

Composition

Course Syllabus · Spring 2022 · ENGH 101-K01 · Tue./Thu. 4:30–5:45 pm · 3 Credits



Delivery Mode: In Person

In-person classes will take place in G210. If delivery mode moves to hybrid or online mode, join classes via Zoom, accessible through Blackboard.

Office Hours:

Online via Zoom or in person in G646. Tue./Thu. 2-4 pm and by appointment
[Click](#) to join via Zoom

[Alice Wrigglesworth](#)

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(032) 626-5122

she/her/hers

Course Website:

Blackboard (through
[MyMason Portal](#))



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Course Description

Welcome to English 101! This course is designed to help you improve your ability to read, write, and think at the university level. In this course, you will use writing to explore and reflect on your own ideas and to inform and persuade your readers. Along the way, you will develop critical reading skills and research techniques to support your writing and use appropriate technologies to assist it.

English 101 emphasizes writing as a process. You will generate an idea, investigate your topic, create early drafts, seek and receive feedback, and revise and edit your writing. You will also learn to tailor your writing to the needs of a specific audience or situation. In particular, we will focus on the rhetorical elements of texts, giving you the tools to identify these elements in others' writing and to produce them in your own writing.

As a Mason Impact course, ENGH 101 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.

Required Materials

From Inquiry to Academic Writing: A Practical Guide, 5th edition by Stuart Greene & April Lidinsky published in 2020/1—available in various forms and from various sellers, i.e., [Macmillan](#), [Amazon](#), etc.

Technology & Software: Laptop, Mason ID, Google Account, MS Word, Adobe Acrobat

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Learning Outcomes

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—to learn to analyze, research, and produce texts of varying genres that engage a range of audiences.

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.

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.

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.

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.

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.

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Method of Instruction

This is not a lecture class. This is a student-centered class that requires you to actively participate in the learning process through inquiry, writing, review, and revision by way of drafting and revising projects multiple times to polish content, organization, and linguistic features in accordance with genre norms and conventions. In order to prioritize active learning during our scheduled class times, for the most part, this course will follow a ‘flipped’ learning model. Students will be assigned readings and other lecture materials to read or complete before a given class. Then, when you come to class, we will put what you’ve done or read to practice. As such, you will need to stay on top of this out-of-class work to ensure you can effectively participate in a given class and to succeed in this course.

You can expect each class to include some combination of the following: instruction, group work, and independent writing. Some group work will count towards your ‘low-stakes work’ grade. You’ll find the readings and work you need to complete outside ahead of each class in the [Course Calendar](#).

Individual Conferences: Individual conferences will take place in Week 8. These 1:1 meetings are required and count towards your participation grade. Classes will not meet during conference week. Instead, complete the posted asynchronous classwork.

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Grading Requirements & Evaluation

Grading Percentages: Grades and feedback will be available through ‘My Grades’ on Blackboard. Midterm and Final Grades will be posted to [Patriot Web](#).

This course uses the following Mason Core Curriculum grading guidelines:

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%

Students must earn a C (73%) or higher in order to pass the course. Grades of C- (72.9%) or lower will require a retake of the course. Students must complete all major projects to earn a C (or higher).

Assessment Weights: ENGH 101 is a 1000-point course.

Major Assignment Assessment	Weight
Project 1: Narrative Argument Essay	15% (150 pts)
Narrative Argument Draft	50 pts
Narrative Argument Final	100 pts
Project 2: Researched Argument for Change Article	40% (400 pts)

Bibliography Draft	50 pts
Bibliography Final	150 pts
Researched Argument Draft	50 pts
Researched Argument Final	150 pts
Project 3: Radical Revision & Rhetorical Addendum	15% (150 pts)
Radical Revision Draft	50 pts
Radical Revision Final	100 pts
Non-Major Assignment Assessment	
Low-Stakes Work (LSW) Reflective writing, Classwork, Homework, Quizzes, etc.	20% 200 pts
Participation Requires attendance and in-class engagement	10% 100 pts

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Description of Assessment:

Project 1: Narrative Argument (15%):

Narrative Argument Essay: You will use your personal experience, as well as perspectives different from your own, to support a narrative argument that is relevant—or that you make relevant—to your fellow Mason Korea students. This assignment will ask you to support your argument with evidence, write to a specific audience, and respond to their specific counter-arguments and concerns. It is designed to help develop your ability to produce rhetorically aware persuasive/argumentative writing and your understanding of argument and rhetoric while honing your existing writing skills. (1,000–1,250 words).

Project 2: Researched Argument (40%):

You will pick a problem or issue that you can address while writing for an international or national publication. This should be something that matters to you. It should also be *specific* and *narrow*: perhaps some aspect of the problem that's been overlooked or a solution that others should consider. You will develop a research question, conduct research, and write an annotated bibliography to help you explore the complexities of the issue and develop a change-based answer to your research question. You'll then develop your argument in an article for a specific publication and their specific readers.

