

English 302: Advanced Composition

George Mason University Korea – Fall 2022

Instructor Information:

Instructor	Email	Office Location & Hours
Jason A. Kifer	jkifer@gmu.edu	Mason Korea Building – G644 Office Hours : Tues/Wed 10am - 12pm

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use ‘he/him/his’ for myself and you may address me as “Jason”, “Professor”, “Prof. Kifer” or “Mr. Kifer” in email and verbally.

Course Description

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

Expectations and Goals for the Course

By the end of their time in ENGH 302:

- 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, to include 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 (Mason Impact SLO).**
- 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) 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 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.**

Course Prerequisites

Students must have completed or transferred in the equivalent of ENGH 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.

***Note* All sections of ENGH 302 offered at GMUK are multi-disciplinary and are suitable for all majors.**

Method of Instruction

Most class sessions of English 302 will be interactive and will involve a significant amount of student writing and discussion. You can expect to engage in the speaking, listening, reading, and writing of academic English each week. You may be asked to work individually as well as collaboratively as you investigate issues, practice writing strategies and techniques, learn research and critical reading approaches, and review your own and your peers' writing.

Students who attend regularly and stay engaged in class activities, who keep up with all the assignments, who seek out the university's various support services for help when they need it, and who block off sufficient time each week for thoughtful drafting and revising usually succeed in this class. According to the university's guideline, students are expected to work 2-3 hours per week per credit hour, but composition courses tend to require a little more time. Therefore, **I recommend you block off a minimum 9 hours per week for work in this course.**

Course Textbook and Readings

For this section of ENGH 302, students are required to purchase an electronic copy of the textbook “Writing in Transit” by Denise K. Comer (ISBN: 978-1-68036-636-5). Your professor will contact you about how to purchase and access the textbook. Any other required readings and resources for ENGH 302 will be available on Blackboard, and linked on the Course Schedule.

Grading

1. Class Attendance and Participation: 50 Points (5% of Final Grade)

2. In-Class Writing and Low Stakes Homework: 150 Points (15%)

3. Content Quizzes (5 for the semester): 20 Points each = 100 Points (10%)

-Note: We will take 6 Content Quizzes and I will drop your lowest quiz score

4. Discipline Project: 200 Points (20%)

- Discipline Project Worksheet – 50 Points
- First Draft – 50 Points (with conference)
- Final Draft – 100 Points

5. Annotated Bibliography and Research Proposal: 250 Points (25%)

- Research Plan Worksheet – 50 points
- First Draft – 100 points (with conference)
- Final Draft – 100 points

6. Final Literature Review: 250 Points (25%)

- Peer Review – 50 Points
- First Draft – 50 Points (graded for completion and plagiarism check)
- Final Draft – 150 Points

1000 Points - 100% total

- Students in ENGH 302 receive a final grade of 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%.
- There will be a few opportunities for students to receive extra credit throughout the semester.

Each student is capped at 25 extra credit points maximum for the semester.

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). In other words – failure to submit a final draft of any of the three major assignments in this class will result in a final grade no higher than a C-, regardless of points earned on other assignments.

Beginning Fall 2018, there is a limit of three graded attempts for this course. A ‘W’ does not count as a graded attempt. Consult with your academic advisor if you have any questions.

Major Projects/Assignments in ENGH 302

Discipline Project – Assignment Weight: 20% of Final Grade (200 points)

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 you made as you adapted the scholarly article for a public audience.

Annotated Bibliography and Research Proposal – Assignment Weight: Annotated Bibliography (10% of final grade, 100 points) and Research Proposal (15%, 150 points)

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 (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 – Assignment Weight: 25% of Final Grade (250 points)

The literature review is the final major assignment during this class. You will 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, but they can 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, etc. The literature review will demonstrate that you are able to identify a narrow research area; formulate a viable research question; locate, evaluate, and read scholarship in your field, and propose viable suggestions for future avenues of research.

In-Class Writing, Low Stakes Homework, and Content Quizzes

- We will do writing in class that will be checked through a shared ‘Google Drive’ folder throughout the semester. This will sometimes include pre-writing or ‘brainstorming’ sessions, free writing sessions, or writing work that is leading to a major assignment.
- Low Stakes homework will be assigned as needed, though rarely. This can include in-class writing that needs to be finished before the beginning of the next class.
- Students will take a total of 6 ‘Content Quizzes’ throughout the semester based on required readings for the class. The quizzes will usually be based on content from the ‘Writing in Transit’ textbook. The quizzes are worth 20 points each, and I will drop your lowest quiz score at the end of the semester.

Grading Criteria for Major Assignments

A “C” level grade (70-79%) denotes average college-level writing and achievement. The essay is a competent response to the assignment: it meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas to his/her targeted audience. It has a thesis, 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, such an essay goes further in some way(s): it demonstrates some insight into the “gray areas” of the topic, provides original or very thorough support that is tightly woven into the overall argument, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal “voice” or style. It has few sentence-level errors.

An “A” level grade (90-100%) marks an essay that engages the reader in a provocative conversation. Even more than in a “B” essay, its author 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.

Submitting Assignments

All major assignments and components of major assignments should be submitted on Blackboard attached as Microsoft Word documents. Where appropriate, the student’s name, G Number, and assignment name should be typed on the assignment.

Almost all in-class writing and low-stakes homework for ENGH 302 will be done using a shared folder on Google Docs. This process will be explained fully at the beginning of the semester.

