

Syllabus

ENGH 302M Online Fall 2012

Advanced Composition Multidisciplinary

Instructor Contact Information

Jessica Matthews, PhD
Interim Director of Composition
Email: jmatthe2@gmu.edu
Office Phone: 703-993-1171
<http://jessiematthews.com>
Graduate Teaching Assistant: Ms. Anelise Lemon
I reply to student emails within 24 hours, Sunday evening through Friday afternoon. Note that I will respond only to MASONLIVE email addresses.

Office Hours
T/TH 10:30 - 11:30 AM (or by appt)
Office: Robinson A 112A
Virtual Office Hours via Skype
M/W 8:00 PM - 10:00 PM
Skype Name: jessica.matthews674
Twitter username: DrM302

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COURSE DESCRIPTION

ENGH 302 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. Instead of focusing on the criteria for writing in a particular discipline, 302M teaches students to investigate and report on features of their own discipline's writing, and to learn from other students about complementary or contrasting features of other disciplinary writing.

Additionally, this section of ENGH 302 is participating in GMU's "Students as Scholars" program. Across campus, students now have increased opportunities to work with faculty on original scholarship, research, and creative activities, through their individual departments and the OSCAR office (<http://oscar.gmu.edu>).

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

Course Prerequisites

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

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

If you are uncertain about whether you have met these prerequisites, please contact me as soon as possible.

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Required Texts (other readings available online & listed on Blackboard)

- Harris, Robert A. *Using Sources Effectively*. 3rd ed. Glendale, CA: Pyrczak, 2011. ISBN 1-884585-93-0. *You must purchase this book in order to complete this course.*
- **OPTIONAL:** Hacker, Diana and Nancy Sommers. *Strategies for Online Learners*, 7th ed. ISBN: Marcy Carbajal Van Horn. 0312543700.
- All other required readings will be provided as direct links or as digital (PDF or Word) documents.

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Required Technologies

- 1. You must have regular and reliable access to the following technologies (and the patience to work with them if they are new to you). These are non-negotiable requirements.**
 - Access to a high-speed Internet connection *at home* and a computer with a camera and speakers.
 - 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 the required virtual 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.*
- 2. Email Client: MASONLIVE Mail.** GMU policy dictates that Masonlive Mail is the only way in which I can communicate with you by email, therefore **I will only respond to email sent from a Masonlive email address.** If you regularly use Gmail or another email client, make sure you forward your Mason Mail to your account. Do not, however, send me messages from any email client other than Mason Mail. [\(Back to TOC\)](#)

Technology Prerequisites & Learner Support

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

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

GMU Technical Support Center: 703-993-8870

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

What is “Advanced” About Advanced Composition?

ENGH 302 is a *three hundred-level advanced* composition course. I am assuming that if you passed ENGH 100/101 or its equivalent, you have mastered the general writing and research skills of college composition and can write in standard American English. You should have a firm grounding in grammar, rhetorical strategies, college-level research principles, and the construction of academic arguments. If your skills in these areas are a bit rusty, you may have to do extra work outside of class to do well in this course. Additionally, ENGH 302M focuses on the discourse of American academic writing in the discipline.

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

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What You Will Learn: Learning Objectives for ENGH 302M

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

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Students as Scholars Learning Objectives

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

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How You Will Learn: Characteristics of a Successful Online Learner

- Has effective time management and knowledge management skills
- Is a goal-directed individual and a self-directed learner
- Enjoys a high-level of communicating and interacting with peers
- Has strong reading comprehension skills and is a capable writer
- Enjoys collaborating with peers
- Is comfortable working with Blackboard and other digital media
- Can comply with the policies, guidelines, and deadlines
- Enjoys being online and is willing to engage with online course content throughout the week

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

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

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Where to Find Things: Course Navigation

You will find most of the course materials through the interactive **Course Tools** (accessible from the left-hand menu on our Blackboard Home page). **The following page lists the key tools you will use in this course:**

HOME: The Home Page includes my instructor contact information right now, but this is a dynamic page that I will update over the course of the semester. So stay tuned!

