

**English 302 B19/B20/B24**  
**Spring 2012 Syllabus**  
**Professor Rebecca McGeehan**

**Table of Contents**

<b>General Information</b> _____	<b>2</b>	<b>Managing The Course: Policies and Requirements</b> _____	<b>8-14</b>
Professor Info		Communication	
Required Texts		Graded Work	
A Note before We Begin		Coursework and Grade Weights	
<b>Course Description and Objectives</b> _____	<b>3</b>	Short Assignment Evaluation	
GMU General Education Program		Coursework Completion	
Advanced Composition Objectives		Course Engagement	
Prerequisites		1. Attendance	
		2. Active Presence	
		Arriving Late and Leaving Early	
<b>English 302 and Students as Scholars</b> _____	<b>4-5</b>	Major Assignment Evaluation	
English 302-SAS Student Learning Outcomes		Assignment Instructions and Submission	
Students as Scholars Activities		Late Work	
Students as Scholars Metacognitive Writing Assignment		Extra Credit	
		Document Style and Standards	
		Naming Conventions for Online Work	
		Revision	
		1. Complete Revision Option	
		2. Revision Memo Option	
<b>Technology Requirements</b> _____	<b>6-7</b>	<b>University Policies</b> _____	<b>15</b>
Course Content Access via Blackboard		Students with Disabilities	
GMU Email Account		GMU Nondiscrimination Policy	
Email and Smartphones		Dual Submission	
Internet Connection, Computer and Software		Statement on Plagiarism	
File Backup Plan			
		<b>Useful and Useable Campus Resources</b> _____	<b>17</b>
		Counseling and Psychological Services (CAPS)	
		The University Writing Center	
		The Library	
		<b>Important University Calendar Dates</b> _____	<b>18</b>

# English 302 B19/B20/B24 Advanced Composition (Business)

Spring 2012

Tuesday/Thursday

B19: 7:30-8:45 AM, Innovation Hall 330

B20: 9:00-10:15 AM, Innovation Hall 330

B24: 12:00-1:15 PM, Innovation Hall 320

## General Information

**Professor Rebecca McGeehan**

**Office:** College Hall 204

**Email:** [rmcgeeh1@gmu](mailto:rmcgeeh1@gmu)

**Office Hours:**

- Face-to-face: Tuesday/Thursday, 10:30-11:30 AM & 3:00-4:00 PM
- Virtual Office Hours: By appointment (via Blackboard Chat)

## Required Texts

- *The Bedford Researcher, Fourth Edition*, Mike Palmquist (*print or e-book; available for purchase or loan in the campus bookstore; e-book also available through [CourseSmart.com](http://CourseSmart.com)*)
- [Writing Spaces Open Textbook Project](#) (*free online access!*)
- Professor provided readings as assigned (*via Blackboard*)
- Group selected, non-fiction **book** (*purchase or library loan based on selected text*)

### A Note before We Begin

Good writing is more frequently a result of time and patience than of inborn talent. Students who attend class regularly, keep up with the small assignments, and block off extra time each week for thoughtful drafting and focused revising usually succeed in this class.

If you know you will be absent often, will arrive late on a regular basis, and/or do not have the ability to engage rigorously in course content inside and outside of class time, please consider taking the course at another time when it better suits your schedule.

If you start to fall behind or feel overwhelmed, please let me know as soon as possible, so that we can find any necessary support or consider alternate approaches.

## Course Description and Objectives

This is a 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, with special attention to strategies applicable to particular disciplines.

### GMU General Education Program

This course is part of the GMU General Education Program, which is designed to help students prepare for advanced work in their major field and for a lifetime of learning. For more information on the mission of the General Education Program, consult the [University Catalog](#) or visit the [University General Education website](#).

### Advanced Composition Objectives

As an advanced writing course, English 302 is designed to help you move from being a reader of scholarship to becoming a creator of scholarship. The course will emphasize learning how to determine for yourself what is required of you as a writer in a range of academic and professional scenes: we'll talk about this as solving writing problems. In general, when you write for people in a particular discipline or profession, you need to attend to several elements:

- defining the context: for whom, why, and in what situation are you writing?
- identifying the discipline and genre expectations
- taking the right approach: will you summarize, explain, argue, work from a template?
- supporting your points with appropriate evidence and development strategies
- reviewing your writing in light of these needs and revising to better meet them
- presenting your writing using effective style and media choices

In particular, when you work on a problem with an advanced mindset, you need to be sure you have analyzed it from several points of view and picked up the nuances of the situation. This course will help you develop a range of flexible writing and revising strategies so you can meet those expectations without compromising your own voice, convictions, or style.