Penalty for Submitting Late Class Work and ‘Crisis Passes’

Electronic submissions (to BB) are required for all assignments unless other specific instructions are given. Late submission of your work will lower your grade unless it is approved by Professor Kifer **before the assignment due date**. You will lose 5% of the assignment grade for each day that the assignment is late. Low-stakes homework may not be submitted late.

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 on different assignments, or all at once on a single assignment. You must submit your crisis pass using Blackboard (‘Assignment Submissions’ → ‘Crisis Passes’) **before the due date and time of the assignment**. Crisis passes that are submitted after the assignment deadline has passed will not be counted, and the appropriate late points will be applied to the assignment.

Class Participation

Students who attend class regularly, and who are energetic, thoughtful participants in the class and discussions will do well in the participation aspect of this class. Students who miss a class are responsible for turning in any required work, but will not be able to “make up” the missed participation in order to earn that day’s point(s). If the homework is not completed, or not completed in a satisfactory manner, you will lose a point from your class participation for that day.

As previously mentioned, if you are late to class it will negatively affect your participation score and your attendance as well. **Students also need to be mindfully present in addition to being physically present.** This implies brain awareness as well as the basic courtesies of formal social gatherings. Students who are sleeping, carrying on private conversations, answering or texting on cell phones, or working on assignments for other classes (etc.) are not wholly, mindfully present and thus may lose class participation points for that day. If you are seriously unprepared for class or group work—having absolutely no draft for a peer review workshop, for example—you may lose class participation points for that day. Any serious breach of good classroom conduct may cause you to lose all participation points for that day.

Technology Requirements

Students will be expected to use and have access to the following technologies in ENGH 302:

A GMU email address. Although we will be using Google Docs and it is understandable that your shared folder might be connected to an existing Google ID that you have established, all email communication with your professor must be from your GMU student email address to your professor’s GMU email address (jkifer@gmu.edu) and vice versa. All class announcements will be generated through Blackboard and emailed **only** to students’ GMU email addresses.

A laptop computer or tablet that you can easily type with. For every class session, students can expect to have in-class written work to complete, and this will be easiest to accomplish with a laptop computer. Most of our in-class writing will be done through a shared Google Docs folder (online program that mirrors Microsoft Word), so it will be important that students can access this folder and its contents during class. Computers are to be used for classwork only during class, and smartphones should be kept off of your desks and out of your hands.

A system of digitally backing up your work. Students need to establish a stable system of backing up their work to prevent the dreaded ‘lost paper’. I recommend that students get used to working in Google Docs, where your work is automatically saved in the ‘cloud’ and is accessible on any device with an internet connection. It is also a good idea to have a flash drive or similar device to back up files as well. It is your responsibility to prepare for unexpected but frequent technology failures and loss of network connections. Technology failures, for example, broken computers, no access to GMU accounts, no internet connection, or loss of files, will not constitute a legitimate excuse in this course in most imaginable cases.

Drafting and Revision Policy

Throughout the semester, we will refer to the various stages of our writing as ‘drafts’. Please understand – “First Draft” does NOT mean “incomplete draft.” First drafts should be thoughtfully written pieces rather than rough outlines, so that you can present them for constructive criticism from your professor and occasionally your peers (for peer review). They should be completed, with room for improvement. During peer review sessions or after a writing conference with Professor Kifer, you will identify places where you need to revise what you have written on a draft. After further revision, you will submit a final draft.

****Important**** Submitting a final draft that shows no changes (or very minimal changes) from a first or previous draft of an assignment will result in a failing grade for the final draft. In this scenario, the highest grade you can get for the final draft is 50% of the points possible for the final draft.

Students have the option to revise the first major assignment – the Discipline Project – for up to 5% additional points for the assignment after receiving their grade for the final draft. In order to receive the added points, students must show significant improvements in structure, form, development of ideas, and/or grammar throughout the paper, and must schedule a meeting with Professor Kifer within two weeks of receiving their final draft grade to explain and show their improvements on the revised final draft.

Midterm Grades

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

COVID-19 Plan for Online Learning

As most of us learned in the previous semesters, we may be unexpectedly asked to alter our course plans on short notice due to campus or building closure related to COVID-19 outbreaks or other unforeseen 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 to online learning. In the event of a short or long-term shift to an online format, students should take the following steps:

- **Check your email often for updates from Mason Korea and your individual professors.** I will be in touch through email with instructions on how we will proceed depending on the situation. It will be important for students to stay on top of announcements from both the university and their course instructors.
- **Prepare necessary technologies.** It is especially helpful during online learning to have a working camera and microphone on your computer. In the event that we have to spend a week or more working online, we will use “Zoom” as a way to meet both as a class and for one-on-one professor/student conferences. When meeting for Zoom classes, cameras are expected to be on and microphones need to be ready to use if needed in class. Students should find appropriate quiet places to locate themselves during Zoom classes.

Composition 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.

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

NOTE: Blackboard has a built-in plagiarism prevention system (“SafeAssign”), and your paper submissions to Blackboard will get customized originality reports.

Language Equity Policy

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

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, Professor Kifer is 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

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

Academic Resource Center

The Academic Resource Center at GMUK is in the business of looking at your papers, projects and problems to improve your academic achievement in the area 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 are helping you in your writing or projects, they help you become conscious of particular error patterns that emerge in 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-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, or call (032) 626-6142.