

Syllabus

ENGH 302 B03 Online Spring 2012

Advanced Composition in Business

Instructor Contact Information

Jessica Matthews, PhD
 Assistant Director of Composition
 Email: jmatthe2@gmu.edu
 Office Phone: 703-993-1171
 Skype Name: jessica.matthews674
 Website: <http://jessiematthews.com>

Office Hours
 T/TH 10:30 AM - 12:30 PM (or by appt)
 Office: Robinson A 112A
 Virtual Office Hours via Blackboard Collaborate
 or Skype
 M/W 8:00 PM - 10:00 PM

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COURSE DESCRIPTION

ENGH 302 B03 is a required general education course designed to build on the writing and research skills you have learned in English 101 and other courses, and to introduce you to advanced problem-solving strategies for academic and post-academic writing. Because ENGH 302 is discipline-specific, the course aims to expose students to domains of thought and methods of inquiry specific to the *business* major.

This section of ENGH 302 is participating in GMU's "Students as Scholars" program. 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>).

This section of ENGH 302 B03 is conducted entirely online via Blackboard Version 9.1, accessible via the MyMason Portal at <http://mymason.gmu.edu>. Log on using your MASONLIVE email username and password and select the "Courses" tab. ([Back to TOC](#))

Course Theme

Although the unemployment rate in the United States has fallen during the last few months, it still remains perilously high and has become a flashpoint in the political arena. Job creation will be a major issue, if not the major issue, of the fall presidential campaign. Our course will focus on the business and political implications of the still troubled American job market. Your final essay in the course will be a position paper about the employment prospects in your field. ([Back to TOC](#))

Required Textbooks (additional readings available online & listed in Course Schedule)

- Harris, Robert A. *Using Sources Effectively*. 3rd ed. Glendale, CA: Pyczak, 2011. ISBN 1-884585-93-0. \$45.00. Buy this book in the school bookstore. Avoid online bookstores that charge more than \$45 for the 3rd edition.
- Hacker, Diana and Nancy Sommers. *Strategies for Online Learners*, 7th ed. ISBN: Marcy Carbajal Van Horn. 0312543700. [Amazon Price: \\$9.38](#)

You must purchase these books in order to complete this course. ([Back to TOC](#))

Required Technologies

1. You must have regular and reliable access to the following technologies (and the patience to work with them if they are new to you!)

- Access to a high-speed Internet connection *at home*. This is a non-negotiable requirement.
- To view video and audio files, you must also have [Adobe Flash](#) and [Quicktime](#), [Real Player](#), or [Windows Media Player](#) installed on your computer. These programs require a high-speed Internet connection.
- If you want to conference with me via Skype, you must install [Skype](#) on your computer.
- Additional readings available through our Blackboard course site, as online articles or PDF documents. To read PDF documents, you will need to have [Adobe Reader](#) (the most recent version) installed on your computer.

2. Email Client: MASONLIVE Mail

[MASONLIVE](#), the official email system for students at Mason, has arrived. Powered by Microsoft Outlook Live, it replaces the student's MEMO (Mason Enterprise Messaging Online) mail system account. All Mason students should be using the MASONLIVE email system.

GMU policy dictates that Masonlive Mail is the only ways in which I can communicate with you by email, therefore I will only respond to email sent from a GMU email address. If you regularly use Hotmail or GMail, make sure you forward your Mason Mail to your account. Do not, however, send me messages from Hotmail, GMail. ([Back to TOC](#))

Course Prerequisites All students, regardless of their discipline, who register for ENGH 302 must

- have completed a minimum of 45 credit hours
- have earned credit (or been exempted from) ENGH 100 or ENGH 101
- have completed, in degree programs that require six hours of literature, at least three credits of general education literature; three credits may be taken concurrently with ENGH 302.

If you are uncertain whether you have met these prerequisites, please see me as soon as possible. ([Back to TOC](#))

Technology Prerequisites

Because this course is conducted online, you must have the following technology skills in order to do succeed:

- Be able to navigate and interact with Blackboard and conduct basic troubleshooting strategies. For assistance, you can do the following:
 - Select the “Help” tab available in the upper right-hand corner of each screen on Blackboard
 - Contact courses@gmu.edu for assistance via email
 - Visit the [Collaborative Learning Hub \(CLUB\)](#) in JC 311 for hands-on help
- Create, format, and save MS Word documents and consistently apply the required file naming protocols. For assistance, you can do the following:
 - Select the “Help” menu from the toolbar at the top of your MS Word document
 - Visit the [TOPS Lab](#) for help in all MS Office programs.
- Communicate via [Skype](#). For assistance, go to [Skype Support](#).

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GMU Technical Support Center: 703-993-8870

In addition to the other technical support suggestions available in the [Technology Prerequisites](#) section of this syllabus, I encourage you to obtain assistance with technology issues you encounter by contacting the Instructional Technology Unit (ITU) Support Center. The Instructional Technology Unit (ITU) Support Center provides students with information about a range of technical support issues, including updates about network outages, how to set up a Mason email account, and how to access the library databases from off-campus. The gateway page for the ITU Support Center is available at <http://itu.gmu.edu/techservices/>. For immediate technology support issues (including the status of Mason, go to <http://itusupport.gmu.edu/>.

