

Syllabus

ENGH 302 M06 Spring 2012

Multidisciplinary Advanced Composition

Innovation Hall Room 319: T/TH 9:00 AM - 10:15 AM

Instructor Contact Information

<p>Jessica Matthews, PhD Assistant Director of Composition Email: jmatthe2@gmu.edu Office: Robinson A 112A Office Phone: 703-993-1171 Website: http://jessiematthews.com</p>	<p>Office Hours T/TH 10:30 - 12:30 PM (or by appt) Virtual Office Hours M/W 8:00 PM - 10:00 PM Skype Name: jessica.matthews674</p>
--	--

Syllabus Table of Contents (TOC)

1. Course Description	12. Late Submission Policy
2. Required Texts & Technologies	13. Dual Submission
3. Prerequisites	14. Blackboard & Technical Support
4. Learning Objectives for ENGH 302M	15. Plagiarism Policy
5. Course Requirements	16. Campus Support Services
6. Method of Instruction	17. University Writing Center
7. Grading Policy	18. Other Course Policies
8. Grading Criteria	19. Course Etiquette
9. Course Theme	20. Dates to Remember
10. Essay Submission Guidelines	Remember
11. Revision Policy	

Course Description

ENGH 302-Multidisciplinary (302M) 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. 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 a Students as Scholars section of 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 ([Back to TOC](#))

Required Textbooks & Technologies

1. You must purchase the following textbooks:

- Harris, Robert A. *Using Sources Effectively*. 3rd ed. Glendale, CA: Pycszak, 2011. ISBN 1-884585-93-0. *You must purchase this book in order to complete this course.*
- All other required readings will be provided as direct links or as digital (PDF or Word) documents.

2. 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*.
- 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.*
- To participate in virtual office hours and conferences, 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.*

3. Email Client: MasonLive Mail

[MASONLIVE](#), the new official email system for students at Mason, has replaced the student's MEMO (Mason Enterprise Messaging Online) mail system account. *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, or any email client other than Mason Mail. ([Back to TOC](#))

ENGH 302 M06 is a Blackboard course, accessible via the MyMason Portal at <http://mymason.gmu.edu>. Log on using your Mason Mail username and password and select the "Courses" tab to access course materials (except for the required text) and submit your work.

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.

***Please see me as soon as possible if you are unsure if you have met these requirements. ([Back to TOC](#))*

Learning Objectives for ENGH 302M

As an advanced writing course, English 302 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: what do readers in your community prefer?
- taking the right *approach*: will you summarize, explain, argue, work from a template?
- using appropriate *evidence* and *development* strategies to support your points
- *reviewing* your writing in light of these needs and *revising* to better meet them
- *presenting* your writing using effective *style* and *media* choices ([Back to TOC](#))

Course Requirements and Grading Percentages

COURSE REQUIREMENTS				
Assignment	Weight	Revision Options	Draft Required	Late Penalty
Essay #1: In-Class Textual Analysis	15%	Revision of Final Version Permitted (Final grade is an average of the original and revised versions)	N/A	Exam will be given during class time. No make-up exams available.
Essay #2: Report on Sources in Your Discipline	20%	Revision of Final Version Permitted (Final grade is an average of the original and revised versions)	Yes	10 pt. deduction per day late
Essay #3: Researched Argument about the Future of Work in Your Field	25%	No Revision of Final Version Permitted	Yes	10 pt. deduction per day late
Essay #4: Reflective Essay & Presentation	10%	No Revision of Final Version Permitted	No	No late essays & presentations accepted
Participation: Discussion Topic & Quizzes	15%	N/A	N/A	No late work accepted
Exercises	15%	N/A	N/A	10 pt. deduction per day late

[\(Back to TOC\)](#)

Method of Instruction

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. [\(Back to TOC\)](#)

Grading Policy

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-	

PLEASE NOTE: 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. You must complete all the requirements for the course in order to receive a passing grade. ([Back to TOC](#))

