**This is my Fall 2021 syllabus: details will change for Spring 2022, but the major assignments and readings will be the same.**

**English 302: Fall 2021**

**K01 Tuesday and Thursday, 1:30 – 2:45; K02 Tuesday and Thursday 3:00-4:15**

**G 201 (when the Fates allow)**:

We will meet on-line Tuesday and Thursday through Zoom, at our regularly scheduled class time, until mid-semester. At that point, please start to check your e-mail for announcements about whether we will move to the classroom, which will depend on the Covid-19 situation.

**Dr. Michals Office: 649**

[tmichals@gmu.edu](mailto:tmichals@gmu.edu)

**Office Hours:**

Tuesday and Thursday, 11:00 – 12:00

Wednesday 10:00-11:00, and by appointment. ENGH 302 is about your individual growth as a writer: my goal is to give you feedback and strategies for revision that you can use on your own once this class is over. The more aware you are of your current strengths and challenges, the more effective you will be at editing your own work. In addition to your required individual conferences, I encourage you meet with me in the first weeks of the semester to check in and talk about your writing goals. Here’s the link to sign up for a time: [Individual Conference Sign-Up Sheet](https://docs.google.com/spreadsheets/d/1wHxjH4wmnVvKjOspeBk7NAXtxxCMFxgRPEOKKLUMbl8/edit?usp=sharing)

This course will help you to further develop the writing and research skills you learned in English 100/101 and other courses, with a special focus on writing and research in your own major field of study. It will teach you to write with awareness of audience, purpose, and context, and help you to understand how knowledge is created and transmitted through scholarly research in your chosen field. You will have the opportunity to come up with and to refine a question for scholarly research that genuinely interests you, to situate this inquiry in an ongoing conversation in your field, and to design a final project that adds new perspectives to the conversation. Overall, this class will help you to find your voice in your discipline and to transfer your learning to a range of different writing situations.

Moreover, at Mason Korea, English 302 is enhanced to better serve the unique needs of GMU-Korea students. It incorporates the research and current best practices in composition instruction for multilingual writers. Lessons and assignments are designed to empower you as you negotiate your entry into your field’s discourse community as a multilingual writer from a non-U.S. educational culture.

**Required Texts and Equipment:**

*An Insider’s Guide to Academic Writing: A Brief Rhetoric*, by Susan Miller-Cochran, Roy Stamper, and Stacey Cochran. eText ISBN: 9781319230760, 1319230768 (electronic version). Please order this text through [VitalSource](https://www.vitalsource.com/), an online database of e-textbooks.

A GMU email address: I generate all class announcements, such as weekly reminders and updates, through Blackboard and mail them only to students’ GMU email addresses.

For on-line classes, a computer with a working camera, and a relatively quiet space with adequate internet so you can participate through Zoom.

For in-person classes, a laptop to bring to the classroom.

**Course Goals:**

By the end of this course you will be able to

* Analyze rhetorical situations – audience, purpose, and context – in order to recognize the expectations of readers and understand the main purposes of composing across multiple contexts relevant to their fields of study.
* Understand the conventions of academic and non-academic genres, including usage, specialized vocabulary, format, and attribution/citation systems
* Apply critical reading strategies that are appropriate to advance academic and non-academic texts relevant to their fields of study.
* Identify and synthesize multiple perspectives in articulating and refining a research question relevant to their fields of study (Mason Impact SLO)
* Engage in a recursive process of inventing, investigating, shaping, drafting, revising, and editing to produce a range of academic and non-academic texts of relevance to their fields of study.

**Course Policies:**

In the interest of everyone’s safety, students and faculty must follow these guidelines. 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.

1. 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.  Please carry an extra mask in case the one you wear to class happens to break. Disinfectant wipes and hand sanitizer will be available in each classroom.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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. In 302, I will offer a student one reminder in a given class period to wear a mask and to wear it properly. Any student who needs to be reminded twice must leave the classroom and will not receive credit for in-class work or in-class quizzes for that day.
7. 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 getting information from other students about what you missed, for making up any quizzes you missed, and for completing in a timely way any additional assignments I come up with to help you learn what you could not cover in class that day.
8. Students who come to class with visible signs of illness will be asked to leave the classroom immediately and seek assistance from the IGC Health Clinic. Faculty will report your name and symptoms to the Office of Student Affairs ([mksa@gmu.edu](mailto:mksa@gmu.edu)) to confirm that you have sought medical assistance.
9. Failure to comply with any of these guidelines may result in disciplinary action through the Student Code of Conduct.

**Method of Instruction**

Please expect to speak in each class meeting, in a small group and to the whole class. I want to hear your voice! As well as speaking, you will be reading, writing, and listening to academic English each week. **Multi-lingual students expect to improve their English through an English language immersion experience, and English-speakers expect to participate fully, so students are required to speak English in both whole-class and small-group settings.**  While we meet on-line, **please turn on your camera at the beginning of each class meeting, and keep your camera on during your work in small groups**. Here is what students who succeed in 302 generally do: attend class, participate, keep up with assignments, block off enough time for thoughtful drafting and revising, and make use of my office hours and other support services such as our class librarian and the writing center. I recommend that you budget **a minimum of 9 hours a week** for work in this course. Depending on the particular challenges you face at this point in your growth as a writer, you may need more.

