

Advanced Composition in the Humanities 302 H 25

Spring 2012: T 7:20-10:00

Innovation Hall 323

Instructor: Mark Rudnicki (mrudnick@gmu.edu)

Office: Robinson A 311 A

Office Hours: Friday 10:00 AM -Noon and by appointment

Course Description

This course is designed to build on the general writing and research skills you have acquired in previous university courses and to prepare you for completing advanced level writing, analysis, and research tailored to your discipline. Your task this semester, therefore, is twofold: 1. to develop skills on how to locate and analyze the various sources in your discipline; and 2. to communicate effectively in the various genres within your discipline. While many forms of writing in the humanities exist, summary of texts (scholarly and creative) and analyses of them are the most common. As a result, we will closely examine key points in texts to assist in writing effective summaries; we will critically investigate logical structures, rhetorical strategies, and arguments to assist in developing insightful analyses; and we will hone our research methods to improve our written text.

Course Objective: 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 (<http://oscar.gmu.edu>).

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

For primarily text-based research that prepares students to make original contributions: students will

SLO-1, *Discovery*: Understand how they can engage in the practice of scholarship at GMU

SLO-2, *Discovery*: Understand research methods used in a discipline

SLO-3, *Discovery*: Understand how knowledge is transmitted within a discipline, across disciplines, and to the public

SLO-4, *Inquiry*: Articulate and refine a question

SLO-5, *Inquiry*: Follow ethical principles

SLO-6, *Inquiry*: Situate the scholarly inquiry [and inquiry process] within a broader context

SLO-7, *Inquiry*: Apply appropriate scholarly conventions during scholarly inquiry/reporting

Required Texts

1. Bazerman, Charles. 2010. *The Informed Writer: Using Sources in the Disciplines*. The WAC Clearinghouse. Fort Collins, CO. Available at <http://writing.colostate.edu/textbooks/informedwriter/> and posted on Blackboard 9.1.
2. *302 Advanced Composition Manual*. Ed. Mark Rudnicki. .pdf on Blackboard 9.1

Other Supplies

- A notebook, laptop, or flash drive for taking notes in class. I suggest using Google docs (<https://docs.google.com/>) for this class.
- A good dictionary, thesaurus, and grammar book/website.

Course Requirements

- A. Three (3) Formal Assignment Folders** are required. All formal writing must be typed, double-spaced, one-inch margins with your name, date, and assignment number in the upper corner following all of the guidelines of MLA or APA documentation. Please check the course manual for more assignment details.
- 1. Folder #1** will be devoted to an analysis of reference works in your field. **Part A** short paper (600 words) requires you to analyze an encyclopedia article in your discipline. **Part B** requires you to write (minimum 1500-maximum 1800 words) your own encyclopedia entry on a topic of your choice. This requires outside research using scholarly books in your field.
 - 2. Folder #2** will be devoted to reviews for a specialist audience. **Part A** will be a short comparison report analyzing journals in your field. **Part B** (minimum 1500 words) requires you to write an analysis of the film *Fight Club* directed by David Fincher through the lens of your major. This requires outside research using the journals in your field.
 - 3. Folder #3** will be a detailed research grant proposal (3000 words) in a format and style appropriate for submission to an organization in your discipline. The grant proposal will include a proposal with a bibliography, an annotated bibliography, and an outline. There will also be a brief reflective assignment on your final folder.
- B. Class Participation and website design** are 10% of your grade. It will be incorporated in each assignment. As a result, it is essential to come to class prepared to discuss the material. You will be expected to contribute to class discussion and actively participate in group activities on line and in class. We will also be creating a research iGoogle page and Google docs to help you with research in this class and beyond.