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What You Will Learn: Learning Objectives for ENGH 302B

By the end of the semester you will be able to do the following:

- Employ writing process strategies such as inventing, shaping, drafting, revising, editing, and proofreading in order to produce writing that meets the expectations of your academic *business* discipline
- Use writing as a tool for exploration, reflection, exposition, and persuasion
- Better understand how knowledge is constructed in your academic discipline
- Analyze rhetorical situations--audience, purpose, and context--of texts produced in your academic discipline
- Become a capable critical reader of a variety of texts
- Use advanced academic library research skills to locate, evaluate, integrate, and document sources in your writing
- Critique your own and others' writing
- Adapt your writing to different purposes and audiences
- Develop an argument and defend it with sound reasoning and credible sources
- Use Web 2.0 technologies such as a discussion forum to write and revise collaboratively [\(Back to TOC\)](#)

Students as Scholars Learning Objectives

Assignments in ENGH 302 will help prepare you to be contributors to knowledge in your field, not just memorizers of facts: you will

- understand how knowledge is created and transmitted in a field/discipline
- understand key methods and conventions of scholarly research in your field/discipline
- articulate and refine your own question for scholarly inquiry
- situate your investigation in an ongoing context/conversation in your field
- and design a final project that adds new perspectives and/or data to the conversation

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What is “Advanced” About Advanced Composition?

ENGH 302 is a *three hundred-level advanced* composition course. I am assuming that if you passed ENGH 100/101 or its equivalent, you have mastered the general writing and research skills of college composition and can write in standard American English. You should have a firm grounding in grammar, rhetorical strategies, college-level research principles, and the construction of academic arguments. If your skills in these areas are a bit rusty, you may have to do extra work outside of class to do well in this course. Additionally, ENGH 302B focuses on the discourse of American academic writing in business disciplines. It is not a course in mastering business forms such as the memo, the report, and the resume.

Keep in mind that writing is a skill, and just like any other skill, it improves with practice. You will do a lot of inventing, researching, drafting, and revising, steps all good writers take to produce good prose. You will share your work with your fellow students and me so that you broaden the number of responses you receive on your work. We will also study composition strategies by reading, analyzing, and discussing the work of accomplished writers. Because these three principles operate powerfully in our class, they form the basis of the reading and writing assignments in this course. This highly interactive nature of our course will provide you with repeated cycles of instruction, practice, feedback, and reflection. Since you will be involved in a collaborative activities to read, analyze, draft, and revise, other students in the class will be depending on you to do your best. [\(Back to TOC\)](#)

How You Will Learn: Characteristics of a Successful Online Learner

- Has effective time management and knowledge management skills
- Is a goal-directed individual and a self-directed learner
- Enjoys a high-level of communicating and interacting with peers
- Has strong reading skills and can follow written directions
- Feels at ease sharing feedback about writing with peers
- Is comfortable working with Blackboard and other digital media
- Can comply with the policies, guidelines, and deadlines
- Enjoys being online and is willing to engage with online course content throughout the week

Online learning environments are not for everyone. Some students learn better in a face-to-face (f2f) classroom where they can see and hear their instructors and their peers. The cues from voice intonation and body language are essential to their learning experience. If you are such a student, I strongly encourage you to enroll in the f2f version of ENGH 302.

Additionally, please keep in mind that the online version of ENGH 302 is not less work than the f2f format; in fact, many students find the online version to be more labor-intensive than a f2f class because the *primary mode of interaction is textual and involves mostly reading and writing*. You must be able to read and write effectively to succeed in this online version of ENGH 302. *Everyone* must participate in class discussions, so you must be willing to share your ideas. Your peers depend upon you to do your share to advance the discussions. While online courses enable you to time-shift when you do your work, they do not reduce the amount of work you have, and they increase your obligations to the coursework and to your peers. ([Back to TOC](#))

Where to Find Things: Course Navigation

You will find most of the course materials through the interactive **Blackboard Tools** (accessible from the left-hand menu on our Home page). **The following page lists the key tools on Blackboard that you should check on a regular basis:**

Announcements: I use the Announcements Tool on Blackboard to alert you to any changes to the schedule and to keep you informed of other key elements of the course. Blackboard 9.1 will automatically send the announcement to you via email.

Syllabus & Course Schedule: These two documents (available as a printable PDF) contain all of the course policies and the “map” of the course as it unfolds week by week. *I strongly suggest that you print both documents and check off items in the course schedule as you complete them.*

Learning Modules: I deliver the course instruction through a series of modules on Blackboard available in the Learning Modules Tool. Each module is a self-contained collection of readings and instructional materials coupled with and interactive tools such as **assignments, assessments** (quizzes), **discussion topics** that will help you master the learning objectives of the course. *Each week we will typically cover two learning modules.* I post new learning modules on Sunday of each week.

Discussion Forum: Use this tool to post your individual and group responses to all discussion topics as well as your peer review. *(These topics are introduced in their relevant learning modules and can be accessed directly from that module, but I have listed this tool on the Course Menu as well since you will be accessing it repeatedly throughout the week).*

My Grades: I return all of your written work to Blackboard, and when I do, the grade is automatically posted to your **My Grades** page on Blackboard, which serves as your individual gradebook. Discussion post and quiz grades are automatically entered into this gradebook as well, so use the **MyGrades** tool to keep track of how you are doing in the course.

Send Email: You can use this tool to contact me or anyone else in the course via email. Just be aware that Blackboard 9.1 now pushes email to your MASONLIVE email account. It is no longer a separate email account.

Support and Resources: A link to the **Blackboard Collaborate** virtual office hours tool and a list of technical support resources to get help with technology glitches, including Blackboard support. Also included is a list of campus resources where you can get help with career guidance, disability services, counseling, and writing. ([Back to TOC](#))

Your Assignments & What They Are Worth

The university has designated ENGH 302 as a writing-intensive course. The writing assignments listed below meet the requirements established by the university for the amount of *graded* written work required in a writing-intensive course.