**Resources**

When you come across a word that you do not understand, please look it up. The most interesting place to look up any word in the English language is the *Oxford English Dictionary*, a dictionary that shows how the meanings of words have changed over time and is available under “Research Databases” on the University Library homepage:

<https://www-oed-com.mutex.gmu.edu/>

You should also get familiar with and use GMU’s Writing Center’s excellent “Resources” page: <https://writingcenter.gmu.edu/writing-resources>

**Academic Resource Center**

The Academic Resource Center at GMUK will look at your papers, projects and problems to improve your academic achievement in the areas of Writing, Communication, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor. While tutors help you with specific writing or projects, they also help you identify error patterns that emerge throughout your work.

For more information, please contact Professor Eunmee Lee, Director of Academic Resource Center (elee45@gmu.edu, office #638), or stop by the ARC on the 6th floor of the GMUK building.

**GMU Writing Center**

Take advantage of the GMU Writing Center’s on-line and e-mail options for feedback on your writing:

<https://writingcenter.gmu.edu/writing-resources>

**Library Help with Research**

We are fortunate to have dedicated GMU librarians with specialized knowledge ready to help with your research process on the major assignments for this class. Look on Blackboard for information on how to access their services.

**Attendance**   
I strongly advise you to come to every class, on time, having read the assigned text slowly and carefully, ready to ask questions about it. If you are unable to attend a class, then please contact another student to get notes and/or assignments and check Blackboard, where all major assignments will be posted.  Please do not call or e-mail me to ask what you missed (if you want to e-mail me just to apologize or tell me you’re still alive, that’s fine, but you’re not obliged to).  **When we meet in the classroom, bring a laptop to each class so you can collaborate on writing and revision, take quizzes, etc. in a safe and socially distanced way. Also be sure to carry an extra face mask, and please wash your hands with soap and water for at least 20 seconds as often as you can whenever you are on campus or otherwise out and about.**

**Feedback on Your Writing-in-Process and on Completed Writing Assignments:**

I will give you feedback on your writing and ideas in a variety of different forms. Here are the main ones:

* Responding promptly to quick questions that you ask during or after class and by e-mail
* Sharing positive examples from student writing in class
* Guiding student peer review
* A required individual conference, written comments, and a graded numerical rubric on the first draft of each of your first two major assignments
* More individual writing conferences whenever you have a question or concern that’s too big for in-class or e-mail
* A graded numerical rubric and written comments on the final version of each of your three major assignments

I want you to become ever more active and aware about your own writing process, so please pay attention to which kind of feedback works best for you personally and ask me for more of it. I expect you to transfer something you learned from each completed assignment to the next one. Be ready to answer these two questions at the start of each individual conference:

1. What is one thing (big or small) that you personally like about your draft?
2. What is the first thing you want help with?

If you can’t make my office hours, then please let me know. With a few days' warning, we can always set up another time. Finally, if you do not understand something that I say, then please politely let me know right away. I’ll try to re-phrase it or come up with another way to communicate the point.

**Names**

I will need help with your names. On the happy day when we meet in the classroom, please print the name you go by in English-speaking circles in big bold letters on a piece of paper that can stand on your desk, bring it to class, and stand it on your desk.

**Things Go Wrong**   
At some point or other, our alarm clocks, cars, smart phones, laptops, servers, and immune systems all fail us. These failures are miserable but inevitable. I’ve built enough flexibility into the day-to-day low-stakes requirements of this class so that the normal miseries of life will not torpedo your grade if you do not cut things close on those days when everything and everyone you depend on function more or less as they should, so you do not need to contact me about them. On the other hand, if a life-changing tragedy should come your way this semester, then please let me know and we’ll figure out whether withdrawing from the class or re-scheduling some deadlines is the best option for you.

**Penalty for Submitting Late Work and ‘Crisis Passes’**

Unless I tell you otherwise, submit all assignments on Blackboard: Low-stakes work on the Discussion Board; Major assignments at the appropriate link. Late submission of major assignments will lower your grade by 5% each day the assignment is late, unless I approve an extension before the assignment is due, or in the case of personal tragedy.  Low-stakes work may not be submitted late. It’s best not to leave submitting your work to the last minute. If you do leave submitting it to the last minute and Blackboard does not work properly, do not despair. Please send the assignment to me in an e-mail attachment as a time-stamp and keep trying to submit it on Blackboard, so all your graded work will be where it ought to be.

Every student is free to use three (3) 24-hour “**crisis passes**” during the semester.  A crisis pass gives the student an extra 24 hours to work on an assignment beyond the due date and time without penalty or explanation.  You may use these passes one at a time, or all at once.  Although you do not need to notify me in advance of using a crisis pass, you must email me about your intent to use the crisis pass by the original due date and time for the assignment. **Crisis passes cannot be used for first draft assignments that require someone to review and respond to your work in a timely way.**

Please keep a copy of your work somewhere else in case Blackboard spontaneously self-destructs or becomes inaccessible for a while.