### Prerequisites

All students who register for English 302 must meet the following prerequisites:

- a minimum of 45 credit hours
- credit for English 100 or English 101
- in degree programs that require 6 hours of literature, at least 3 must be taken prior to 302; 3 credits may be taken concurrently with English 302

## English 302 and Students as Scholars

This section of English 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.

Assignments in English 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

### English 302-SAS Student Learning Outcomes

In conjunction with the advanced composition course objectives of English 302, there are seven SAS student learning outcomes (SLOs) that will prepare you to make original contributions to the scholarly conversations in your field. Through primarily text-based research you will

- Understand how they can engage in the practice of scholarship at GMU (SLO-1, *Discovery*)
- Understand research methods used in a discipline (SLO-2, *Discovery*)
- Understand how knowledge is transmitted within a discipline, across disciplines, and to the public (SLO-3, *Discovery*)
- Articulate and refine a question (SLO-4, *Inquiry*)
- Follow ethical principles (SLO-5, *Inquiry*)
- Situate the scholarly inquiry [and inquiry process] within a broader context (SLO-6, *Inquiry*)
- Apply appropriate scholarly conventions during scholarly inquiry/reporting (SLO-7, *Inquiry*)

## Students as Scholars Activities

In addition to the 302 and SAS student learning outcomes addressed implicitly and explicitly through course lectures, activities, and assignments, you will engage in three in-class activities designed specifically for use in the SAS program. In addition to the general info provided below, please note where these activities appear on the class schedule so that you can ensure your attendance – the more students in class to engage, the more fruitful these exercises will be.

1. **Analyzing a secondary source.** This exercise will help you understand audience expectation for transmission of knowledge and quality of evidence. We will use this exercise in conjunction with your Ways of Knowing Project. Scheduled for week 2. (SLO 2, 3, 6 )
2. **Comparing scholarly and popular reports of research.** This exercise will help you learn to differentiate between transmission of knowledge to in the public and discipline-specific spheres and understand and apply the conventions of scholarly reporting of research. We will use this assignment in conjunction with your Literature Review Project. Scheduled for week 4. (SLO 3, 6, 7)
3. **Choosing appropriate research sources.** This exercise will allow you to use the appropriate discovery process to identify credible sources that provide and enable the comprehensive analysis and/or synthesis necessary for your own student scholarship. We will use this exercise in conjunction with your Research Argument Project. Scheduled for week 10. (SLO 2, 3, 4, 6)

## Students as Scholars Metacognitive Writing Assignment

You will complete a required final reflection on your Researched Argument Project through a SAS lens. An overview is provided below.

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# Technology Requirements

## Course Content Access via Blackboard @ [myMason](#)

Virtually all course content will be made available through Blackboard and you will complete and submit the majority of your work directly through Blackboard, unless otherwise instructed.

- You will log on to Blackboard site least twice a day during the week (morning and evening), more when requested by me or your groups.
- In addition to being our individual and collaborative workspace, this will be where all course announcements and updates will be posted. In the event of a face-to-face class cancellation, alternate instructions/assignments will be posted to Blackboard so that we do not fall behind schedule.

## GMU Email Account

You must email me from an official GMU email account. All I cannot respond to emails from third-party accounts as I have no way to verify their authenticity.

- Go to [MASONLIVE](#) to set up your @masonlive.gmu.edu email account if you have yet to do so.
- Please let me know if you are faculty/staff and still using MEMO mail (@gmue.edu)

I will check my email twice a day during the week. I ask that you do the same. Please make sure your emails are thoughtful and well articulated. I will respond in kind.

- Be advised, I do not generally check email over the weekend so anything pressing should come to me before 5:00 PM on Friday if you need a response before Monday.