COURSE ASSIGNMENTS				
Assignment	Weight	Revision Options	Draft Required	Late Penalty
Essay #1: Textual Analysis	15%	No Revision of Final Version Permitted	Yes	10 pt. deduction per day late
Essay #2: Knowing Your Discipline	20%	Revision of Final Version Permitted**	Yes	10 pt. deduction per day late
Essay #3: Researched Argument--Position Paper	25%	No Revision of Final Version Permitted	Yes	10 pt. deduction per day late
Essay #4: Reflective Essay	10%	No Revision of Final Version Permitted	No	
Discussion Topics (Drop one before computing final average)	15%	N/A	N/A	No late posts accepted
Written Exercises & Quizzes (Drop one before computing final average)	15%	N/A	N/A	10 pt. deduction per day late

**The final grade for a revised paper is the average of the scores for the original and revised versions.

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Grading Policy

You must complete all the requirements for the course in order to receive a passing grade.

***In order to get credit for ENGH 302, you must pass the course with a C (74). If you receive a grade of C- (73) or lower, you will need to repeat the course.**

IMPORTANT: Although I will always take time to explain the grades I give, I do not negotiate grades with students.

A Range	B Range	C Range	D and F Range
97-100=A+	87-89=B+	77-79=C+	*69-60=D
94-96=A	84-86=B	76-74=C	*59 or below=F
90-93=A-	80-83=B-	*73-70=C-	

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Grading Criteria

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. The actual information it delivers, however, seems thin and commonplace because the ideas are typically cast in the form of vague generalities. Stylistically, the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy. The "C" paper gets the job done, but it lacks both imagination and intellectual rigor.

A "B" level grade (80-90%) 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 is almost free of sentence-level errors. The "B" paper delivers substantial information, its points are logically ordered, well developed, and unified around a clear organizing principles. The opening and closing pay attention to the needs of the reader. On the whole, a "B" paper makes the reading experience a pleasurable one by offering substantial information with few distractions.

An "A" level grade (90-100%) marks an essay that is a delight for the reader. The principal characteristic is its rich content. The "A" paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; and the tone enhances the purposes of the paper. Even more than in a "B" essay, its author anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, 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. [\(Back to TOC\)](#)

Essay Submission Guidelines

ENGH 302B emphasizes writing as a process, which is why I require a draft for two of the major essays in the course. ***I do not accept final versions of an essay unless you have submitted a draft beforehand. I do not accept late drafts. The final versions must demonstrate significant revision from the draft.***

All essays, both drafts and final versions, and brief written exercises must be composed in Microsoft Word.

The presentation of your work is important and does affect your grade. Please submit all papers in MLA or APA manuscript format. [Purdue's Online Writing Lab](#) (OWL) has [MLA](#) and [APA](#) documentation guidelines as well as sample papers formatted in the manuscript guidelines for each documentation style.

Assignments are due by the deadline indicated on Blackboard.

Drafts, Essays, and Exercises: Upload the drafts and final versions of your essays as well as your brief written exercises to Blackboard. Make sure you follow the file naming protocols listed in the assignment instructions. Here is an example of an accurate file name for the first essay in the course:

LastName302BEssay1.doc

Please note that I cannot open .wps (Microsoft Works) files or WordPerfect files.

I grade papers electronically and return them to you via Blackboard.

Peer Reviews: For peer reviews, submit the *draft* of your essay to the Discussion List and to the draft assignment to Blackboard. We will be conducting peer review electronically rather than by paper.

How to submit your work if Blackboard is down:

If you cannot access Blackboard or encounter problems uploading documents, please submit your work to me via email at jmatthe2@gmu.edu. ([Back to TOC](#))

Revision Policy

You may revise the final version of your first two essays. The final grade will be an average of the original and the revision. In order to submit a revision, you must write a two-paragraph explanation of the changes you plan to make and submit your revised essay *within two weeks* after you received the initial graded paper.

Please keep in mind that revision means substantial rewriting and rethinking of the original essay.

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

Revisions that change only the items marked on the essay will not receive a higher grade.

Send your revision to me as an attachment to an email. Blackboard will not permit you to upload a revision to the Essay #2 assignment. *I do not accept late revisions.*

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Late Submission Policy

In order for work to be submitted on time, you must upload your assignment by 11:59 PM EST on the date it is due. Blackboard will stamp your submission “Late” if you submit it after the deadline..

LATE ESSAY ASSIGNMENT PENALTY: Late essay submissions will be accepted but will receive a penalty of one letter grade (10 points) per calendar day (11:59 PM to 11:59 PM) late, including weekends and holidays. *Drafts are required for all formal essays. I do not accept final versions of these essays unless you have submitted a draft beforehand. I do not accept late drafts.* There are no make-up exams for the in-class essay.

LATE WRITTEN EXERCISE PENALTY: 10-point deduction for late exercises.

I DO NOT ACCEPT LATE DISCUSSION POSTS OR LATE REVISIONS. No exceptions.

