

Advanced Composition
English 302-H56
Fall 2022

Instructor: Parker O'Connor

Office Location: Horizon Hall 4119

Office Hours: TR 1:30 p.m. - 3:30 p.m. or by appointment

Email Address: poconno@gmu.edu

Class Location: Online

Course Description:

English 302 will help you understand how knowledge is created and transmitted in your field or discipline; understand key methods and conventions of scholarly research in your field or discipline; articulate and refine your own question for scholarly inquiry; situate your investigation in an ongoing context or conversation in your field; and design a final project that adds new perspectives to the conversation. This course will help you engage in scholarly inquiry as you work on narrowing a research question and engaging with your discipline or field of study.

English 302 Learning Outcomes:

- Students 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.
- Students will understand the conventions of academic and non-academic genres, including usage, specialized vocabulary, format, and attribution/citation systems.
- Students will be able to apply critical reading strategies that are appropriate to advanced academic and non-academic texts of relevance to their fields of study.
- Students will identify and synthesize multiple perspectives in articulating and refining a research question relevant to their fields of study.
- Students will 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.

Students as Scholars (SaS):

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 office (<http://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 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.

Prerequisites:

Students must have completed or transferred in the equivalent of English 100 or ENGH 101. Students must have completed 30 credit hours and the Mason Core literature requirement before enrolling in the class. The program recommends that students enroll in ENGH 302 after completing 45 credit hours. Students should take a version of English 302 related to their major field.

Please note that the Volgenau School of Engineering has specific ENGH 302 recommendations and requirements for its students enrolled in the following majors:

MAJOR	ENGH 302
Civil & Infrastructure Engineering (CEIE)	Recommend ENGH 302N or ENGH 302M
Mechanical Engineering (ME)	Recommend ENGH 302N or ENGH 302M
Information Sciences Technology (IST)	Recommend ENGH 302N or ENGH 302M
Statistics (STAT)	Recommend ENGH 302N or ENGH 302M
Computer Science (CS)	Require ENGH 302N
Bioengineering (BIOE)	Require ENGH 302N or 302M
Cybersecurity Engineering (CYSE)	Require ENGH 302N or 302M
Electrical and Computer Engineering (ECE)	Require ENGH 302N or 302M
Systems Engineering & Operations Research (SEOR)	Require ENGH 302N or 302M

Volgenau students enrolled in another version of ENGH 302 should contact their advisor immediately to make sure they are enrolled in the right course.

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:



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.

Textbooks:

There is no required textbook for this course. All reading materials will be provided by the instructor, either as a downloadable file or direct web-link.

Technology Requirements:

Activities and assignments in this course will use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection.

Methods of Instruction:

This is not a lecture course. As this is an online section of English 302, there are no set class periods or meeting times. However, you will have weekly due dates throughout the semester. This course will require a significant amount of writing—equal to, if not more than, the face-to-face version of this course. Be prepared to spend a significant amount of time working on this class each week. Students who actively participate in the discussion boards, keep up with all of the assignments, and who block off sufficient time each week for thoughtful drafting and revising usually succeed in this class.

Completion Policy:

Students must earn a C (73%) or higher to fulfill the ENGH 302 Mason Core requirement; students must complete all major projects to earn a C (or higher).

Beginning fall 2018, 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.

Midterm Grades:

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

Grading Percentages:

Annotated Bibliography	15%
Literature Review: Rough Draft	5%
Literature Review: Final Draft	20%
Discipline-Aware Genre Translation: Rough Draft	10%
Discipline-Aware Genre Translation: Final Draft	15%
Discussion Board	11%
Journal	14%
Final Reflection	10%

Percentage Breakdown of Final Grades:

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%

Major Assignment Grading Standards:

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.
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): they demonstrate some insight into the “gray areas” of the topic, provide original or very thorough support that is tightly woven into the overall argument, and/or create 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.
A “C” level grade (70-79%)	denotes competent college-level writing and achievement. The writer responds to the specified rhetorical situation: they meet, to some degree, all the assignment requirements, and employ some key strategies for communicating their ideas to their 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.”
“D” & “F” level grades (0-69%)	do not meet the basic expectations of the assignment.