Annotated Bibliography w/Synthesis & Research Evaluation: Your bibliography will include six high quality sources that are appropriate for and relevant to your research question. These sources should paint a complicated picture of your topic in terms of varying perspectives, emphases, and conclusions. Each annotation will identify, evaluate, and summarize the source

and its potential use. The rest of your bibliography will synthesize your sources, explain how this work has complicated or clarified your initial understanding of the issue (with discussion of your research gaps), and discuss how genre/audience shaped your final research and source-selection process. (No minimum word count).

Researched Argument for Change Article: You will use your annotated bibliography work (and possibly continued research), to support an argument that stems from the answer to your research question. You will write your argument as an article for a specific magazine, and you'll support your argument with research from at least five (5+) sources that the magazine's readers would find credible and compelling. This assignment will incorporate the argument writing skills we practiced in the previous project and help you continue to hone your research and synthesis skills, your ability to select and evaluate sources based on the rhetorical situation, and your genre- and audience-aware writing. (1,500–2,000 words).

Project 3: The Radical Revision and Rhetorical Addendum (15%):

Radical Revision: You will radically revise your researched argument article into a nonfiction genre that can make a real difference in the world. Your radical revision can take one of many forms, so long as there is a written component—a letter to your local representative, a blog post targeted at a particular demographic, a YouTube video for specific stakeholders, a pamphlet to distribute on campus, etc. The key is to create something targeted to a specific audience that achieves the purpose appropriate for them. This assignment is the culmination of all the skills we've discussed and practiced throughout the semester: it allows you to continue to hone your research writing skills and demonstrate your awareness of genre, audience, and purpose in your writing. (~750 words or equivalent).

Rhetorical Addendum: You'll also include a rhetorical addendum with this assignment that explains some of the specific choices you made based on the rhetorical situation: what you know about your audience and genre; how you applied what you learned as you investigated each and reevaluated your purpose; and how what you created represents rhetorically and intellectually savvy work. (650 words)

Low-Stakes Work (20%):

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

Reflective Writing: You will write graded reflective writing posts throughout the semester. These are in addition to some informal in-class writing and your essay end pages. Each of your reflective writing posts will be related to either your goals for the course or topics governed in the course. I will post questions most weeks for you to answer most weeks. These assignments may initially seem uncomfortable or unnecessary, but reflective writing is an important part of learning to write and applying what you learn. We will spend ample time on reflective writing because science shows that to learn and master new skills, become stronger learners, or retain knowledge, we have to think about our thinking (aka 'metacognition'). This is crucial to making this class useful to you well beyond our time together.

There will be five reflective writing assessments and each will be graded for completion out of 10 points. If your reflection fails to fully address the reflection prompt, you will lose the appropriate number of points based on the percentage of the assignment you completed.

Participation (10%):

To earn full credit for each class session you need to be actively engaged and making thoughtful contributions to class activities, writing, or discussion—not by merely being present. Coming late, being off-task, using technology for any non-class related purpose, or wasting time with irrelevant comments or disruptive behavior will lower your participation score. Coming unprepared (without the readings or class prep work done) will generally result in half credit for that day.

Your participation grade will be based on your percentage of the total points possible. I will post your participation grade to Blackboard during the midterm grading period and again at the end of semester; please ask me if you have concerns about your participation grade.

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Major Assignment Grading Standards:

An ‘A’ level grade (90-100%) marks a work that engages the reader in a provocative conversation. The writer anticipates and responds to possible reader questions, uses a wide range of supporting evidence, structures analyses to create a fluid reading experience, provides unexpected insights, and/or uses language with care and facility.

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 a work goes further in some way(s): he or she demonstrates some insight into the ‘gray areas’ of the topic, providing original or very thorough support that is tightly woven into the overall purpose.

A ‘C’ level grade (70-79%) denotes competent college-level writing and achievement. The writer meets, to some degree, all the assignment requirements, and employs some key strategies for communicating his/her ideas to his/her targeted audience.

A ‘D’ and ‘F’ level essays do not meet the basic expectations of the assignment.

Major Assignment Formatting:

File Name: Create a Microsoft Word document with a filename inclusive of your name, G number, course number, and the abbreviated assignment name (e.g., Mina Kim_ENGH 101_Essay). This file must be a .doc or .docx format. (NB: You MUST type your assignment into Google Docs or Microsoft Word directly. Do not use a different word processor and try to copy it over—this will alter the formatting, particularly if you start your work in a .hwp file).

Title Page: Include a title page, inclusive of your paper’s title, your name, course code, your professor's name, and the date of submission.

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Assessment Submission:

All written assignments must be submitted via Blackboard in .doc or .docx format **before** the assigned deadline. Do not submit written work as .hwp or .pdf. I will not accept assignments via email.

