

# Composition

Course Syllabus • Fall 2022 • ENGH 101-K01 • Tue./Thu. 4:30-5:45 PM • 3 Credits

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## Instructor

Professor [Alice Wrigglesworth](#)  
[awriggle@gmu.edu](mailto:awriggle@gmu.edu)

she/her/hers

## Office Hours

Mon./Wed. 2:00-4:00 PM  
G646 or [click](#) to join via Zoom




## Location

Classes will take place in **TBD**.

## Course Website

Blackboard ([MyMason Portal](#))

## Course Calendar

 [Click](#) to go to draft Course Calendar

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## Course Information

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.

This course emphasizes writing as a process and rhetorical flexibility. 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.

The class readings we do in this course will be centered around *social justice* and *climate change*. These themes will anchor your research practices and help inform your different writing activities. You will also use these themes as a springboard to develop your own individual lines of inquiry that you will follow and investigate throughout the semester, beginning with a narrative argument essay,

then moving to a longer researched argument piece, before concluding with an adaptation of your researched paper for a different rhetorical situation.

I look forward to sharing the semester with you and to reading your writing. My goal is to facilitate research and writing experiences for you to help you feel more confident in your writing abilities and ready to take up writing activities that you encounter in your other classes or in your personal and professional lives.

### **Learning Outcomes**

- 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.
- 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.
- Students gain emerging college-level proficiency in critically reading and writing nonfiction genres to develop analysis, reflection, exposition, argumentation, and research skills.
- 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.
- 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.

### **Methods 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, often, this course will follow a ‘flipped classroom’ model. That is, throughout the semester, you 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 ahead of each class in the Course Calendar.

## Required Materials

Get yourself set up to succeed at this course. Ensure you have all the required materials:

Textbook: *From Inquiry to Academic Writing: A Practical Guide*, 5th edition by Stuart Greene & April Lidinsky published in 2021— available in various forms and from various sellers, i.e., [Macmillan](#), [Amazon](#), etc.

Technology: Laptop, Mason ID, [Google Account](#), [MS Word](#)

## Assessments & Grading Percentages

Major Assignment Assessment	Due*	Weight/Points
<b>Project 1: Narrative Argument</b>		<b>15% (150 pts)</b>
Narrative Argument First Draft	<i>18 Sep. to 'Discussion Board'</i>	50 pts
Narrative Argument Final Draft	<i>25 Sep. to 'Final Drafts'</i>	100 pts
<b>Project 2: Research and Evaluation</b>		<b>40% (400 pts)</b>
Bibliography Annotated Sources	<i>9 Oct. to 'Discussion Board'</i>	25 pts
Bibliography Synthesis Matrix	<i>21 Oct. to 'Discussion Board'</i>	25 pts
Bibliography Final Draft	<i>4 Nov. to 'Final Drafts'</i>	150 pts
Magazine Article First Draft	<i>9 Nov. to 'Discussion Board'</i>	50 pts
Magazine Article Final Draft	<i>25 Nov. to 'Final Drafts'</i>	150 pts

<b>Project 3: Radical Revision &amp; Rhetorical Addendum</b>		<b>10% (100 pts)</b>
Radical Revision First Draft	<i>30 Nov. to 'Discussion Board'</i>	25 pts
Radical Revision Final Draft	<i>6 Dec. to 'Final Drafts'</i>	75 pts
Non-Major Assignment Assessment		
<b>Low-Stakes Work</b> <ul style="list-style-type: none"> <li>• Discussion Board Posts</li> <li>• Reflection Journal Posts</li> <li>• Peer Review</li> </ul>	<i>Dates vary</i>	<b>25% (250 pts)</b>
<b>Class Participation &amp; Engagement</b>	<i>Every class</i>	<b>10% (100 pts)</b>

*\*subject to change; refer to assignment sheets*

## **Major Assignments**

### **Project 1: Narrative Argument**

**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/college students. This assignment will ask you to support your argument with evidence (personal experience, observed experience, etc.), 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: Research and Evaluation**

You will pick a problem or issue that you can address while writing for an international or national magazine 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 magazine publication and their specific readers.