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](#))

Course Theme: The Future of Work

“Take This Job and Shove It!” twanged country singer Johnny Paycheck in 1978, but in the United States today, millions of people cannot find any job to “shove.” The unemployment rate continues to hover around 9%, and the pace of new job creation lags far behind the demand. Michael Pence, writing in *The Wall Street Journal*, claims that the “old jobs are not coming back,” so workers had best be prepared to seek the new ones. But what are those new jobs, and what skills do people need to get them? This course will focus on this challenging and changing workforce environment, and the accompanying readings and projects will in some way relate to this rather large area of inquiry.

[\(Back to TOC\)](#)

Essay Submission Guidelines

ENGH 302M emphasizes writing as a process, which is why I require a draft for each of the formal essays in the course. ***Drafts are required for all formal essays except Essay #4. 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. **I grade papers electronically and return them to you via Blackboard.**

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:

LastName302MEssay1.doc

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

[\(Back to TOC\)](#)

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 assignment. I do not accept late revisions. [\(Back to TOC\)](#)

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..

NOTE: Technology failures are not an excuse to avoid the late penalty. It's too easy to claim that your Internet connection failed or that your computer crashed, so I don't accept those excuses. I do, however, make adjustments for technology failures that I can verify and **accept excuses for illness that are backed up by documentation.** I only accept documentation from a health care provider that is written on the official stationary of the provider.

LATE ESSAY ASSIGNMENT PENALTY: Late submissions for Essay 2 and Essay 3 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. I will not accept late submissions for any group project assignments. ***Drafts are required for Essays # and #3. I do not accept final versions of an essay unless you have submitted a draft beforehand. I do not accept late drafts.***

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

I DO NOT ACCEPT LATE DISCUSSION POSTS OR LATE REVISIONS. No exceptions. *Late arrivals to class are not permitted to take the quiz or post to the discussion prompt.*

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. ([Back to TOC](#))

Dual Submission

The "dual submission" option allows students to use a paper written for ENGH 302M 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 and [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](#))

Blackboard Support courses@gmu.edu and Tech Support 993-8870

I do not accept technology glitches as excuses for late work unless I can document a campus-wide technology failure. But I do encourage you to obtain assistance with technology issues you encounter by contacting the Blackboard Support team for Blackboard issues: courses@gmu.edu and the Instructional Technology Unit (ITU) Support Center at 993-8870 for all other technical support assistance. The Instructional Technology Unit (ITU) Support Center provides students with information about a range of technical support issues, including how to set up a Mason email account, how to access the library databases from off-campus, and how to use software programs such as Microsoft Office. The gateway page for the ITU Support Center is available at <http://itusupport.gmu.edu/STG/STGfrontpage.asp>. For immediate technology support issues (including the status of Mason, go to <http://itusupport.gmu.edu/>.

([Back to TOC](#))

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 assignation of penalties are made after careful review by the Honor Council. The [George Mason Honor Code](#) offers more detail on plagiarism and its consequences. ([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.

CAMPUS SUPPORT SERVICES

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 Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC. I will be happy to work with students and the DRC to arrange accommodations that I can offer in an online course. ([Back to TOC](#))

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 Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC. I will be happy to work with students and the DRC 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 our course focuses specifically on employment issues, both those that affect that nation and those that specifically affect your future workplace, Career Services will be an especially important resource in this course. Visit the redesigned website of Career Services at <http://careers.gmu.edu/index.cfm>. ([Back to TOC](#))

Other Course Policies

Laptops and Cell Phones

Since we meet in a computer classroom, there is no need to use a laptop in class. Therefore, consider our class as “topless”: *no laptop use permitted*. ([Back to TOC](#))