Major Assignments:

- **Annotated Bibliography:** This first assignment will help you collect, summarize, and evaluate sources for your upcoming Literature Review. It will be an important component of your research and will help you keep track of the most relevant and intriguing sources you locate. You will be asked to summarize and evaluate the efficacy of your sources, as well as justify your choice to include them in your research.
- **Literature Review:** This project asks you to collect and synthesize published material on a topic of your choosing with a clear purpose and focused audience in mind. Your purpose may be to identify gaps in knowledge, aspects of the topic in need of further study, proposed applications, etc.
- **Discipline-Aware Genre Translation:** Continuing with the topic chosen for your Literature Review, this project asks you to explore how multimodal communication genres (like podcasts and infographics) can facilitate advocacy in your field by reaching a public audience. You will be tasked with translating one scholarly article from your Literature Review into a multimodal genre.

Discussion Board:

Participation significantly increases a student's chance of success in this course; however, as this is an online class, student participation is measured differently than in a face-to-face classroom. For our purposes, the Discussion Board will fill the practical and graded role of participation in the class. Students will respond to prompts on the Discussion Board once a week. Prompts will be posted on the calendar by the end of the prior week. Each post must be 150 words or more for full credit, followed by two comments on any of their classmates' posts in 50 words or more.

Journal:

Journal entries are a place for you to share your writing thoughts, ideas, and questions with the professor directly. Students should respond to the weekly prompt as fully as possible and do their best to display thoughtful critical thinking. Prompts will be posted on the calendar by the end of the prior week. Entries should be 150 words or more and do not need to be in any particular format. The journals will only be seen by the student and the professor.

Submitting Class Work:

Unless otherwise noted, all graded assignments are due on Blackboard by end of day on the due date. All formal assignments should be typed and formatted in MLA. For an overview of the MLA formatting style and a sample MLA paper, go [here](#). I accept emailed assignment submissions only as placeholders to avoid a late penalty.

Late Work Policy:

Late assignments will lose 5% of their points for each calendar day they are late, including weekends and holidays. Late work penalties cannot be removed through revision. However, each student has three one-day late passes. Each late pass gives the student one extra day on any assignment without penalty or explanation. Late passes may be used individually or all at once; however, all late work is due by the last day of class within the semester.

Classroom Conduct:

To contribute to the discussion-oriented nature of the course, you are asked to communicate with your classmates in a respectful manner. In order to create a healthy learning environment, threatening or abusive speech and/or behavior will not be tolerated. Discussion and debate are enthusiastically encouraged, so long as the participants understand that different perspectives are not necessarily wrong perspectives. Students who violate this policy may be asked to leave the given conversation and/or lose points for that week's Discussion Board.

Language Equity Policy:

Many of you speak multiples languages. I'm aware of the strengths of multilingual writers and the challenges faced by writers whose language is not always valued in academia or the workplace. I will not penalize students for grammar/word choice errors that don't prevent the reader from understanding the writing. Because this class doesn't include grammar instruction, I also won't generally comment on grammar or word choice unless you explicitly ask me to.

Email:

Students are encouraged to reach out to me via email (posted at the top of the syllabus) anytime they wish. I do my best to respond to all student emails within 24 hours unless I've notified the class otherwise. Please be sure to use your official GMU email address when contacting me.

Revision Policy:

Most essays may be revised for a new grade. Revisions must demonstrate substantial change to the focus, support, approach, and/or organization of the essay in addition to comprehensive error correction, or they will be returned with no grade change.

Before beginning the revision process, you must email/meet with me to discuss your plan of action for the revision. You will have two weeks from the day you receive your original grade on the essay to submit a revision. Revisions must be submitted to Blackboard with all previous drafts. All revisions are due by the last day of class—revisions will not be accepted after this date.

