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

IMPORTANT: All readings must be completed in English.

TEXTBOOKS AND READINGS

• Other readings will be available via Blackboard.

ADDITIONAL REQUIRED 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

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: In this course, we will focus on the Fantasy genre of literature. Fantasy fiction offers unique commentary on culture and humanity. As we read each text, you will need 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 themes regarding society, politics, and/or 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 formal assignments including video presentations, a textual analysis essay, and a final creative project. 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.

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.

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork, Homework, &amp; Quizzes</td>
<td>200 pts</td>
</tr>
<tr>
<td>Classwork, Homework, &amp; Quizzes</td>
<td>200 pts</td>
</tr>
<tr>
<td>Participation (Note: You must attend class to receive participation points)</td>
<td>150 pts</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>150 pts</td>
</tr>
<tr>
<td>Journal</td>
<td>100 pts</td>
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<tr>
<td>Journal Entries</td>
<td>100 pts</td>
</tr>
<tr>
<td>Video Presentations</td>
<td>150 pts</td>
</tr>
<tr>
<td>Favorite Passage Analysis #1</td>
<td>50 pts</td>
</tr>
<tr>
<td>Favorite Passage Analysis #2</td>
<td>50 pts</td>
</tr>
<tr>
<td>Favorite Passage Analysis #3</td>
<td>50 pts</td>
</tr>
<tr>
<td>Wiki Project</td>
<td>100 pts</td>
</tr>
<tr>
<td>Fairy Tale Wiki Presentations</td>
<td>100 pts</td>
</tr>
<tr>
<td>Textual Analysis Essay</td>
<td>150 pts</td>
</tr>
<tr>
<td>First Draft</td>
<td>20 pts</td>
</tr>
<tr>
<td>Peer Review</td>
<td>30 pts</td>
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<tr>
<td>Final</td>
<td>100 pts</td>
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<tr>
<td>Final Project</td>
<td>150 pts</td>
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<tr>
<td>Part One</td>
<td>50 pts</td>
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<tr>
<td>Part Two</td>
<td>100 pts</td>
</tr>
<tr>
<td>Total</td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

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.
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 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 the annotations journal, the video presentations, and the wiki project. These assignments are worth a larger percentage of the final grade (5-10%) and require you to practice your analytical and interpretive skills to prepare for the high-stakes assignments. These projects allow more leeway and creativity, so that you can experiment with forms other than the traditional essay and interact more with your peers. While you still need to focus on completing all parts of the assignments, you have more options for how you complete the requirements.

- **High-stakes assignments** include the textual analysis essay and the final project. These assignments make up larger portions of the course grade (15%) and they require you to apply the analytical and interpretive skills you practiced in the medium-stakes assignments. These are more traditional writing assignments that require you to demonstrate and reflect on the knowledge you gain over the course of the semester.

**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 an assignment. **Crisis passes CANNOT be used on first drafts of writing assignments** (Textual Analysis Essay, Final Project). 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:** Crisis passes cannot be requested via email, and you do not need permission to use them. You simply need to add the note in the comment box on the submission page when you submit the assignment.

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**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 in-class 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.

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**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.

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**DESCRIPTION OF ASSIGNMENTS**

**CLASSWORK, HOMEWORK, & QUIZZES**

To prepare you for each class, you will complete activities based on the assigned readings. In Blackboard, you will find the weekly assignments under the “Learn Here” link. At this link, you will find instructions detailing what you need to complete before, during, and after 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.

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**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.

**VIDEO PRESENTATIONS**

**Favorite Passage Video Presentations:** At three (3) points in the semester, you will create video presentations about your favorite passages from our major texts and post them to the class discussion boards to interact with your peers. In these presentations, you will share your chosen passage from the reading and provide some analysis of the themes and literary devices you see present in this portion of the text. Then, you will view and respond to some of your peers to share your thoughts on their choices.

**ANNOTATIONS JOURNAL**

**Annotations Journal:** Throughout the semester, you will keep a journal with notes and annotations from your readings. Your goal is to focus on identifying themes and examples of literary devices in the texts we read. You will submit approximately one journal entry per week. In each entry, you will need to include the informal notes from your reading, and then you will respond to a brief prompt. Feel free to be creative with your notes—they do not need to be linear or overly formal; you might use color-coding or drawings or other organizational tools that work for you.