It is your responsibility to submit all assignments properly and on time, so you need to follow the assignment schedule closely. Tech problems are not a valid excuse for failing to submit your work on time. Upload your work in the correct format to Blackboard well before the deadline to avoid potential tech issues.

Additionally, always check your assignment has been submitted properly. If the correct document is not submitted properly, I cannot give credit for it.

All assignments are due following Korean Standard Time (KST). Some students report their Blackboard Calendar shows Fairfax time/Korea time, depending on the device they use. Note that all assignment deadlines are due Korean Standard Time (KST), regardless of the time they show to be due on Blackboard.

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Course Policies

Attendance: There is no attendance grade for this class, however, you are expected to attend class and attendance is checked and logged daily. Each absence will impact your participation grade (10% of your final grade) and low-stakes work grade (20% of your final grade).

In the case of online classes, ensure you are in a quiet room without distraction — calling in from a shared space with background noise, such as a cafe, or a moving vehicle is not permitted and will not count towards ‘participation.’

In addition, early departures (leaving before the class period ends) and late arrivals count as half-day absences: A late arrival is one minute late to class. Not paying attention and/or not participating in class work even if you are present counts as a half absence.

Cancellations: Please check your email and ‘Announcements’ in Blackboard **before** coming to class. If class is cancelled for any reason (i.e., inclement weather, instructor sickness, etc.) you are responsible for checking your email and Blackboard and completing any work assigned.

Life Happens Passes: Each student is allowed three one-day ‘life happens passes.’ Each pass gives you an extra 24 hours beyond the original due date of any assignment (low stakes work, major assignment, etc.) with the exception of drafts for peer review. **Life Happens Passes cannot be used for drafts before peer review.** If needed, you may use all three passes on a single assignment, one on three different assignments, or any other combination.

To use a ‘life happens pass,’ you will need to email me with the subject line ‘LIFE HAPPENS PASS’ before or shortly after the due date/submission time. In the body of this email, include your name, course code (and section), student number, and the name of the assignment you are submitting late. For example:

Subject: LIFE HAPPENS PASS
Hello Prof. Wrigglesworth,

I am emailing to let you know I will be using a Life Happens Pass for the assignment due tonight:
ENGH 101-K01

Mina Kim
G9830000
Narrative Argument Essay Final
1-Day Life Happens Pass

Have a good day!

Sincerely,
Mina Kim

Email: To meet university-wide privacy regulations, faculty, staff, and students must use their @gmu.edu account for all email communications.

Email makes it easy to contact your professors, but it also requires that you think about the expectations of your audience. Here are some tips for emailing me and your other professors:

- Treat an email to a professor as formal correspondence. Use a respectful greeting such as "Dear Professor Wrigglesworth."
- Include your full name and course code in the email. Professors teach many classes with lots of students; make sure your name appears in the email so that the professor knows who you are and what class you belong to.
- Have reasonable expectations for response time. You should not expect a quick reply to emails sent late at night or over the weekend, nor should you expect an immediate response in general. Your professors are always busy.
- However, help your professors remember. If two full business days have passed since you sent your email, send a second email and clearly state the type of response you would like. It's possible your message was overlooked, or that your professor didn't realize you expected a reply.
- Use a respectful closing. Close the email with something respectful such as "thank you," "regards," "see you on Wednesday," etc.

I will respond to communications within 24 hours during the work week.

Extra Credit: During the semester, I will offer extra credit for attending office hours, completing additional work, or participating in specific activities (online and/or on campus). Extra-credit opportunities will be announced in class and/or offered via 'Announcements' in Blackboard. Over the course of the semester, you can earn up to 25 extra-credit points. If you complete opportunities totaling more than the allotted 25 points, no additional points will be awarded.

Language Equity: Many of you speak multiple languages. I'm aware of the strengths of multilingual writers and the challenges faced by writers whose language is not always valued in academia or the workplace. I will not penalize students for grammar/word choice errors that don't prevent the reader from understanding the writing. Because this class doesn't include grammar instruction, I also won't generally comment on grammar or word choice. If I do comment on grammar or language on a draft, my expectation is you'll fix this issue between

drafts. For in-depth help, you can book an appointment with the [Academic Resource Center](#) or [Writing Center](#) and list grammar/word choice concerns on your appointment form.

Late Work: The late work policy varies by assignment type:

Low-Stakes Work: Typically not accepted late. The exception to this rule is ‘reflective writing’ that may be accepted late with penalty. Life Happens Passes may be used for low-stakes work.