Cell phones are the boon and bane of our existence. While I applaud the advances in cell phone technology, I do not permit the use of cell phones in our classroom. Turn off our cell phone and put it away once class begins. I don't want to hear your amusing ring tone, and neither do your peers. No texting or Twittering permitted. As for peeking at text messages, please restrain yourself for the 75 minutes you are in class twice a week. ([Back to TOC](#))

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](#))

Absences

Although regular class attendance is essential if you are to succeed in this course, I realize that you have a life and will occasionally need to miss class. If you are absent, you are still responsible for all homework and readings, most of which are available through our Blackboard site. After checking Blackboard and with other students, contact me if you still have any questions. ([Back to TOC](#))

Tardiness

Arriving late will cause you to lose credit for class participation activities (quizzes and discussion prompts). Although occasional missed activity will have virtually no impact on your final grade, but you should try to arrive on time. But chronic tardiness or arriving extremely late to the class will impact your final grade.

I deduct your two lowest class participation scores before computing your final average in that category, which means you can miss two classes (or arrive late twice) with no grade penalty. Use these absences for emergencies and for other commitments you must keep that conflict with our class. ([Back to TOC](#))

Leaving Class Early

Although I can appreciate that students have an occasional need to leave class early, I do not award credit for quizzes or other class activities for students who leave class early. ([Back to TOC](#))

Course Etiquette

Most of you are well aware of these common courtesies, but every now and again we all forget. Here's a handy list:

- Please turn off and put away all electronic devices, *including laptops and cell phones*.
- Obviously, no text messaging or cell phone checking in class. No exceptions.
- Treat each other with respect. 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.
- Comply with the email and discussion list protocols for subject lines, correctness, and word choice. Failure to do so will lower your grade.
- Please listen attentively to people who speak in class. Do not talk while they are talking.
- Our class meets in a computer classroom, so please do not bring food & drinks into the room.
- Parking is a problem at GMU, and traffic in Northern Virginia is always problematic in the morning. Plan accordingly. Students who are chronically late for class are disruptive and rude and will be unable to take the quiz or post to a discussion topic if they arrive late. ([Back to TOC](#))

Dates to Remember

January 24	First Day of Our Class
January 31	Last Day to Add
February 24	Last Day to Drop
February 27 - March 30	Selective Withdrawal Period
March 12 - March 18	Spring Break
March 30	Incomplete work from F11 due
May 3	Last Day of <i>OUR</i> class
May 9 - May 16	Exam Period

[\(Back to TOC\)](#)

Assignments are due on the date listed, except where noted. Quizzes are not announced ahead of time.
This schedule is subject to change, but I will notify you about changes in class and through the Announcements Tool.

ENGH 302 M Schedule of Classes Spring 2012

Date	Learning Module	Assigned Readings	Written Assignments		
Week 1 Orientation & Digital Communication					
Tuesday 24 Jan	Learning Module 01 Orientation	Course Syllabus & Schedule Interacting with Blackboard Practice Quiz Grammar Girl: Introduction		Practice Discussion Forum Introduction	Exercise 1 Uploading documents to Bb
Thursday 26 Jan	Learning Module 02 Digital Communication			Discussion Forum Hasty Emails	Exercise 2 Email
Week 2 What Is Analysis? & ESSAY 1 & Critical Reading					
Tuesday 31 Jan	Learning Module 03 What Is Analysis?	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>			

Date	Learning Module	Assigned Readings	Written Assignments		
Tuesday 31 Jan	Learning Module 03.5 ESSAY 1: Rhetorical Analysis	<p>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>			
Thursday 2 Feb	Learning Module 04 Critical Reading (SLO-3, <i>Discovery & SLOR 5 & 6, Inquiry</i>)	<p>Nancy Sommers: "Reading and Responding" video (2:52 minutes)</p> <p>Center for Education and the Workforce: "Hard Times: Not All College Degrees Are Created Equal," PDF available in the LM</p> <p>Michelle Singletary, "Not all college majors are created equal," from <i>The Washington Post</i></p>			Exercise 3 Annotated Reading

