/20 – 9/22: Harvest Moon Festival</p> <p>9/23 – 9/24: Fall Recess</p>	<ol style="list-style-type: none"> <li><b>Submit your final Narrative Essay</b></li> </ol>	<p><b>Final Narrative Essay due by S 9/26 at 11:59PM</b></p>
<b>Week 6</b>			
<p>Week 6:</p> <p>M 9/27 – S 10/3</p>	<p>Lesson 5:</p> <p>Introduction to Research</p>	<ol style="list-style-type: none"> <li><b>Complete the Library Scavenger Hunt</b></li> <li><b>Join our synchronous class meeting in Collaborate</b></li> <li><b>Complete Journal Entry #4</b> <ul style="list-style-type: none"> <li>Complete Research Session #1</li> </ul> </li> </ol>	<p><b>Library Scavenger Hunt due one hour before class on M 9/27</b></p> <p><b>Journal Entry #4 due by one hour before class on W 9/29</b></p>



		<ul style="list-style-type: none"> <li>Respond to the Journal Entry # 4 prompt in BB</li> </ul> <p><b>4. Join our synchronous group meeting in Collaborate</b></p> <ul style="list-style-type: none"> <li>Post to the Lesson 5 discussion board by the end of class time</li> <li>Respond to one of the other groups' posts</li> </ul>	<p><b>Lesson 5 Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>Initial post by: end of class on W 9/29</li> <li>Reply by: S 10/3 at 11:59PM</li> </ul>
<b>Week 7</b>			
<p>Week 7: M 10/4 – S 10/10</p>	<p><b>NO CLASS – M 10/4 (National Foundation Day)</b></p> <p><b>Individual Conferences</b> (no regular class on W 10/6)</p>	<ol style="list-style-type: none"> <li>Complete your Research Project Plan</li> <li>Meet with me for your individual conference</li> </ol>	<p><b>Research Project Plan due by one hour before our conference meeting</b></p>
<b>Week 8</b>			
<p>Week 8: M 10/11 – S 10/17</p>	<p><b>NO CLASS – M 10/11 (Hangul Proclamation Day)</b></p> <p>Lesson 7: Evidence &amp; Analysis</p>	<ol style="list-style-type: none"> <li><b>Complete Annotation #1 Draft</b></li> <li><b>Join our synchronous class meeting in Collaborate</b></li> <li><b>Complete Journal Entry #6</b> <ul style="list-style-type: none"> <li>Complete Research Session #2</li> <li>Respond to the Journal Entry # 6 prompt in BB</li> </ul> </li> <li><b>Join our synchronous group meeting in Collaborate</b> <ul style="list-style-type: none"> <li>Post to the Lesson 7 discussion board by the end of class time</li> <li>Respond to one of the other groups' posts</li> </ul> </li> </ol>	<p><b>Annotation #1 Draft due by one hour before class on W 10/13</b></p> <p><b>Journal Entry #6 due by one hour before class on W 10/13</b></p> <p><b>Lesson 7 Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>Initial post by: end of class on W 10/13</li> <li>Reply by: S 10/17 at 11:59PM</li> </ul> <p><b>Annotation #2 Draft due by one hour before class on F 10/15</b></p>

		<b>5. Complete Annotation #2 Draft</b>	
<b>Week 9</b>			
Week 9: M 10/18 – S 10/24	Lesson 8:	<ol style="list-style-type: none"> <li><b>1. Join our synchronous class meeting in Collaborate</b></li> <li><b>2. Complete Journal Entry #7</b> <ul style="list-style-type: none"> <li>Respond to the Journal Entry # 7 prompt in BB</li> </ul> </li> <li><b>3. Join our synchronous group meeting in Collaborate</b> <ul style="list-style-type: none"> <li>Post to the Lesson 8 discussion board by the end of class time</li> <li>Respond to one of the other groups' posts</li> </ul> </li> </ol>	<p><b>Complete Journal Entry #7 by one hour before class on W 10/20</b></p> <p><b>Lesson 8 Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>Initial post by: end of class on W 10/20</li> <li>Reply by: S 10/24 at 11:59PM</li> </ul> <p><b>Annotated Bibliography Draft (Including Annotations 1-3 in a single document) due by S 10/31 at 11:59PM</b></p>
<b>Week 10</b>			
Week 10: M 10/25 – S 10/31	Lesson 9: APA Citation	<ol style="list-style-type: none"> <li><b>1. Join our synchronous class meeting in Collaborate</b></li> <li><b>2. Complete Research Essay 1<sup>st</sup> Draft</b></li> <li><b>3. Join our synchronous group meeting in Collaborate</b> <ul style="list-style-type: none"> <li>Post your draft to the Peer Review group discussion board</li> <li>Complete the Peer Review assignment</li> </ul> </li> <li><b>4. Complete Annotation #4 Draft</b></li> </ol>	<p><b>Research Essay 1st Draft due for Peer Review by one hour before class on W 10/27</b></p> <p><b>Peer Review Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>Post your draft by one hour before class on W 10/27</li> <li>Complete the Peer Review assignment by the end of class on W 10/27</li> </ul> <p><b>Annotation #4 Draft due by F 10/29 at 11:59PM</b></p>
<b>Week 11</b>			