Drafts for Peer Review: Absolutely no late work will be accepted and peer review cannot be made up. You must post your draft on time to the appropriate discussion forum following the instructions provided. **Life Happens Passes cannot be used on drafts for peer review.**

Major Assignments: Late assignments will lose 5% for every calendar day late. Life Happens Passes may be used for major assignments’ final drafts (Narrative Argument Final, Researched Argument Final, Bibliography Draft, Bibliography Final, Radical Revision Final) to avoid a grade penalty.

Midterm Grades: You will receive a midterm grade based on the work of the first half of the semester, which you can view in PatriotWeb. The midterm grade’s purpose is to help you understand how well you are doing so that you can make any adjustments necessary. It is not meant to predict your final grade, as the work in the second half of the semester is weighted more heavily.

Peer Review: You must be in class and have submitted a major assignment first draft inclusive of minimum first draft requirements prior to the beginning of the class start time to participate in/receive credit for peer review. Absolutely no late work will be accepted and peer review cannot be made up. You must post your draft on time to the appropriate discussion forum following the instructions provided. Life Happens Passes cannot be used on drafts for peer review. Peer Review is a type of ‘low-stakes work.’

Revision: Each student has one revision option during the course of the semester. That is, they may revise either their Narrative Argument Final or Bibliography Final after receiving a grade; this revision option is not available following the Researched Argument or Radical Revision assignments.

To do this, students are required to schedule a revision conference with me within one week of receiving a grade and feedback for the assignment they wish to revise. Students will be notified of a new deadline during the revision conference and eligible for a grade increase of up to 10%. You need to use the ‘Track Changes’ option in MS Word as you revise your paper, so I can easily identify the changes you make.

Technology: You will need to bring a laptop to all class meetings.

Zoom: Any online classes will be conducted via Zoom. Office hours and individual conferences will be available both in person and via Zoom. You will find the links to my Zoom office hours and our class in our Blackboard. Set up your Zoom Profile with your official name in English with a picture of your face.

Google: We will use Google Docs throughout this course for both group work and individual work. [Click](#) to create a free Google Account. [Click](#) to see how to create a shared Google Doc. Ensure you have available storage in your Google Drive; this is a requirement for this course.

Word: All written work should be submitted as a MS Word document. [Click](#) for instructions on free access to Microsoft 365 Apps for Enterprise.

Adobe Acrobat: You will need Adobe Acrobat Reader DC on your laptop to annotate and submit annotated PDFs. [Click](#) to download a free copy of Adobe Acrobat Reader DC.

Blackboard: Blackboard is the university's official platform for course grading, course information, assignments, and submissions. All course content, messaging, grades, and assignment feedback will be available via Blackboard for this course. Similarly, all assessments should be submitted via Blackboard. You can log into Blackboard using your Mason username and password. You are responsible for checking Blackboard regularly to get updates about the course. Check 'Announcements' regularly for updates about the course.

Familiarize yourself with our Blackboard early in the semester. You should use Blackboard daily to submit assignments, view feedback and grades, and check the course calendar. Check 'My Grades' regularly for feedback from me. Ask me if you have questions about the set up of our Blackboard.

Some students report their Blackboard Calendar shows Fairfax time/Korea time, depending on the device they use. Note that all assignment deadlines are due Korean Standard Time (KST), regardless of the time they show to be due on Blackboard.

Voice and Video Recording Policy: Please ask for permission before using a phone or any other type of recording device to voice or video record a class, meeting, or individual conference.

Do not record or share classes or instructional videos. This is a privacy violation for all course users and an Honors Code violation.

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Student Resources

Writing Tutor Support: Let Mason support your writing!

Academic Resource Center: "The Mason Korea Academic Resource Center (ARC) is in the business of looking at your papers! In particular, students are advised to meet with a writing tutor at the ARC to help with your major assignment writing. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities."

[Click](#) to schedule an appointment. For information, contact Professor Eunmee Lee, Director of Academic Resource Center (elee45@gmu.edu, office #638).

The Writing Center: "The University Writing Center supports writers at George Mason University through one-to-one consultations at any stage of the writing process, from brainstorming to the final phases of polishing. In these consultations, writers can try out ideas and approaches with a well-trained student staff comprised of attentive readers and listeners from a variety of disciplines."

Take advantage of the Writing Center as you work on written assignments in this course. You can book free appointments to meet 1:1 with a tutor or to submit a draft for 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.

You can book appointments to meet with a tutor on Zoom or submit a draft for written feedback. [Click](#) to watch this short video about how to schedule an appointment.

[Click](#) to schedule an appointment. For information, contact wcenter@gmu.edu. The Writing Center is located on the Mason Fairfax Campus and thus follows Eastern Standard Time (EST).

Counseling & Wellness: Mason Korea offers counseling and wellness services for all Mason students through both individual and group settings.

[Click](#) for more information about the services provided or to schedule an appointment. Alternatively, you can schedule an appointment by calling (032) 626-6142 or emailing wellness@gmu.edu.