Week 3 Paraphrase & Summary and Thesis Formation

Tuesday 7 Feb	Learning Module 05 Paraphrase and Summary	<p><i>Using Sources Effectively</i>, CH 5, "Paraphrasing and Summary"</p> <p>"The Truth About the American Economy," by Robert Reich, <i>The Huffington Post</i></p> <p>Grammar Girl: Title Capitalization Rules</p>			
Thursday 9 Feb	Learning Module 06 Composing a Thesis	<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>Grammar Girl: Affect Versus Effect</p>			Exercise 4 Paraphrase and Summary

Date	Learning Module	Assigned Readings	Written Assignments	
Week 4 Editing & Proofreading and Avoiding Plagiarism				
Tuesday 14 Feb	Learning Module 06.5 Draft of Essay 1	Draft of Essay 1 DUE: Bring your draft (in digital form) to class with you.	<p style="text-align: center;">Upload your complete draft of Essay 1 to the "Draft Essay 1" assignment in this learning module.</p> <p style="text-align: center;">NO LATE DRAFTS ACCEPTED NO FINAL VERSION ACCEPTED WITHOUT A DRAFT</p>	
Tuesday 14 Feb	Learning Module 07 Peer Review Editing and Proofreading	<i>Using Sources Effectively</i> , CH 9, "Editing for Accuracy" Grammar Girl Proofreading Tips Grammar Girl: 10 Tips to Banish Typos	Exercise 6 Peer Review	
Thursday 16 Feb	Learning Module 08 Ethical Source Use: Avoiding Plagiarism (SAS SLO-5, Inquiry)	<i>Using Sources Effectively</i> , CH 6, "Avoiding Plagiarism" <i>Using Sources Effectively</i> , CH 4, "Quoting Effectively" Dinitia Smith, " Harvard Novelist Says Copying Was Unintentional ," (<i>The New York Times</i>) Tom Zeller, " In Internet Age, Writers Face Frontier Justice ," (<i>The New York Times</i>) Whitney Otto, " Unoriginal Sins ," (<i>The New York Times</i>) Wikipedia page for Kaavya Viswanathan Katie Couric's Interview with Kaavya Viswanathan (a brief commercial precedes this interview) Career Services at Mason: Job Fair	Discussion Forum Did Kaavya Viswanathan Plagiarize?	
Sunday 19 Feb	Learning Module 08.5	ESSAY 1 DUE	Upload your final version of ESSAY 1 to this learning module by 11:59 PM, Sunday, 19 February. Late penalties apply.	

Date	Learning Module	Assigned Readings	Written Assignments		
Week 5 What Is A Discipline & ESSAY 2: Sources In Your Discipline					
Tuesday 21 Feb	Learning Module 09 What is a Discipline? (SLO-3, <i>Discovery</i>)	<u>Classification of Instructional Programs</u> <u>Grammar Girl: Sentence Fragments</u>			Exercise 7 Disciplinary Conversations
Tuesday 21 Feb	Learning Module 9.5 ESSAY 2: Sources In Your Discipline	Introduce Essay 2: Report on Sources in the Discipline	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		
Wed 22 Feb		George Mason Career Fair 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 <u>Career Fairs</u> webpage.	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/		
Thursday 23 Feb	Learning Module 10 Career Fair Analysis	William Poundstone, " How to Ace a Google Interview ," from <i>The Wall Street Journal</i> <u>Grammar Girl: Comma Splices</u>			Exercise 8 Job Fair Presentations