## *Email and Smartphones*

If you need assistance setting up your Smartphone to receive and send email from your Mason account (as required), you can find helpful information at the [GMU Smartphones](#) site or contact the ITU Support Center at (703) 993-8870.

As with all email in a professional environment, when sending messages from your Smartphone, you still need to provide a greeting and signature

## Internet Connection, Computer and Software

You must have consistent access to a reliable high-speed internet connection and computer and to required software. Your internet connection should be reliably fast and the computer you're using must have

- Microsoft Word 2003 or higher
- the most recent version of [Acrobat Reader](#) (Free download)
- the ability to convert a Word file to a .pdf
- [Java](#) and its most recent updates (Free download)
- [Adobe Flash Player](#) and its most recent updates (Free download)

All GMU computer lab computers meet course technology requirements, so if you don't have a reliable connection or computer at home or you do not want to download any new software, plan accordingly.

### **File Backup**

Excuses will not be accepted for completely "lost" work. I understand technology mishaps can happen, but they are neither natural nor rare. So be proactive and constantly save and **backup** your work. For example, save to your hard drive or flash drive and backup using the likes of [Google Docs](#), or vice versa. You can also create a wiki page on Blackboard for housing your assignment files as you are developing them.

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# Managing The Course: Policies and Requirements

## Communication

It is your responsibility to remain in communication with me and your classmates throughout the semester. You will do this primarily through Blackboard.

- The “Ask the Prof.” discussion forum is where you should ask me virtually ALL of your questions about the course and assignments. This ensures that that everyone may reap the benefits of an answer to a question that only one person may have the guts(?), foresight(?), willingness(?), to ask.
- Questions or concerns that you know are specific to you and that you would not like to share with the entire class should be emailed to me (via your MASONLIVE email account) or brought to me during office hours. The latter is preferable.
- All assignment-related questions must be sent or posted at least 24 hours in advance of an assignment’s due date, bearing in mind weekend questions may not be responded to until the following Monday.
- Course content missed due to an absence/late arrival will not be discussed via email. When you are late or absent you must check Blackboard, touch base with your classmates for information on what was covered, and then come to office hours to further discuss the content if necessary.

## Graded Work

You must meet with me in person during office hours within one week of receiving back graded work if you’d like to discuss it. Under no circumstance will I discuss grades via email or in the classroom.

I encourage you to take a more active role in your education by asking questions in class, in real time, posing critical questions to “Ask the Prof.” and coming to speak with me in person prior to an assignment’s due date. If after you’ve earned a grade, you still need some help understanding the evaluation of your work and developing your knowledge and skill, you can swing by my office then, too! While these discussions will not earn you a higher grade (unless there’s a revision option), they are invaluable to your writing and problem solving process.

While you will receive individualized feedback from me on many major assignment elements, short assignments and process work may be handled more generally in class, so you may need to compare/apply the in-class content to your work in order to understand its assessment.

## Coursework and Grade Weights

<b>Coursework Overview</b> (See assignment prompts as assigned for process work instructions and point breakdown, deadlines, and submission info)	<b>Points and Weight</b>	<b>Final Due Date</b> (Subject to change)
<b>Ways of Knowing Project:</b> Culminates in a 750-900 word informative document that addresses how those in your field know what they know, why they value the information they do, why new students need to understand the discipline's context, and the most invaluable resources a student would need to begin scholarship in the field.  <i>Audience: New majors in your discipline.</i>	150 pts. 10%	2/16
<b>Literature Review Project:</b> Culminates in a 1250-1500 word article identifying the current state of the conversation on a topic in the field that is interesting to you in order to identify the gaps in the conversation and lay the groundwork for a research project.  <i>Audience: Readers of The Broadside</i>	225 pts. 15%	3/8
<b>Group Fundamental Text Defense Project:</b> Culminates in a 2-3 page memo and 15-20 minute oral presentation of a text the group believes should be included in SOM's core curriculum.  <i>Audience: Those responsible for developing the university and school's core curriculum and fellow 302B students.</i>	300 pts. 20%	4/3
<b>Researched Argument Project:</b> Culminates in a 1750-2000 word document that positions the student author as a credible voice in the conversation identified in the literature review. With this project you, the student author, are contributing new knowledge, rather than simply identifying knowledge. You will select a specific publication in which to present your argument and compose and design your final document per the appropriate context.  <i>Audience: Readers of the publication</i>	525 pts. 35%	5/13
<b>Students as Scholars Metacognitive Writing Assignment:</b> A 500-700 word reflection on your Researched Argument Project.  <i>Audience: Professor McGeehan, English Department, OSCAR</i>	75 pts. 5%	5/13
<b>Engagement:</b> Based on your attendance, active presence in class, and completion of short assignments as assigned.  <i>See below</i>	225 pts. 15%	<i>All semester</i>