Disability Services: Disability services are available for students with physical, learning, and psychological challenges.

[Click](#) for more information about eligibility and accommodations. To apply for a disability accommodation, contact Jiye Chang, Director of Academic Affairs, by calling (032) 626-5005 or emailing jchang22@gmu.edu.

Libraries: Use the GMU Libraries online to help with your research. Use your Mason ID to log into the online [Mason libraries](#).

The library's website offers tutorials, research resources, and databases that we'll use throughout the semester. Alternatively, visit the IGC Library on this campus for assistance with research and as a quiet place to write. Use your Mason/IGC ID card to check books out of the library.

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Important Dates

First Day of Classes	Mon., Feb. 21
Last Day to Add Classes	Mon., Feb. 28
Independence Movement Day (No Classes)	Tue., Mar. 1
Last Day to Drop Classes (with 100% tuition refund)	Mon., Mar. 7
Presidential Election (No Classes)	Wed., Mar. 9
Last Day to Drop Classes (with 50% tuition refund)	Mon., Mar. 14
Unrestricted Withdrawal Period (100% tuition liability)	Mar. 15–Apr. 1
Mid-Term Progress Reporting Period	Mar. 21–Apr. 15
Selective Withdrawal Period (100% tuition liability)	Apr. 2–Apr. 29
Labor Day	Sun., May 1
Children's Day (No Classes)	Thu., May 5

Spring Recess (No Classes)	Fri., May 6
Buddha's Birthday	Sun., May 8
Buddha's Birthday Make-Up Day (No Classes)	Mon., May 9
Regional Election (No Classes)	Wed., Jun. 1
Last Day of Classes	Fri., Jun. 3
Memorial Day (No Classes)	Mon., Jun. 6
Reading Day(s)	Tue., Jun. 7
Examination Period	Jun. 8–Jun. 15

[Click](#) for additional information regarding important dates at Mason Korea.

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University Statements

Mason 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 Policy.

Non-Discrimination Statement: George Mason University is committed to providing equal opportunity and an educational and work environment free of any discrimination on the basis of race, color, sex, pregnancy status or genetic information, religion, national origin, sex, disability, veteran status, sexual orientation, gender identity, age, marital status or genetic information.

[Click](#) to access the full Mason Non-Discrimination Policy.

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.

[Click](#) for more information about Title IX.

Mason Academic Integrity Statement: 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.”

Refer to the [Mason Korea Academic Integrity](#) for more information about our Honor Code, including definitions of cheating, lying, and plagiarism.

Composition Program Statement on Plagiarism: Plagiarism means using the exact 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.

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 CWPB [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 Korea Committee of Academic Integrity.

Self-plagiarism: Students should also be careful to avoid self-plagiarism—the practice of reusing their own academic work in two courses or contexts. If you wish to use your research or writing from another course, project, or context in our course, please speak to me first.

Please note that you need to secure an instructor's approval in every instance in which previous research and portions of previous writing might be used in two different courses. Failure to consult with the instructor might result in a failing grade for the assignment and/or a referral to the Mason Korea Committee of Academic Integrity.

Additional Information on Plagiarism: Plagiarism means using the exact 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 style 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:

- 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 you 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 you find in a separate source and wish to summarize or paraphrase for your readers, and also give an in-text citation for that paraphrased information

- give an in-text citation for any facts, statistics, or opinions which you learned from outside sources 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.

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Draft Course Calendar

The following is a draft course calendar for ENGH 101-K01. Content and dates provided in this calendar are subject to change. Refer to '[Course Calendar](#)' via Blackboard once the semester begins.

Week & Date	Class Focus	Graded & Non-Graded Assessment
Week 1A. 22 Feb.	Class Focus Course Overview Rhetoric	Non-Graded Work to Complete <ul style="list-style-type: none"> · Get yourself set up to succeed at this course. Check you have all the required materials: <u>Textbook:</u> <i>From Inquiry to Academic Writing: A Practical Guide, 5th edition</i> by Stuart Greene & April Lidinsky published in 2021— available in various forms and from various sellers, i.e., Macmillan , Amazon , etc. <u>Technology & Software:</u> Laptop, Mason ID, Google Account , MS Word , Adobe Acrobat <ul style="list-style-type: none"> · Follow the steps in 'Annotating with Adobe Acrobat Reader.' For additional guidance with getting yourself set up to use the tools in Adobe Acrobat Reader, refer to the video in 'Announcements' on Blackboard called 'How to Annotate with Adobe Acrobat Reader.' · Read 'Course Syllabus' in detail. <hr/> Assessment 'Introduce Yourself' due to 'Discussion Board' 1-hr before Week 1B class. This is 'Low-Stakes Work.'
Week 1B 24 Feb.	Class Focus Metacognition	Non-Graded Work to Complete