Syllabus: This document (available as a printable PDF and a sequenced module) contain all of the course policies. *I strongly suggest that you print this document so that you have it handy in case you cannot access Blackboard.*

Lessons: I deliver the course instruction through a series of lessons (learning modules) on Blackboard. Each lesson is a self-contained collection of readings and instructional materials that you interact with through **exercises, assessments** (quizzes), **discussion topics** that will help you master the learning objectives of the course. There is a link at the top of the Lessons page to a printable PDF that lists all of the lessons and due dates. *While this schedule is subject to change, I strongly suggest that you print the schedule and check off items as you complete them.*

Essay Assignments: This page contains all the major essay assignments. Go to this page to get the complete instructions for each essay, and to upload your draft and final versions of the essays.

Discussion Forum: Use this tool to post your individual and group responses as well as your peer reviews. *(These topics are introduced in their relevant lessons and can be accessed directly from that lesson, but I have listed this tool on the Course Menu as well since you need to revisit the discussion topic several times during the week).*

Communication Tools: I use the **Announcements** Tool on Blackboard to post more substantial updates to our course. Blackboard 9.1 will automatically send the announcement to your MASONLIVE email account. Please check that account regularly. My **Twitter username is DrM302**. I use Twitter to post due date reminders, point to relevant articles in the media, and note trends unfolding on our discussion board. Please follow me on Twitter at DrM302. **Send Email:** You can use this tool to contact me or anyone else in the course via email. Just be aware that Blackboard 9.1 now pushes email to your MASONLIVE email account. It is no longer a separate email account. Finally, I have a link to **Skype** when you want to stop by during my virtual office hours or for when we meet synchronously in small groups.

Resources for Students: The most popular resource with students is **My Grades**. I return all of your written work to Blackboard, and when I do, the grade is automatically posted to your **My Grades** page on Blackboard, which serves as your individual gradebook. Discussion post and quiz grades are automatically entered into this gradebook as well, so use the **MyGrades** tool to keep track of how you are doing in the course. But there are links to other useful resources to help you with your writing, research, and documentation, such as the **university library**, the **Students as Scholars** website, and **Career Services**.

Support: Links to Institutional support services such as counseling, the Office of Disability Services, Blackboard and other technical support for students

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Your Assignments & What They Are Worth

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

COURSE ASSIGNMENTS				
Assignment	Weight	Draft Required	Revision Option	Late Penalty
<u>Essay 1</u> <u>Textual Analysis</u>	15%	Yes	Revision of Final Version Permitted (Final grade is an average of the original and revised versions)	10 pt. deduction per day late
<u>Essay 2</u> <u>Authoritative Sources in Your Discipline</u>	20%	Yes	Revision of Final Version Permitted (Final grade is an average of the original and revised versions)	10 pt. deduction per day late
<u>Essay 3</u> <u>Researched Argument Position Paper</u>	25%	Yes	No	10 pt. deduction per day late
<u>Essay 4</u> <u>Reflective Essay</u>	10%	No	No	10 pt. deduction per day late
Discussion Topics (Drop one before computing final average)	15%	N/A	N/A	No late posts accepted
Written Exercises & Quizzes (Drop one before computing final average)	15%	N/A	No	10 pt. deduction per day late No late quizzes accepted

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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-	

Grading Policy

You must complete all the essay assignments and other course requirements in order to receive a passing grade in ENGH 302M.

***In order to meet the general education requirement 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. If you earn a C- or a D, you will need to retake ENGH 302, but you will also earn credits for the course. When you retake ENGH 302, your new grade will replace your previous grade, but you will not earn an additional three credits.**

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

Essay Submission Guidelines

ENGH 302M emphasizes writing as a process, which is why I require a draft for Essay 1, 2, and 3 in this course. ***I will not accept the final versions of these essays unless you have submitted a draft beforehand. I do not accept late drafts. The final versions must demonstrate significant revision from the draft.***

All written work (except for discussion posts) 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.