Date	Learning Module	Assigned Readings	Written Assignments		
Week 6 Genre & Research Conventions					
Tuesday 28 Feb	Learning Module 11 Genre (SLO-7, Inquiry)	Kerry Dirk, " Navigating Genres, " available online in Volume 1 of Writing Spaces 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 "Popular or Scholarly?" (GMU Library)			Exercise 9 Genre
Thursday 1 March	Learning Module 12 Research Conventions in the Disciplines (SLO-2, Discovery)	<i>Using Sources Effectively</i> , CH 1, "The Importance of Using Sources Effectively" Karen Rosenberg, " Reading Games: Strategies for Reading Scholarly Sources, " available online in Volume 2 of Writing Spaces GMU Library InfoGuides Tutorial (PDF): Associations Unlimited Database Navigation Guide Anatomy of a Scholarly Journal Article "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 Grammar Girl: Capitalizing Proper Nouns			

Date	Learning Module	Assigned Readings	Written Assignments		
------	-----------------	-------------------	---------------------	--	--

Week 7 Locating & Evaluating Sources

Tuesday 6 March	Learning Module 13 Locating & Evaluating Sources 1 (SLO-2, Discovery)	<i>Using Sources Effectively</i> , CH 2, "Finding, Choosing, and Evaluating Sources" SCImago Journal Rankings Journal Citation Reports Tutorial <u>Grammar Girl: How to Use Parallel Construction Correctly</u>			Exercise 10 Advanced Database Research
----------------------------	--	--	--	--	--

Thursday 8 March	Learning Module 14 Locating & Evaluating Sources 2 (SLO-2, Discovery)	<i>Using Sources Effectively</i> , CH 3, "Preparing Your Sources" Cynthia R. Haller, " Walk, Talk, Cook, Eat: A Guide to Using Sources. " available online in Volume 2 of Writing Spaces			
-----------------------------	--	---	--	--	--

Week 8 Spring Break

March 12 - March 15
No Classes

Date	Learning Module	Assigned Readings	Written Assignments		
Week 9 Source Integration & Citing Sources					
Tuesday 20 March	Learning Module 15 Source Integration & Citation (SLO-7, Inquiry)	<i>Using Sources Effectively</i> , CH 7, “Putting It Together” and CH 8, “Effective Use” Kyle Stedman, “Annoying Ways People Use Sources.” available online in Volume 2 of Writing Spaces 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>			Exercise 11 Source Integration & Citation
Thursday 22 March	Learning Module 16 Peer Review	Peer Review of Essay 2 “Sample Student Sources Essay,” PDF available in the LM “Sentence Types: The Rhetoric of the Sentence,” from <i>Writing Analytically</i> . PDF available in the LM Grammar Girl: How to Use Semicolons			Exercise 12 Peer Review
Sunday 25 March	Learning Module 16.5 Draft of Essay 2	ESSAY 2 Draft DUE Upload your complete draft of Essay 2 to the “Draft Essay 2” assignment in this learning module.	DUE: 11:59 PM, Sunday, March 25th NO LATE DRAFTS ACCEPTED NO FINAL VERSION ACCEPTED WITHOUT A DRAFT		Exercise 13 Draft Essay 2

Date	Learning Module	Assigned Readings	Written Assignments		
Week 10 What is Argument? & ESSAY 3 Position Paper					
Tuesday 27 March	Learning Module 17 What Is Argument?	Rebecca Jones, “Finding the Good Argument OR Why Bother With Logic?” available online in Volume 1 of Writing Spaces Nancy Sommers, “Argument” Grammar Girl: Dashes, Parentheses, and Commas			
Tuesday 27 March	Learning Module 17.5	Introduce ESSAY 3: Position paper on the future of work in your field L. Lennie Irvin, “What is Academic Writing, available online in Writing Spaces The Future of Work from <i>The Daily Beast</i> “The Future of Work 2.0” from the <i>Harvard Business Review</i>	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. This is an instructional module only. You will submit your draft of Essay 3 to LM 22.5 and your final version to LM 28		
Thursday 29 March	Learning Module 18 Developing a Research Question & Narrowing a Topic (SLO-4, Inquiry)	The Future of Work from <i>The Daily Beast</i> “The Future of Work 2.0” from the <i>Harvard Business Review</i> BLS Employment Projections O*NET Occupation Research BLS Occupational Outlook Handbook (OOH)			Exercise 14 The Research Question

