ENGH 302 – S06 – Advanced Composition
Spring 2018

Bret Nye – bnye2@gmu.edu
Class Times – Monday and Wednesday 9:00-10:15AM
Class Location – Robinson A105
Office Hours – Monday and Wednesday 12:00PM-1:15PM and
3:00-4:00PM (or anytime by appointment)
Office Location – Argo Tea, first floor of Fenwick Library

English 302 will help prepare you to 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. Advanced composition will help you engage in scholarly inquiry as you work on narrowing a research question and engaging with your discipline or field of study.

Students as Scholars and Course 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:

- use writing as a tool for exploration and reflection in addressing advanced problems, as well as for exposition and persuasion
- employ strategies for writing as a recursive process of inventing, investigating, shaping, drafting, revising, and editing to meet a range of advanced academic and professional expectations
- identify, evaluate, and use research sources

- employ a range of appropriate technologies to support researching, reading, writing, and thinking
- apply critical reading strategies that are appropriate to advanced reading in your academic discipline and in possible future workplaces
- recognize how knowledge is constructed in your academic discipline and possible future workplaces
- analyze rhetorical situations – audience, purpose, and context – of texts produced in your academic disciplines and possible future workplaces
- produce writing – including argument proposals – that is appropriate for a range of rhetorical situations within your academic disciplines and possible future workplaces

English 302-SAS Student 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 English 100/101. Students should also have completed 45 credit hours and the Mason Core literature requirement. Students should take a version of English 302 related to their major field.

Please note that the Volgenau School of Engineering requires students enrolled in the following majors to take ENGH 302N: applied computer science and computer science, electrical engineering, computer engineering, systems engineering, and statistics. The school also requires students in the following majors to be enrolled in either 302N or 302M: mechanical engineering, civil engineering, bioengineering, and cyber security engineering. Information technology majors may enroll in 302N, 302M, or 302B.

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 for the world" (Mason Catalog). Here are the learning outcomes for the Mason Core program:

"Students develop the ability to use written communication as a means of discovering and expressing ideas and meanings: in short, employing writing as a way of thinking.

Students begin this process at the fundamental level in English 101 (100 for ESL students) and build higher-level skills in English 302. Writing will be emphasized in many courses throughout a student's career, and at least one course in every student's major is designated "writing intensive."'

For more information on the mission of the Mason Core, visit http://masoncore.gmu.edu/.

Required Texts

There is one textbook that you'll need for this course, called *An Insider's Guide to Academic Writing: A Brief Rhetoric.* The University Library has at least one copy of the book on reserve through the University Library's TextSelect Reserves service, which you can check out for two hours at a time on campus if you are unable to purchase the book.

Here's the MLA citation for the book -- Cochran, Stacey, Miller-Cochran, Susan, and Stamper, Roy. *An Insider's Guide to Academic Writing: A Brief Rhetoric*. Bedford/St. Martin's, 2016.

We will probably read a few other short essays and articles during the semester, but I'll provide anything like that through the course site on Blackboard. As long as you can log in to the Blackboard site, you'll have access to these other readings.

Technology Use

Since we will be doing in-class writing and referring to electronically available articles and our own research/analytical work every day, you must bring your laptop with you to each class period. Please have it basically charged up when you come in, as there will probably be a lack of electrical outlets in our classroom.

It being a rule of the course that you have your laptop with you, I trust that you will give due respect to our class discussions and your classmates and won't spend each class period tweeting or messaging or whatever the next thing is.

We will also put our class Blackboard site to extensive use every day; we'll use it to turn in assignments, write forum responses on the discussion board, access articles and each other's research/analysis notes for collaborative purposes, etc. You can access it by signing into MyMason and selecting our course from the "Courses" tab at the top of the page.

Some Notes on the Course

This course will be about research, analysis, and writing – some of the most important tenets of academic composition and scholarly work in general. Along these lines, you will be researching, analyzing, and writing a great deal in this course, and every class period and assignment will be based around these functions. You'll be writing during each class, and all of my assessment of your work revolves around the work ethic you display, the depth of analysis and breadth of research you undertake, and your ability to collect, compose, and contextualize that information in a thoughtful, complex manner.

We'll have students with many different majors from a variety of departments in this class, which is an extremely exciting thing. For this reason, though, you'll have to take some responsibility in personally crafting your own research questions and inquiry-based projects dependent on your discipline and field. This means that you'll be expected to take the lead in researching your own discipline, finding the important publications and voices and conversations being had within your field, creating meaningful research questions based on the newest trends in your field, and so on. You'll always have my help, though, as well as the assistance of your fellow students.

