

## English 302: Advanced Composition – Social Sciences

Spring 2012

Section S07- M & W 12:00-1:15, Robinson B 205

Section S08- M & W 3:00-4:15, Engineering 1110

*Professor:* Dr. Koch

*Email:* [LKoch@gmu.edu](mailto:LKoch@gmu.edu)

*Phone:* 703-993-1198

*Office:* Robinson A413

*Hours:* M & W 2:00-3:00


and by appointment






Prerequisites:












- ✓ Completion of 45 credits
- ✓ English 100 or 101
- ✓ 3-6 credits of literature


















### Required Materials:















- Printouts from Blackboard  <http://mymason.gmu.edu>
- 2-Pocket Folder for Portfolio



















- Dates and assignments may change. Bring this syllabus to each class to note revisions.
- Bring assigned readings (laptop or  printout) to class on their due dates.
























- **Key:**  Blackboard Assignment       Reading (link or PDF on Blackboard)
-  Portfolio Assignment Due       Handout in Class
-  Due Date











DATE	DUE	IN CLASS
<b>January</b> Mon., Jan. 23	 Student Contact Information  Sign Up for Presentation	Introductions  Syllabus & Course Policies  Presentation Guidelines Lecture: Writing in the Social Sciences
Wed., Jan. 25	 Bring Name Sign w/ visual  Read Hansen, "Quantitative and Qualitative Methods"  Read Hansen, "Ethical Considerations"  Read GMU Human Subject Guidelines	 Interpreting Soc Sci Essays  Essay 1 Instructions  Grading Rubric, Essay 1 Discuss Methods & Human Subjects Freewrite & Brainstorm – Essay 1 Topics

DATE	DUE	IN CLASS
<b>January</b> Mon., Jan. 30	 Read Hansen, "Interviewing"  Read Bitseka, Sharpley, and Rubenstein, "What Stresses University Students"  #1 Preliminary plan for Essay 1: list (1) method (interview or observation), (2) research question, and (3) subject(s)	Discuss "Interviewing" Pres./Disc. Bitseka, "Stresses" Review Essay 1 Plans
Tues., Jan. 31	Last day to add class 	
<b>February</b> Wed., Feb. 1	 Read Hansen, "Observing"  Read van Rompay, Vonk, and Fransen, "The Eye of the Camera"	Discuss "Observing" Pres./Disc. van Rompay, "Eye"
Mon., Feb. 6	 Grading Rubric, Essay 1  #2  Read and evaluate the four sample Essays 1 (1-1, 1-2, 1-3 & 1-4): complete rubric for & assign a grade to each essay.  #3 Results for Essay 1: list (1) dates & summary, (2) data & information, and (3) main conclusion (answer res quest).	Review Sample Essays Workshop: Organizing Essay 1
Wed., Feb. 8	 <b>First Draft of Essay 1 due (2 copies)</b>	Peer Feedback Conferences
Mon., Feb. 13	 <b>Final Draft of Essay 1 due on</b>   Peer Conference Sheets & Drafts in Portfolio	 Essay 2 Instructions  Documentary Film Worksheet <i>Supersize Me</i> , Part 1
Wed., Feb. 15	 Read Hansen, "Surveying"	<i>Supersize Me</i> , Part 2 Discuss "Surveying"

DATE	DUE	IN CLASS
<b>February</b> Mon., Feb. 20	 #4 Complete Documentary Film Worksheet - <i>Supersize Me</i>  Read Hansen, "Experimenting"  Read Chebat, Morran, and Chebat, "Age and Ambient Scent"	Discuss "Experimenting" Pres./Disc. Chebat, "Age"
Wed., Feb. 22	 Read Hansen, "Interpreting Documents"  Read Pew Research (2007), <i>Generation Next</i> : "Summary of Findings" and "Topline Questionnaire"	<i>Generation Next</i> , Part 1 Discuss "Interpreting Documents"
Fri., Feb. 24	Last day to drop class 	
Mon., Feb. 27	 Read Pew Research (2010), <i>Millennials</i> : Chapter 1  Take Quiz: "How Millennial Are You?" - bring in your score.	<i>Generation Next</i> , Part 2A Pres/Disc Pew, <i>Millennials</i> Discuss Millennial Scores
Wed., Feb. 29	 #5 Complete Documentary Film Worksheet – <i>Generation Next</i>  #6 Essay 2 Plan: Identify (1) documentary and (2) method(s) to analyze. (3) Write a preliminary thesis statement.  Grading Rubric, Essay 2  #7  Read and evaluate the four sample Essays 2 (2-1, 2-2, 2-3 & 2-4): complete rubric for & assign a grade to each essay.	<i>Generation Next</i> , Part 2B Review Sample Essays Workshop: Essay 2 Plans
<b>March</b> Mon., March 5	 <b>First Draft of Essay 2 due (2 copies)</b>	Peer Feedback Conferences