	<p>Rhetorical Awareness</p> <p>Practice Reading Like a Writer</p> <p>Materials</p> <p>‘Narrative Argument Essay’ Assignment Sheet</p>	<p>Read ‘Narrative Argument Essay’ assignment sheet in detail for understanding. This essay should comprise the characteristics of a ‘narrative’ (or story) and an ‘argument,’ with either an implicit or explicit thesis.</p> <hr/> <p>Assessment</p> <p>‘Setting Course Goals’ due to ‘Assessments’ 1-hr before Week 2A class. This is ‘Low-Stakes Work.’</p>
<p>Week 2A</p> <p>1 Mar.</p>	<p>—Independence Movement Day—</p> <p>No Classes</p>	
<p>Week 2B</p> <p>3 Mar.</p>	<p>Class Focus</p> <p>Audience Awareness</p> <p>Topic Brainstorming</p>	<p>Assessment</p> <p>‘Narrative Argument Topic Selection’ due to ‘Assessments’ 1-hr before Week 3A class. This is ‘Low-Stakes Work.’</p>
<p>Week 3A</p> <p>8 Mar.</p>	<p>Class Focus</p> <p>Narrative Argument Rhetorical Analysis, Noticing</p> <ul style="list-style-type: none"> • Audience–Argument Connection • Characteristics, Genre Traits <p>Research Methods</p> <ul style="list-style-type: none"> • Informal • Formal 	<p>Assessment</p> <p>‘Rhetorical Analysis of “I Learned to Embrace ...”’ due to ‘Assessments’ end of day following Week 3A class (11:59 pm KST). This is ‘Low-Stakes Work.’</p> <hr/> <p>‘Audience Awareness’ due to ‘Assessments’ 1-hr before Week 3B class. This is ‘Low-Stakes Work.’</p>
<p>Week 3B</p> <p>10 Mar.</p>	<p>Class Focus</p> <p>Framing & Supporting Your Argument</p> <p>Composing a Narrative Thesis</p> <p>Counter-Argument/Objections</p>	<p>Assessment</p> <p>Narrative Argument and Counter-Argument’ due to ‘Discussion Board’ 1-hr before Week 4A class. This is ‘Low-Stakes Work.’</p>
<p>Week 4A</p> <p>15 Mar.</p>	<p>Class Focus</p>	<p>Assessment</p> <p>‘Argument & Counter-Argument Peer Perspectives’ due to ‘Discussion Board’ by</p>

	<p>Narrative Argument Rhetorical Analysis, Noticing</p> <ul style="list-style-type: none"> • Organization & Structure 	<p>end-of-day following Week 4A class (11:59 pm). This is ‘Low-Stakes Work.’</p> <hr/> <p>Project 1: ‘Narrative Argument Draft’ due to ‘Discussion Board’ by Wed., 16 Mar. (11:59 pm). Include your ‘Post-Script’ following a ‘page break’ in your essay. This is ‘Major Assignment’ work.</p>
<p>Week 4B 17 Mar.</p>	<p>Class Focus Peer Review</p> <p>Activity Peer Review Design & Peer Review Workshop for Narrative Argument Essay</p>	<p>Assessment ‘Narrative Argument Peer Review’ due to ‘Discussion Board’ end-of-day following Week 4B class. This is ‘Low-Stakes Work.’ Instructor feedback will be provided to follow and support peer feedback</p> <hr/> <p>Post-Reading Texts about revising and editing strategies</p> <ul style="list-style-type: none"> • 23 Ways to Improve Your Draft • Flow and Cohesion • 5 Ways to Create Flow • Editing Checklist
<p>Week 5A 22 Mar.</p>	<p>Class Focus Project 2: Researched Argument for Change Topic Brainstorming & Selection Preliminary Topic Development</p> <p>Materials ‘Researched Argument for Change’ Article Assignment Sheet ‘Annotated Bibliography & Research Evaluation’ Assignment Sheet Topic Concept Map</p>	<p>Non-Graded Work to Complete Read ‘Researched Argument Article’ assignment sheet in detail for understanding. Ideally, you’ll use the topic of your ‘Narrative Argument,’ for this ‘Researched Argument.’ This assignment requires you to ‘argue for a change.’ Write this article for a <i>magazine</i>.</p> <hr/> <p>Assessment Topic Exploration’ due to ‘Assessments’ 1-hr before Week 5B class. This is ‘Low-Stakes Work.’</p>

