

Advanced Composition

Course Syllabus • Fall 2023 • 3 Credits

ENGH 302-K01 1:30-2:45 PM • ENGH 302-K02 3:00-4:15 PM

Instructor

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

she/her/hers



Office Hours

Wed. 2:00-6:00 PM

G646 or via [Zoom](#)

Location

Classes will take place in G210

Course Website

[Blackboard](#) ([MyMason Portal](#))

Course Calendar

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Course Information

Welcome to English 302! This course is designed to help prepare you for advanced rhetorical analysis, research, and writing in your discipline both within and beyond the university. Like most composition classes, ENGH 302 emphasizes research and writing as processes. This semester, we'll explore beneficial ways to break this research and writing into smaller steps. As an advanced composition class, this course is also designed to make you self-reliant—to make you responsible for determining what is required of you as a writer in your field. This will help you improve not only your professional skills but also your ability to produce rhetorically aware texts, which show awareness of the writing's context, purpose, and audience.

This course frames writing as a way of entering the conversations in your field. Through the course's major assignments, you will develop a line of inquiry, do focused research, and ultimately join the conversation about an issue in your field that interests you.

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, 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.
- 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

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.*

Students as Scholars Learning Outcomes

- **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 ENGH 100 or ENGH 101. Students must have completed 30 credit hours and the Mason Core literature requirement before enrolling in

the class, that said, the program recommends that students enroll in ENGH 302 after completing 45 credit hours.

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 may 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

There is no required textbook for this section of ENGH 302. Instead, you’ll read texts, watch videos, and complete tutorials, accessible via our Course Calendar. The required materials you will need for this course section are: Laptop, Mason ID, MS Word

Evaluation

This is a 1,000-point course that comprises the following graded assessments:

Major Assignment Assessment	Due*	Weight/Points
Research Logs	Day, date, time	300 pts (30%)
MA 01: Research Log 1 (+ Reflection)	<i>Fri. 8 Sep. (11:59 pm KST)</i>	75 pts
MA 02: Research Log 2 (+ Reflection)	<i>Fri. 29 Sep. (11:59 pm KST)</i>	100 pts
MA 03: Research Log 3 (+ Reflection)	<i>Fri. 13 Oct. (11:59 pm KST)</i>	75 pts
MA 04: Research Log 4 (+ Reflection)	<i>Sun. 29 Oct. (11:59 pm KST)</i>	50 pts
Literature Review		250 pts (25%)
MA 05: Literature Review First Draft (+ Postscript)	<i>Sun. 5 Nov. (11:59 pm KST)</i>	50 pts

MA 05: Literature Review Final Draft (+ Revision Memo)	<i>Fri. 24 Nov. (11:59 pm KST)</i>	200 pts
Advocacy Letter		150 pts (15%)
MA 06: Advocacy Letter First Draft (+ Postscript)	<i>Wed. 29 Nov. (11:59 pm KST)</i>	50 pts
MA 06: Advocacy Letter Final Draft (+ Revision Memo)	<i>Fri. 8 Dec. (11:59 pm KST)</i>	100 pts
Non-Major Assignment Assessment		
Low-Stakes Work	<i>Dates vary</i>	200 pts (20%)
• Classwork (CW)		35 pts
• Discussion Board (DB)		75 pts
• Reflection Journal (RJ)		40 pts
• Peer Review (<i>also</i> DB)		50 pts
Participation	<i>Every class + Conference</i>	100 pts (10%)

**Subject to change; refer to assignment sheets and/or Course Calendar*

Major Assignments

Research Logs

You will log information from various source types in four different research logs, initially related to your research topic and later to help answer your developing research question. You will use the source information you log in your Literature Review and Advocacy Letter.

Literature Review

The literature review is the most extensive major assignment in this class. You will collect, analyze and synthesize 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.

Advocacy Letter

You will write a persuasive advocacy letter that makes a direct request for action or that offers a new perspective about a current conversation. To do this, you'll use the research and the

preliminary arguments you made in your literature review and tailor those to a new audience. You'll write to a specific audience, understanding their needs and expectations. A goal of the assignment is for you to be able to send the letter to the audience/stakeholder.