**WIKI PROJECT**

**Wiki Project:** 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.

**TEXTUAL ANALYSIS ESSAY**

**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**

**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. 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 written 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. **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 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 (lee45@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](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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Tasks</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: Introduction to Literary Analysis</td>
<td>1. Familiarize yourself with the course content and expectations</td>
<td>Syllabus Quiz due by T 8/24</td>
</tr>
<tr>
<td>M 8/23 –</td>
<td>Goals:</td>
<td>• Read the Course Syllabus (PDF available in BB)</td>
<td>Lesson 1 Group Discussion Board post by end of class on R 8/26</td>
</tr>
<tr>
<td>S 8/29</td>
<td></td>
<td>• Take the Syllabus Quiz</td>
<td>Introductions Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Join our synchronous class meeting in Collaborate</td>
<td>• Initial Post by: F 8/27 at 11:59PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Post to the Introductions Discussion Board</td>
<td>• Reply by: S 8/29 at 11:59PM</td>
</tr>
</tbody>
</table>
## Week 2

<table>
<thead>
<tr>
<th>Lesson 2: Introduction to Drama</th>
<th>Complete the Introduction to Drama Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 8/30 – S 9/5</td>
<td>Complete the &quot;What is Drama?&quot; Exercise</td>
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<tr>
<td></td>
<td>Read the “Drama” link</td>
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<td>Watch the Literary Genres Video</td>
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<td>Review the PPT Slides</td>
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<table>
<thead>
<tr>
<th>Join our synchronous class meeting in Collaborate</th>
<th>Begin Shakespeare’s A Midsummer Night’s Dream</th>
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<td></td>
<td>Watch the Why Should You Read A</td>
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</tbody>
</table>

### Assignment Due:
- **Stardust Close Reading Exercise** due by S 8/29 at 11:59PM

### Weekly Overview:
- **Week 2: M 8/30 – S 9/5**
  - **Lesson 2:** Introduction to Drama
  - **Assignment:** Complete the Introduction to Drama Activity by one hour before class on T 8/31
    - Journal Entry #1 due one hour before class on R 9/2
  - **Discussion Board:**
    - Initial Post by: end of class on R 9/2
    - Reply by: S 9/5 at 11:59PM
### Week 3

<table>
<thead>
<tr>
<th>Lesson 3: Themes in Shakespeare</th>
<th>1. Join our synchronous class meeting in Collaborate</th>
<th>Journal Entry #2 due one hour before class on R 9/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 9/6 – S 9/12</td>
<td>2. Continue Shakespeare’s A Midsummer Night’s Dream</td>
<td>Lesson 3 Group Discussion Board:</td>
</tr>
<tr>
<td></td>
<td>• Read and annotate Act II &amp; Act III of Shakespeare’s A Midsummer Night’s Dream</td>
<td>• Initial post by: end of class on R 9/9</td>
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<td>• Watch the Rice University performance of A Midsummer Night’s Dream</td>
<td>• Reply by: S 9/12 at 11:59PM</td>
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<tr>
<td>Week 4: M 9/13 – S 9/19</td>
<td>Lesson 4:</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Lesson 4:</strong></td>
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<tr>
<td>1. <strong>Join our synchronous class meeting in Collaborate</strong></td>
<td>1. <strong>Join our synchronous class meeting in Collaborate</strong></td>
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<tr>
<td>2. <strong>Finish Shakespeare’s A Midsummer Night’s Dream</strong></td>
<td>2. <strong>Finish Shakespeare’s A Midsummer Night’s Dream</strong></td>
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<tr>
<td>• Read and annotate Act IV &amp; Act V of Shakespeare’s A Midsummer Night’s Dream</td>
<td>• Read and annotate Act IV &amp; Act V of Shakespeare’s A Midsummer Night’s Dream</td>
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<tr>
<td>• Watch the Rice University performance of A Midsummer Night’s Dream</td>
<td>• Watch the Rice University performance of A Midsummer Night’s Dream</td>
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<tr>
<td>3. <strong>Complete Journal Entry #3</strong></td>
<td>3. <strong>Complete Journal Entry #3</strong></td>
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<tr>
<td>• Respond to the Journal Entry # 3 prompt in BB</td>
<td>• Respond to the Journal Entry # 3 prompt in BB</td>
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<tr>
<td>4. <strong>Join our synchronous group meeting in Collaborate</strong></td>
<td>4. <strong>Join our synchronous group meeting in Collaborate</strong></td>
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<tr>
<td>• Post to the Lesson 4 Group Discussion Board by the end of class time</td>
<td>• Post to the Lesson 4 Group Discussion Board by the end of class time</td>
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<tr>
<td>Complete Journal Entry #3 by one hour before class on R 9/16</td>
<td>Complete Journal Entry #3 by one hour before class on R 9/16</td>
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<tr>
<td>Lesson 4 Group Discussion Board:</td>
<td>Lesson 4 Group Discussion Board:</td>
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<tr>
<td>• Initial post by: end of class on R 9/16</td>
<td>• Initial post by: end of class on R 9/16</td>
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<tr>
<td>• Reply by: S 9/19 at 11:59PM</td>
<td>• Reply by: S 9/19 at 11:59PM</td>
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</tbody>
</table>
| Week 5 | NO CLASSES  
9/20 – 9/22: Harvest Moon Festival  
9/23 – 9/24: Fall Recess | **1. Post your Shakespeare Favorite Passages Video Presentation**  
**Shakespeare Favorite Passages Video Presentation:**  
- Initial Post by: S 9/26 at 11:59PM  
- Reply by: F 10/1 at 11:59PM |
|---|---|---|
| Week 6 | Lesson 5: Introduction to Fairy Tales | **1. Join our synchronous class meeting in Collaborate**  
**2. Begin Fairy Tale readings:**  
- Explore the Fairy Tales: Conventions of Fairy Tales link  
- Read the Grimm’s Fairytales PDF  
**3. Complete Journal Entry #4**  
- Respond to the Journal Entry # 4 prompt in BB  
**4. Join our synchronous group meeting in Collaborate**  
- Post to the Lesson 5 discussion board by the end of class time  
- Respond to one of the other groups’ posts  
**Complete Journal Entry #4 by one hour before class on R 9/30**  
**Lesson 5 Group Discussion Board:**  
- Initial post by: end of class on R 9/30  
- Reply by: S 10/3 at 11:59PM  
**Reply to three (3) of your peers’ Shakespeare Favorite Passages Video Presentations by F 10/1 at 11:59PM**  
**Complete Literary Terms Quiz #1 by S 10/3 at 11:59PM** |
| Week 7 | Lesson 6: | **1. Join our synchronous class meeting in Collaborate**  
**2. Read:**  
- “The Tinder Box” link  
- “Eyes of Dogs” PDF  
**3. Complete Journal Entry #5**  
- Respond to the Journal Entry # 5 prompt in BB  
**Complete Journal Entry #5 by one hour before class on R 10/7**  
**Lesson 6 Group Discussion Board:**  
- Initial post by: end of class on R 10/7 |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Lesson 7: Modernizing Fairy Tales</th>
</tr>
</thead>
</table>
| M 10/11 – S 10/17 | 1. Join our synchronous class meeting in Collaborate  
2. Watch: [Heidi Shamsiddin, “Myths, Folklore, and Legends: We Still Need Our Fairytales” TEDx Talk](https://www.youtube.com/watch?v=...)  
4. Complete Journal Entry #6  
5. Join our synchronous group meeting in Collaborate  
6. Complete your group’s Fairy Tale Wiki |
| | Complete Journal Entry #6 by one hour before class on R 10/14  
Lesson 7 Group Discussion Board:  
- Initial post by: end of class on R 10/14  
- Reply by: S 10/17 at 11:59PM  
Fairy Tale Wiki due by S 10/17 at 11:59PM |