I will add up all final points earned and divide them by points possible to determine your final course grade. 1500 points = 100%. Eg:  $1255/1500 = .837 = 83.7\%$

Final percentages will earn the following letter grades:

98.0 – 100: A+	88.0 – 89.9: B+	78.0 – 79.9: C+	65.0 – 69.9: D
94.0 – 97.9: A	84.0 – 87.9: B	<b>74.0 – 77.9: C</b>	64.9 – below: F
90.0 – 93.9: A-	80.0 – 83.9: B-	70.0 – 73.9: C-	

## Short Assignment Evaluation

Short assignments will receive a 5, 4, 3, or 0. Work that

- exceeds expectation = 5
- is satisfactory = 4
- is unsatisfactory = 3
- is not completed/demonstrates little to no effort = 0

All turned-in-on-time assignments that are at least close to the mark will earn a 5 or 4. Work that might completely miss the mark but demonstrates significant effort will receive a 3.

These small assignments are part of your overall engagement grade and will be averaged together with the points earned for each class period. If you turn something in AND regularly attend and engage in class (see engagement policy) you'll likely earn at least a B-. If you turn in nothing, those zeros could greatly jeopardize your final engagement and overall grade.

Please note, more labor intensive short assignments, such as peer reviews, will be weighted more heavily. For example, a peer review might be worth up to three short assignments or a maximum of 15 points.

Short assignments may not be made-up or revised for a grade change.

## Coursework Completion

You must complete all five major assignment assignments to possibly earn a "C" or higher as a final grade. All assignments must be accompanied by process work (per the assignment instructions) and must demonstrate significant development and revision from early to final draft(s).

## Course Engagement

Your engagement grade is the average of your short assignment grades (see above), and points earned for attendance AND active presence in class—this starts on day one. You can earn 1 engagement point for each class period, but simply showing up won't get you more than .5. Engagement points may not be made-up.

### 1. Attendance

The days you do not attend class, a zero '0' will be averaged into your final engagement grade. These zeroes cannot be made up.

### 2. Active Presence

Being actively present means you are prepared and willing to engage in whatever the day's agenda requires. You should always be ready to respectfully speak your mind, listen to what your classmates have to say, and participate in in-class exercises without hesitation or reservation.

Students who are dozing, texting or surfing unrelated websites, working on assignments for other classes, or unprepared for class, etc., are not actively present and thus may lose class participation points. Any serious breach of good classroom conduct may cause you to lose all points.

Computer classrooms pose endless temptations; please try to resist them. Remember that your screen may distract others who might otherwise be learning something, *and be aware that it's really not difficult for me to guess when you're not typing class notes.*

### Arriving Late and Leaving Early

I will take attendance within the first five minutes of each class period. If you are not in your seat ready to participate when begin calling roll, you are counted as absent. If you arrive during or after roll call, it is your responsibility to make sure you have been marked present by seeing me after class. If you don't touch base with me that day, your absence may stand. If you arrive late or leave early for any reason/amount of time, you may not receive full engagement credit for that day.

Students who arrive late to class will be allowed into the classroom at my discretion. While late arrivals can be disruptive, in an emergency, I would rather have you come late than not at all. Students more than 20 minutes late cannot earn more half engagement credit for the day.

The same holds true for leaving early. While leaving early can be disruptive, in emergency cases, I would like you to attend as much of the class period as possible. If you must leave early, let me know prior to the start of the class period. If you leave with 20 minutes or more remaining in the period, you may not earn more than half engagement credit for the day.