Other Assessments

Low-Stakes Work

Low-stakes assignments comprise Classwork (CW), Discussion Board (DB) posts, Reflection Journal (RJ) entries, and Peer Review activities (*posted to DB*). To be eligible to participate in and receive credit for peer review activities and classwork assessments, you **must** attend the class attached to the activity. To participate in and receive credit for Peer Review activities, you must meet the minimum requirements for the assignment as instructed and arrive to class on time.

Participation

Participation is 10 percent of your course grade. Each regular class meeting is worth three points towards your "Participation" grade. You earn full points for a class period by being on time and actively engaged—not by merely being present. You can be in class and earn no participation credit if you are disengaged, doing work for another class, using phones or computers for non-class related purposes, or are rude or disruptive.

Because I recognize the complexities of your busy adult lives, you have two "free" absences to use throughout the semester for illness, excursions for other classes, or anything else that life throws at you. Save them for when you really need them. All other absences, except those resulting from mandated government or military service, result in a zero for participation. If you are absent, you are still responsible for overviewing the class slides and completing pre-readings and any eligible assessments attached to the class.

If you are frequently late, you may lose class-participation points.

Conference week takes place in Week 13. Conferences are mandatory and worth 20 points of your "Participation" grade.

Class Policies

Attendance

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

To be eligible to receive classwork points and to participate in/be eligible for points related to peer review activities, you **must** attend the class attached to the activity.

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, with the exception of classwork, should be submitted via Bb. You can log into Bb using your Mason username and password.

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.

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.

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.

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

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 13. Conferences are mandatory and worth 20 points of your “Participation” grade. These will be small-group conferences, in-person only.

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 completing additional work or participating in specific activities. Extra-credit opportunities will be announced in class and/or 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.

File Types & Submission

File Types. All Major Assignments should be submitted as a MS Word document in .doc or .docx format, unless stated otherwise. (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 Major Assignments (MA) will be submitted through Blackboard. I will not accept assignments via email. Classwork (CW) assessments should be submitted as directed during the relevant class; classwork assessments may be unscheduled. It is your responsibility to submit all assignments properly and on time, so you need to follow the assignment schedule within the Course Calendar and/or classroom instructions closely:

- DB posts are due by end-of-day following the class or as instructed in the Course Calendar. These should be typed into the “Message” box unless otherwise instructed.
- RJ assessments are due 1-hour before the following class or as instructed in the Course Calendar. These should be typed into the “Message” box unless otherwise instructed.
- CW assessments due as instructed in class. These will usually be handwritten on paper.
- Major Assignments/Final Drafts are due as indicated on the assignment sheet and/or the Course Calendar. These should be submitted as Word documents.

All assignment deadlines are due Korean Standard Time (KST), regardless of the time they show to be due on Blackboard.

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.

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.) My expectation is that students begin to recognize and take special care to write to the norms of the genre they are writing for (i.e., use formal language and tone when writing literature reviews, etc.).

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 assessment/assignment, with the exception of drafts for peer review and any work due the day of your conference. 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; assessments worth more than 10 points will be accepted late at the instructor's discretion and graded with penalty.

Life Happens Passes **may be used** for most low-stakes assessments with the exception of drafts for peer review.

Drafts for Peer Review. Drafts accepted late and graded with penalty (5% per day), however, you must submit a draft that meets the minimum requirements for the assignment **before** the peer review class to be eligible to participate in or receive credit for the peer review activity. *See* the relevant date in the Course Calendar for additional requirements.

Life Happens Passes **may be used** for peer review assessments.

Major Assignments. Accepted late with a 5% penalty for every calendar day the assignment is late. Life Happens Passes **may be used** for major assignments' final drafts to avoid a grade penalty.

Peer Review

You'll participate in two 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 to participate in and earn credit for this activity. 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 any of the research logs (and reflections) or the literature review to resubmit for a new 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. To be eligible to use your revision option for the Literature Review Final Draft, you must have participated in the Peer Review activity and attended your small-group conference.

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

Adobe Acrobat. You may find it useful to have Adobe Acrobat Reader DC on your laptop to annotate PDFs. [Click](#) to download Adobe Acrobat Reader DC for free. PDFs should not be submitted for assessment.