**Annotated Bibliography w/Research 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 required word count, although there are guiding word counts for 2/3 sections).

**Researched Argument for Change Magazine 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. (1,300–2,000 words).

### **Project 3: The Radical Revision and Rhetorical Addendum**

**Radical Revision & Rhetorical Addendum.** 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).

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)

### **Other Assessments**

#### **Low-Stakes Work**

Low-stakes assignments comprise discussion board posts, peer review activities, quizzes, and homework. Specifically, there are 14 DB posts, 10 RJ entries, and 3 Peer Review activities.

#### **Class Participation & Engagement**

Participation is important in a class like this. How do you expect to learn anything if you don't show up and join in? But participation is more than just attending classes. It means coming to class

prepared to discuss the day's topics and participate in the activities. It means doing the work due and being ready to share your insights and questions about it with the class.

Each regular class meeting is worth three points. Assuming you attend the class on time and engage in the class work, you will earn all three points. You can miss two classes without your absence lowering your participation grade, but you're still responsible for any assessment or similar due that day. If you miss class after your allotted two absences, you will receive a zero for the day.

Your conference, which you'll self-schedule and attend in Week 8, is worth 20 points. You'll need to attend this conference on time and actively engage in the conference to earn all the allotted points.

I will update your participation grade in Blackboard periodically, but if you have questions about this grade, please ask me. And remember that if you get sick with CoVID or have some other emergency, you have two excused absences, no questions asked.

## **Class Policies**

### **Assessment Formatting & Submission**

**Formatting.** All assignments need an original title and a title page, inclusive of your paper's title, your name, course code, your professor's name, and the date of submission, with the exception of the 'Annotated Bibliography' that may be submitted without a title page.

The 'Narrative Argument Essay' and 'Annotated Bibliography' should be formatted and documented according to APA Style—Times New Roman, size 12 font, double-spaced, etc. The 'Magazine Article' and 'Radical Revision' should follow formatting instructions suitable for their selected publication/genre norms.

All major assignments/final drafts must be submitted in .doc or .docx format, unless stated otherwise. 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).

Additional formatting instructions will be included on each major assignment sheet.

**Assessment Submission.** All assessments must be submitted **before** the assigned deadline. All Discussion Board (DB) posts, Reflection Journal (RJ) posts, and Final Drafts will be submitted through Blackboard. 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:

- DB posts are due end-of-day following the class (11:59 pm KST). These should be typed into the 'Message' box unless otherwise instructed.
- RJ assessments are due 1-hour before the following class. These should be typed into the 'Message' box unless otherwise instructed.
- Major Assignments/Final Drafts are due as indicated on the assignment sheet and/or the Course Calendar. These should be submitted as Word documents.

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.

### **Attendance**

There is no attendance grade for this class, however, you are expected to attend class and attendance is checked and logged daily. Absences impact a students' 'Participation and Engagement' grade and 'Low-Stakes Work' grade.

You may miss two classes without your absence lowering your participation grade. If you miss class after your allotted two absences, you will receive a zero for the day.

Early departures 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.

### **Blackboard**

This class will make extensive use of Blackboard. There you'll find a copy of this syllabus, our course calendar, your assignment sheets, links to readings and slides, and more. Likewise, you'll post assessments to 'Discussion Board,' 'Reflection Journal,' and 'Major Assignments' here.

To access Blackboard:

- Go to <https://mymasonportal.gmu.edu/>
- Enter your Mason user-ID and password
- Click on the "Courses" tab on the left-hand side of the page
- Click on our course name/code in your list of "Current Courses"
  - If this course does not appear in your list of "Current Courses" menu, please let me know.

### **Classroom Etiquette**

Please put your cell phones away and don't surf the web or Kakao message or similar while we're in class. I'll do my best to keep our classes engaging, but please do your best to stay focused and on task as well.