Week 5B 24 Mar.	Class Focus Effective Research Questions	Assessment ‘Research Question Draft’ due to ‘Assessments’ by end-of-day following Week 5B class. This is ‘Low-Stakes Work.’ <hr/> Project 1: ‘Narrative Argument Final’ due to ‘Assessments’ by Fri., 25 Mar. (11:59 pm). Revise ‘Post-Script’ to include in your essay. This is ‘Major Assignment’ work. <hr/> ‘Annotate Source 1’ due to ‘Assessments’ by Fri., 25 Mar. (11:59 pm). This is ‘Low-Stakes Work.’
Week 6A 29 Mar.	Class Focus Annotated Bibliography & Research Evaluation Assignment Sheet • Source Types Writing Research Questions Materials Research Question/Project Proposal	Non-Graded Work to Complete Read ‘Annotated Bibliography & Research Evaluation’ assignment sheet in detail for understanding. This assignment requires you to find and write about six sources related to your Project 2 research and the assignment has three sections: Annotated Sources, Research Synthesis, Research Evaluation <hr/> Assessment ‘Research Question/Project Proposal’ due to ‘Assessments’ by end-of-day following Week 6A class. This is ‘Low-Stakes Work.’ <hr/> ‘Annotate Source 2’ due to ‘Assessments’ 1-hr before Week 6B class. This is ‘Low-Stakes Work.’ <hr/> Suggested Work: ‘Annotate Source 3’
Week 6B	Class Focus	Assessment

<p>31 Mar.</p>	<p>Planning Your Researched Argument for Change Article</p> <p>Understanding/Learning About Your Sources</p> <ul style="list-style-type: none"> • Rhetorical Reading • Source Evaluation <p>Materials</p> <p>Researched Argument for Change Article Project Plan</p> <p>Source Evaluation Worksheet</p>	<p>‘Source Evaluation Worksheet’ due to ‘Assessments’ by end-of-day following Week 6B class. This is ‘Low-Stakes Work.’</p> <hr/> <p>Complete ‘Evaluating Sources Tutorial’ in ‘Assessments’ and submit ‘completion certificate’ to ‘Assessments’ by Sun., 3 Apr. (11:59 pm). This is ‘Low-Stakes Work.’</p> <hr/> <p>‘Practice Writing Annotated Source Entry’ due to ‘Assessments’ 1-hr before Week 7A class. This is ‘Low-Stakes Work.’</p> <hr/> <p>Suggested Work: ‘Annotate Source 4’</p>
<p>Week 7A</p> <p>5 Apr.</p>	<p>Class Focus</p> <p>Quoting, Paraphrasing, Summarizing</p> <p>Materials</p> <p>Paraphrasing Exercise</p> <p>Paraphrasing Practice</p>	<p>Assessment</p> <p>‘Evaluating Sources’ due to ‘Assessments’ end-of-day following Week 7A class. This is ‘Low-Stakes Work.’</p> <hr/> <p>‘Updating Your Course Goals’ due to ‘Assessments’ 1-hr before Week 7B class. This is ‘Low-Stakes Work.’</p>
<p>Week 7B</p> <p>7 Apr.</p>	<p>Class Focus</p> <p>Rhetorical Summary Writing</p> <p>Research Synthesis & Source Connections</p>	<p>Assessment</p> <p>‘Summary Writing Practice for Annotated Source’ due to ‘Assessments’ by end-of-day following Week 7B class. This is ‘Low-Stakes Work.’</p> <hr/> <p>‘Synthesis Practice for Research Synthesis’ due to ‘Assessments’ 1-hr before Week 8A class. This is ‘Low-Stakes Work.’</p> <hr/> <p>Project 2: ‘Annotated Bibliography Draft & Research Evaluation Draft’ due to</p>

		<p>‘Assessments’ and ‘Student Writing Folder’ by Fri., 8 Apr. (11:59 pm). [Include work for 4 of 6 sources for all three sections.] This is ‘Major Assignment’ work.</p> <hr/> <p>‘Project Plan’ due to ‘Assessments’ and ‘Student Writing Folder’ by Sun., 10 Apr. (11:59 pm). This is ‘Low-Stakes Work.’</p>
Week 8 11-15 Apr.	Individual Conferences <p>This is a Project Planning Conference. Meet me 1:1 to review the ‘Project Plan’ for your Researched Argument for Change. If we have time, we will also review your ‘Annotated Bibliography & Research Evaluation Draft.’</p>	Assessment <p>‘Writing as a Conversation’ due to ‘Assessments’ by Tue., 12 Apr. (11:59 pm). This is ‘Low-Stakes Work.’</p> <hr/> <p>Suggested Work: ‘Annotate Source 5’</p> <hr/> <p>Suggested Work: ‘Annotate Source 6’</p>
Week 9A 19 Apr.	Class Focus <p>Making Logical Arguments Framing Your Argument Counter-Arguments/Objections</p>	
Week 9B 21 Apr.	Class Focus <p>Thesis Statements</p> Activity <p>Thesis Statement Throwdown!</p>	Assessment <p>‘Researched Article for Change Article Thesis Statement’ due to ‘Assessments’ by end-of-day following Week 9B class. This is ‘Low-Stakes Work.’</p> <hr/> <p>‘Researched Article for Change Article Outline’ due to ‘Assessments’ by Sun., 19 Apr. (11:59 pm). This is ‘Low-Stakes Work.’</p>
Week 10A 26 Apr.	Class Focus <p>Genre Analysis using <i>Scientific American</i></p>	Assessment <p>‘Magazine Publication Selection & Analysis’ due to ‘Assessments’ 1-hr before</p>