### **Major Assignment Evaluation**

Although you will receive additional and specific assignment requirements, in grading written work, I always use the following general evaluation criteria:

#### *C/C+ (74% – 79.9%)*

The submission demonstrates average college-level writing and/or design and achievement and is a competent response to the assignment. The work meets, to some degree, all assignment requirements and demonstrates 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 and design errors do not significantly prevent comprehension. Work that does not meet these criteria will not earn a C.

*B-/B/B+ (80% – 89.9%)*

The submission is a strong example of college writing and/or design, and thinking. In addition to meeting the C-level requirements, the submission 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, paragraph, and design levels, and/or exhibits a personal voice or style. It has few sentence-level or design errors.

*A-/A/A+ (90% – 100%)*

The submission is a delight for the audience. Even more than in a B-level submission, its author anticipates and responds to possible audience questions, uses a wide range of supporting evidence, engages the audience in a provocative conversation, provides unexpected insights, and/or uses language and design with care and facility.

*C-/D/F (73.9% and below)*

The submission does not meet basic expectations of college-level writing and/or assignment requirements.

### **Assignment Instructions and Submission**

All work must be submitted as instructed. An assignment that is improperly submitted is considered not submitted.

Work is due at the beginning of the class period on its due date, unless otherwise noted. You are responsible for reading and understanding instructions, including the how and when behind proper submission. Any questions about an assignment, including its submission process, should be brought to me well in advance of an assignment's due date.

### **Late Work**

Final major assignments are the only work I will accept late. Late work is work submitted after its deadline. Late work will incur a 1/3-letter-grade late-work penalty for each calendar day it is late. After one week, the submission window will close. In the event that you do not submit your work in that window, you must come to me during face-to-face office hours to discuss the issue.

Exceptions to the late work penalty **may** be made in cases of documented illnesses or emergencies. In any of these cases, contact me as soon as possible via e-mail with the late work, in its current state of development, attached and let me know of the issue.

Late-work penalties cannot be changed through revision.

### **Extra Credit**

I do not offer extra credit.

## **Incompletes**

An Incomplete will be given only if you have completed two-thirds of the work for the semester, attended two-thirds of the class sessions, and have a valid reason for being unable to attend class and/or complete the remainder of the work on time, such as a documented lingering illness, family emergency, or work obligation that involves unforeseeable extended travel. Poor time management will not be accepted as a reason for an incomplete and you must have been in contact with about the issue at hand well in advance of requesting the incomplete.

Requests for incompletes must be made in person, prior to the last day of class, and you must present a written proposal addressing in detail the reason an incomplete should be given and how and when you will complete and submit the remaining coursework and how you will make-up engagement points.

If an incomplete is granted, we will draft a contract addressing specific requirements and deadlines based on your unique situation.

## **Document Style and Standards**

You must follow APA documentation style and genre appropriate design practices when formatting all work for this course. See chapters 18 & 22 in *The Bedford Researcher* for guidance. Regardless, of your general format you must properly incorporate and cite your reference material if used. See "Using Reference Material in Your Text" in the Course Content folder on Blackboard for additional style and standards *Must-dos*.

## **Naming Conventions for Online Work**

Unless otherwise noted, file and wiki page names must be labeled with your last name and first initial and an appropriate version of the assignment name

- Jane Student's literature review submitted as a Word 2003 doc: *StudentJ LR.doc* or *StudentJ Literature Review.doc*.
- If your work is incorrectly named or not accessible to me or your classmates (when required) it may be returned or not earn credit.

## Revision

Based on your completion of English 101 (or its equivalent), I expect that you have developed and are using a smart writing process that includes revision while drafting all assignments for this course. Minimally, you will revise your work after peer review. That being said, I want to encourage you to revise even more! Your final Ways of Knowing and Literature Review may be re-revised after being graded for a possible new grade—either through a **Complete Revision** or a **Revision Memo**.

### 1. Complete Revision Option

Before undertaking a **Complete Revision**, you must **schedule a Revision Conference** with me. This meeting must occur within one week of the essay's return to you. You should come to this conference—face to face or electronic—prepared to explain and ask questions about your plan for your revisions.