DATE	DUE	IN CLASS
<b>March</b> Wed., March 7	 <b>Final Draft of Essay 2 due on</b>   Peer Conference Sheets & Drafts in Portfolio  Read Gladwell, "Big & Bad"	 Essay 3 Instructions Pres./Disc. Gladwell, "Big" Mid-semester Feedback Survey
Mon., March 12 & Wed., March 14	 SPRING BREAK	 SPRING BREAK
Mon., March 19	 #8 List two possible topics and controversies for Essay 3  #9  Complete "I Am Researching . . ." statement for top choice(Unit 3)	<div style="border: 1px dashed black; padding: 5px;"> <p><b>MEET IN J.C. LIBRARY INSTRUCTION ROOM</b>            Enter Johnson Center Library on 1<sup>st</sup> floor; take back stairs to 2<sup>nd</sup> floor; look up for sign.</p> </div> <p>Workshop: Essay 3 Topics Defining Scholarly Sources</p>
Wed., March 21	 #10 Using the library's database, find two academic journal articles on your topic. Bring in a Reference List citing the two articles.  Grading Rubric, Essay 3  #11  Read and evaluate the four sample Essays 3 (3-1, 3-2, 3-3 & 3-4): complete rubric for & assign a grade to each essay.	Review Sample Essays Thesis Statements Scholarly Sources
Mon., March 26	 <b>First Draft of Essay 3 due (2 copies)</b>	Peer Feedback Conferences
Wed., March 28	 #12  Instructor Conference Sheet (Unit 3)  Conference Time:	Instructor Conferences

DATE	DUE	IN CLASS
<b>April</b> Mon., April 2	 #12  Instructor Conference Sheet (Unit 3)  Conference Time:	Instructor Conferences
Wed., April 4	 #12  Instructor Conference Sheet (Unit 3)  Conference Time:	Instructor Conferences
Mon., April 9	 <b>Final Draft of Essay 3 due on</b>   Peer Conference Sheets & Drafts in Portfolio  Read Brooks, "People Like Us"	 Essay 4 Instructions  Point-Based Outlines Pres./Disc. Brooks, "People"
Wed., April 11	 #13 Point-Based Outline (start) Read Schwartz, "The Tyranny of Choice"	 Structuring Essays Pres./Disc. Schwartz, "Tyranny"
Mon., April 16	 #13 Point-Based Outline (finish)  Read Rosenbloom, "On Facebook, Scholars Link Up with Data."  Read Gaines and Feldman, "Hey, Scholar, Leave the Kids Alone"  Read Parry, "Harvard Researchers Accused of Breaching Students' Privacy"	Pres./Disc. Rosenbloom, Gaines, Feldman, and Parry on Facebook & Research
Wed., April 18	 Grading Rubric, Essay 4  #14  Read and evaluate the four sample Essays 4 (4-1, 4-2, 4-3 & 4-4): complete rubric for & assign a grade to each essay.	Review Sample Essays  Troubleshooting  Revision Strategies Citing Sources

DATE	DUE	IN CLASS
<b>April</b> Mon., April 23	 <b>4-Page Draft of Essay 4 due (2 copies)</b>	Peer Feedback Conferences Instructor Conferences  Portfolio Guidelines  Portfolio Checklist & Writing Self-Assessment
Wed., April 25	 <b>Complete Draft of Essay 4 due (2 copies)</b>	Peer Feedback Conferences
Mon., April 30	 <b>Revised Draft of Essay 4 due</b>	Instructor Conferences
<b>May</b> Wed., May 2	 <b>Portfolio Due</b>  #15 Portfolio Checklist and Writing Self-Assessment  Peer Conference Sheets & Drafts in Portfolio	<i>Last Class</i> Share Essay 4
Mon., May 7	 <b>Final Draft of Essay 4 due</b> on 	<i>No Class</i>

**Course Description & Objectives:**


English 302S, Advanced Composition, will develop your critical thinking, research and writing skills in the social sciences. We will read essays by professional and student writers, examining the link between the writers' rhetorical strategies and the social sciences disciplines they represent. Interview reports, observation analyses, survey results, film documentaries, proposals, abstracts, and research position papers represent the range of genres we will study. Some topics we will read about include scholarly research on Facebook, "Generation Next and the Millennials," fast food and American public health policy, and SUVs and perception.

The essays we read serve as models for your own writing. You will write four formal essays, two related to your major. To emphasize writing as a *process*, many informal writing assignments and essay drafts will be completed. Your peers and I will provide verbal and written feedback at various stages of the writing process. I hope you will recognize your own writing strengths and areas for improvement as this course progresses.

**COURSE REQUIREMENTS:****1. Attendance and Participation**

Attendance and active participation are expected at all course meetings. Students who have an excellent attendance record (no more than two absences) and exceptional participation may earn up to 4 percentage points added to their final grades. Students who fail to participate satisfactorily, especially due to excessive absences, may lose points on their final grade. ***Students who text and/or misuse laptops during class will not be eligible for any extra credit.***

**2. Blackboard and GMU E-Mail**

Course resources can be accessed on Blackboard  : <http://mymason.gmu.edu>  
I will e-mail important announcements to the class. GMU policy requires students and faculty to use their GMU accounts for all university communication. If you use another internet service provider, you can forward your GMU e-mail to that account.