	<p>Outlining Researched Article for Change Materials</p> <p><i>Scientific American</i> Media Kit</p>	<p>Week 10B class. This is ‘Low-Stakes Work.’</p>
<p>Week 10B 28 Apr.</p>	<p>Class Focus</p> <p>Drafting Your Researched Argument</p> <ul style="list-style-type: none"> • Evidence, Analysis • Paragraph Structure • Integrating Evidence in Alignment with Genre Expectations 	<p>Assessment</p> <p>‘Incorporating Outside Sources for My Genre’ due to ‘Assessments’ end-of-day following Week 10B class (11:59 pm). This is ‘Low-Stakes Work.’</p>
<p>Week 11A 3 May.</p>	<p>Class Focus</p> <p>Writing Introductions & Conclusions: CARS Model, “They Say, I Say,” etc.</p>	
<p>Week 11B 5 May</p>	<p>—Children’s Day— No Classes</p>	<p>Assessment</p> <p>Project 2: ‘Annotated Bibliography & Research Evaluation Final’ due to ‘Assessments’ by Fri., 6 May (11:59 pm). This is ‘Major Assignment’ work.</p> <hr/> <p>Project 2: ‘Researched Argument for Change Article Draft’ due to ‘Discussion Board’ by Wed., 11 May (11:59 pm). This is ‘Major Assignment’ work.</p>
<p>Week 12A 10 May</p>	<p>Class Focus</p> <p>Peer Review</p> <p>Activity</p> <p>Peer Review Design</p> <p>Peer Review Workshop for Researched Argument for Change Article</p>	<p>Assessment</p> <p>‘Researched Argument Article Peer Review’ due to ‘Discussion Board’ by end-of-day following Week 12A class. This is ‘Major Assignment’ work.</p> <hr/> <p>Post-Reading</p> <p>Texts about revising and editing strategies</p> <ul style="list-style-type: none"> • 23 Ways to Improve Your Draft

		<ul style="list-style-type: none"> • Flow and Cohesion • 5 Ways to Create Flow • Editing Checklist
Week 12B 12 May	Class Focus In-class independent writing	
Week 13A 17 May	Class Focus Revision	
Week 13B 19 May	Class Focus Editing & Proofreading	
Week 14A 24 May	Class Focus Project 3: Radical Revision & Rhetorical Addendum Identifying Stakeholders/Audience Materials Radical Revision & Rhetorical Addendum Assignment Sheet	Non-Graded Work to Complete ‘Proposed Radical Revision Audience-Purpose’ due 1 ‘Assessments’ 1-hr before Week 14B class. This is ‘Low-Stakes Work.’
Week 14B 26 May	Class Focus Genre Selection	Assessment ‘Proposed Genre & Audience Awareness’ due to ‘Assessments’ by end-of-day following Week 14B class (11:59 pm). This is ‘Low-Stakes Work.’ <hr/> Assessment Project 2: ‘Researched Article Final’ due to ‘Assessments’ by Fri., 27 May (11:59 pm). This is ‘Major Assignment’ work. <hr/> Project 3: ‘Radical Revision & Rhetorical Addendum Draft’ due to ‘Discussion Board’ by Sun., 29 May (11:59 pm). Submit: <ul style="list-style-type: none"> • Radical Revision

		<ul style="list-style-type: none"> • Rhetorical Addendum • Post-Script • Peer Review Questions <p>This is 'Major Assignment' work.</p>
Week 15A 31 May	Class Focus Peer Review Activity Peer Review Design Peer Review Workshop for Radical Revision & Rhetorical Addendum	Assessment 'Radical Revision & Rhetorical Addendum Peer Review' due to 'Discussion Board' by end-of-day following Week 15A class (11:59 pm). This is 'Low-Stakes Work.'
Week 15B 2 Jun.	Class Focus Metacognition Course Evaluation	Assessment 'Course Reflection' due to 'Assessments' by end-of-day following Week 15B class (11:59 pm). This is 'Low-Stakes Work.' <hr/> Project 3: 'Radical Revision & Rhetorical Addendum Final' due to 'Assessments' by Sun., 6 Jun. (11:59 pm). Submit: <ul style="list-style-type: none"> • Radical Revision • Rhetorical Addendum • Post-Script <p>This is 'Major Assignment' work.</p>
Week 16	—Exam Period— No Exam/Classes	

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