Exercises, Drafts, and Final Essay: Upload these written assignments to Blackboard. Make sure you follow the file naming protocols listed in the assignment instructions so that you don't lose points for format. Here is an example of an accurate file name for the first major written assignment in the course:

LastNameEssay1.doc

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

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

How to submit your work if Blackboard is down:

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

Revision Policy

You may revise Essay 1 and Essay 2. 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 one week* after you received the initial graded paper.

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

Revisions must demonstrate substantial change to the focus, support, approach, and/or organization of the essay in addition to comprehensive error correction, or they will be returned with no grade change. **Revisions that change only the items marked on the essay will not receive a higher grade.**

Send your revision to me as an attachment to an email. Blackboard will not permit you to upload a revision to the Essay 1 and Essay 2 assignments. I do not accept late revisions. No exceptions.

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Late Submission Policy

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

LATE ESSAY ASSIGNMENT PENALTY: Late submissions will be accepted but will receive a penalty of one letter grade (10 points) per calendar day (11:59 PM to 11:59 PM) late, including weekends and holidays. *A draft is required for Essay 1 and Essay 2. I will not accept the final version of this essay unless you have submitted a draft beforehand. I do not accept late drafts.* There are no extra credit options in this course.

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

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

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

Other Late Policies

Technology Failures

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

Illness & Injury

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

Dual Submission

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

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

Plagiarism

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

Composition Program Policy on Plagiarism

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

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

To avoid plagiarism, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers **must**

- put quotation marks around, *and* give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, a baseball card, an interview, an encyclopedia, a CD, a movie, etc.
- completely rewrite*—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, *and also* give an in-text citation for that information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources and which are not considered "common knowledge" in the target audience
- give an in-text citation for any facts, statistics, or opinions which the writers *know* but which are not part of the "common knowledge" of their target-audience (this may require research to provide credible outside-source support)
- give a *new* in-text citation for *each element* of information—that is, a single citation at the end of a paragraph of outside-source information is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay.

While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise.

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

Blackboard contains a plagiarism detection application called SafeAssign. A component of SafeAssign, Direct Submit, allows instructors to upload individual student paper. I use Direct Submit, as well as other new technologies designed to track contract cheaters and those who use someone else to write their papers.

The University Writing Center

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

Students With Disabilities

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

Counseling and Psychological Services (CAPS)

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

Career Services

[Career Services](#) at Mason provides a wide array of support and information for students seeking internships and employment. Visit the redesigned website of Career Services at <http://careers.gmu.edu/index.cfm>. ([Back to TOC](#))

Participation Expectations & Course Netiquette

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

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

- We may be meeting in a virtual world, but keep in mind that you are dealing with real men and women from diverse backgrounds.
- Treat each other with respect. Don't flame. The arguments are on trial, not the individuals. I reserve the right to remove offensive posts from discussion lists and reduce the grade for the response.

- Since most of our communication will be conducted online, comply with the email and discussion list protocols for subject lines, correctness, and word choice. Failure to do so will lower your grade.
- Use emoticons ☺ where appropriate to convey tone in your discussion posts so that we don't become too wooden in our debates and avoid offending each other inadvertently.
- Upload our initial posts and respond to your peers by the established deadlines. Failure to do so signals your unwillingness to participate in the debate. ([Back to TOC](#))

Dates to Remember

First Day of Class	August 27th
Last Day to Add	September 4th
Last Day to Drop	September 28th
Columbus Day Recess	October 8th (Monday classes meet on Tuesday; Tuesday classes do not meet)
Selective withdrawal Period	October 1st - 26th
Thanksgiving Recess	Nov 21st - 25th
Last day of class	December 8th

There is no final exam in this course

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Description of Major Essay Assignments

Full assignment instructions will be provided in Blackboard. Below are summaries only.