Date	Learning Module	Assigned Readings	Written Assignments		
Week 11 Evidence and Argument					
Tuesday 3 April	Learning Module 19 Opinion versus Fact	<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>			Exercise 15 Assumptions, Facts, and Opinions
Thursday 5 April	Learning Module 20 Using Data	<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>Grammar Girl: Modifying Phrases at the Beginning of a Sentence</p>			
Sunday 8 April	Learning Module 20.5	ESSAY 2 DUE	Upload your final version of ESSAY 2 to this learning module by 11:59 PM, Sunday, April 8th. Late penalties apply.		
Week 12 Counterargument					
Tuesday 10 April	Learning Module 21 Counterarguments 1 (SLO-7, Inquiry)	<p><i>Inventing Arguments</i>, “Counterarguments, Concession, and Qualifiers,” PDF available on Blackboard</p> <p>Daniel B. Klein, “I Was Wrong, and So Are You,” from <i>The Atlantic</i></p> <p>Grammar Girl: How to Use Transition Words</p>			Exercise 16 Counterarguments

Date	Learning Module	Assigned Readings	Written Assignments		
Thursday 12 April	Learning Module 22 Counterarguments 2 (SLO-7, Inquiry)	J John Carreyrou and Tom McGinty, " Medtronic Surgeons Held Back ," from <i>The Wall Street Journal</i> Grammar Girl: Pronouns and Antecedents			
Sunday 15 April	Learning Module 22.5	Draft of ESSAY 3 DUE: 11:59 PM, Sunday, April 15th	Upload your complete draft of Essay 3 to the "Draft Essay 3" assignment in this learning module.		
Week 13 Conferences					
Tuesday 17 April	Learning Module 23 REQUIRED CONFERENCES	Conferences. Out class will not meet this week. Instead, you must schedule a conference with me this week to discuss your draft of Essay 3. The completed draft and the conference count as Exercise 17. Nancy Sommers: Teacher Comments video (1:54) < http://bcs.bedfordstmartins.com/bedhandbook8e/#518572_526095 > (direct link in the LM)	Conferences run from Monday through Friday. Limited Skype conferences available in the evenings. In early April, I will post a link to an online scheduler where you can choose your day and time to meet. Failing to meet for a conference will result in a 10-point deduction on your final grade of Essay 3.		
Week 14 Revision and Editing					
Tuesday 24 April	Learning Module 24 Revision & Editing for Style	Nancy Sommers: Revision video (1:34 minutes) < http://bcs.bedfordstmartins.com/bedhandbook8e/#518572_526093 > (direct link in the LM) Richard Lanham, " The Paramedic Method " GMU Writing Center, Revising and Editing for Conciseness			Exercise 18 Sentence Editing

Date	Learning Module	Assigned Readings	Written Assignments
Thursday 26 April	Learning Module 25 (SLO-3, <i>Discovery</i>) ESSAY 4	ESSAY 4: Reflective essay on researching and writing Essay 3 Preparing for Class Presentations	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.
Week 15 Collaboration and Genre Adaptation			
Tuesday 1 May	Learning Module 26 Presentations	Failure to attend the presentation results in a reduction to your presentation grade and the loss of the graded discussion assignment.	Presentations & Q&A The first half of the class will present today
Thursday 3 May	Learning Module 27 Presentations	Failure to attend the presentation results in a reduction to your presentation grade and the loss of the graded discussion assignment.	Presentations & Q&A The second half of the class will present today
FINAL VERSION OF ESSAY 3 DUE			
Sunday 6 May	Learning Module 28	Final Version of ESSAY 3 DUE	Upload the final version of Essay 3 to Blackboard by 11:59 PM.

Students as Scholars Activities

Learning Module 04 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 25 Sharing Research Across Disciplines (SLO-3, *Discovery*)

NOTES