Crisis Pass: I have lived long enough to know that sometimes “life happens” through no fault of your own and prevents you from completing an assignment on time. For any **ONE** assignment you may be up to **three days late without penalty**. You must notify me in writing (print or email) ASAP that you will be using a Crisis Pass for an assignment. You cannot use the Crisis Pass retroactively. ([Back to TOC](#))

Other Late Policies

Technology Failures

While I know that technology failures do happen, I do not, as a rule, accept a technology failure as an excuse for late work. Excuses such as a crashed hard drive, a corrupted file, common Blackboard glitches, and others are too difficult for me to verify as accurate, so I do not accept them. If there is a campus-wide technology problem that I can confirm, I will make accommodations. Otherwise, I urge you to start your work early and use email to send me your work if you can't upload it to Blackboard. ([Back to TOC](#))

Illness & Injury

Illness and injury are legitimate reasons for being unable to submit course work, but I only make accommodations for students who provide written documentation (physician's verification on letterhead/prescription pad). *Because due dates are firm in an online course, students with health issues who get behind by more than two weeks may be unable to catch up and complete the course.* ([Back to TOC](#))

Dual Submission

The “dual submission” option allows students to use a paper written for ENGH 302B to meet the requirements for an assignment in another course *during the same semester*. In order to proceed with this option, students must obtain the approval of *both* course instructors. To obtain approval, download and complete the [ENGH 302 Dual Submission Form](#), attach a copy of the essay assignments to it, and give a set of these documents to me and your other professor.

THIS OPTION REQUIRES INSTRUCTOR APPROVAL BEFORE YOU SUBMIT THE PAPER. WITHOUT PRIOR APPROVAL, I CONSIDER ESSAYS SUBMITTED TO ME THAT WERE WRITTEN OR ADAPTED FROM AN ASSIGNMENT IN ANOTHER COURSE AS AN ACT OF ACADEMIC DISHONESTY. ([Back to TOC](#))

Academic Integrity and Plagiarism

Since composition courses are paper-driven rather than exam-driven, the most commonly occurring form of academic dishonesty in composition classes is plagiarism. Plagiarism is claiming someone else's words or ideas as your own, and it is a serious academic offense. Plagiarism is also having someone else provide so much "help" or "guidance" that the paper is no longer yours. We will devote a learning module in this course to learning about what does or does not constitute plagiarism. Below is the English Department's statement on plagiarism:

Composition Program Policy on Plagiarism

From Dr. E. Shelley Reid, Director of English Composition

Instructors in the Composition Program recognize that learning to effectively—and ethically—blend one's own ideas and analysis with information and evidence obtained from outside sources is a significant challenge for college writers in the twenty-first century.

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, a textbook, an article, a website, a newspaper, a song, a baseball card, an interview, an encyclopedia, a CD, a 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 information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources and which are not considered "common knowledge" in the target audience
- give an in-text citation for any facts, statistics, or opinions which the writers *know* but which are not part of the "common knowledge" of their target-audience (this may require research to provide credible outside-source support)
- give a *new* in-text citation for *each element* of information—that is, a single citation at the end of a paragraph of outside-source information 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.

Instructors in the Composition Program support the George Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Honor Council. All judgments about plagiarism and assignment of penalties are made after careful review by the Honor Council. The George Mason Honor Code offers more detail on plagiarism and its consequences. You can find it online at <http://academicintegrity.gmu.edu/honorcode/>. ([Back to TOC](#))

Blackboard contains a plagiarism detection application called SafeAssign. A component of SafeAssign, Direct Submit, allows instructors to upload individual student paper. I use Direct Submit only if I suspect plagiarism in a student paper.

The University Writing Center

Since you will be writing several papers in this course, you may want to visit the University Writing Center <http://writingcenter.gmu.edu>, located in Robinson A114, for assistance. The Writing Center is one of the best resources you will find on campus. They have an outstanding website that offers a wealth of online resources for student writers. Additionally, the tutors can provide help for all phases of the writing process, and if you tend toward procrastination, a scheduled appointment at the Writing Center is one way to discipline yourself. You can even obtain assistance with papers through online tutoring. To learn more about this service, go to the [Locations](#) page of the Writing Center website and page down to Online Writing Lab. Follow the links from that page to schedule an online tutoring appointment. ([Back to TOC](#))

Students With Disabilities

Students with documented disabilities are legally entitled to *request* certain accommodations. If you are a student with a disability and you need academic accommodations, please see me and contact the [Office of Disability Services](#) (ODS) at 993-2474. All academic accommodations must be arranged through the DRC. I will be happy to work with students and the ODS to arrange accommodations that I can offer in an online course. ([Back to TOC](#))

Counseling and Psychological Services (CAPS)

[Counseling and Psychological Services](#) (CAPS) provides a wide range of services to faculty, staff and students. Services are provided by a staff of professional counseling and clinical psychologists and professional counselors. The Center provides individual counseling, group counseling, workshops and outreach programs -- experiences to enhance a student's academic performance. To make an appointment, visit the CAPS website at <http://counseling.gmu.edu/>, or go to their office in Student Union I, Room 364. ([Back to TOC](#))

Career Services

[Career Services](#) at Mason provides a wide array of support and information for students seeking internships and employment. Since your final essay in the course will require you to research the employment forecast in your discipline, Career Services will also serve as a resource for your paper. Visit the redesigned website of Career Services at <http://careers.gmu.edu/index.cfm>. ([Back to TOC](#))

Participation Expectations & Course Netiquette

The discussion forum is the heart of an online course. It's where we "meet" and discuss the readings, conduct peer reviews, and work out issues about the group project. I expect you to think critically and creatively when you craft your initial response to each topic, and to respond to your peers with thought and care while you seek ways to acknowledge arguments and counterarguments and reach a consensus. Make sure you meet the deadlines for posting because I do not accept late posts.

In order to work together in this way in an online environment, please comply with the following protocols for "[netiquette](#)" (Internet Etiquette):

- We may be meeting in a virtual world, but keep in mind that you are dealing with real men and women from diverse backgrounds.