**Completion Policy:**

Students must earn a C (73%) or higher to fulfill the ENGH 302 Mason Core requirement; students must complete all projects to earn a C (or higher). In other words, failure to submit a final draft of any of the three major assignments will result in a final grade no higher than C- regardless of points earned. There is a limited of three graded attempts for ENGH 302; a ‘W’ does not count as a graded attempt. Consult with your academic advisor if you have questions.

**Accommodations for Students with Disabilities:**Students with documented disabilities are legally entitled to certain accommodations in the classroom. If you have a documented disability, then please give me your faculty contact sheet from the Disability Resources Center as soon as possible and I will be delighted to comply. Please get your paperwork in order early, even if you think you may not choose to use an accommodation this semester. Circumstances may change.

**Plagiarism:**

We will discuss plagiarism in class, and I welcome any question you have about whether your use of a source in work-in-progress might constitute plagiarism. Once it appears in work you hand in, however, I refer all cases of suspected plagiarism to the Mason Korea’s Committee of Academic Integrity. Plagiarism means using words or ideas from another source without giving that source credit, whether that source is a literary critic, another student, or “some entity from the Internet” (Clark, Keith, Plagiarism Statement. George Mason University English Dept. Faculty Resources. Web. 18 January 2012). 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 at the end of your paper is not sufficient.   
  
Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers. Exceptions to this include factual information that can be obtained from a variety of sources (what has been called “common knowledge”), the writers' own insights or findings from their own field research. What constitutes common knowledge can be tricky; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to think of citations as being something that actual readers may bless you for. In other words, provide a citation for any piece of information that you think someone might want to investigate further. Not only is this attitude kind to readers, it will almost certainly ensure that writers will not be guilty of plagiarism. The George Mason Honor Code offers more detail on plagiarism and its consequences.

**MAJOR ASSIGNMENTS:**

These three assignments should relate to your own field of study. I encourage you to use them recursively to explore one topic in increasing depth.

**DISCIPLINE PROJECT**

Draft and conference required for this essay. No final version of the essay accepted unless you submit a complete draft of it by the date listed on Blackboard.

In this assignment, you will choose a recently published scholarly article in your discipline and adapt it (rewrite it) for a public audience. This assignment consists of five steps:

* Finding, evaluating, and summarizing a recently published scholarly article in your discipline
* Identifying a new audience and genre for your adaptation of the article
* Analyzing your target audience and the genre expectations
* Writing the adaptation in the new genre and for the target audience
* Analyzing the choices that you made as you adapted the scholarly article for a public audience.

**EXPLORATORY ANNOTATED BIBLIOGRAPHY & RESEARCH PROPOSAL**

Conduct preliminary research about a current topic in your field of study in order to discover the current conversations about this issue that you can ultimately develop into a literature review (the final project in the course). You will be required to summarize and evaluate four to six sources. The sources may be a mix of scholarly and other sources.

The bibliography should prepare you to compose a brief research proposal where you will establish your sufficiently narrowed topic, research question, audience, and purpose for the upcoming literature review. Note that this is an exploratory bibliography and not the final set of sources you will need for your literature review.

**LITERATURE REVIEW**

Collect, analyze and synthesize sources a minimum of eight highly credible sources that respond to the purpose you establish for your review. Purposes for literature reviews vary. Here are some good ones: identify a gap in the existing research, evaluate the legal and ethical issues for implementing an initiative, or critique the published studies about your topic. The literature review will demonstrate that you are able to narrow down a research area; formulate a viable research question; locate, evaluate, and read scholarship in your field, and propose viable suggestions for future avenues of research. The literature review may also help you position yourself to write a formal proposal for OSCAR-related projects.

**Final Grade:**  
The total number of points available for this class is 1000. Please note that two things will affect borderline final grades: the quality of participation in class (including how active you are in your small group), and significant improvement over the course of the semester. Usually, some people are more quick than others to speak up in a classroom setting, in-person or on-line. I will call on students and create other structures to ensure that no one carries too much of the work of class discussion and that everyone’s voice is heard.

**DISCIPLINE PROJECT:** 200 points

First Draft: 50 points (with required individual conference with Professor Michals)

Final Draft: 150 points

**ANNOTATED BIBLIOGRAPHY and RESEARCH PROPOSAL:** 250 points

First Draft: 50 points (with required individual conference with Professor Michals)

Final Draft: 200 points

**LITERATURE REVIEW**: 250

First Draft: 10 points with peer review (individual conference with Professor Michals optional – I recommend that you schedule a meeting to go over your draft with me, but you will not forfeit any points if you decide to rely on peer review alone)

Final Draft: 240 points

**In-Class Writing and Low-Stakes Homework:** 100 points

You will write a number of short, unrevised pieces and post them on the class discussion board: some due before class, some due in class or the next day if you need a little more time to finish up. You will discuss many of these pieces with your small group and the class as a whole. I will read them all, but rather than writing individual comments, I will talk in class about what I see in them. The exact number of points that each of these is worth will depend on how many we end up doing, but altogether, they will amount to 100 points.

**Quizzes:** 100 points

There will be ten quizzes on course reading and skills and concepts covered in class.