- Complete Revisions must themselves **demonstrate substantial change** to the focus, support, approach, or organization of the text in addition to comprehensive error correction, or they will be returned with no grade change. Substantial change may be thought of as change **to at least 15-20%** of the essay's text; you must address widespread issues as well as providing small fixes. Revised essays must, however, retain the original text's topic and approach; revision does not mean "write a new essay."
- Complete Revisions must be accompanied by a brief **Revision Guide**, which can be typed at the top of the new draft:
  - "I primarily worked on improving \_\_\_\_ and \_\_\_\_."
  - "I think these parts were hard for me because \_\_\_\_."
  - "In other advanced writing tasks in the future, I'll try to solve these writing problems better by \_\_\_\_"
- Complete Revisions will result in a new assignment grade: thoughtful revisions usually result in a full letter grade improvement, though some grades may improve by more.
- Complete Revisions must be completed within one week of your conference with me.

### 2. Revision Memo Option

You may instead choose to write a **Revision Memo**, to increase an essay's grade by a half letter grade (B to B+, for instance). You must use standard memo form and style. In about 200 words, you should include actual examples of improvements you would make ("For instance, in paragraph 3 I would add two sentences about the research article I found on ethics in accounting") along with explanations of why the changes would improve your writing.

- **Memos that only repeat my comments or provide vague ideas will earn no points.**
  - Revision Memos must be completed within one week of the essay's return to you.
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# University Policies

## Students with Disabilities

(703) 993-2474; <http://ods.gmu.edu>; SUB I 4205

Students with documented disabilities are legally entitled to certain accommodations in the classroom. 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 703-993-2474. All academic accommodations must be arranged through that office.

## GMU Nondiscrimination Policy

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. Mason shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

## Dual Submission

The dual submission option permits students to submit a paper written for English 302 to meet the requirements of another course during the same semester (or vice versa). See me for more information about arranging this option if you're interested.

## Statement 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 end notes; 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, 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 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 References list at the end of their document, providing full bibliographic information for every source cited in the document.

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. Writers who follow these steps carefully will almost certainly avoid plagiarism. If writers ever have questions about a citation practice, they should *ask their instructor!*

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 are made after careful review by the Honor Council, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

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## Useful and Useable Campus Resources

### Counseling and Psychological Services (CAPS)

(703) 993-2380; <http://caps.gmu.edu>; SUB I 3129

Please don't hesitate to take advantage of the wonderful services provided by [CAPS](#). Whether you're having a difficult time adjusting to your new schedule or are concerned about your roommate, CAPS is fully committed to you. Let me know if you need someone to walk over with you.

### The University Writing Center

(703)993-1200; <http://writingcenter.gmu.edu>; Robinson A114

Since writing is recursive, it would benefit your work and your process to visit the University Writing Center, located in Robinson A114. 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 even obtain assistance with papers by visiting the online writing center. Go online, call, or drop in to make an appointment.

### The Library

<http://library.gmu.edu> (multiple locations)

In addition to a wealth of printed resources, the library hosts around 150 electronic journals. GMU is also a member of the Washington Research Library Consortium (WRLC), which means you have hassle-free access to the library resources of eight area universities!

Please take some time to explore the library's offerings; you may also instant message the library with any questions. Don't hesitate to "[Ask a Librarian](#)"!

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## Important University Calendar Dates

For more important dates and additional information on the content provided below, go to the Registrar's [Academic Calendars](#) page

<i>January 1 Day of Week</i>	<i>Sunday</i>
Martin Luther King Day (no classes)	Mon Jan 16
<b>First day of classes</b> ; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed	Mon Jan 23
Summer 2012 Graduation Intent Available via Patriot Web	Mon Jan 30
Last day to drop with no tuition penalty	Tues Jan 31
<b>Last day to add classes</b>	Tues Jan 31
Last day to drop with a 33% tuition penalty	Tues Feb 14
Last day to drop with a 67% tuition penalty	Fri Feb 24
<b>Last day to drop</b>	Fri Feb 24
Last day to file your Spring 2012 Graduation Intent	Fri Feb 24
Selective Withdrawal Period (undergraduate students only)	Mon Feb 27 - Fri Mar 30
Spring Break	Mon Mar 12 - Sun Mar 18
Last day of classes	Sat May 5
<b>Reading Days</b>	Mon May 7 & Tue May 8
<b>Exam Period</b> (beginning at 7:30 a.m.)	Wed May 9 - Wed May 16

\*\* These dates will not change.

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