- Treat each other with respect. Don't flame. The arguments are on trial, not the individuals. I reserve the right to remove offensive posts from discussion lists and reduce the grade for the response.
- Since most of our communication will be conducted online, comply with the email and discussion list protocols for subject lines, correctness, and word choice. Failure to do so will lower your grade.
- Use emoticons 😊 where appropriate to convey tone in your discussion posts so that we don't become too wooden in our debates and avoid offending each other inadvertently.
- Upload our initial posts and respond to your peers by the established deadlines. Failure to do so signals your unwillingness to participate in the debate. ([Back to TOC](#))

Dates to Remember

January 23	First day of classes
January 31	Last Day to Add a Class
February 24	Last Day to Drop a Class
February 27 - March 30	Selective Withdrawal Period
March 12 - March 18	Spring Break
May 6	Last Day of Our Class: Final Essay DUE
May 9 - May 16	Exam Period (there is no final exam in our section of ENGH 302)

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A week begins on Monday and ends on Sunday. Assignments are due by 11:59 PM EST on the date listed. I recommend that you print out the schedule and check off items as you complete them so that you stay on track.

This schedule is subject to change, but I will notify you about changes through the Announcements Tool.

ENGL 302 B Schedule of Classes Spring 2012

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 1 Orientation & Digital Communication 23 Jan - 29 Jan			
<p>Learning Module 1 Course Orientation and Using Blackboard 9.1</p> <p>Course Syllabus & Schedule Interacting with Blackboard</p> <p>VIDEO: Introducing Grammar Girl</p>	<p>Exercise 1 Uploading documents to Bb</p> <p>DUE: 11:59 PM, Wednesday, January 25th</p>	<p>Syllabus Quiz</p> <p>Diagnostic Grammar, Punctuation, Documentation Quiz</p> <p>DUE: 11:59 PM, Thursday, January</p>	<p>Practice Discussion: Introductions</p>
<p>Learning Module 02 Digital Communication</p> <p>Ms. Mentor: "Don't Email Me This Way" (from <i>The Chronicle of Higher Education</i>)</p> <p>Dave Barry: "You've Got Trouble" (<i>The New York Times</i>)</p> <p>Daniel Goleman: "Email Easy to Write (and to Misread)" (<i>The New York Times</i>)</p> <p>Dennis Jerz's Writing Effective Email: Top 10 Tips</p> <p>Grammar Girl: Understanding Voice and Tone</p>	<p>Exercise 2</p> <p>DUE: 11:59 PM, Sunday, Jan 29th</p>		<p>Graded Discussion 1 Initial Post due by 11:59 PM, Thursday, Jan 26th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, Jan 29th</i></p>

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 2 Critical Reading & Essay 1 & What Is Analysis? 30 Jan - 5 Feb			
<p>Learning Module 03 Critical Reading (SLO-3, <i>Discovery & SLOR 5 & 6, Inquiry</i>)</p> <p>The Rhetorical Situation, from the OWL at Purdue Nancy Sommers: "Reading and Responding" video (2:52 minutes) Center for Education and the Workforce: "Hard Times: Not All College Degrees Are Created Equal," PDF available in the LM Michelle Singletary, "Not all college majors are created equal," from <i>The Washington Post</i></p> <p>Grammar Girl: Complex-Compound Sentences</p>	<p>Exercise 3</p> <p>DUE: 11:59 PM, Wednesday, Feb 1</p>		
<p>Learning Module 03.5 Introduce ESSAY 1: Rhetorical</p> <p>Assignment: Essay 1 Rhetorical Analysis Grading Rubric ESSAY 1 Study Guide ESSAY 1</p> <p>Corinne E. Hinton, "So You've Got a Writing Assignment. Now What?" available online in Volume I of Writing Spaces</p>	<p>Learning Module 03.5 contains the instructions and supporting material for your first essay in this course, Essay 1, Rhetorical Analysis. Make sure you read the instructions carefully. This is an instructional module only. You will submit your draft of Essay 1 to LM 6.5 and your final version to LM 8.5</p>		
<p>Learning Module 04 What is Analysis?</p> <p>Laura Bolin, "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis," available online at Writing Spaces "How the U. S. Lost Out on iPhone Work," from <i>The New York Times</i> "The iPhone Economy," interactive from <i>The New York Times</i></p> <p>Grammar Girl: Colons</p>		<p>Quiz 1</p> <p>DUE: 11:59 PM, Thursday, Feb 2nd</p>	<p>Graded Discussion 2 Initial Post due by 11:59 PM, Thursday, Feb 2nd <i>Peer Responses due by 11:59 PM EST, Sunday, Feb 5th</i></p>

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 3 Paraphrase/Summary & Thesis Formation & Draft Essay 1 Feb 6 - Feb 12			
<p>Learning Module 05 Paraphrase and Summary</p> <p><i>Using Sources Effectively</i>, CH 5, "Paraphrasing and Summary" <i>Strategies for Online Learners</i>, "Preparing to learn online," pgs. 0-3 to 0-10</p> <p>"The Truth About the American Economy," by Robert Reich, <i>The Huffington Post</i></p> <p><u>Grammar Girl: Title Capitalization Rules</u></p>	<p>Exercise 4</p> <p>DUE: 11:59 PM, Wednesday, Feb. 8</p>		
<p>Learning Module 06 Composing a Thesis</p> <p>"Making a Thesis Evolve," <i>Writing Analytically</i>, pgs. 139 - 158, PDF available in the LM</p> <p>"Five Kinds of Weak Thesis Statements," PDF available on Blackboard</p> <p><u>Grammar Girl: Affect Versus Effect</u></p>		<p>Quiz 3</p> <p>DUE: 11:59 PM, Thursday, Feb 9th</p>	<p>Graded Discussion 3 Initial Post due by 11:59 PM, Thursday, Feb 9th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, Feb 12th</i></p>
<p>Learning Module 06.5 Draft of Essay 1 DUE</p>	<p>DUE: 11:59 PM, Sunday, Feb. 12th</p>	<p>Upload your complete draft of Essay 1 to the "Draft Essay 1" assignment in this learning module.</p> <p>NO LATE DRAFTS ACCEPTED NO FINAL VERSION ACCEPTED WITHOUT A DRAFT</p>	