**Two 3-5 Minute Presentations on Work-In-Progress:** 100 points (50 points each)

Working with their small group, each student will tell the class about the choices they are making about their discipline project and their research project, why the subject interests them, what’s going well at the moment, and what they need help with. Include a visual aid, but keep it simple: a powerpoint with a few basic slides should be plenty. The goal is not to dazzle everyone, but rather to practice scholarly collaboration. Each student in the group must speak during each presentation. Each small group presentation should respond to any earlier presentations on the same topic: Has your group discovered something similar? Something different? Further instructions will be given in class.

**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 at the moment so that you can make any adjustments necessary. It is not meant to predict your final grade, as the work in the second half of the semester may be weighted more heavily.

**COVID-19 Conditions May Change**

As we have all learned over the past pandemic years, life is full of surprises. We may need to alter our course plans on short notice due to campus or building closure related to COVID-19 outbreaks or other public health crises. I have done my best to design our class with this possibility in mind, and much of what we do in this class (and how our course Blackboard page is designed) will lend itself to an easy transition between in-person and online learning. To always know where you need to be, please take the following steps:

* **Check your email often for updates from GMUK and your individual professors**. I wish I could say that this semester you just need to figure out your routine and stick with it as we all did in the Times Before Covid, but that is not the case. Whenever health directives require a change, I will email you instructions on how we will proceed. You can review these e-mails as announcements on Blackboard. If you stay on top of announcements from both the university and your course instructors, you will not get lost and fall behind.
* **Prepare necessary technologies**. You need a working camera and microphone on your computer in order to engage with the class. Whenever we meet online, we will use Zoom as to meet both as a whole class and for one-on-one professor/student conferences. On the happy day that we meet in the classroom, bring a laptop to each class so you can collaborate on writing and revision, take quizzes, etc. in a safe and socially distanced way.

**GMU-Korea Counseling Service Center**  
The Counseling Center provides comprehensive support services that promote the personal, social, and academic success of GMUK students. The Center is located in Multi-Complex Building 3052 (near the IGC Health Center).  To reach them, you can visit the center, email [wellness@gmu.edu](mailto:wellness@gmu.edu), or call (032) 626-6142.

**GMU Nondiscrimination 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, or age. GMU shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

**Title IX - 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 counselor, please see <https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/resources-and-services/title-ix>.

# Mason Impact Statement



As a Mason Impact course, ENGH 302 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.

# 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” ([Mason Catalog).](http://catalog.gmu.edu/mason-core/) It fulfills the Mason Core Upper Division Written Communication requirement. For more information on the Mason Core, visit the [Provost’s Mason Core page](https://provost.gmu.edu/academics-and-research/undergraduate-education/mason-core).

**STUDENT AS SCHOLARS (SaS) LEARNING GOALS:** This course participates in the Students as Scholars (SaS) program, a university-wide initiative that encourages undergraduate students to engage in scholarly research. Across campus, students now have increased opportunities to work with faculty on original scholarship, research, and creative activities, through their individual departments and the OSCAR, George Mason Office of Student Scholarship, Creative Activities, and Research;https://oscar.gmu.edu/

At the end of the course, the Office of Institutional Assessment and the Composition Program will collect random samples of students’ final research projects in order to assess the effectiveness of the Students as Scholars Program. *This assessment has no bearing on your grade in the course.*

Below are course goals and learning outcomes for the composition program and the SaS initiative:

* CORE: Articulate and refine a question, problem, or challenge.
* ETHICAL:Identify relevant ethical issues and follow ethical principles.
* DISCOVERY: Distinguish between personal beliefs and evidence.
* METHOD: Gather and evaluate evidence appropriate to the inquiry.
* METHOD: Appropriately analyze scholarly evidence.
* CONTEXT: Explain how knowledge is situated and shared in relevant scholarly contexts.

This course is also part of **The Mason Core,** 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 Upper Division Written Communication requirement. For more informationon the Mason Core, visit the Provost Office's Mason Core page

**COURSE PREREQUISITES:** To register for English 302, you must

* have completed a minimum of 30credit hours. The program recommends that students enroll in ENGH 302 after completing 45 credit hours.
* have earned credit for (or been exempted from) English 100/101 or equivalent
* have completed the Mason Core literature requirement (for example, ENGH 201or 202).

**English 302 Course Schedule**

**Fall 2021**

Subject to Revision; any changes will be announced in class. If you must miss a class, then check with your small group members about what you may need to know.