Also, because we'll be sharing our thinking and writing with one another in class, an atmosphere of respect and consideration for our peers is essential. I believe strongly in Mason's Non-Discrimination Policy, which states that Mason is "committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, gender identity, age, marital status, pregnancy status, or genetic information."

So let's respect one another and create the kind of class environment where everyone's ideas are welcome and encouraged.

## Cancellations

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

## Conferences

Conference week takes place in Week 8. Conferences are mandatory and worth 20 points of your 'Participation and Engagement' grade. You'll be given the opportunity to self-schedule an in-person or Zoon conference.

## 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. I will respond to communications within 24 hours during the work week. Click [here](#) for some tips for emailing me and your other professors.

## 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. For the most part, 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.

That said, although you are welcome to conduct preliminary and background research in your language of choice, any of the sources you select to include in your assessment work should be published in English (so that myself and your peers can also read and assess the credibility and content of the sources). Should you need to draw on research published in a language other than English, please consult with me.

## Late Work

**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 and any work due the day of your



conference. (So, if the assignment is due on Monday at 11:59 pm., you can use one LIFE HAPPENS PASS to turn them in by Tuesday at 11:59 pm. without it affecting your grade.) Life Happens Passes cannot be used in either of these instances. 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 do two things. First, you'll 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 number), G number, and the name of the assignment you are submitting late. (Click [here](#) to see a sample email.) Then, when you submit the assignment, type "LIFE HAPPENS PASS" in all caps and the number you're using for the assignment in the comment box when you submit the assignment.

The late work policy varies by assignment type:

**Low-Stakes Work.** Typically not accepted late. Life Happens Passes may be used for low-stakes work.

**Drafts for Peer Review.** You must submit a draft that meets the minimum requirements for the assignment as instructed and arrive to class on time to be eligible to participate in and gain credit for peer review. Life Happens Passes cannot be used on drafts for peer review.

**Final Drafts.** Late assignments will lose 5% for every calendar day late. Life Happens Passes may be used for major assignments' final drafts to avoid a grade penalty.

### Peer Review

You'll participate in three formal peer review activities this semester. You must arrive to class on time 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. 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

Because writing is a *process*, and one of the most important steps in that process is revision, I allow one major revision in this course. You may revise either their Narrative Argument Final or Bibliography Final after receiving a grade. However, you must **meet with me within one week of receiving a grade** and feedback for the assignment to discuss your goals and strategies before undertaking a revision. I will not accept the revision if you haven't met with me first to discuss it.

Revisions must be made in Track Changes or a different-colored font and demonstrate substantial change to the focus, support, approach, and/or organization of the project (so about 20-25% of the text in the original must change), in addition to comprehensive error correction, or they will be returned with no grade change. Revising your project does not guarantee a higher grade, but you can't receive a lower one.

Revisions must also include a minimum 200-250-word postscript describing the strategies and approaches you used for your revision and why the thinking and writing in this version is stronger. I

will not accept the revision if you do not include this short reflection. Revisions and reflections are due within one week of your revision meeting with me.

## Technology

**Laptop.** You will need to bring a laptop or similar to all class meetings.

**Blackboard.** Blackboard (Bb) is the university's official platform for course grading, course information, assignments, and submissions. All course content, grades, and assignment feedback will be available via Bb for this course. Similarly, all assessments should be submitted via Bb. You can log into Bb using your Mason username and password. Familiarize yourself with our Bb early in the semester. You should use Bb daily to check 'Announcements,' submit assignments, view feedback and grades, and check the course calendar. Check 'My Grades' regularly for feedback from me. Check 'Announcements' on Bb regularly for updates about the course. [Click](#) here to log in to our course Blackboard.

Some students report their Bb 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.

**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 in our Blackboard.

**Google.** We will use Google Docs throughout this course for both group work and individual work. [Click](#) to create a free Google Account.