We will also work collaboratively, in one way or another, almost every day in the classroom. This is not a lecture class – our course is discussion and writing-based, and we'll often engage in active group work of some kind or other during our class periods. This group work will include both the completion of analytical and research-oriented activities in-class as well as mini peer review workshops on the work you will compose throughout the semester. Peer review can be extremely useful for composition classes: it not only provides a chance for you to see what your classmates are writing and researching, it also allows you to reflect on your classmates' work and produce informal commentaries on it, on what their research and writing succeeds at, how their projects could be improved, etc. Critiquing the work of others should prove to be beneficial in learning how to critique and later improve and revise your own work.

Grades and Assignments

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).

Grading Breakdown

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 Assignments/Requirements (and Grading Percentages)

		Due Date
10 %	Rhetorical Analysis	2/16
15 %	Discipline Awareness Report	3/23
10 %	Research Proposal	3/30
10 %	Annotated Bibliography	4/2
5%	Oral Presentation	4/9
25 %	Research Project	5/2
10 %	Second Version of Research Proposal with Reflection	5/9
15 %	Class Participation (drafts, homework, activities, and peer review)	

Grading Standards for Major Assignments

A "C" level grade (70-79%) denotes competent college-level writing. 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.

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.

Homework/Activity Grading

All in-class writing and homework activities will be graded on a simple "check", "check minus", or "zero" scale. A "check" signifies that you've completed the assignment as outlined and discussed, a "check minus" means that you've partially completed the assignment, and a "zero" means that you've not satisfactorily completed any part of the assignment. Each activity will be worth 10 total points – a "check" is worth all 10 of those points, a "check minus" is worth 5, and a "zero" is worth zero. These weekly homework/in-class activity grades, in addition to drafts of papers and peer review sessions in class, are the factors that make up your participation grade for the course.

Participation

Your participation grade makes up 15% of your overall grade for this course. The learning that happens in a course like this occurs in the "doing:" that is, in the completion of various writing assignments, in-class group work, and guided research activities that will help lead you towards intelligent personal analyses of scholarship and the crafting of informed, narrowed research questions, and eventually to the creation of your revised and rhetorically informed written output. Therefore, it will be very important that you make it to every class possible, and stay up to date on lessons and activities that you do miss as we go through the semester.

Your participation grade will be comprised of a number of facets of the course, all of them designed to assess your engagement with the action of the class. These facets include the aforementioned in-class writing and homework activities, drafts of papers, written critiques of your classmates' work, and your general involvement in class group work.

You should always let me know if you'll be missing class so that you can stay caught up on in-class work and announcements. In-class work can be made up for full-credit up to one week after the homework/activity was due, or for half-credit anytime after that. And in any case, the course will be much more difficult if you find yourself with a large amount of extra homework to complete in order to catch up and salvage your participation grade.

Description of Major Assignments

Each major assignment will be accompanied by an official assignment sheet of guidelines that I will post to Blackboard when the time comes, but for now here's the basic outline for each of our major course assignments:

Rhetorical Analysis

This brief assignment asks you to analyze how writing to a real audience in an actual genre influences the structure of the writing. This assignment will prepare you to critically read the scholarly articles that will inform your discipline awareness and research projects. We will focus also on rhetorical concepts in writing and genre expectations and conventions as we complete this assignment.

Discipline Awareness Report

The assignment is designed to help you explore the discourse community of your field of study; the assignment will also help you map how scholars in the field "talk" to each other through their publications and presentations. Finally, the report will allow you to practice the report genre, a common workplace genre, and it will help you analyze how audience impacts disciplinary issues and concerns. The articles you choose to analyze for your discipline awareness will ideally serve as a departure point for your research assignment later in the semester.

Annotated Bibliography

The annotated bibliography will help you collect, summarize, and evaluate your research and data. It will help you keep track of the most relevant sources for your research project. You will be required to complete a 1-page summary/evaluation of five separate sources. In your evaluation, you will also discuss how you might situate that particular source within your eventual research project. The sources may be a mix of scholarly and other sources.

Research Proposal

The proposal is a short two-page assignment that will give you an opportunity to organize your ideas and put forth a viable plan of action as you work towards collecting sources for your research project. The research proposal will also help you gain clarity about your audience, which in turn should help you focus the scope of your research project.