Blackboard. See Blackboard under “Class Policies.”

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

OneDrive and MS Word. We will use OneDrive and MS Word throughout this course for group work. All Major Assignments (MA) should be submitted as a MS Word document. [Click](#) for instructions on free access to Microsoft 365 Apps for Enterprise.

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

Zoom. Any online classes will be conducted via Zoom. Office hours will be available both in person and via Zoom. You will find the links to my Zoom office hours in our Blackboard.

Grading Policies

This course is a 1000-point course that 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 302 must earn a C (73%) or higher to fulfill the ENGH 302 Mason Core requirement. You must complete all the major assignments (research logs, literature review, advocacy letter), and the required drafts, without plagiarism to pass this course. 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](#). If your final grade is lower than a C (73%), you will need to repeat ENGH 302.

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.

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. Click the comment bubble in “My Grades” on Blackboard to view any written feedback provided.

Grading Criteria

Major Assignments. 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.

Major assignments will be graded using the rubric on their respective assignment sheets.

Grading Scale. Outstanding (100%), Excellent (95%), Good (85–90%), Satisfactory (80%), Below Par (75%), Not Acceptable (0%)

Grading Criteria

Major Assignments. Drafts and revisions will be graded for completion. Final major assignments will be graded using the rubric on their respective assignment sheets.

Grading Scale. Outstanding (100%), Excellent (95%), Good (85–90%), Satisfactory (80%), Below Par (75%), Not Acceptable (0%)

Low-Stakes Work. Low-stakes work will be graded based on completion and on a scale; you must be in the relevant class to be eligible to receive “classwork” points attached to the class. 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. The generosity of this grading will diminish over the semester.

Grading Scale. Completed Satisfactorily (100%), Needs Work (80%), Below Par (60%), Incomplete (or similar) (40%), 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 grades will be posted to [Patriot Web](#).

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 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 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 from any discrimination on the basis of race, color, religion, national origin, sex, disability, military status (including veteran status), sexual orientation, gender identity, gender expression, age, marital status, pregnancy 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](#) to read more 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.

Honor Code and Composition Program 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>. Two fundamental principles to follow at all times are that:

- All work submitted must be your own.
- When using the work or ideas of others, you must properly attribute sources.

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. If you have any doubts about what constitutes plagiarism or have difficulties completing an assignment, please ask your instructor.

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.

AI Generated Text Policy

We have multiple writing assignments in this class. Because the act of composing a response in your own words increases your learning, it is important that you complete the task yourself, rather than rely on an artificial intelligence or AI tool. This will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; they are not yet prepared to produce text that meets the standards of this course.

Policy related to ChatGPT and other AI generators will differ by course, depending on the course's learning objectives and outcomes. In the context of this course—a composition/writing course—work prepared by ChatGPT or any AI generator is considered and will be treated as cheating. If your instructor suspects the use of an AI generator or similar, she will use a Chat GPT detector, and you may be asked to explain your work and/or the issue may be referred to the Committee for Academic Integrity, as an Honor Code violation.

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 will 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. 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.

Disability Services

Disability services are available for students with physical, learning, and psychological challenges. [Click](#) for more information about eligibility and accommodations. To apply for a disability accommodation, contact Jiye Chang, Director of Academic Affairs, by calling (032) 626-5005 or emailing jchang22@gmu.edu.

Libraries

Use the GMU Libraries online to help with your research. Use your Mason ID to log into the online [Mason libraries](#). The library's website offers tutorials, research resources, and databases that we'll use throughout the semester. [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: 28 August
- Last day to drop classes (100% tuition refund): 4 September
- Last day to drop classes (50% tuition refund): 11 September
- Unrestricted withdrawal period (0% tuition refund): 12–25 September
- Selective withdrawal period (0% tuition refund): 26 September–3 October
- Reading Days: 4–5 December

Holidays (No Classes)

- Fall recess: 27 September
- Harvest Moon Festival (추석—Chuseok): 28–30 September
- National Foundation Day: 3 October
- Hangeul Proclamation Day: 9 October

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

Draft Course Calendar

The following is a draft calendar for ENGH 302 Tue./Thu. classes. Content is subject to change.