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 4 Editing & Proofreading and Avoiding Plagiarism Feb 13 - Feb 19			
<p>Learning Module 07 Editing and Proofreading</p> <p><i>Using Sources Effectively</i>, CH 9, "Editing for Accuracy"</p> <p><i>Strategies for Online Learners</i>, "Participating actively in online courses," O-20 to O-24</p> <p><u>Grammar Girl Proofreading Tips</u></p> <p><u>Grammar Girl: 10 Tips to Banish Typos</u></p>	<p>Exercise 5</p> <p>DUE: 11:59 PM, Wednesday, Feb. 15th</p>		
<p>Learning Module 08 Ethical Source Use: Avoiding Plagiarism (SAS SLO-5, Inquiry)</p> <p><i>Using Sources Effectively</i>, CH 6, "Avoiding Plagiarism"</p> <p><i>Using Sources Effectively</i>, CH 4, "Quoting Effectively"</p> <p>Dinitia Smith, "<u>Harvard Novelist Says Copying Was Unintentional</u>," (<i>The New York Times</i>)</p> <p>Tom Zeller, "<u>In Internet Age, Writers Face Frontier Justice</u>," (<i>The New York Times</i>)</p> <p>Whitney Otto, "<u>Unoriginal Sins</u>," (<i>The New York Times</i>)</p> <p><u>Wikipedia page for Kaavya Viswanathan</u></p> <p><u>Katie Couric's Interview with Kaavya Viswanathan</u> (a brief commercial precedes this interview)</p> <p><u>Career Services at Mason: Job Fair</u></p>		<p>Quiz 4</p> <p>DUE: 11:59 PM, Thursday, Feb 16th</p>	<p>Graded Discussion 4</p> <p>Initial Post due by 11:59 PM, Thursday, Feb 16th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, Feb 19th</i></p>
<p>Learning Module 08.5 ESSAY 1 DUE</p>		<p>Upload your final version of ESSAY 1 to this learning module by 11:59 PM, Sunday, 19 February. Late penalties apply.</p>	

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 5 What Is A Discipline & ESSAY 2: Sources In Your Discipline Feb 20 - Feb 26			
<p>Learning Module 09 What is a Discipline? (SLO-3, Discovery)</p> <p><u>Classification of Instructional Programs</u></p> <p>Strategies for Online Learners, "Contributing appropriate content in online courses," pgs. 0-25 to 0-32</p> <p><u>Grammar Girl: Sentence Fragments</u></p>	<p>Exercise 6</p> <p>DUE: 11:59 PM, Wednesday, Feb. 22nd</p>		
<p>Learning Module 9.5 Introduce ESSAY 2: Report on Sources In Your Discipline</p>	<p>Learning Module 09.5 contains the instructions and supporting material for your first essay in this course, Essay 2, Report on Sources in Your Discipline. Make sure you read the instructions carefully. This is an instructional module only. You will submit your draft of Essay 1 to LM 16.5 and your final version to LM 20.5</p>		
<p>George Mason Career Fair</p> <p>You must attend the George Mason Job Fair on February 22 or February 23. If it is a hardship for you to come to campus on either of these days, then you must complete the online resources on the Career Fairs webpage.</p>	<p>Please browse the list of employers who will be attending by visiting the Career Fair page of the Career Services website: http://careers.gmu.edu/jobfair/</p>		
<p>Learning Module 10 Career Fair Analysis</p> <p>William Poundstone, "How to Ace a Google Interview," from <i>The Wall Street Journal</i></p> <p><u>Grammar Girl: Comma Splices</u></p>		<p>Quiz 5</p> <p>DUE: 11:59 PM, Thursday, Feb 23rd</p>	<p>Graded Discussion 5</p> <p>Initial Post due by 11:59 PM, Thursday, Feb 23rd</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, Feb 26th</i></p>

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 6 Genre & Research Conventions Feb 27 - March 4			
<p>Learning Module 11 Genre (SLO-7, Inquiry)</p> <p>Kerry Dirk, "Navigating Genres." available online in Volume 1 of Writing Spaces</p> <p>Dan Pink on the Surprising Science of Motivation TED Talk Neal Conan from NPR Books interviews Daniel Pink Wall Street Journal Excerpt from Drive, by Dan Pink</p> <p>"Popular or Scholarly?" (GMU Library)</p>	<p>Exercise 7</p> <p>DUE: 11:59 PM, Wednesday, Feb 29th</p>		
<p>Learning Module 12 Research Conventions in the Disciplines (SLO-2, Discovery)</p> <p><i>Using Sources Effectively</i>, CH 1, "The Importance of Using Sources Effectively"</p> <p>Karen Rosenberg, "Reading Games: Strategies for Reading Scholarly Sources." available online in Volume 2 of Writing Spaces</p> <p>GMU Library InfoGuides Tutorial (PDF): Associations Unlimited Database Navigation Guide Anatomy of a Scholarly Journal Article</p> <p>"Sonic City: The Evolving Economic Geography of the Music Industry," by Richard Florida, from <i>The Journal of Planning Education and Research</i>, PDF available on Blackboard</p> <p>Grammar Girl: Capitalizing Proper Nouns</p>		<p>Quiz 6</p> <p>DUE: 11:59 PM, Thursday, March 1st</p>	<p>Graded Discussion 6</p> <p>Initial Post due by 11:59 PM, Thursday, March 1st</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, March 4th</i></p>