Oral Presentation

This brief (5-7 minutes) oral presentation is designed to function as an informal progress report, as well as an opportunity for you to remediate your research project ideas into a new medium and format. You will share your research question, how it is evolving, the arguments, counterarguments, and positions your research has yielded, and your plan to focus the scope of the research assignment. You may choose which format to use for displaying your presentation (PowerPoint, poster, creative application, etc.), but it must relate to the conventions and typical forms of presentation in your chosen discipline/field, and you must orally present your findings to us in class.

This presentation will happen in class before the first draft of the research assignment is due, but after a significant portion of the research has been completed. It will help you articulate your ideas and finalize your plan of action as you begin drafting the final project.

Research Project

The research project is a major assignment of this course. Presumably, your discipline awareness report, annotated bibliography, and research proposal will all lead you to a collection of sources, ideas, and arguments/counterarguments that you will work to coherently synthesize and situate into this major written assignment, with the use of rhetorical savvy and genre and audience-specific writing tactics. I'd like for you to complete a final written component of your research project that helps you to practice the forms and genres utilized in your major field. I believe that these two options should cover the disciplines present on our class roster:

1.) Argumentative Essay
You will be required to argue a point based on evidence, and you will be able to address some of the objections, concerns, and counterarguments related to your claim(s). The essay will be oriented to a specific audience, which should be defined and refined as the semester progresses. The essay will include a mix of current scholarship and professional sources, multiple voices and viewpoints that you will situate contextually and put in conversation with each other.

2.) Literature Review

You will collect, analyze and summarize sources to make an argument. You will argue for one of several possibilities; here are two examples: the need for further research in a specific area; the need for additional data collection to illuminate a specific aspect of the issue under investigation. The literature review will demonstrate that you have a narrow, focused research area, that you have discovered gaps in the existing research, and that you are able to propose viable suggestions for future avenues of research.

Second Version of Research Proposal with Reflection

At the end of the semester, after your major research project has been completed, turned in, and returned back to you with my feedback and grade, you will go back to your original research proposal and revise it to more completely encompass, in a few focused pages, the scope and purpose of the research project you've undertaken during the last part of the semester. In your revised research proposal you'll also be sure to write about the scholarship and other publications you've reviewed, discussed, and integrated within your research project. This assignment should leave you with a solid foundation for an actual proposal, complete with a narrowed research question and mention of reviewed scholarship, that you can use to apply for research funding through the OSCAR office, other funding sources at George Mason, or other undergraduate funding initiatives you might find outside this university. You will also complete a short reflective commentary on your research question, your proposal, and your project itself and attach it to your revised research proposal.

Turning Stuff In

We will be using the class Blackboard site to turn in all of our major assignments and homework activities/reading responses/peer reviews/etc. For all of our major writing assignments, please attach a Microsoft Word document where the assignment is posted on the Blackboard site, under the "Assignments" tab. I will go over this process in class so that no one is confused about this procedure. Please double-space all Word documents, and format them in a readable 12-point font.

Of course, if the Blackboard site provides you with trouble you can always email the assignment to me directly at bnye2@gmu.edu. If all technology fails, which it may, you can always bring a paper copy with you to class. Issues with Blackboard or email or technology in general will not be accepted as an excuse for an assignment not being turned in on time. There is always a way, though if there truly is not, you must get a hold of me ahead of time to let me know.

Late major assignments (listed above) will be downgraded by 5 percentage points per day late. For example, if I gave the assignment a grade of 90% (an A-), and it was

turned in one day late, then the assignment would actually end up receiving an 85% (B).

However, I will offer 3 one-day "crisis passes" for turning in major assignments, which work in this manner: you can accrue up to 3 late days on any major assignment(s), for free, with no penalty on your grade at all. You may use these late days on 3 different assignments, if you wish, or you may use them all on one single assignment if you're in a particular crunch. Beyond these 3 free late days, though, I will not be able to offer any further leniency on downgrades for late major assignments, so please plan accordingly.

Revisions

You will have the option to revise one of the major assignments you turn in throughout the semester. This includes the Rhetorical Analysis, the Discipline Awareness Report, the Annotated Bibliography, and the Research Project. Because we will already be revising our Research Proposal assignments at the end of the semester to be turned in as our final submission for this class, this assignment will not be available for the revision option.

In order to perform a revision and receive a new grade, you must schedule a conference with me to discuss your project and your approach for the revision. After this you will have until the end of the semester (May 9 at 5pm, to be exact) to complete and submit your revised projects. You have two weeks to meet with me and schedule a conference after I return your graded major assignments in order to be eligible for a revision grade.