Essay 1: Textual Analysis (800 word minimum) **Essay Weight: 15%**

In an essay of at least 800 words, write a textual analysis of the essay or article that I will provide to you. Your goal in this essay is to analyze the audience, context, rhetorical strategies, and structure of the text in order to assess the validity of its argument. You will draw upon several skills we will practice in this course, such as critical reading, summary, paraphrase, quote integration, and thesis formation. ([Back to Course Requirements](#))

Essay 2: Report on Sources in the Discipline (1200 word minimum) **Essay Weight: 20%**

Write a 1250-word minimum thesis-driven essay that describes and analyzes four different source types that are relied upon by scholars and professionals in your discipline. Source types include a scholarly journal, a trade publication, a professional association, reference works, electronic sources, databases, and others. Not all disciplines prize the same type of sources, so you will need to determine which ones are more widely used than others.

You must fully describe each source, to include its target audience, aims, and scope, and use independent corroborating evidence (evidence from outside the source itself) to prove that the source is highly respected by scholars and professionals in your discipline. Your goal is to internalize the criteria used to distinguish the good source from the truly great one and become familiar with the leading sources in your discipline. ([Back to Course Requirements](#))

Essay 3: Researched Argument on a Workplace Issue in your Field (1250 word minimum) **Essay Weight: 25%**

Research a key change underway in, or coming to, your future workplace that directly affects the way professionals and/or scholars in that workplace do their jobs. Then, in a thesis-driven researched argument, take a stand on whether this change will or will not prove beneficial.

You are to write to a major stakeholder (a professional association or organization, union, federal agency, congressional or state representative, etc.) who has a vested interest in the issue but who disagrees with your point of view. Your objective is to persuade your stakeholder to support a specific action about the workplace change you identify. Thus, your thesis must not only take a stand on a workplace issue in your future profession, it must also recommend a plan of action. ([Back to Course Requirements](#))

Essay 4: Reflective Essay (1000 word minimum). **Essay Weight: 10%**

This assignment, a requirement in all "Students as Scholars" sections of ENGH 302, asks you to analyze and then describe the scholarly inquiry process you undertook to write Essay 3, the researched argument about a change underway in, or coming to your future workplace that will affect how scholars and/or professionals in it do their jobs. There are two parts to this assignment: a selection of examples from your essay, and a series of questions that ask you to describe particular steps in your scholarly inquiry process. ([Back to Course Requirements](#))

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

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

ENGH 302M Schedule of Classes Fall 2012

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 1 27 August - 2 September			
LESSON 00 Course Orientation and Using Blackboard 9.1 Course Syllabus & Schedule Interacting with Blackboard <u>VIDEO: Introducing Grammar Girl</u> “Trying to Shed Student Debt,” from <i>The Wall Street Journal</i> (PDF available in the lesson)	Exercise 1 DUE: 11:59 PM, Tuesday, August 28th <i>Late penalties apply</i>	Syllabus Quiz & Diagnostic Grammar, Punctuation, Documentation Quiz BOTH DUE: 11:59 PM, August 28th	Graded Discussion 1 Introductions DUE: 11:59 PM, August 28th
LESSON 01 Digital Communication Ms. Mentor: “ Don't Email Me This Way ” (from <i>The Chronicle of Higher Education</i>) Dave Barry: “ You've Got Trouble ” (<i>The New York Times</i>) Daniel Goleman: “ Email Easy to Write (and to Misread) ” (<i>The New York Times</i>) Dennis Jerz's Writing Effective Email: Top 10 Tips <u>Grammar Girl: Understanding Voice and Tone</u>	Exercise 2 DUE: 11:59 PM, Thursday, August 30th <i>Late penalties apply</i>		Graded Discussion 2 Initial Post due by 11:59 PM, Thursday, August 30th <i>Peer Responses due by 11:59 PM EST, Sunday, September 2nd</i> <i>No late posts accepted</i>