You will store your work for this class in a 'Student Writing Folder' (SWF) in Google Drive. This is a Google Folder you will be able to access through Blackboard. This folder will have privacy settings set to 'restricted,' so just you and I will be able to access the folder. Initially, I'll create the folder so you can access it with your Mason email, however, ideally, you'll also 'share' your folder with your own Gmail, so that you can access the folder via your own Google Drive. Please do not move or change the name of your folder.

Ensure you have available storage in your Google Drive; this is a requirement for this course.

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

**Adobe Acrobat.** You may find it useful to have Adobe Acrobat Reader DC on your laptop to annotate and submit annotated PDFs. [Click](#) to download Adobe Acrobat Reader DC for free.

**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.

## **Grading Policies**

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%

## **Completion**

Students in ENGH 101 must earn a C (73%) or higher to fulfill the ENGH 101 Mason Core requirement. Although you must complete all major projects to earn a C (or higher), merely completing the assignments does not guarantee this grade. Final Grades will be posted to [Patriot Web](#).

Those whose final grades are lower than a C (73%) will need to repeat ENGH 101.

There is a limit of three graded attempts for this course. A 'W' does not count as a graded attempt. Please see AP. 1.3.4 in the University Catalog and consult with your academic advisor if you have any questions.

**Assessment Weights.** This is a 1000-point course. In 'My Grades' in Blackboard, ignore the 'weighted grade'; only the 'total grade' is relevant to the grade structure of this course.

## **Grading Criteria**

**Major Assignments.** Each major assignment will be accompanied by a rubric, however, in general, I will use the following criteria to grade your assignments:

A "C" level grade (70-79%) denotes competent college-level writing and achievement. The writer responds to the specified rhetorical situation: he or she meets, to some degree, all the assignment requirements, and employs some key strategies for communicating his/her ideas to his/her targeted audience. The essay has a central focus, presents some support, and moves from point to point in an orderly fashion; sentence-level errors do not significantly prevent comprehension. Essays that do not meet these criteria will not earn a "C."

A "B" level grade (80-89%) highlights a strong example of college writing and thinking. In addition to meeting the "C" level requirements, the writer of such an essay goes further in some way(s): he or she demonstrates some insight into the "gray areas" of the topic, provides original or very thorough support that is tightly woven into the overall argument, and/or creates prose that reads smoothly at both the sentence and paragraph levels. The essay has few sentence-level errors and/or may demonstrate a lively voice or style.

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

"D" and "F" level essays do not meet the basic expectations of the assignment.

**Low-Stakes Work.** These assessments 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 or completed a different assessment, you will lose the appropriate number of points based on the percentage of the assignment you completed.

Grading Scale: Completed (100%), Needs Work (80%), Below Par (60%), Not Acceptable/Passing (0%)

### **Midterm Grades**

You will receive a midterm grade based on the work of the first half of the semester. 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. Midterm will be posted to [Patriot Web](#).

### **Feedback**

To meet the varying learning styles of students, and the obvious time constraints imposed by a one-semester course, students will be provided with various types of feedback throughout the semester, including general, holistic, rubric, oral, grade only, and peer. Click [here](#) to read about the types of feedback provided in this course. Feedback will be available through 'My Grades' on Blackboard.

## **University Statements**

### **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](#)). It fulfills the Mason Core Upper Division Written Communication requirement. For more information on the Mason Core, visit the [Provost's Mason Core page](#).

### **Mason Impact Statement**



Finally, 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.

### **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 CWPA [Best Practices for Defining and Avoiding Plagiarism](#). Instructors in the Composition Program support the Mason Honor Code, which requires them to report suspected instances of deliberate plagiarism to the Mason 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. 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. If you wish to use your research or writing from another course, project, or context in our course, please speak to me first.

## **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.

## **Student Resources**

### **Office Hours**

My office hours, or “Student Drop-In Hours,” are there for you to use. Whenever you want to talk about an assignment, something that happened in class, your revision plan, etc., please drop by my office hours either in person or via Zoom. If you want to speak with me outside of class but cannot meet at these times, please email me, and we’ll find another time to meet. My office hours are held in person in G646 or [click](#) to join via Zoom

### **Writing Support**

#### **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.

### **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](mailto:wcenter@gmu.edu). Note that 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](mailto: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](mailto: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. [Click](#) to access Mason Libraries. 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.