Other Course Policies

In Case of Inclement Weather/University Cancellation

We will be following the university's cancellations throughout the semester, meaning that if classes are cancelled for a given day, then our class is fully cancelled that day and we'll pick up where we left off during the next class session. If the university suggests that we may not be able to hold classes on a given day as a result of bad weather, we will then play things to my discretion on that given day – I'll be in contact with you via email. If we decide to continue ahead with class and your personal commute does not make it possible for you to safely come in, then please let me know and you will be excused and I can catch you up at the next class period or via my office hours.

The Composition Program's Statement on Plagiarism

Plagiarism means using 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 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, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers must:

• 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 writers 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 they find in a separate source and wish to summarize or paraphrase for their readers, and also give an in-text citation for that paraphrased information
• give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) 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.

While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise. If student writers ever have questions about a citation practice, they should ask their instructor!

Instructors in the Composition Program support the Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

Students with Disabilities

If you require accommodations of any kind, you must visit the Office of Disability Services (ds.gmu.edu), register through their office, and submit your accommodation letter (called a Faculty Contact Sheet) to me in order to receive those accommodations in our classroom. There are many good people in the ODS who are happy to help you with this process.

GMU Email Policy

I am only allowed to send or reply to your official GMU email accounts, so please don't use your personal email addresses to communicate with me ☺.

GMU Nondiscrimination Policy

GMU has a nondiscrimination policy for all people at the university. To refer to this policy, visit https://universitypolicy.gmu.edu/policies/non-discrimination-policy/.

Campus Resources

The University Writing Center

Website: writingcenter.gmu.edu / Email: wcenter@gmu.edu / Phone: 703-993-1200
Locations: Robinson A114 for the main center, and a few alternate locations in Gateway and Fenwick Libraries

The Writing Center is one of the best resources you will find on campus. The center has an outstanding website that offers a wealth of online resources for student writers. You can schedule a 50-minute appointment with a trained tutor to help with any phase of the writing process. You can obtain assistance with papers by visiting the online writing center. Go online, call, or drop in to make an appointment.

University Library

Main Website: library.gmu.edu

In addition to its selection of print resources, the library hosts around 150 electronic journals. GMU is also a member of the Washington Research Library Consortium (WRLC), which means you have access to the library resources of eight area universities. There's also InterLibrary Loan, which connects with hundreds of libraries across the country to find you the item you need if you can't find it at GMU or through the WRLC.

And there are librarians, some of them subject-specific, in the Fenwick and Johnson Center libraries (and at the libraries on our Arlington and Prince Williams campuses) who are available to personally help you with your research. Show up with your assignment and specific questions or assistance needs or contact the library by phone or online. The [library's website](#) also offers tutorials, subject guides, and various research resources that we'll use throughout the semester.

Office of Diversity, Inclusion, and Multicultural Education

Website: [odime.gmu.edu](#) / Phone Number: 703-993-2700

The Office of Diversity Programs and Services supports our diverse student and faculty population. The office is committed to the success of all members of the Mason community. Throughout the year, it sponsors a variety of programs for students and faculty. It works specifically with African Heritage, Hispanic/Latino, Asian/Pacific American, American Indian, and Lesbian, Gay, Bisexual, Transgender, and Questioning populations.

CAPS (Counseling and Psychological Services)

Website: [caps.gmu.edu](#) / General Phone Number: 703-993-2380 / Location: SUB1 3129

Please don't hesitate to take advantage of the many services provided by CAPS. Whether you're having a difficult time adjusting to your new schedule, are concerned about your roommate, or have more serious personal concerns, CAPS most certainly has a resource for you. Let me know if you need someone to walk over with you, I would be happy to do so.

SSAC (Student Support and Advocacy Center)

Website: [ssac.gmu.edu](#) / Phone Number: 703-993-3686 / Location: SUB1 Suite 3200

The Student Support and Advocacy Center is committed to providing an empowering environment for all Mason students to seek support services and to explore healthy life choices. We offer educational programming, one-on-one consultations, and resources in the areas of interpersonal violence, personal wellness, and alcohol and drug use. We assist students encountering barriers to personal success.

Office of Academic Integrity

Website: [oai.gmu.edu](#) / Phone Number: 703-993-6209

The mission of the Office for Academic Integrity (OAI) is to promote and support academic integrity throughout the university community by educating its members, fostering an environment where students can be recognized for high levels of integrity, creating opportunities for leadership and personal growth, and upholding the university honor code through a student-based honor committee.