<p>Week 11: M 11/1 – S 11/7</p>	<p>Lesson 10: Analysis</p>	<ol style="list-style-type: none"> <li>1. <b>Join our synchronous class meeting in Collaborate</b></li> <li>2. <b>Complete Journal Entry #8</b> <ul style="list-style-type: none"> <li>• Complete the Argument Matrix</li> <li>• Respond to the Journal Entry #8 prompt in BB</li> </ul> </li> <li>3. <b>Join our synchronous group meeting in Collaborate</b> <ul style="list-style-type: none"> <li>• Post to the Lesson 10 discussion board by the end of class time</li> <li>• Respond to one of the other groups' posts</li> </ul> </li> </ol>	<p><b>Annotation #5 Draft due one hour before our class meeting on M 11/1</b></p> <p><b>Journal Entry #8 due by one hour before class on W 11/3</b></p> <p><b>Lesson 10 Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Initial post by: end of class on W 11/3</li> <li>• Reply by: S 11/7 at 11:59PM</li> </ul> <p><b>Final Annotated Bibliography (including Annotations 1-6 in a single document) due by S 11/7 at 11:59PM</b></p>
<p><b>Week 12</b></p>			
<p>Week 12: M 11/8 – S 11/14</p>	<p>Lesson 11: Developing Arguments</p>	<ol style="list-style-type: none"> <li>4. <b>Join our synchronous class meeting in Collaborate</b></li> <li>5. <b>Complete Journal Entry #9</b> <ul style="list-style-type: none"> <li>• Respond to the Journal Entry # 10 prompt in BB</li> </ul> </li> <li>6. <b>Join our synchronous group meeting in Collaborate</b> <ul style="list-style-type: none"> <li>• Post to the Lesson 11 discussion board by the end of class time</li> <li>• Respond to one of the other groups' posts</li> </ul> </li> </ol>	<p><b>Journal Entry #9 due by one hour before class on W 11/10</b></p> <p><b>Lesson 11 Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Initial post by: end of class on W 11/10</li> <li>• Reply by: S 11/14 at 11:59PM</li> </ul> <p><b>Research Essay 2<sup>nd</sup> Draft due by F 11/12 at 11:59PM</b></p>
<p><b>Week 13</b></p>			

Week 13: M 11/15 – S 11/21	<b>Individual Conferences</b> (no regular classes this week)	<ol style="list-style-type: none"> <li>1. Prepare for your individual conference</li> <li>2. Meet with me for our individual conference</li> <li>3. Complete Journal Entry #10 <ul style="list-style-type: none"> <li>• Reflect on our conference discussion</li> <li>• Respond to the Journal Entry #10 prompt in BB</li> </ul> </li> </ol>	<b>Journal Entry #10 due by one hour before class on S 11/21 at 11:59PM</b>
<b>Week 14</b>			
Week 14: M 11/22 – S 11/28	Lesson 13: Finalizing the Research Essay	<ol style="list-style-type: none"> <li>1. Join our synchronous class meeting in Collaborate</li> <li>2. Complete Journal Entry #11 <ul style="list-style-type: none"> <li>• Respond to the Journal Entry # 12 prompt in BB</li> </ul> </li> <li>4. Join our synchronous group meeting in Collaborate <ul style="list-style-type: none"> <li>• Post to the Lesson 13 discussion board by the end of class time</li> <li>• Respond to one of the other groups' posts</li> </ul> </li> </ol>	<b>Journal Entry #11 due by one hour before class on W 11/24</b>  <b>Lesson 13 Group Discussion Board:</b> <ul style="list-style-type: none"> <li>• Initial post by: end of class on W 11/24</li> <li>• Reply by: S 11/28 at 11:59PM</li> </ul> <b>Final Research Essay due by S 12/28 at 11:59PM</b>
<b>Week 15</b>			
Week 15: M 11/29 – S 12/6	Lesson 14: Writing the Argument Letter	<ol style="list-style-type: none"> <li>1. Join our synchronous class meeting in Collaborate</li> <li>2. Complete Journal Entry #12 <ul style="list-style-type: none"> <li>• Complete the topic revision exercise</li> </ul> </li> </ol>	<b>Journal Entry #12 due by one hour before class on W 12/1</b>