## **Important Dates**

### **University**

- Last Day to Add Classes: 29 August
- Last Day to Drop Classes (with 100% tuition refund): 5 September

- Last Day to Drop Classes (with 50% tuition refund): 12 September
- Unrestricted Withdrawal Period (100% tuition liability): 13-30 September
- Selective Withdrawal Period (100% tuition liability): 1-28 October
- Make Up Day (Follow Monday Schedule): 4 October
- Last Day of Classes: 5 December
- Reading Day(s): 6 December
- Examination Period: 7-14 December

### **Holidays (No Classes)**

- Fall Recess and Harvest Moon Festival/Chuseok (추석): 7-12 September
- National Foundation Day (개천절): 3 October
- Hangul Proclamation Day (한글날, 9 October) Alternative Holiday: 10 October

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



# Draft Course Calendar

Course Calendar • Fall 2022 • ENGH 101-K01 • Tue./Thu. 4:30-5:45 PM • 3 Credits

The following is a draft calendar for Prof. Alice Wigglesworth's ENGH 101-K01 Tue./Thu. class. Content and dates provided in this calendar are subject to change.

Week & Date	Class Focus and materials for use in class	Graded and Non-Graded Work due as instructed
<b>Week 1A</b> 23 Aug.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Introductions</li> <li>· Course Overview</li> <li>· Rhetorical Situation and Flexibility</li> <li>· Metacognition and Reflective Writing</li> </ul> <b>Activity/Discussion</b> <ul style="list-style-type: none"> <li>· Introductions (Group Activity)</li> <li>· Rhetorical Flexibility (Group Activity)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 1A Class Slides</li> </ul>	<b>Non-Graded Work to Complete</b> <ul style="list-style-type: none"> <li>· Get yourself set up to succeed at this course. Ensure you have all the required materials: <i>From Inquiry to Academic Writing: A Practical Guide, 5th edition</i> by Stuart Greene &amp; April Lidinsky published in 2021— available in various forms and from various sellers, i.e., <a href="#">Macmillan</a>, <a href="#">Amazon</a>, etc.  Laptop, Mason ID, <a href="#">Google Account</a>, <a href="#">MS Word</a></li> <li>· Read 'Course Syllabus' in detail.</li> </ul>
<b>Week 1B</b> 25 Aug.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Active and Rhetorical Reading Strategies</li> <li>· Critical Thinking</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Rhetorical Reading (Group Activity)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 1B Class Slides</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· <a href="#">RJ 01: Your Reading Strategies</a>. Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul>

	<ul style="list-style-type: none"> <li>· How to Create a Shared Google Doc</li> </ul>	
<b>Week 2A</b> 30 Aug.	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Introducing Project 1: Narrative Argument</li> <li>· Narrative Argument Characteristics</li> <li>· Brainstorming Potential Narrative Argument Topics</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Brainstorming Potential Narrative Argument Topics (Group Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 2A Class Slides</li> <li>· Narrative Argument Assignment Sheet</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· RJ 02: Your Semester Research and Writing Goals. Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul>
<b>Week 2B</b> 1 Sep.	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Persuasive Appeal</li> <li>· Appealing to a College Audience</li> <li>· Audience-Argument Connection</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Persuasive Appeal (Group Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 2B Class Slides</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· DB 01: Narrative Argument Topic Selection. Submit to 'Discussion Board' by end of day. 10 pts.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>· RJ 03: Your Prewriting Process. Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul>
<b>Week 3A</b> 6 Sep.	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Using Narration to Help Support an Argument</li> <li>· Narrative Argument Strategies and Organization</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· DB 02: Draft Your Narrative Argument Thesis Statement/Plan Your Narrative Argument Essay. Submit to 'Discussion Board' by end of day. 10 pts.</li> </ul>