Grading

Folder #1 – Encyclopedia Folder	100 points
Folder #2 – Text Analysis Folder	100 points
Folder #3 – Research Proposal Folder	100 points
Class Participation	10%
TOTAL	300 points

Course Grading Scale

97-100%	A+	292-300	77-79%	C+	231-239
93-96%	A	279-291	73-76%	C	219-230
90-92%	A-	270-278	70-72%	C-	210-218
87-89%	B +	261-269	67-69%	D+	201-209
83-86%	B	249-260	60-66%	D	180-200
80-82%	B-	240-248	0-59%	F	0 - 179

Course Policies

Submitting Assignments

All assignments must be submitted on the due date at the beginning of the class period. Formal assignments will be submitted on the assignment page of Blackboard, and informal or classroom assignments will usually be due on Blackboard discussion board. Late formal assignments will be penalized by one letter grade, and will only be accepted up to two weeks after the due date. If you are having problems with an assignment, please contact me as soon as possible, not the day the work is due! NOTE: I will not accept assignments through email, unless previously agreed.

Academic Integrity (Provost's statement)

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

*****Plagiarism will result in an automatic zero for the assignment and possibly a trip to the Academic Integrity Council.**

Class Preparation and Participation

If you are absent more than *two* classes, your class participation grade will drop *substantially*. Also, if you must miss a class, you are still responsible for the material for the day missed. Check the calendar on blackboard for updates on class assignments. Please come to class on time. If you are regularly late for class, your class participation grade will drop.

GMU Email Accounts

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

E-mail Etiquette

Please have two colleagues' e-mail addresses to get information, if necessary, about the class. I encourage you to e-mail me if you have any questions, but please check the course materials first. While I encourage an open and friendly atmosphere in the classroom, I do expect a certain degree of respect in e-mail exchanges. Please be formal in e-mail correspondence.

Inappropriate e-mail:

Subject line: URGENT!!!

Hey, What up dawg? I missed class yestrday. Did we do anything important? Get back to me ASAP! Urgent! Thanx

Appropriate e-mail:

Subject line: English 302H Section ____

Dear Professor Rudnicki,

I apologize for missing class yesterday. Unfortunately, I had a medical emergency. I will provide you with documentation at the beginning of the next class. I e-mailed a colleague from class about the assignments due our next meeting, but he has not responded. Is there anything due in addition to what is listed on the syllabus and Blackboard? In advance thank you for your help.

Sincerely,

Mark Rudnicki

Office of Disability Services

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 ODS. <http://ods.gmu.edu>

Stress of the semester

If you feel overwhelmed this semester due to the academic workload and/or balancing work and/or adapting to a new situation, please let me know as soon as possible. The earlier we can recognize a potential difficult situation, the sooner we can resolve it.

Cell Phones

Please turn off or turn down the volume on your cell phones at the beginning of class. If you have an **emergency** situation to monitor, please let me know before class begins.

Going Green

I encourage you to make efforts to conserve on paper. While this is a writing class and significant amount of paper use is unavoidable, please try your best to *reduce, reuse, and recycle*.

Useful Campus Resources

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

UNIVERSITY LIBRARIES: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
<http://caps.gmu.edu>

UNIVERSITY POLICIES: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Spring 2012 – Tentative Course Calendar – check the Blackboard announcements for updates