Once the semester begins, refer to [Course Calendar](#)

Week & Date	Class Agenda	Graded and Non-Graded Work due as instructed/indicated below
Week 1A 22 Aug.	Overview the Course Calendar and Course Syllabus Overview the research project and assignment sheets Complete <i>Pre-Course Survey</i>	Read "Course Syllabus" in detail.
Week 1B 24 Aug.	Overview discourse communities Overview how to explore a discourse community Overview the MA 01: Research Log 1 Assignment Sheet Complete <i>Syllabus Quiz</i>	Complete DB 01: Becoming a Disciplinary Cultural Informant. Submit to "Discussion Board" 1-hour before our next class. 10 pts Life Happens Passes may be used for this assessment.
Week 2A 29 Aug.	Read the MA 01: Research Log 1 Assignment Sheet in detail Overview different source types Overview and practice using Mason Library Subject Guides Identify current conversations about unresolved issues happening in your discipline Complete <i>Discourse Communities</i>	Complete RJ 01: Mason Library Subject Guides. Submit to "Reflection Journal" 1-hour before our next class. 10 pts Life Happens Passes may be used for this assessment.
Week 2B 31 Aug.	Select a current, unresolved issue in your discipline to research Overview rhetorical elements Identify rhetorical elements in sample blog	

	<p>Overview how to evaluate a source</p> <p>Complete <i>Topic Selection</i></p>	
<p>Week 3A</p> <p>5 Sep.</p>	<p>Review rhetorical elements</p> <p>Overview citation styles and how to cite sources using APA Style</p> <p>Practice integrating in-text citations, writing full citations</p> <p>Overview MA 01: Research Log 1 reflection questions</p> <p>Complete <i>Rhetoric (+ Rhetorical Elements)</i></p>	
<p>Week 3B</p> <p>7 Sep.</p>	<p>Overview the characteristics of good search terms for research</p> <p>Identify search terms to aid your searches</p> <p>Practice logging a source</p> <p>Complete <i>Search Terms</i></p>	<p>Complete MA 01: Research Log 1 (+ Reflection). Submit to "Major Assignments" by Fri. 8 Sep. (11:59 pm). 75 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 4A</p> <p>12 Sep.</p>	<p>Overview the MA 05: Literature Review Assignment Sheet</p> <p>Overview the MA 02: Research Log 2 Assignment Sheet</p> <p>Overview how to search for scholarly sources</p> <p>Complete <i>Scholarly Sources</i></p>	
<p>Week 4B</p> <p>14 Sep.</p>	<p>Preliminary topic development</p> <p>Overview research questions</p> <p>Draft a research question</p> <p>Complete <i>Topic/Concept Map</i></p>	<p>Complete DB 02: Draft a Research Question. Submit to "Discussion Board" by end-of-day (11:59 pm). 10 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 5A</p> <p>19 Sep.</p>	<p>Overview sample scholarly source</p> <p>Overview citation mining</p> <p>Practice citation mining</p>	<p>Watch Library Database Search Strategies (<i>before completing RJ 02</i>)</p> <p>Complete RJ 02: Advanced Library Research Strategies. Submit to "Reflection</p>

	<p>Find scholarly sources using citation mining</p> <p>Complete <i>Research Question</i></p>	<p>Journal" 1-hour before our next class. 10 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 5B 21 Sep.</p>	<p>Overview identifying rhetorical elements in scholarly sources</p> <p>Practice identifying rhetorical elements in sample scholarly source</p> <p>Complete <i>Identifying Rhetorical Elements</i></p>	
<p>Week 6A 26 Sep.</p>	<p>Practice identifying and making source connections</p> <p>Practice citing scholarly sources using APA Style</p> <p>Complete <i>Source Connections</i></p>	
<p>Week 6B 28 Sep.</p>	<p style="text-align: center;">—Fall Recess—</p> <p>There are no classes today.</p>	<p>Complete MA 02: Research Log 2 (+ Reflection). Submit to "Major Assignments" by Fri. 29 Sep. (11:59 pm). 75 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 7A 3 Oct.</p>	<p style="text-align: center;">—National Foundation Day—</p> <p>There are no classes today.</p>	
<p>Week 7B 5 Oct.</p>	<p>Narrow your research question</p> <p>Overview the MA 03: Research Log 3 Assignment Sheet</p> <p>Overview how to find popular sources</p> <p>Practice finding popular sources</p> <p>Overview identifying rhetorical elements in popular sources</p> <p>Practice identifying rhetorical elements in sample popular source</p> <p>Complete <i>Narrowed Research Question</i></p>	