The Composition Program’s Statement on Plagiarism:

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades: ”To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work.” More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <http://oai.gmu.edu>

Mason’s Composition Program recognizes that appropriately attributing sources is a learning process. This class will include direct instruction in source integration, documentation, and citation strategies in a range of rhetorical situations, and follows the CWPA Best Practices for Defining and Avoiding Plagiarism. Instructors in the Composition Program support the Mason Honor Code, which requires them to report suspected instances of deliberate plagiarism to the Mason Honor Committee.

Note on self-plagiarism: Students should also be careful to avoid self-plagiarism, the practice of re-using their own academic work in two courses or contexts. If you wish to use your research or writing from another course, project, or context in our section of 302, please speak to me first. The instructor needs to approve 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 Academic Integrity Office.

The Mason Library: Librarians are available to help with your research online and in-person. More information on library services is available [here](#). The [library’s website](#) offers tutorials, research resources, and databases that we’ll use throughout the semester.

The University Writing Center: Take advantage of the [The Writing Center](#) resources as you work on written assignments in this course. You can book appointments to meet with a tutor or to submit a draft for written feedback. Tutors will work with you on any phase of a writing project. To schedule an appointment, go to writingcenter.gmu.edu, register, and use the online scheduler. Send any questions to wcenter@gmu.edu.

Disability Services: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474.

CAPS (Counseling and Psychological Services): CAPS offers free counseling and academic workshops and a 24/7 student crisis line: (703) 993-2380. Services are provided by professional counseling and clinical psychologists, social workers, and counselors. CAPS' individual and group counseling, workshops and outreach programs are designed to enhance students' personal experience and academic performance.

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence and Stalking: As a faculty member, the instructor for this course is designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence and stalking to Mason's Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (703-380-3686) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing cde@gmu.edu. View the Title IX Campus Resources [here](#).

Important Dates:

A full list of important dates can be found on the Office of the University Registrar's [page](#).

Full Semester Schedule			
	Focus	Readings Due	Work Due
Week 1: 8/22	<ul style="list-style-type: none"> Syllabus overview Reflecting on writing 		<ul style="list-style-type: none"> Journal Entry 1
8/24	<ul style="list-style-type: none"> Annotated Bibliography assignment sheet 		<ul style="list-style-type: none"> Discussion Board 1
8/26			<ul style="list-style-type: none"> Discussion Board Comments
Week 2: 8/29	<ul style="list-style-type: none"> Articulating your research interest 		<ul style="list-style-type: none"> Journal Entry 2
8/31	<ul style="list-style-type: none"> Developing a research question 	<ul style="list-style-type: none"> GMU Writing Center, "How to Write a Research Question" GMU TV, "What are the characteristics of a good research question?" 	<ul style="list-style-type: none"> Discussion Board 2
9/2			<ul style="list-style-type: none"> Discussion Board Comments
Week 3: 9/5 (Labor Day)	<ul style="list-style-type: none"> Library Instruction 		<ul style="list-style-type: none"> Journal Entry 3
9/7	<ul style="list-style-type: none"> Library Instruction 		<ul style="list-style-type: none"> Discussion Board 3
9/9			<ul style="list-style-type: none"> Discussion Board Comments

	Focus	Readings Due	Work Due
Week 4: 9/12	<ul style="list-style-type: none"> • The rhetorical situation 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Journal Entry 4
9/14	<ul style="list-style-type: none"> • Author & audience analysis through source selection 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Discussion Board 4
9/16			<ul style="list-style-type: none"> • Discussion Board Comments • Annotated Bibliography
Week 5: 9/19	<ul style="list-style-type: none"> • Literature Review assignment sheet • The purpose of a literature review 	<ul style="list-style-type: none"> • “Ten Simple Rules for Writing a Literature Review,” PLOS Computational Biology Open Access Journal 	<ul style="list-style-type: none"> • Journal Entry 5
9/21	<ul style="list-style-type: none"> • Drafting your thesis statement 	<ul style="list-style-type: none"> • Sample Literature Review 	<ul style="list-style-type: none"> • Discussion Board 5
9/23			<ul style="list-style-type: none"> • Discussion Board Comments
Week 6: 9/26	<ul style="list-style-type: none"> • Using a synthesis matrix 	<ul style="list-style-type: none"> • “Writing A Literature Review and Using a Synthesis Matrix” 	<ul style="list-style-type: none"> • Journal Entry 6
9/28	<ul style="list-style-type: none"> • The role of synthesis • Organizing your literature review 		<ul style="list-style-type: none"> • Discussion Board 6
9/30			<ul style="list-style-type: none"> • Discussion Board Comments
Week 7: 10/3	<ul style="list-style-type: none"> • Conferences 		<ul style="list-style-type: none"> • Journal Entry 7
10/5	<ul style="list-style-type: none"> • Conferences 		
10/7			
Week 8: 10/10 (Indigenous Peoples’ Day)	<ul style="list-style-type: none"> • Drafts usually need work—it’s okay! 	<ul style="list-style-type: none"> • Lamott, “Shitty First Drafts” 	<ul style="list-style-type: none"> • Journal Entry 8
10/12	<ul style="list-style-type: none"> • Peer review 		<ul style="list-style-type: none"> • Discussion Board 7