		<ul style="list-style-type: none"> <li>Respond to the Journal Entry # 12 prompt in BB</li> </ul> <p><b>3. Join our synchronous group meeting in Collaborate</b></p> <ul style="list-style-type: none"> <li>Post to the Lesson 14 group discussion board by the end of class time</li> <li>Respond to one of the other groups' posts</li> </ul>	
<b>Week 16</b>			
<p>Week 16: M 12/6 – T 12/7</p>	<p>Lesson 15: Finalizing the Argument Letter</p> <p><b>IMPORTANT: class meets on M 12/6 and T 12/7 this week</b></p> <p><b>(12/7 is a make-up day, and you should follow your Monday schedule)</b></p>	<p><b>1. Join our synchronous group meeting in Collaborate</b></p> <ul style="list-style-type: none"> <li>Post your draft to the Peer Review group discussion board</li> <li>Complete the Peer Review assignment</li> </ul> <p><b>2. Join our synchronous class meeting in Collaborate (held on T 12/7 during regular class time)</b></p> <ul style="list-style-type: none"> <li>Complete the Course Evaluations</li> <li>Complete the letter to future students</li> </ul>	<p><b>Argument Letter Draft due for peer review by one hour before class on M 12/7</b></p> <p><b>Peer Review Group Discussion Board:</b></p> <ul style="list-style-type: none"> <li>Post your draft by one hour before class on M 12/6</li> <li>Complete the Peer Review assignment by the end of class on M 12/6</li> </ul> <p><b>Final Argument Letter due S 12/12 at 11:59PM</b></p>

## ADDENDUM #1: INSTRUCTIONAL MODES

Due to the situation with the Coronavirus, we will begin the semester in the online instructional mode. It is possible that at some point during the semester, we may switch to hybrid or face-to-face instruction. Below, I have included general instructions and guidelines for each instructional mode.

- ❖ 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 in the assigned classroom (G302). Masks must be worn, and social distancing is required.
- ❖ Office hours will generally be held in my office (remember, you **MUST** wear a mask and practice social distancing if you choose to come into 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:

- ❖ One class per week will be held online and one face-to-face.
- ❖ During the online class, you will complete small group activities during our regular class time. You will use the tools in Blackboard to work together **virtually** (Note: Specifically, you will use Blackboard group tools like Collaborate and Discussion Boards—I have provided access to these, and I will give instructions in the weekly lesson folders as needed).
- ❖ During the face-to-face class, we will meet face-to-face in the regular classroom at the regular class time.
- ❖ Office hours will be held virtually through Blackboard Collaborate.

### Online:

- ❖ All classes will be held online through Blackboard Collaborate.
- ❖ One class per week will usually consist of small group work and discussion activities to be completed during the regular class time. You must use the tools in Blackboard to work together **virtually** (Note: Specifically, you will use Blackboard group tools like Collaborate and Discussion Boards—I have provided access to these, and I will give instructions in the weekly lesson folders as needed).
- ❖ Thursday class will be held synchronously through Blackboard Collaborate at the regular class time. You will be expected to use microphones and cameras 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 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.

## ADDENDUM #2: SPECIAL SYLLABUS SUPPLEMENT FOR COVID-19, FALL 2021

### Special Syllabus Supplement for COVID-19: Fall 2021

In the interest of everyone's safety, students and faculty must follow these guidelines during the Fall 2021 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](mailto: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.