<p>Week 8A 10 Oct.</p>	<p>Overview academic writing</p> <p>Overview persuasive appeals</p> <p>Genre notice literature review using sample literature review</p> <p>Complete <i>Academic Writing and Scholarly Voice</i></p>	
<p>Week 8B 12 Oct.</p>	<p>Overview the CARS Model for writing introductions in literature review</p> <p>Genre notice the structure of introductions in literature reviews using sample literature reviews</p> <p>Draft an introduction detailing the research problem your research will address to help focus your literature review</p> <p>Complete <i>CARS Model (Exigences)</i></p>	<p>Complete MA 03: Research Log 3 (+ Reflection). Submit to "Major Assignments" by Fri. 13 Oct. (11:59 pm). 75 pts</p> <p>Life Happens Passes may be used for this assessment.</p> <hr/> <p>Complete DB 03: Introduction (+ Abstract). Submit to "Discussion Board" by Sun. 15 Oct. (11:59 pm). 15 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 9A 17 Oct.</p>	<p>Genre notice the organization and structure of literature reviews using sample discipline specific literature reviews</p> <p>Complete <i>Integrating Sources</i></p>	
<p>Week 9B 19 Oct.</p>	<p>Overview synthesis</p> <p>Overview how to use a synthesis matrix to organize research</p> <p>Create a synthesis matrix to organize the research you have logged</p> <p>Complete <i>Synthesis Matrix</i></p>	<p>Complete DB 04: Creating a Synthesis Matrix. Submit to "Discussion Board" by Sun. 22 Oct. (11:59 pm). 20 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 10A 24 Oct.</p>	<p>Overview the MA 04: Research Log 4 Assignment Sheet</p> <p>Identify a specific stakeholder audience for your literature review</p>	

	<p>Draft a complex thesis statement for your literature review</p> <p>Complete <i>Structure</i></p>	
<p>Week 10B 26 Oct.</p>	<p>Revise introduction of literature review (for <i>kairos</i>, specific <i>stakeholder audience</i>, complex thesis)</p> <p>Create an outline of your literature review (using your synthesis matrix)</p> <p>Overview concluding your literature review (<i>new offerings</i>: findings, implications, recommendations)</p> <p>Complete <i>Complex Thesis Statement</i></p>	<p>Complete DB 05: Outlining the Literature Review. Submit to "Discussion Board" by Fri. 27 Oct. (11:59 pm). 20 pts</p> <p>Life Happens Passes may be used for this assessment.</p> <hr/> <p>Complete MA 04: Research Log 4 (+ Reflection). Submit to "Major Assignments" by Sun. 29 Oct. (11:59 pm). 75 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 11A 31 Oct.</p>	<p>Review synthesis in literature review</p> <p>Overview signal phrases, selecting reporting verbs, and in-text citations in synthesis</p> <p>Practice writing a synthesis paragraph using your synthesis matrix, outline</p> <p>Draft your literature review</p> <p>Complete <i>Reporting Verbs</i></p>	<p>Complete DB 06: Draft an Abstract. Submit to "Discussion Board" by Wed., 1 Nov. (11:59 pm KST).</p>
<p>Week 11B 2 Nov.</p>	<p>Review the MA 05: Literature Review Assignment Sheet</p> <p>Review literature review characteristics and components</p> <p>Prepare for the peer review activity we will complete during our next class</p> <p>Overview Literature Review Peer Review</p> <p>Complete <i>Drafting Your Lit Review</i></p>	<p>Complete DB 07: Literature Review First Draft (+ Postscript). Submit to "Discussion Board" by Sun. 5 Nov. (11:59 pm KST). 50 pts</p> <p>Draft Requirements: Introduction, Body, Conclusion + 1300 words + 8 cited sources + meaningful postscript</p> <p>Life Happens Passes may not be used for this assessment.</p>
<p>Week 12A</p>	<p>Peer review a peer's draft literature review</p>	<p>Complete DB 07 (Reply): Peer Review for Literature Review. Submit to "Discussion</p>