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 2 Introduce Essay 1 3 September - 9 September			
<p>LESSON 02 What is Analysis?</p> <p>Steps for Thinking & Writing Analytically, from <i>Writing Analytically</i>. Links available in the lesson.</p> <p>Laura Bolin, "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis," available online at Writing Spaces</p> <p>"Stargazing," by Richard Brody from <i>The New Yorker</i></p> <p>Grammar Girl: Pronouns and Antecedents</p>	<p>Exercise 3</p> <p>DUE: 11:59 PM EST, Tuesday, September 4th</p> <p><i>Late penalties apply</i></p>		
<p>Introduce ESSAY 1: Textual Analysis</p> <p>Please read the materials for Essay 1, located in the Essay Assignments Tool of the Course Content menu on Blackboard</p>			
<p>LESSON 03 Critical Reading (SLO-3, Discovery & SLO 5 & 6, Inquiry)</p> <p>"How to Read Like a Writer," by Mike Bunn, available at Writing Spaces</p> <p>Nancy Sommers: "Reading and Responding" video (2:52 minutes)</p> <p>"Millennials in the Workplace," from <i>The Washington Post</i></p> <p>Grammar Girl: Complex-Compound Sentences Grammar Girl: What Are Run-On Sentences?</p>	<p>Exercise 4</p> <p>DUE: 11:59 PM EST, Wednesday, September 5th</p> <p><i>Late penalties apply</i></p>	<p>Quiz</p> <p>DUE: 11:59 PM EST, Thursday, September 6th</p> <p><i>No late quizzes accepted</i></p>	<p>Graded Discussion 3</p> <p>Initial Post due by 11:59 PM, Thursday, September 6th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, September 9th</i></p> <p><i>No late posts accepted</i></p>

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 3 Draft of Essay 1 DUE 10 September - 16 September			
LESSON 04 Paraphrasing, Summarizing, Quoting <i>Using Sources Effectively</i> , CH 4, "Quoting Effectively" <i>Using Sources Effectively</i> , CH 5, "Paraphrasing and Summary" <i>CQ Researcher</i> : Should campaign finance-regulations be tightened? PRO and CON. PDFs available in the lesson Grammar Girl: Why Commas Matter Grammar Girl: Comma Splice	Exercise 5 DUE: 11:59 PM EST, Wednesday, September 12th <i>Late penalties apply</i>		
LESSON 05 Peer Review Sample Student Sources Essays, PDFs available in the Discussion Forum Grammar Girl: How to Use Semicolons Grammar Girl: Colons		Quiz DUE: 11:59 PM EST, Thursday, September 13th <i>No late quizzes accepted</i>	Graded Discussion 4 Initial Post due by 11:59 PM, Thursday, September 13th <i>Peer Responses due by 11:59 PM EST, Sunday, September 16th</i> <i>No late posts accepted</i>
Draft of Essay 1 DUE by 11:59 PM EST, Sunday, September 16th		Upload your complete draft of Essay 1 to the "Draft Essay 1" assignment in the Essay Assignments Tool on Bb NO LATE DRAFTS ACCEPTED NO FINAL VERSION ACCEPTED WITHOUT A DRAFT	

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 4 Essay 1 DUE 17 September - 23 September			
<p>LESSON 06 Thesis Formation</p> <p>“Making a Thesis Evolve,” <i>Writing Analytically</i>, pgs. 139 - 158, PDF available in the LM</p> <p>“Five Kinds of Weak Thesis Statements,” PDF available on Blackboard</p> <p><i>Find an article from a reputable source in your discipline that has a complete, debatable, and interesting thesis. You will need it for the exercise and discussion in this lesson.</i></p> <p><u>Grammar Girl: Affect Versus Effect</u></p>	<p>Exercise 6</p> <p>DUE: 11:59 PM EST, Wednesday, September 19th</p> <p><i>Late penalties apply</i></p>		<p>Graded Discussion 5</p> <p>Initial Post due by 11:59 PM, Thursday, September 20th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, September 23rd</i></p> <p><i>No late posts accepted</i></p>
<p>LESSON 07 Editing and Proofreading</p> <p><i>Using Sources Effectively</i>, CH 9, “Editing for Accuracy”</p> <p><u>Grammar Girl Proofreading Tips</u></p> <p><u>Grammar Girl: 10 Tips to Banish Typos</u></p>		<p>Quiz</p> <p>DUE: 11:59 PM EST, Thursday, September 20th</p> <p><i>No late quizzes accepted</i></p>	