### 3. Portfolios

See *"Portfolio Guidelines"* on Blackboard.

Each student will keep a portfolio, a folder containing your written work from this course. At the end of the semester, you will turn in a portfolio that consists of your essay drafts, peer feedback sheets, and portfolio assignments. Your portfolio will be evaluated primarily by the thoroughness of the assigned work; points may be added for improvement in writing.

### 4. Portfolio Assignments

See *"Portfolio Assignment Checklist"* on Blackboard.

Throughout the semester, you will complete informal assignments, bring them to class on the due date, and then place them in your portfolio. All portfolio assignments must be typed and numbered. These assignments comprise the majority of your portfolio grade.

### 5. Essays

See the instruction sheet for each essay on Blackboard.

Essay 1: Methods Interpretation	3-4 pages
Essay 2: Documentary Analysis	3-4 pages
Essay 3: Proposal	2-3 pages
Essay 4: Research Position Paper	7-9 pages

#### Submission

- You are required to submit first and final drafts of Essays 1-4; only the final essays will count toward your course grade.
- Bring **two** copies of each first draft to class on the assigned due date.
- Final drafts must be submitted as Word or PDF files on Blackboard. If I cannot open the file, it is considered late.
- Participation in the entire writing process is required for each essay; final essays will not be accepted if writing workshops are missed and earlier drafts are not completed.

#### Penalties

- -2 points *per day* for late first drafts.
- -2 points *per day* for late final drafts.
- -2 points for incomplete participation in peer feedback conferences.
- -4 points for missing peer feedback conferences.

## 6. Presentation

See “*Presentation Guidelines*” on Blackboard.

In groups of 2 or 3, students will present on one of the assigned readings. The 30-minute presentation will include an interactive activity and a class discussion that your group leads.

## 7. Conferences

Two individual instructor/student conferences will be scheduled during the semester, one for Essay 3 and one for Essay 4. We will work together to shape your proposal and research project.

## **COURSE POLICIES:**

### Submission of Work

All written work must be submitted as instructed – brought to class, posted on Blackboard, and/or placed in your portfolio. I do *not* accept assignments through e-mail, in my mailbox or under my office door; work submitted incorrectly will not receive credit.

### Citing Sources

**All consulted sources must be properly cited using APA guidelines.**

- In-Text Parenthetical Citations  
<http://library.duke.edu/research/citing/within/apa.html>  
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Reference List  
<http://library.duke.edu/research/citing/workscited>  
<https://owl.english.purdue.edu/owl/resource/560/05/>

### Grading Standards

See the *grading rubric* for each assignment on Blackboard.

*A range:* superior work; complex understanding and insightful application of skills and concepts; sophistication and depth in interpretation and style; proficiency in standard grammatical form and documentation conventions; high competence in all or almost all categories of the grading rubric.

*B range:* very good work; clear, thoughtful understanding and sound application of skills and concepts; correct written presentation; high competence in most categories of the grading rubric.

*C range:* adequate, inconsistent work; obvious, general, or vague understanding and application of skills and concepts; acceptable written presentation; basic competence in many categories of the grading rubric.

*D range:* less-than-satisfactory work; limited understanding and weak application of skills and concepts; poorly presented written work; low competence in many categories of the grading rubric.

*F range:* unsatisfactory work; inadequate understanding and incorrect application of skills and concepts; unacceptable written presentation; incompetence in most categories of the grading rubric.

### Final Course Grades

You must earn a grade of "C" or better to complete the University's general education requirement.

#### Assignments and Percentages

Essay 1: 15%  
 Essay 2: 15%  
 Essay 3: 10%  
 Essay 4: 25%  
 Presentation: 15%  
 Portfolio: 20%  
 Extra Credit: up to 4% for  
 attendance & participation

#### Final Course Grades (%)

A+	98-100
A	95-97
A-	92-94
B+	88-91
B	85-87
B-	82-84
C+	78-81
C	75-77
C-	72-74
D	60-71
F	59-0

### Office Hours

I encourage you to meet with me during my office hours to discuss questions, comments, and/or your progress in the course. Appointments are also available.

### GMU Writing Center

The GMU Writing Center, with four locations on campus, offers individual tutoring sessions, group workshops, and online resources for research and writing. For more information or to schedule an appointment, visit their website at

<http://writingcenter.gmu.edu>.

### Honor Code

Academic honesty is expected of all students. Cheating and plagiarism violate the GMU Honors Code: <http://honorcode.gmu.edu>. Plagiarism means using the words, opinions, or factual information from another person/text/source without giving the person/text/source credit (adapted from the English Department statement). I am required to report any violation of the Honor Code to the University Honors Council.

### Disability Support

If you have a disability and need academic accommodations, please contact the Office of Disability Services (ODS) at <http://www.gmu.edu/student/drc/> or 703-993-2474. All academic accommodations must be arranged through ODS.