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 7 Locating & Evaluating Sources March 5 - March 11			
<p>Learning Module 13 Locating & Evaluating Sources 1 (SLO-2, Discovery)</p> <p><i>Using Sources Effectively</i>, CH 2, "Finding, Choosing, and Evaluating Sources"</p> <p>SCImago Journal Rankings</p> <p>Journal Citation Reports Tutorial</p> <p><u>Grammar Girl: How to Use Parallel Construction Correctly</u></p>	<p>Exercise 8</p> <p>DUE: 11:59 PM, Wednesday, March 7th</p>		
<p>Learning Module 14 Locating & Evaluating Sources 2 (SLO-2, Discovery)</p> <p><i>Using Sources Effectively</i>, CH 3, "Preparing Your Sources"</p> <p>Cynthia R. Haller, "Walk, Talk, Cook, Eat: A Guide to Using Sources," available online in Volume 2 of Writing Spaces</p>		<p>Quiz 7</p> <p>DUE: 11:59 PM, Thursday, March 8th</p>	<p>Graded Discussion 7 Initial Post due by 11:59 PM, Thursday, March 8th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, March 11th</i></p>
Week 8 Spring Break No Classes March 12 - March 16			

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 9 Source Integration & Citation & Essay 2 Draft March 19 - March 25			
<p>Learning Module 15 Source Integration & Citation (SLO-7, Inquiry)</p> <p><i>Using Sources Effectively</i>, CH 7, “Putting It Together” and CH 8, “Effective Use”</p> <p>Kyle Stedman, “Annoying Ways People Use Sources.” available online in Volume 2 of Writing Spaces</p> <p>MLA Formatting and Style Guide MLA Format & Citation Checklist APA Formatting and Style Guide APA Format & Citation Checklist <i>and other citation and formatting guides</i></p>	<p>Exercise 9</p> <p>DUE: 11:59 PM, Wednesday, March 21st</p>		
<p>Learning Module 16 Peer Review</p> <p>“Sample Student Sources Essay,” PDF available in the LM</p> <p>“Sentence Types: The Rhetoric of the Sentence,” from <i>Writing Analytically</i>. PDF available in the LM</p> <p>Grammar Girl: How to Use Semicolons</p>		<p>Quiz 8</p> <p>DUE: 11:59 PM, Thursday, March 22nd</p>	<p>Graded Discussion 8</p> <p>Initial Post due by 11:59 PM, Thursday, March 22nd</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, March 25th</i></p>
<p>Learning Module 16.5 Draft of Essay 2 DUE</p>	<p>DUE: 11:59 PM, Sunday, March 25th</p>	<p>Upload your complete draft of Essay 2 to the “Draft Essay 2” assignment in this learning module.</p> <p>NO LATE DRAFTS ACCEPTED NO FINAL VERSION ACCEPTED WITHOUT A DRAFT</p>	

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 10 What is Argument & ESSAY 3 Position Paper & Research Questions March 26 - April 1			
<p>Learning Module 17 What Is Argument?</p> <p>Rebecca Jones, "Finding the Good Argument OR Why Bother With Logic?" available online in Volume 1 of Writing Spaces</p> <p>Nancy Sommers, "Argument"</p> <p>Grammar Girl: Dashes, Parentheses, and Commas</p>			
<p>Learning Module 17.5 Introduce Essay 3 Position Paper</p> <p>ESSAY 3: Position paper on the future of work in your field</p> <p>L. Lennie Irvin, "What is Academic Writing, available online in Writing Spaces</p>	<p>Learning Module 17.5 contains the instructions and supporting material for your third essay in this course, Essay 3, Position Paper on the Future of Work in your field. Make sure you read the instructions carefully.</p> <p>This is an instructional module only. You will submit your draft of Essay 3 to LM 22.5 and your final version to LM 27</p>		
<p>Learning Module 18 Developing a Research Question & Narrowing a Topic (SLO-</p> <p>The Future of Work from <i>The Daily Beast</i></p> <p>"The Future of Work 2.0" from <i>The Harvard Business Review</i></p> <p>BLS Occupational Outlook Handbook</p> <p>BLS Employment Projections</p> <p>O*NET Online Occupation Research</p>		<p>Quiz 9</p> <p>DUE: 11:59 PM, Thursday, March 29th</p>	<p>Graded Discussion 9</p> <p>Initial Post due by 11:59 PM, Thursday, March 22nd</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, April 1st</i></p>