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 5 Introduce Essay 2 September 24 - September 30			
<p>LESSON 08 What is a Discipline? (SLO-3, Discovery)</p> <p><u>Classification of Instructional Programs</u> <u>Choosing a Career or Major</u>, from Career Services at Mason</p> <p>Georgetown Center for Education and the Workforce: “Hard Times: Not All College Degrees Are Created Equal,” PDF available in Lesson 08</p> <p>Grammar Girl: Sentence Fragments</p>	<p>Exercise 7</p> <p>DUE: 11:59 PM EST, Tuesday, September 25th</p> <p><i>Late penalties apply</i></p>		
<p>Introduce ESSAY 2: Authoritative Sources Report</p> <p>Please read the materials for Essay 2, located in the Essay Assignments Tool of the Course Content menu on Blackboard</p>			
<p>LESSON 09 Genre, Audience, and Purpose (SLO-7, Inquiry)</p> <p>Kerry Dirk, <u>“Navigating Genres,”</u> available online in Volume 1 of <u>Writing Spaces</u></p> <p>Video: <u>Charley Brooker: “How To Report The News,”</u> available on YouTube</p> <p><u>Dan Pink on the Surprising Science of Motivation</u> TED Talk <u>Neal Conan from NPR Books interviews Daniel Pink</u> <u>Wall Street Journal Excerpt from Drive</u>, by Dan Pink</p> <p><u>“Popular or Scholarly?”</u> (GMU Library)</p>		<p>Quiz</p> <p>DUE: 11:59 PM EST, Thursday, September 27th</p> <p><i>No late quizzes accepted</i></p>	<p>Graded Discussion 6</p> <p>Initial Post due by 11:59 PM, Thursday, September 27th</p> <p><i>Peer Responses due</i> by 11:59 PM EST, Sunday, September 30th</p> <p><i>No late posts accepted</i></p>

Assigned Readings & Videos	Exercise	Quiz	Discussion
<p align="center">Essay 1 DUE DUE: 11:59 PM EST Sunday, September 30th</p>		<p align="center">Upload your final version of Essay 1 to the "Essay 1" assignment in the Essay Assignments Tool on Bb</p>	
<p align="center">Week 6 October 1 - October 7</p>			
<p>LESSON 10 Presidential Debate October 3rd, 9:00 - 10:30 PM EST</p> <p>If you are unable to watch the debate live, you will need to watch the taped version by 10:30 PM, Wednesday, October 4th</p> <p>This debate will focus on domestic policy only, to include employment issues</p>			<p>Graded Discussion 7</p> <p>Initial Post due by 11:59 PM, Thursday, October 4th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, October 7th</i></p> <p><i>No late posts accepted</i></p>
<p>LESSON 11 George Mason Career Fair October 3rd and 4th, Dewberry Hall</p> <p>Career Services George Mason Career Fair 2012 FALL Career Fair Participants Students as Scholars Research Opportunities at Mason</p>	<p>Exercise 8</p> <p>DUE: 11:59 PM EST, Thursday, October 4th</p> <p><i>Late penalties apply</i></p>	<p>You do not have to attend the Career Fair, but you must browse the Career Services website to learn about job fairs and how to prepare for them.</p> <p>You must also browse the list of employers who will be attending the Career Fair. This list can help you learn about the relationship between your academic discipline and your career.</p> <p>Starting October 3rd, Career Services will start posting a list of Students as Scholars research opportunities for undergraduates at Mason. This is another way to learn more about the type of scholarly inquiry done in your academic discipline.</p>	