	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Using Narration to Help Support an Argument (Group Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 3A Class Slides</li> </ul>	
<p><b>Week 3B</b> 8 Sep.</p>	<p>—Fall Recess— No Classes</p>	
<p><b>Week 4A</b> 13 Sep.</p>	<p>—Asynchronous Class—</p> <p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Narrative Argument Genre Traits (Review)</li> <li>· Preparing for the Peer Review Process</li> <li>· Composing the Postscript</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· RJ 04: Peer Review and Effective Feedback. Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul> <hr/> <ul style="list-style-type: none"> <li>· DB 03: Narrative Argument First Draft (+ Postscript). Submit to 'Discussion Board' by Sun., 18 Sep. 50 pts</li> </ul>
<p><b>Week 4B</b> 15 Sep.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Peer Review for Narrative Argument</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Peer Review for Narrative Argument (Group Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 4B Class Slides</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· DB 03 (Reply): Peer Review for Narrative Argument. Submit to 'Discussion Board' by end of day. 10 pts.</li> </ul>
<p><b>Week 5A</b> 20 Sep.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Using Feedback to Guide Your Revision</li> <li>· Editing Strategies</li> </ul> <p><b>Activity</b></p>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· RJ 05: Your Learning and the Writing/Revising Process (Project 1). Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul>

	<ul style="list-style-type: none"> <li>· Revising &amp; Editing Your Narrative Argument (Individual Work)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 5A Class Slides</li> </ul>	
<p><b>Week 5B</b> 22 Sep.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Introducing Project 2: Researched Argument</li> <li>· Preliminary Topic Development</li> <li>· Brainstorming Potential Researched Argument Topics</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Brainstorming Potential Researched Argument Topics (Group Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 5B Class Slides</li> <li>· Magazine Article Assignment Sheet</li> <li>· Bibliography Assignment Sheet</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· RJ 06: The Research Process and Assignment. Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul> <hr/> <ul style="list-style-type: none"> <li>· Final Draft: Narrative Argument (+ Revision Memo). Submit to 'Final Drafts' by Sun., 25 Sep. 100 pts</li> </ul>
<p><b>Week 6A</b> 27 Sep.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Narrowing Your Topic and Exploratory Research</li> <li>· Search Strategies</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Narrowing Your Topic (Individual Work)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 6A Class Slides</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· DB 04: Explore and Narrow Your Researched Argument Topic. Submit to 'Discussion Board' by end of day. 10 pts</li> </ul> <hr/> <ul style="list-style-type: none"> <li>· RJ 07: Narrowing Your Research Focus. Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul>

<b>Week 6B</b> 29 Sep.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Writing a Research Question</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Writing a Research Question (Individual Work)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 6B Class Slides</li> <li>· Annotated Sources (for Bibliography) <ul style="list-style-type: none"> <li>· Evaluation (Video)</li> <li>· Summary (Video)</li> <li>· Usage (Video)</li> </ul> </li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· DB 05: Draft Three Potential Research Questions. Submit to 'Discussion Board' by end of day. 10 pts.</li> </ul>
<b>Week 7A</b> 4 Oct.	<b>Follow Monday Schedule.</b> Tuesday classes do not meet.  No Classes	
<b>Week 7B</b> 6 Oct.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Source Types and Selection</li> <li>· Critical Reading and Notetaking</li> <li>· Evaluating Sources</li> <li>· Using a Synthesis Matrix to Organize Source Information</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Evaluating Sources (Group Activity)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 7B Class Slides</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· DB 06: Practice Summarizing and Evaluating One of Your Sources for Bibliography. Submit to 'Discussion Board' by end of day. 10 pts.</li> </ul> <p>Once you've finished this post, start work on DB 08 immediately, as it's going to take some time and is due on Sunday night.</p> <hr/> <ul style="list-style-type: none"> <li>· DB 07: Planning Your Researched Argument. Submit to 'Discussion Board' by Fri., 7 Oct. 10 pts</li> </ul> <hr/>