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<thead>
<tr>
<th>Week 9</th>
<th>Lesson 8:</th>
</tr>
</thead>
</table>
| M 10/18 – S 10/24 | 1. Join our synchronous class meeting in Collaborate  
2. Read Nikita Gill, *Fierce Fairytales*, pp. 51-150  
3. Complete Journal Entry #7  
4. Join our synchronous group meeting in Collaborate  
Post to the Lesson 7 discussion board by the end of class time  
Respond to one of the other groups’ posts  
5. Complete your group’s Fairy Tale Wiki |
| | Complete Journal Entry #7 by one hour before class on R 10/21  
Lesson 8 Group Discussion Board:  
- Initial post by: end of class on R 10/21 |
### Week 10

<table>
<thead>
<tr>
<th></th>
<th>Lesson 9: Introduction to the Novel</th>
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</thead>
<tbody>
<tr>
<td>M 10/25</td>
<td>1. Join our synchronous class meeting in Collaborate</td>
</tr>
<tr>
<td>S 10/31</td>
<td>2. Read: Neil Gaiman, <em>Stardust</em>, Ch. 1 – Ch. 3</td>
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<td></td>
<td>3. Complete Journal Entry #8</td>
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<td></td>
<td>• Respond to the Journal Entry #8 prompt in BB</td>
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<td></td>
<td>4. Join our synchronous group meeting in Collaborate</td>
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<tr>
<td></td>
<td>• Post to the Lesson 9 discussion board by the end of class time</td>
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<tr>
<td></td>
<td>• Respond to one of the other groups’ posts</td>
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</tbody>
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### Gill Favorite Passages Video Presentation:

- Initial Post by: S 10/24 at 11:59PM
- Reply by: F 10/29 at 11:59PM

### Journal Entry #8 due by one hour before class on R 10/28

- Initial post by: end of class on R 10/28
- Reply by: S 10/31 at 11:59PM

### Lesson 9 Group Discussion Board:

- Reply to three (3) of your peers’ Gill Favorite Passages Video Presentations by F 10/29 at 11:59PM