|  |  |  |
| --- | --- | --- |
|  | **Lecture/Discussion TOPICS** | **Readings/Activities/Assignments due** |
| **Week 1** | **August 24**: Meet On-Line  Introduction to the Course. ENGH 302 Logistics, Syllabus, Schedule, and Online Textbook overview. Also, setting up small groups and introductions. | Introductions, Writing with Research, FAQs for Small Groups, Accountability.  **IN CLASS WORK (ICW) Discussion Board Assignment 1**:   1. Talk about the Small Group FAQs with your small group. Which of them do you think may be a challenge for your group? Why? Or, do you think your group will have a different challenge? Summarize your discussion and post it on the Discussion Board. Each student should post a copy of this summary on the discussion board to get credit for it. If you want to give one group member the task of typing up the summary that you each will post, then tell me who this group member is in the post, and rotate this task among your group each week so that a each group member has a turn taking on most responsibility for the writing. 2. Decide on a time that works for everyone in your small group to have your get-to-know-you meeting with Professor Michals and sign up for it on the [Conference Sign-Up Sheet](https://docs.google.com/spreadsheets/d/1wHxjH4wmnVvKjOspeBk7NAXtxxCMFxgRPEOKKLUMbl8/edit#gid=700154004).   Start Zotero Tutorial |
|  | **August 26**: Metacognition;  Writing with research; Staying in control of your sources; Self-paced Zotero tutorial. | **BEFORE CLASS HOMEWORK (BCH)**:  Read *Insider’s Guide*, Part 1, Section 2, “Writing Process and Reflection,” 19-29  **Discussion Board Assignment 2 (BCH):**  Either answer the questions in *Insider’s Guide*, Part 1, Section 2, “Reflecting on Your Drafting Process” OR one of the questions in “Reflecting on Flexibility.”  **ICW:** Look at GMU Writing Center Quick Guides on [“Common Writing Terms and Concepts](https://writingcenter.gmu.edu/guides/common-writing-terms-and-concepts-defined)” and  [**Understanding Your Instructor's Prompt**](https://writingcenter.gmu.edu/guides/understanding-your-instructor-s-prompt)    **Discussion Board Assignment 3 (ICW)**: What are the majors of the students in your small group? Any minors? What kind of writing do you do in each major? What is your purpose in doing this writing – what does it mean to do a great job in the context of this kind of class and discipline?  AD (Assignment Due): Start Syllabus Quiz, which is due by 11:59 PM Friday, 8/27. |
| **UNIT 1 - Discipline Project** | | |
| **Week 2** | **August 31**: Meet On-Line  Introduction to the Discipline Project; Signal Phrases and Research;  Q: What is a Rhetorical Situation?  A: Author, Audience, Topic, Purpose! | **BCH:** Read Discipline Project Assignment Sheet Instructions.  **BCH**: Read [sample student Discipline Project](https://drive.google.com/file/d/1ByboLb8xPYjvJP94VINU4v5ExS-THn7v/view?usp=sharing) (also available on Blackboard in ‘Unit 1 - Discipline Project’ folder).  **BCH**: Read *Insider’s Guide*, Part 1, Section 3, “Reading and Writing Rhetorically,”45-49.  **BCH:** [Astrophysicist Explains Gravity to 5 Different Audiences](https://www.wired.com/video/watch/5-levels-astrophysicist-explains-one-concept-in-5-levels-of-difficulty): you do not need to watch all of this; several minutes of each different level will give you a sense of audience awareness.  **Discussion Board Assignment 4 (BCH)**: What different purposes (conscious or unconscious) do you have when you read? What do you see as the most important difference between “reading rhetorically” and other ways that you yourself read?  **ICW**: Introduction to general [Mason Libraries Search](https://library.gmu.edu/) and [Mason Library’s Subject Guide](http://infoguides.gmu.edu/) for your discipline.  **Discussion Board Assignment 5 (ICW):**  What is one question your group has about Mason Library Subject Guide or a general Mason Libraries search? Or, What is one question your group has about the Discipline Project assignment? |
|  | **September 2**: Locating Disciplinary Texts & Finding Conversations in Your Field – Alternatives to the Open Internet. Quotation v. summary v. plagiarism. | **BCH**: Review GMU Writing Center Quick Guides on [“Common Writing Terms and Concepts](https://writingcenter.gmu.edu/guides/common-writing-terms-and-concepts-defined)” and  [**Understanding Your Instructor's Prompt**](https://writingcenter.gmu.edu/guides/understanding-your-instructor-s-prompt)  **BCH**: Review the [Mason Library’s Subject Guide](http://infoguides.gmu.edu/) for your discipline and [Mason Library’s Research Databases by Subject](about:blank).  **Discussion Board Assignment 6 (BCW)**: Interview a member of your small group following the prompts in “Inside Work: Learning about Writing in Other Contexts,” 15. Write a paragraph summarizing what you see as the key points of this interview.  **ICW**: Continued searching for text to translate for the Discipline Project.  **ICW:** Start practicing “Translation” on assigned scholarly paragraph with your small group.  **ICW**: Begin working on the [Discipline Project Research Worksheet](https://drive.google.com/file/d/1mMmJ6uPZrnkqqKVz0JI1r6-9bLe8YI0H/view?usp=sharing).  **AD**: Quiz due by 11:59 Friday, PM 9/3.  Zotero Tutorial Quiz due by 11:59 PM 9/3. |