		<ul style="list-style-type: none"> <li>· DB 08: Annotated Sources (or Bibliography). Submit to 'Discussion Board' by Sun., 9 Oct. 25 pts</li> </ul>
<b>Week 8</b> 10–14 Oct.	<p style="text-align: center;"><b>—Conferences—</b></p> <p>There are no class meetings or scheduled 'office hours' this week. Meet me during your self-scheduled conference time to discuss the progress you've made with your <b>researched argument for your Magazine Article</b> thus far. We will review your previously submitted:</p> <ul style="list-style-type: none"> <li>· DB 07: Planning Your Researched ...</li> <li>· RJ 08: Your Learning and Research ...</li> </ul> <p>These conferences will take place in G646 or via Zoom. (Class Participation and Engagement. 20 pts)</p>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· RJ 08: Your Learning and Research Process (Project 2). Submit to 'Reflection Journal' by Fri., 14 Oct. 10 pts</li> </ul>
<b>Week 9A</b> 18 Oct.	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Paraphrasing and Summary</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Paraphrasing Exercise (Group Activity)</li> <li>· Paraphrasing Practice (Individual Work)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 9A Class Slides</li> <li>· Paraphrasing (Video)</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· RJ 09: Your (Mid Semester) Research and Writing Goals. Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul>
<b>Week 9B</b> 20 Oct.	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Thesis Statement (Magazine Article)</li> </ul>	<b>Assessment Due</b>

	<ul style="list-style-type: none"> <li>· Outlining Your Researched Argument (Magazine Article)</li> <li>· Paragraphing using the MEAL Plan (Magazine Article)</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Thesis Statement Throwdown (Group/Class Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 9B Class Slides</li> <li>· · Paragraphing using the MEAL Plan (Magazine Article) (Video)</li> </ul>	<ul style="list-style-type: none"> <li>· DB 09: Synthesis Matrix (for Bibliography). Submit to 'Discussion Board' by Fri., 21 Oct. 25 pts</li> </ul>
<p><b>Week 10A</b> 25 Oct.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Synthesis (Bibliography)</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Synthesis Exercise (Group Activity)</li> <li>· Synthesis Exercise (Individual Work)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 10A Class Slides</li> <li>· Synthesis (Video)</li> <li>· Synthesis (Video)</li> <li>· Using Evidence: Synthesis</li> </ul>	
<p><b>Week 10B</b> 27 Oct.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Making Logical Arguments and Avoiding Logical Fallacies</li> <li>· Drafting Introductions and Conclusions (Magazine Article)</li> </ul> <p><b>Activity</b></p>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· DB 10: Outline Your Magazine Article. Submit to 'Discussion Board' by Fri., 28 Oct. 20 pts</li> </ul>

	<ul style="list-style-type: none"> <li>· Rhetorical Analysis—Identifying the Three Moves of the CARS Model (Group Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 10B Class Slides</li> <li>· CARS Model (Video)</li> </ul>	
<p><b>Week 11A</b> 1 Nov.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Selecting a Magazine Publication for Your Magazine Article</li> <li>· Signal Phrases and In-Text Citations for Magazine Article/Integrating Evidence in Alignment with Genre Expectations</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Meeting Genre Expectations (Group Activity)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 11A Class Slides</li> <li>· List of Magazines</li> </ul>	
<p><b>Week 11B</b> 3 Nov.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· Analyzing Your Publication’s Audience</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>· Analyze Your Audience (Individual Work)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>· Week 11B Class Slides</li> </ul>	<p><b>Assessment Due</b></p> <ul style="list-style-type: none"> <li>· DB 11: Analyze Your Audience and Develop Your Magazine Article Thesis Statement. Submit to ‘Discussion Board’ by end of day. 10 pts.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>· Final Draft: Annotated Bibliography. Submit to ‘Final Drafts’ by Fri., 4 Nov. 150 pts</li> </ul>
<p><b>Week 12A</b> 8 Nov.</p>	<p><b>Class Focus</b></p> <ul style="list-style-type: none"> <li>· In-Class Individual Writing</li> </ul>	<p><b>Assessment Due</b></p>