Folder #1 – Encyclopedias

Week	Day	Date	Lesson for this class	Assignment Due
1	W	1/25	<ul style="list-style-type: none"> *Introduction to the course and to each other. *Overview of the Writing Process; *Explanation of Folder #1 Part A; * Encyclopedia references and a trip to the reference section of the library. 	
2	W	2/1	<ul style="list-style-type: none"> *Presentations of Folder #1A; *Writing an encyclopedia article; *Break into groups and brainstorm potential topics; *Finding sources; *Building igoogle page Part 1: google docs. 	<ul style="list-style-type: none"> *Folder #1 A Due *Read: Ch. 1 Informed Writer and answer questions on Bb discussion; *Read: “The Development and Continuing Value of Psychology Encyclopedias” ; *Brainstorm potential topics for your own encyclopedia entry.
3	W	2/8	<ul style="list-style-type: none"> *How to summarize; *How to cite sources; * annotated bibliography; *Techniques and strategies for writing your own encyclopedia entry on new topic (theory, movement, technique). *Review a colleague’s outline and freewrite 	<ul style="list-style-type: none"> *Complete the On-line plagiarism tutorial (link on Blackboard) AND respond to questions; *Read: Sample Encyclopedia Articles; *Read chs. 3 and 4 in Informed Writer; * Outline (100 -150 words) and a focused freewrite (300-400 words) of your encyclopedia entry post on Bb.
4	W	2/15	<ul style="list-style-type: none"> *Techniques and strategies for writing your own encyclopedia entry on new topic (theory, movement, technique). *Peer Review. 	<ul style="list-style-type: none"> *Annotated bibliography of three sources (at least 2 books) of the topic you will write about. Each summary should be 150-200 words; *4 paged draft with an outline of encyclopedia article.

Folder #2 – Analysis of *Fight Club*

Week	Day	Date	Lesson for this class	Assignment Due
5	W	2/22	<ul style="list-style-type: none"> *Writing About the Humanities; *Folder #2 discussion. *Discuss types of journals in the disciplines; *How to access journals online and in the library. 	Folder 1B due on Blackboard assignment page.
6	W	2/29	<ul style="list-style-type: none"> *Discuss <i>Fight Club</i>; *Locate articles to help interpret the book; *Building iGoogle page Part 2 	<ul style="list-style-type: none"> *Watch: <i>Fight Club</i> *Read: “Virtual Violence in <i>Fight Club</i>” * Brainstorm potential topics for 2B. *Preliminary search for articles from gmu databases that may help you interpret the book.
7	W	3/7	<ul style="list-style-type: none"> *Presentations of Folder #2A; *Discussion of <i>Fight Club</i> from various disciplinary perspectives *How to write an analysis of a text; *Review colleagues’ freewrites. 	<ul style="list-style-type: none"> *Folder #2 A Due *Read: sample analyses; *Find at least 2 journal articles to help you with the interpretation of the novel. Bring in an annotated bibliography of them; * Post on Bb a freewrite (300 words) on a potential topic for your interpretive analysis.
8	W	3/14	Spring Break	Take a break in honor of Spring!
9	W	3/21	*Peer Review	<ul style="list-style-type: none"> *Read: sample analyses in class. *Write: 4 Paged Rough Draft with an outline for peer review.

Folder #3: Research Proposal

Week	Day	Date	Lesson for this class	Assignment Due
10	W	3/28	*Introduction to Grants and Fellowships; *Finding a Grant/fellowship; *Finding a Topic; * Research strategies: Library Catalogs; * Analyzing your discipline; *Building iGoogle page Part 3.	*Write: Folder #2 B Due on Bb; *Read: short article TBA.
11	W	4/4	*Research Strategies: Journal articles; *Writing a review of literature; *Reviewing sample proposals;	*Write : Post on Bb brief descriptions of the purpose and requirements for 2 grants in your field; *Brainstorm 2-3 potential topics for the research proposal; *Write: On Bb analysis of your discipline.
12	W	4/11	*Reviewing sample proposals; *Writing a review of literature (cont.). *Writing the Methodology;	*Write a freewrite of the background research.
13	W	4/18	*Writing the Methodology (cont.); *Brief presentations in groups of topics for discussion.	*Write: bibliography of 10-15 sources; * Outline of Methodology; * prepare a brief 3-5 minute presentation of your proposal to share with your group. Also, prepare at least 3 questions or concerns you have about your proposal.
14	W	4/25	*Peer Review of grant proposal; *group work on each proposal: * course evaluation.	*Write: Post a rough draft of your grant proposal.
15	W	5/2	*Final discussion on research in the discipline; * reflective assignment (10points).	* Final Research Proposal Due on Bb.
	W	5/9	TBA	