	Focus	Readings Due	Work Due
10/14			<ul style="list-style-type: none"> • Discussion Board Comments • Literature Review: Rough Draft
Week 9: 10/17	<ul style="list-style-type: none"> • Transitions 	<ul style="list-style-type: none"> • “Transitions,” GMU Writing Center 	<ul style="list-style-type: none"> • Journal Entry 9
10/19	<ul style="list-style-type: none"> • Micro vs. macro revision 	<ul style="list-style-type: none"> • “Advanced Revision Techniques” 	<ul style="list-style-type: none"> • Discussion Board 8
10/21			<ul style="list-style-type: none"> • Discussion Board Comments
Week 10: 10/24	<ul style="list-style-type: none"> • Metacognition and reflection 		<ul style="list-style-type: none"> • Journal Entry 10
10/26	<ul style="list-style-type: none"> • Conferences 		
10/28	<ul style="list-style-type: none"> • Conferences 		<ul style="list-style-type: none"> • Literature Review: Final Draft
Week 11: 10/31	<ul style="list-style-type: none"> • Discipline-Aware Genre Translation assignment sheet 	<ul style="list-style-type: none"> • “Understanding Genres” 	<ul style="list-style-type: none"> • Journal Entry 11
11/2	<ul style="list-style-type: none"> • What is public scholarship? 	<ul style="list-style-type: none"> • How to Go Public and Why We Must • The Point When Science Becomes Publicity • Locked in the Ivory Tower: Why JSTOR Imprisons Academic Research 	<ul style="list-style-type: none"> • Discussion Board 9
11/4			<ul style="list-style-type: none"> • Discussion Board Comments
Week 12: 11/7	<ul style="list-style-type: none"> • Genre work: identifying genre conventions 		<ul style="list-style-type: none"> • Journal Entry 12
11/9	<ul style="list-style-type: none"> • Genre work: identifying best practices 		<ul style="list-style-type: none"> • Discussion Board 10
11/11			<ul style="list-style-type: none"> • Discussion Board Comments

	Focus	Readings Due	Work Due
Week 13: 11/14	<ul style="list-style-type: none"> • Genre work: creating how-to instructions 	<ul style="list-style-type: none"> • Translating a scholarly article—student sample 	<ul style="list-style-type: none"> • Journal Entry 13
11/16	<ul style="list-style-type: none"> • Establishing genre evaluation criteria 		<ul style="list-style-type: none"> • Discussion Board 11
11/18			<ul style="list-style-type: none"> • Discussion Board Comments • Discipline-Aware Genre Translation: Rough Draft
Week 14: 11/21	<ul style="list-style-type: none"> • What is lost/gained in translation? 		<ul style="list-style-type: none"> • Journal Entry 14
11/23 (Thanksgiving Break)			
11/25 (Thanksgiving Break)			
Week 15: 11/28	<ul style="list-style-type: none"> • Course evaluations 		
11/30			
12/2			<ul style="list-style-type: none"> • Discipline-Aware Genre Translation: Final Draft • Final Reflection