		<ul style="list-style-type: none"> <li>· DB 12: Magazine Article First Draft (+ Postscript). Submit to 'Discussion Board' by Wed., 9 Nov. 50 pts</li> </ul>
<b>Week 12B</b> 10 Nov.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Peer Review for Magazine Article</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Peer Review for Magazine Article (Group Activity)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 12B Class Slides</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· DB 12 (Reply): Peer Review for Magazine Article. Submit to 'Discussion Board' by end of day. 10 pts</li> </ul>
<b>Week 13A</b> 15 Nov.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Revision Strategies</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Aligning Your Title, Thesis, Support, and New Offering (Individual Work)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 13A Class Slides</li> </ul>	
<b>Week 13B</b> 17 Nov.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Editing and Proofreading</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Editing and Proofreading (Individual Work)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 13B Class Slides</li> </ul>	<b>Non-Graded Work to Complete</b> <ul style="list-style-type: none"> <li>· MK Research Writing Competition papers due Sun., 20 Nov. 2022. Consider submitting your Magazine Article to the Freshman Division of this competition. Email your submission to me: awriggle@gmu.edu</li> </ul>

<b>Week 14A</b> 22 Nov.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Introducing Project 3: Radical Revision</li> <li>· Identifying New Stakeholders and Purposes</li> <li>· Analyzing a New Audience</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Identifying New Stakeholders and Purposes (Group Activity, Individual Work)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 14A Class Slides</li> <li>· Radical Revision Assignment Sheet</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· RJ 10: Your Learning and Radical Revision (Project 3). Submit to 'Reflection Journal' 1-hour before next class. 10 pts</li> </ul>
<b>Week 14B</b> 24 Nov.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Identifying and Analyzing New Genres</li> <li>· Aligning Audience, Purpose, and Genre</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Audience Analysis Worksheet (Individual Work)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 14B Class Slides</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· Final Draft: Magazine Article (+ Revision Memo). Submit to 'Final Drafts' by Fri., 25 Nov. 150 pts</li> </ul>
<b>Week 15A</b> 29 Nov.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Adapting Your Writing and Research for a New Situation</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Genre Noticing Radical Revision (Individual Work)</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· DB 13: Radical Revision First Draft (+ Postscript). Submit to 'Discussion Board' due by Wed., 30 Nov. 25 pts</li> </ul>

	<b>Materials</b> <ul style="list-style-type: none"> <li>· Week 15A Class Slides</li> </ul>	
<b>Week 15B</b> 1 Dec.	<b>Class Focus</b> <ul style="list-style-type: none"> <li>· Peer Review for Radical Revision</li> <li>· Course Reflection</li> <li>· Course Evaluation</li> </ul> <b>Activity</b> <ul style="list-style-type: none"> <li>· Peer Review for Radical Revision (Group Activity)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>· Week 15B Class Slides</li> </ul>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· DB 13 (Reply): Peer Review for Radical Revision. Submit to 'Discussion Board' by end of day. 10 pts</li> </ul> <hr/> <ul style="list-style-type: none"> <li>· RJ 11: Course Reflection. Submit to 'Discussion Board' by end of day. 10 pts</li> </ul> <hr/> <b>Non-Graded Work to Complete</b> <ul style="list-style-type: none"> <li>· Course Evaluation. Submit to '<a href="#">Blue</a>.' Pretty please.</li> </ul>
<b>Week 16A</b> 6 Dec.	<p>Optionally, self-schedule a conference to discuss your Radical Revision progress. These conferences will take place in G646 or via Zoom.</p> <p>There is no scheduled class meeting today.</p>	<b>Assessment Due</b> <ul style="list-style-type: none"> <li>· Final Draft: Radical Revision (+ Rhetorical Addendum). Submit to 'Final Drafts' by Tue., 6 Dec. 75 pts</li> </ul>
<b>Week 16B</b> 8 Dec.	<p>—Examination Period—</p> <p>No Exam/Classes</p>	