| **Week 3** | **September 7**: Using the GMU Library: Finding and Differentiating Among Sources by Audience and Genre | **BCH**: Read *Insider’s Guide*, Part 1, “Understanding Genres,” 49-52, and *Insider’s Guide*, Part 2, “Reading and Writing in Academic Disciplines” 118-119.  **Discussion Board Assignment 7 (BCW):** Think of anything you have written in the past few years: an assignment for a class or any other kind of writing. Write a paragraph about this writing that answers the prompts in “Inside Work: Analyzing Rhetorical Context,” 52.  **BCH**: Watch the ProQuest YouTube tutorials on conducting [Basic Searches](https://www.youtube.com/watch?v=CvRnB3dLNnQ&list=PL-aFAdxOSTDdUyiF07Zu5t2XwpGjh-DID&index=2), [Advanced Searches](https://www.youtube.com/watch?v=6p2eJqJT0SI&list=PL-aFAdxOSTDdUyiF07Zu5t2XwpGjh-DID&index=3), and [Interpreting Search Results](https://www.youtube.com/watch?v=gOx2c-5YLog).  **BCH**: Complete the [GMU Library Tutorial on Search Techniques](https://vle-credoreference-com.mutex.gmu.edu/george-mason/ilcm-search-techniques-1).  **ICW:** Following the model of the candy bar example in the GMU Library Tutorial on Search Techniques, come up with another example of an object to illustrate how a Boolean search works.  **Discussion Board Assignment 8 (ICW)**: Working with a partner, do a [general Mason Libraries search](https://library.gmu.edu/) on your possible topic for the Discipline Project. Write down the search terms you used and the number of sources your search generated. Then switch with your partner. Come up with different search terms for their topic. Do you think their search should be more narrow or more broad? Write down the search terms you used and the number of sources you found. The goal is to come up with a significant but focused preliminary list of possible sources: try to get more than 10 but fewer than 100. |
|  | **September 9**: The Rhetorical Situation | **BCH**: Read the GMU Library guides on [Scholarly Sources](https://drive.google.com/file/d/1udVPiFxCARmrS_ItEuRBZDugWFsBi0WM/view?usp=sharing), [Trade Publications](https://drive.google.com/file/d/1Zuklbbi4kelqHrKRAVEbp4CZhgdUgcWp/view?usp=sharing), [Popular Sources](https://drive.google.com/file/d/1qlquYf8dfXGDdX9OCgIVsFa44B9yYdmG/view?usp=sharing), and [Grey Literature](https://drive.google.com/file/d/1INAp4NGgiWKklj5pw1KRGT4V6CTNxlkp/view?usp=sharing) and [Searching for Sources on the Mason Library Databases](https://writingcenter.gmu.edu/guides/searching-for-sources-on-the-mason-library-databases)  **ICW**: Continued work on the Discipline Project Research Worksheet.  **Discussion Board Assignment 9 (ICW):** Finish practicing “Translation” on assigned scholarly paragraph with your small group.  **AD**: Discipline Project Research Worksheet due on Blackboard 11:59 PM 9/9. Hand it in under Discussion Board Assignment 10.  Quiz due by 11:59 PM Friday, 9/10. |
| **Week 4** | **September 14:** Critical Reading of Scholarly Sources | **BCH**: Read the appropriate section for your field of *The Insider’s Guide*, Part 2, “Inside Academic Writing.” If you are not sure whether your major is in the humanities, social sciences, natural sciences, or applied fields, please talk to Professor Michals about it.  **BCH**: Read Inside Academic Writing, “Making Claims” and “Thesis Versus Hypothesis,” 61-62.  Karen Rosenberg, "[Reading Games](https://drive.google.com/file/d/1HnjidNVMK0fX8EdEeKdLLcFsPSqYzLJw/view?usp=sharing)," from *Writing Spaces*. (also available on Blackboard in ‘Additional Readings’)  **Discussion Board Assignment 11 (BCH)**: Read and Interact with this [Interactive Anatomy of a Scholarly Journal Article](https://www.lib.ncsu.edu/tutorials/scholarly-articles/). Skim [this scholarly article:](https://royalsocietypublishing.org/doi/full/10.1098/rstb.2016.0511?etoc=) can you identify its “anatomy”? Give an example of each section of the “anatomy”of the example of a scholarly article. OR, what does Karen Rosenberg mean by “joining the conversation”? Quote a sentence or two in which she describes this idea, then explain it in your own words.  **ICW**: Begin working on the Worksheet for Reading a Scholarly Article. |
|  | **September 16:** Exploring Genres of Public Writing | **BCH**: Read these different examples of public writing that translate scholarly research for a more general audience.   * [This article](https://www.aeaweb.org/research/state-policy-uncertainty-manufacturing-investment) from the website of the American Economic Association. * [This article](https://www.economist.com/finance-and-economics/2018/11/17/a-study-measures-the-cost-of-lack-of-competition) from *The Economist* * [This article](https://www.nytimes.com/2018/02/05/science/animals-count-numbers.html) from the *New York Times*   **Discussion Board Assignment 12 (BCH)**: Which of the three assigned public-audience articles is your favorite? Which is more important to your impression of your favorite article: the topic or the way it is written? Does this article feel like it is written for you, or for a different kind of audience?  **ICW**: Discuss articles above and how they present scholarly information for consumption by the general public. Begin working on the [Adapting Genres Worksheet](https://drive.google.com/file/d/1hXFrngDuw5SPlI0fHSo4VO3hFL2FUXUh/view?usp=sharing).  **AD**: Worksheet for Reading a Scholarly Article due on Blackboard by 11:59 PM 9/16. Hand it in under Discussion Board Assignment 13.  **AD**: Quiz due by 11:59 PM Friday, 9/17. |