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 7 October 8 - October 14			
<p>LESSON 12 Text-Based Research Conventions in the Discipline (SLO-2, Discovery)</p> <p><i>Using Sources Effectively</i>, CH 1, “The Importance of Using Sources Effectively”</p> <p>GMU Library InfoGuides Tutorial (PDF): Associations Unlimited Navigation Guide</p> <p>Anatomy of a Scholarly Journal Article</p> <p>“Sonic City: The Evolving Economic Geography of the Music Industry,” by Richard Florida, from <i>The Journal of Planning Education and Research</i>, PDF available on Blackboard</p>		<p style="text-align: center;">Quiz</p> <p>DUE: 11:59 PM EST, Thursday, October 11th</p> <p style="text-align: center;"><i>No late quizzes accepted</i></p>	
<p>LESSON 13 Locating & Evaluating Sources (SLO-2, Discovery)</p> <p><i>Using Sources Effectively</i>, CH 2, “Finding, Choosing, and Evaluating Sources”</p> <p>GMU Library Tutorial: Finding Authoritative Sources in the Disciplines Journal Citation Reports Tutorial Wikipedia Tutorial A Quick Lesson in Google Searching</p>	<p style="text-align: center;">Exercise 9</p> <p>DUE: 11:59 PM EST, Wednesday, October 10th</p> <p style="text-align: center;"><i>Late penalties apply</i></p>		<p style="text-align: center;">Graded Discussion 8</p> <p>Initial Post due by 11:59 PM, Thursday, October 11th</p> <p>Peer Responses due by 11:59 PM EST, Sunday, October 14th</p> <p style="text-align: center;"><i>No late posts accepted</i></p>

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 8 Draft of Essay 2 DUE October 15 - October 21			
<p>LESSON 14 Research Notes & Using Sources (SLO-2, Discovery)</p> <p><i>Using Sources Effectively</i>, CH 3, "Preparing Your Sources" Evernote & Zotero Tutorials</p> <p>Cynthia R. Haller, "Walk, Talk, Cook, Eat: A Guide to Using Sources," available online in Volume 2 of Writing Spaces</p> <p><u>Grammar Girl: How to Use Parallel Construction Correctly</u></p>		<p>Quiz</p> <p>DUE: 11:59 PM EST, Thursday, October 18th</p> <p><i>No late quizzes accepted</i></p>	
<p>LESSON 15 Peer Review Essay 2</p> <p>"Sample Student Sources Essay," PDF available in the LM</p> <p>"Sentence Types: The Rhetoric of the Sentence," from <i>Writing Analytically</i>. PDF available in the LM</p> <p><u>Grammar Girl: Capitalizing Proper Nouns</u></p>			<p>Graded Discussion 9</p> <p>Initial Post due by 11:59 PM, Thursday, October 18th</p> <p><i>Peer Responses due</i> by 11:59 PM EST, Sunday, October 21st</p> <p><i>No late posts accepted</i></p>
<p>Draft of Essay 2 DUE Upload your draft of Essay 2 to the Essay Assignments Tool, available in the Course Content menu</p>	<p>DUE: 11:59 PM, Sunday, October 21st</p>	<p>NO LATE DRAFTS ACCEPTED NO FINAL VERSION ACCEPTED WITHOUT A DRAFT</p>	

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 9 October 22 - October 28			
<p>LESSON 16 Source Integration & Documentation (SLO-2, <i>Discovery</i>)</p> <p>Kyle Stedman, "Annoying Ways People Use Sources," available online in Volume 2 of Writing Spaces</p> <p><i>Using Sources Effectively</i>, CH 7, "Putting It Together" <i>Using Sources Effectively</i>, CH 8, "Effective Use"</p> <p>MLA Formatting and Style Guide MLA Format & Citation Checklist APA Formatting and Style Guide APA Format & Citation Checklist <i>and other citation and formatting guides</i></p>	<p>Exercise 10</p> <p>DUE: 11:59 PM EST, Wednesday, October 24th</p> <p><i>Late penalties apply</i></p>		
<p>LESSON 17 Ethical Source Use</p> <p><i>"Using Sources Effectively</i>, CH 6, "Avoiding Plagiarism"</p> <p>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)</p>		<p>Quiz</p> <p>DUE: 11:59 PM, Thursday, October 25th</p> <p><i>No late quizzes accepted</i></p>	<p>Graded Discussion 10</p> <p>Initial Post due by 11:59 PM, Thursday, October 25th</p> <p><i>Peer Responses due</i> by 11:59 PM EST, Sunday, October 28th</p> <p><i>No late posts accepted</i></p>