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 11 Evidence & Using Data April 2 - April 8			
<p>Learning Module 19 Evidence: Opinion versus Fact</p> <p>“Reasoning from Evidence to Claims,” from <i>Writing Analytically</i>. PDF available in Learning Module 19.</p> <p>Peter Cappelli, “Why Companies Can’t Find the Employees They Need,” from <i>The Wall Street Journal</i></p>	<p>Exercise 10</p> <p>DUE: 11:59 PM, Wednesday, April 4th</p>		
<p>Learning Module 20 Using Data</p> <p>VIDEO: David McCandless, “The beauty of data visualization,” from TED</p> <p>“Statistics,” from The Writing Center of the University of North Carolina</p> <p><u>Grammar Girl: Modifying Phrases at the Beginning of a Sentence</u></p>		<p>Quiz 10</p> <p>DUE: 11:59 PM, Thursday, April 5th</p>	<p>Graded Discussion 10 Initial Post due by 11:59 PM, Thursday, April 5th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, April 8th</i></p>
<p>Learning Module 20.5 ESSAY 2 DUE</p>		<p>Upload your final version of ESSAY 2 to this learning module by 11:59 PM, Sunday, April 8th. Late penalties apply.</p>	

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 12 Counterargument & Draft of Essay 3 April 9 - April 15			
Learning Module 21 Counterarguments 1 (SLO-7, Inquiry) <i>Inventing Arguments</i> , "Counterarguments, Concession, and Qualifiers," PDF available on Blackboard Daniel B. Klein, " I Was Wrong, and So Are You ," from <i>The Atlantic</i> <u>Grammar Girl: How to Use Transition Words</u>	Exercise 11 DUE: 11:59 PM, Wednesday, April 11th		
Learning Module 22 Counterarguments 2 (SLO-7, Inquiry) John Carreyrou and Tom McGinty, " Medtronic Surgeons Held Back ," from <i>The Wall Street Journal</i> <u>Grammar Girl: Pronouns and Antecedents</u>		Quiz 11 DUE: 11:59 PM, Thursday, April 12th	Graded Discussion 11 Initial Post due by 11:59 PM, Thursday, April 12th <i>Peer Responses due by 11:59 PM EST, Sunday, April 15th</i>
Learning Module 22.5 Draft of Essay 3 DUE	DUE: 11:59 PM, Sunday, April 15th	Upload your complete draft of Essay 3 to the "Draft Essay 3" assignment in this learning module. NO LATE DRAFTS ACCEPTED NO FINAL VERSION ACCEPTED WITHOUT A DRAFT	

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 13 Conferences April 16 - April 22			
<p>Learning Module 23 REQUIRED CONFERENCES</p> <p>Conferences. Meet with me (either virtually or in person) this week.</p> <p>Nancy Sommers: Teacher Comments video (1:54) <http://bcs.bedfordstmartins.com/bedhandbook8e/#518572_526095> (direct link in the LM)</p>		<p>Conferences run from Monday through Friday. <i>Limited Skype conferences available in the evenings.</i> In early April, I will post a link to an online scheduler where you can choose your day and time to meet.</p> <p>Failing to meet for a conference will result in a 10-point deduction on your final grade of Essay 3.</p>	
Week 14 Revision and Editing April 23 - April 29			
<p>Learning Module 24 Revision & Editing for Style</p> <p>Nancy Sommers: Revision video (1:34 minutes) <http://bcs.bedfordstmartins.com/bedhandbook8e/#518572_526093> (direct link in the LM)</p> <p>Richard Lanham, "The Paramedic Method"</p> <p>GMU Writing Center, Revising and Editing for Conciseness</p>	<p>Exercise 11</p> <p>DUE: 11:59 PM, Wednesday, April 25th</p>		
<p>Learning Module 25 Introduce ESSAY 4</p> <p>Assignment: ESSAY 4 Reflective essay on researching and writing Essay 3</p>	<p>Upload your final version of ESSAY 4 to this learning module by 11:59 PM, Sunday, April 29th. Late penalties apply. NO DRAFT IS REQUIRED FOR THIS ESSAY.</p>		

Assigned Readings & Videos Complete by Tuesday	Exercise (DUE Wednesdays)	Quiz (DUE Thursdays)	Discussion (DUE Thursdays & Sundays)
Week 15 Collaboration & Essay 3 DUE April 30 - May 6			
Learning Module 26 Sharing Research Across Disciplines (SLO-3, Discovery)			Graded Discussion 12 Initial Post due by 11:59 PM, Thursday, May 3rd <i>Peer Responses due by 11:59 PM EST, Friday, May 4th</i>
Learning Module 27 ESSAY 3 DUE	Upload your final version of ESSAY 3 to this learning module by 11:59 PM, Sunday, May 6th. Late penalties apply.		
Course Evaluations	You will receive an email from the Office of Institutional Assessment that contains the link to the online course evaluation form. The online evaluation site is open for several days, and I will send you a reminder when it is about to close.		
Students as Scholars Activities Learning Module 03 Critical Reading (SLO-3, Discovery & SLOR 5 & 6, Inquiry) Learning Module 08 Ethical Source Use: Avoiding Plagiarism (SAS SLO-5, Inquiry) Learning Module 09 What is a Discipline? (SLO-3, Discovery) Learning Module 11 Genre (SLO-7, Inquiry) Learning Module 12 Research Conventions in the Disciplines (SLO-2, Discovery) Learning Module 13 Locating & Evaluating Sources 1 (SLO-2, Discovery) Learning Module 14 Locating & Evaluating Sources 2 (SLO-2, Discovery) Learning Module 15 Source Integration & Citation (SLO-7, Inquiry) Learning Module 18 Developing a Research Question & Narrowing a Topic (SLO-4, Inquiry) Learning Module 21 Counterarguments 1 (SLO-7, Inquiry) Learning Module 22 Counterarguments 2 (SLO-7, Inquiry) Learning Module 26 Sharing Research Across Disciplines (SLO-3, Discovery)			

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