| **Week 5** | **September 21, 23:** HARVEST MOON FESTIVAL/FALL BREAK NO CLASS. Have a good break! |  |
| **Week 6** | **September 28:** Summary  Learn how to summarize the content of a scholarly article for an audience of public readers | **BCH**: Read GMU Writing Center Quick Guides, [When to Summarize, When to Paraphrase, When to Quote](https://writingcenter.gmu.edu/guides/when-to-summarize-paraphrase-and-quote), and [Quotation, Paraphrase, Summary, Analysis](https://writingcenter.gmu.edu/guides/quotation-paraphrase-summary-and-analysis)  **ICW**: Discussion and in-class writing about ‘summary’, how to summarize a source without plagiarizing it, and how we can effectively use summary in the Discipline Project. Work on Adapting Genres Worksheet and drafting for the First Draft of the Discipline Project.  **Discussion Board Assignment 14 (ICW):** Practice summarizing scholarly writing with your small group. Write a one-paragraph summary of the selected pages for either a 10 year-old reader, an adult general reader, or a fellow college student.  **AD**: Adapting Genres Worksheet due on Blackboard by the end of the day. Hand it in on Blackboard under Discussion Board Assignment 15. |
|  | **September 30:**  Paragraphing: Cohesion and Coherence  Learn how to achieve a well-organized article by writing paragraphs that build cohesion and coherence between and within paragraphs. | **BCH**: Read “[Cohesion and Coherence](https://writingcenter.gmu.edu/guides/cohesion-and-coherence),” handout from GMU Writing Center handout (also available on Blackboard in ‘Additional Readings’)  **BCH**: Read “[Transitions](https://writingcenter.gmu.edu/guides/transitions),” handout from the GMU Writing Center (also available on Blackboard in ‘Additional Readings’)  **Discussion Board Assignment 15 (ICW)**: Revise the paragraph your small group wrote in the last class: Present known information first, then new information; identify or add 2 transitional words; use “this” with a referent; write a sentence using parallel structure.  **ICW**: Go over your First Draft of the Discipline Project with your small group.  **AD**: No quiz this week |
| **FIRST DRAFT of Discipline Project DUEby 11:59 PM Friday, 10/1**  **(not eligible for crisis pass)** | | |
|  | **October 5, October 7**  ROUND ONE of REQUIRED CONFERENCES. No class meetings this week. | *Schedule an individual conference to go over your draft.*  Sign up for a conference time on the sign-up sheet on Blackboard:  [Conference Sign-Up Sheet](https://docs.google.com/spreadsheets/d/1wHxjH4wmnVvKjOspeBk7NAXtxxCMFxgRPEOKKLUMbl8/edit?usp=sharing) |
| **FINAL DRAFT OF DISCIPLINE PROJECT DUE BY 11:59 PM Thursday, 10/14** | | |
| **UNIT 2 - Research Proposal and Exploratory Annotated Bibliography** | | |
| **Week 7** | **October 12:** Introduce the Research Proposal & Annotated Bibliography | **BCH**: Read the [Research Proposal and Annotated Bibliography Assignment Sheet Instructions](https://drive.google.com/file/d/1wlQ_J_wTF8ypSE_HpcrlJYbPfkho3qEo/view?usp=sharing) (also posted on BB in Unit 2)  **BCH**: Read “[A Guide to Annotated Bibliographies](https://drive.google.com/file/d/1PWf832O0HzrgbqINTMtT_3P__iY4bb6F/view?usp=sharing),” GMU Writing Center handout (also available on Blackboard in ‘Additional Readings’)  **Discussion Board Assignment 16 (ICW):** What is one question your group has about annotated bibliographies, research proposals, or the Research Proposal/Annotated Bibliography assignment?  **ICW**: Brainstorming and In-Class Writing on Research Proposal topics. |
|  | **October 14:** Avoiding Plagiarism; Research and Writing as a Process | **BCH**: Read *Insider’s Guide*, “Conducting Research,” “Developing a Research Question,” “Primary and Secondary Sources. 81-84  **BCH**: Read GMU Writing Center Quick Guide, [Plagiarism](https://writingcenter.gmu.edu/guides/plagiarism)  **ICW**: Practice identifying plagiarism. Begin working on Research Plan Worksheet  **AD**:Quiz due by 11:59 PM Friday, 10/15. |
| **Week 8** | **October 19**: From Topic to Question - Developing a research question | **BCH**: Read [Chapter 3, from *The Craft of Research: “*From Topic to Question.”](https://drive.google.com/file/d/1qgT034r5PuRvcqwHBVfZA5RQmB4Nps6y/view?usp=sharing) (also available on Blackboard in ‘Additional Readings’)  **ICW**: Continued work on Research Plan Worksheet. |
|  | **October 21**: Refining a research question | **BCH**: Read “Introduction to Citation Styles,” 339-353. Identify and focus on the documentation style for your academic discipline.  **ICW**: You should have completed Parts 1-4 of the Research Plan Worksheet  **AD**:Quiz due by 11:59 PM Friday, 10/22. |