### Complete Literary Terms Quiz #2 by S 10/31 at 11:59PM

### Week 11

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<thead>
<tr>
<th></th>
<th>Lesson 10:</th>
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<tbody>
<tr>
<td>M 11/1</td>
<td>1. Join our synchronous class meeting in Collaborate</td>
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<tr>
<td>S 11/7</td>
<td>2. Read: Read Neil Gaiman, <em>Stardust</em>, Ch. 4 – Ch. 5</td>
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<td>3. Complete Journal Entry #9</td>
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<td>• Respond to the Journal Entry #9 prompt in BB</td>
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<td></td>
<td>4. Join our synchronous group meeting in Collaborate</td>
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</table>

### Journal Entry #9 due by one hour before class on R 11/4

- Initial post by: end of class on R 10/28
- Reply by: S 10/31 at 11:59PM
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<thead>
<tr>
<th>Week 12</th>
<th>Lesson 11:</th>
<th>Week 12:</th>
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<tbody>
<tr>
<td>M 11/8 – S 11/14</td>
<td>5. Join our synchronous class meeting in Collaborate</td>
<td>Journal Entry #10 due by one hour before class on R 11/11</td>
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<td>6. Read: Read Neil Gaiman, <em>Stardust</em>, Ch. 6 – Ch. 8</td>
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<td>7. Complete Journal Entry #10</td>
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<td></td>
<td>• Respond to the Journal Entry # 10 prompt in BB</td>
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<td></td>
<td>8. Join our synchronous group meeting in Collaborate</td>
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<td></td>
<td>• Post to the Lesson 11 discussion board by the end of class time</td>
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<td>• Respond to one of the other groups’ posts</td>
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<td></td>
<td>Lesson 11 Group Discussion Board:</td>
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<td></td>
<td>• Initial post by: end of class on R 11/11</td>
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<td></td>
<td>• Reply by: S 11/14 at 11:59PM</td>
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<td></td>
<td>9. Complete Textual Analysis Essay Draft for Peer Review</td>
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<td>10. Submit your Textual Analysis Essay Draft to BOTH:</td>
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<td></td>
<td>• The draft submission link by F 11/19 at 11:59PM</td>
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<td></td>
<td>• Your group’s Textual Analysis Peer Review</td>
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<thead>
<tr>
<th>Week 13</th>
<th>Lesson 12:</th>
<th>Week 13:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 11/15 – S 11/21</td>
<td>1. Join our synchronous class meeting in Collaborate</td>
<td>Journal Entry #11 due by one hour before class on R 11/18</td>
</tr>
<tr>
<td></td>
<td>2. Read: Read Neil Gaiman, <em>Stardust</em>, Ch. 9 – Ch. 10</td>
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<td></td>
<td>3. Complete Journal Entry #11</td>
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<tr>
<td></td>
<td>• Respond to the Journal Entry # 11 prompt in BB</td>
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<td></td>
<td>4. Join our synchronous group meeting in Collaborate</td>
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<td></td>
<td>• Post to the Lesson 12 discussion board by the end of class time</td>
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<td></td>
<td>• Respond to one of the other groups’ posts</td>
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<td></td>
<td>5. Complete Textual Analysis Essay Draft for Peer Review</td>
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</table>
# Week 14

**Lesson 13:**

1. **Join our synchronous class meeting in Collaborate**
2. **Read the *Stardust* article**
3. **Complete Journal Entry #12**
   - Respond to the Journal Entry #12 prompt in BB
4. **Join our synchronous group meeting in Collaborate**
   - Post to the Lesson 13 discussion board by the end of class time
   - Respond to one of the other groups’ posts
5. **Post your Gill Favorite Passages Video Presentation**

**Journal Entry #12 due by one hour before class on R 11/25**

**Lesson 13 Group Discussion Board:**
- Initial post by: end of class on R 11/25
- Reply by: S 11/28 at 11:59PM

**Gaiman Favorite Passages Video Presentation:**
- Initial Post by: S 11/28 at 11:59PM
- Reply by: F 12/3 at 11:59PM

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# Week 15

**Lesson 14:**

7. **Join our synchronous class meeting in Collaborate**
8. **Complete Journal Entry #13**
   - Respond to the Journal Entry #13 prompt in BB
9. **Join our synchronous group meeting in Collaborate**

**Journal Entry #13 due by one hour before class on R 12/2**

**Reply to three (3) of your peers’ Gaiman Favorite Passages Video Presentations by F 12/3 at 11:59PM**

**Complete Literary Terms Quiz #3 by S 12/5 at 11:59PM**
<table>
<thead>
<tr>
<th>Week 16</th>
<th>Lesson 15:</th>
<th>8. Join our synchronous class meeting in Collaborate</th>
</tr>
</thead>
</table>
| M 12/6 – T 12/7 | | • Complete the Course Evaluation  
• Participate in the Final Project Workshop |

Final Textual Analysis Essay due by S 12/5 at 11:59PM

Final Project due S 12/12 at 11:59PM

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### 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) 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.