<p>8 Nov.</p>	<p>Peer Review Requirements</p> <p>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.</p> <p>Draft Requirements: Introduction, Body, Conclusion + 1300 words + 8 cited sources + <u>meaningful</u> postscript</p>	<p>Board” by end-of-day (11:59 pm KST). 30 pts. .</p> <p>Life Happens Passes <u>may</u> be used for this assessment.</p>
<p>Week 12B 10 Nov.</p>	<p>Review and negotiate peer feedback Revise draft</p>	<p>Revise your draft following the peer review process. Submit your revised draft as a hyperlink to the Conference Sign-Up Sheet by Fri. 11 Nov. (11:59 pm). Submitting this on time is part of the participation grade for the conference.</p>
<p>Week 13 14–18 Nov.</p>	<p style="text-align: center;">—Conferences—</p> <p>Attend your self-scheduled small group conference to discuss your literature review. There are no classes or scheduled office hours this week.</p> <p>Submit your revised draft as a hyperlink to the Conference Sign-Up Sheet by Fri. 11 Nov. (11:59 pm). Submitting this on time is part of the participation grade for the conference.</p> <p>This is a required conference worth 20 “Participation” points.</p>	<p>Revise your draft following your conference using feedback you receive during your conference and the Literature Review Checklist</p>
<p>Week 14A 21 Nov.</p>	<p>Overview the MA 06: Advocacy Letter Assignment Sheet</p>	<p>Complete RJ 03: Research Logs & Literature Review Reflection. Submit to “Reflection</p>

	<p>Overview the genre conventions of advocacy letters using sample advocacy letters</p> <p>Identify an audience for your advocacy letter</p> <p>Complete <i>Advocacy</i></p>	<p>Journal" 1-hour before our next class. 10 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 14B 23 Nov.</p>	<p>Genre notice language and documentation style of advocacy letters, using sample advocacy letters</p> <p>Analyze your audience for the advocacy letter</p> <p>Complete <i>Audience</i></p>	<p>Complete MA 05: Literature Review Final Draft (+ Revision Memo). Submit to "Major Assignments" by Fri. 24 Nov. (11:59 pm). 200 pts</p> <p>Life Happens Passes may be used for this assessment.</p>
<p>Week 15A 28 Nov.</p>	<p>Outline your advocacy letter</p> <p>Select a documentation style for your letter, based on the expectations of your audience and the limitations of the genre</p> <p>Complete <i>Purpose</i></p>	<p>Complete DB 08: Advocacy Letter First Draft (+ Postscript). Submit to "Discussion Board" by Wed. 29 Nov. (11:59 pm KST). 50 pts</p> <p>Draft Requirements: 500 words + 3 cited sources + meaningful postscript</p> <p>Life Happens Passes may not be used for this assessment.</p>
<p>Week 15B 30 Nov.</p>	<p>Peer review a peer's draft advocacy letter</p> <p>Peer Review Requirements</p> <p>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.</p>	<p>Complete Course Evaluation. Submit to "Blue." Pretty please.</p> <hr/> <p>Complete DB 08 (Reply): Peer Review for Advocacy Letter. Submit to "Discussion Board" by end-of-day (11:59 pm KST). 20 pts</p> <p>Life Happens Passes may be used for this assessment.</p> <hr/> <p>Complete RJ 04: Course Reflection. Submit to "Reflection Journal" by Fri. 1 Dec. (11:59 pm). 10 pts</p>

	Draft Requirements: 500 words + <u>meaningful</u> postscript	Life Happens Passes may be used for this assessment. <hr/> Revise your draft advocacy letter using the peer review process and instructor feedback <hr/> Revise DB 01 for extra credit. Details to come (Optional)
Week 16A 5 Dec.	—Reading Day— There are no classes today.	
Week 16B 7 Dec.	—Exam Period— There are no classes today.	Complete MA 06: Advocacy Letter Final Draft (+ Revision Memo). Submit to "Major Assignments" by Fri. 8 Dec. (11:59 pm). 100 pts Life Happens Passes may be used for this assessment.

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