| **Week 9** | **October 26:** Using the GMU Library: Research Strategies for Finding and Evaluating Sources  Learn how locating and evaluating sources can help you narrow your topic. | **BCH**: Watch/Review the following tutorials from the GMU Library:   * Searching is Strategic, [Part 1](https://vle-credoreference-com.mutex.gmu.edu/george-mason/searching-is-strategic-part-1) and [Part 2](https://vle-credoreference-com.mutex.gmu.edu/george-mason/searching-is-strategic-part-2) * Evaluating Sources: [Video](https://vle-credoreference-com.mutex.gmu.edu/george-mason/evaluating-sources), [Handout 1](http://teachme.gmu.edu/Tutorial/EvaluatingSources/EvaluatingSourcesI.pdf), [Handout 2](http://teachme.gmu.edu/Tutorial/EvaluatingSources/EvaluatingSourcesII.pdf)   **ICW**: Work on Synthesis Matrix and Annotated Bibliography entries. Finish Research Plan Worksheet.  **AD:** Research Plan Worksheet due on Blackboard by the end of the day. Hand it in on Blackboard under Discussion Board Assignment 17. |
|  | **October 28:** Writing source annotations & compiling a bibliography | **BCH**: Review “Introduction to Citation Styles,” 339-353, focusing on the documentation style for your academic discipline.  **Discussion Board Assignment 18 (ICW):** Read your partner’s annotated bibliography and research proposal draft and offer feedback; listen to your partner’s feedback about your annotated bibliography and research proposal draft. Hand in a copy of the comments you offered your partner on Blackboard Discussion Board Assignment 18.  **AD**:Quiz due by 11:59 PM Friday, 10/29. |
| **FIRST DRAFT OF RESEARCH PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE BY 11:59 PM, Friday 10/29**  **(not eligible for crisis pass)** | | |
| **Week 10** | **November 2, November 4:**  ROUND TWO of REQUIRED CONFERENCES. No class meeting this week. | *Schedule an individual conference to go over your bibliography and proposal, and the initial direction of the upcoming Literature Review assignment.*  Sign up for a conference time on the sign-up sheet on Blackboard: [Individual Conference Sign-Up Sheet](https://docs.google.com/spreadsheets/d/1wHxjH4wmnVvKjOspeBk7NAXtxxCMFxgRPEOKKLUMbl8/edit?usp=sharing) |
| **FINAL DRAFT OF RESEARCH PROPOSAL & ANNOTATED BIBLIOGRAPHY DUE**  **BY 11:59 PM, Thursday, 11/11** | | |
| **UNIT 3 - Literature Review** | | |
| **Week 12** | **November 9**: Introduce the Literature Review. Writing a Literature Review, Part I: audiences and purposes for literature reviews. | **BCH:** Read Literature Review Assignment Sheet Instructions (on BB)  **BCH**: Read GMU Writing Center Quick Guide [Writing a Literature Review](https://writingcenter.gmu.edu/guides/writing-a-literature-review), Review GMU Writing Center Quick Guide, [Plagiarism](https://writingcenter.gmu.edu/guides/plagiarism).  **Discussion Board Assignment 18 (ICW):** What is one question your group has about literature reviews or the Literature Review assignment?  Review good practices to avoid plagiarizing while synthesizing sources. |
|  | **November 11:** Synthesizing Sources | **BCH**: Read Chapter 6, WIT, “Synthesis,” pgs. 125-134.  **BCH**: Read “Modes of Synthesis across Disciplines: Synthesis as literature review,” WIT, pgs. 135-141.  **AD**: No quiz this week. |
| **Week 13** | **November 16:** Gathering and Identifying Types of Sources (Evidence) for a Literature Review | **BCH**: Read Chapter 11, WIT, “What is Evidence,” pgs. 267-276. Read Writing Center Quick Guide, “Organizing Literature Reviews” |
|  | **November 18:** Integrating Sources (Evidence) & Avoiding Plagiarism | **BCH**: Read Chapter 11, WIT, “Integrating Evidence,” pgs. 276-287.  **BCH**: Read “Mark Your Boundaries” handout from *Using Sources Effectively.*  **AD**:Quiz due by 11:59 PM Friday, 11/19. |
| **Week 14** | **November 23:** Writing the Introduction to a Literature Review | **BCH**: Re-read the Literature Review Assignment, the GMU Writing Center Guide on Writing a Literature Review, and the student and professional examples on Blackboard (they appear with the assignment) |
|  | **November 25:** No Whole-Class Meeting | Writing Day/ **Optional** Individual Conferences:  Discuss revising the literature review based on the genre conventions of the literature review and get individualized writing help. |
| **FIRST DRAFT of Literature Review DUE IN CLASS 11/30 (not eligible for crisis pass)** | | |
| **Week 15** | **November 30**: Workshop for Literature Review | **Discussion Board Assignment 20 (BCW):** Post a copy of your draft Literature Review on the Discussion Board.  **ICW:** Read your partner’s lit. review draft and offer feedback; listen to your partner’s feedback about your lit. review. |
|  | **December 2**: OUR LAST CLASS!  **December 7:** Monday classes and labs meet today; ENGH 302 does not meet. | **ICW:** Final questions about editing and proofreading your literature review. Transferring inquiry-based research and writing skills to a non-academic environment. |
| **FINAL VERSION OF LITERATURE REVIEW DUE BY 11:59 PM Tuesday, 12/7** | | |

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