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 10 Essay 2 DUE Introduce Essay 3 October 29 - November 4			
<p>LESSON 18 What Is Academic Argument?</p> <p>Nancy Sommers, "Argument" L. Lennie Irvin, "What is Academic Writing?" available online in Volume 1 of Writing Spaces Rebecca Jones, "Finding the Good Argument, or Why Bother With Logic?" available online in Volume 1 of Writing Spaces</p> <p>John Carreyrou and Tom McGinty, "Medtronic Surgeons Held Back," from <i>The Wall Street Journal</i></p> <p>Grammar Girl: Dashes, Parentheses, and Commas</p>		<p>Quiz</p> <p>DUE: 11:59 PM, Thursday, November 1st</p> <p><i>No late quizzes accepted</i></p>	<p>Graded Discussion 11</p> <p>Initial Post due by 11:59 PM, Thursday, November 1st</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, November 4th</i></p> <p><i>No late posts accepted</i></p>
<p>Introduce ESSAY 3: Researched Argument on a Workplace Issue in Your Field</p> <p>Please read the materials for Essay 3, located in the Essay Assignments Tool of the Course Content menu on Blackboard</p>			
<p>LESSON 19 Developing a Research Question & Narrowing a Topic (SLO-4, Inquiry)</p> <p>VIDEO: Choosing and Narrowing Topics for MLA and APA Essays VIDEO: Developing a Research Question "The Future of Work 2.0" from <i>The Harvard Business Review</i></p> <p>BLS Occupational Outlook Handbook BLS Employment Projections O*NET Online Occupation Research</p>	<p>Exercise 11</p> <p>DUE: 11:59 PM EST, Wednesday, October 31st</p> <p><i>Late penalties apply</i></p>		

Assigned Readings & Videos	Exercise	Quiz	Discussion
<p style="text-align: center;">Essay 2 DUE DUE: 11:59 PM EST Sunday, November 4th</p>		<p style="text-align: center;">Upload your final version of Essay 2 to the “Essay 2” assignment in the Essay Assignments Tool on Bb</p>	
<p>Week 11 November 5 - November 11</p>			
<p>LESSON 20 Evidence, Opinion, and Facts</p> <p>“Reasoning from Evidence to Claims,” from <i>Writing Analytically</i>. PDF available in Learning Module 19.</p> <p>A Chart of Rhetorical Fallacies from <i>Information is Beautiful</i>.</p> <p>Peter Cappelli, “Why Companies Can’t Find the Employees They Need,” from <i>The Wall Street Journal</i></p> <p>VIDEO: Sebastian Wernicke, “Lies, damned lies and statistics” (about TED Talks).</p>			<p>Graded Discussion 12</p> <p>Initial Post due by 11:59 PM, Thursday, November 8th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, November 11th</i></p> <p><i>No late posts accepted</i></p>
<p>LESSON 21 Stakeholders: Writing to Meet Audience Expectations</p> <p>“What is a stakeholder?” from the Office of Collaborative Action and Dispute Resolution, DOI</p> <p><u>Grammar Girl: Modifying Phrases at the Beginning of a Sentence</u></p>	<p style="text-align: center;">Exercise 12</p> <p>DUE: 11:59 PM EST, Thursday, November 8th</p> <p><i>Late penalties apply</i></p>	<p style="text-align: center;">Quiz</p> <p>DUE: 11:59 PM EST, Thursday, November 8th</p> <p><i>No late quizzes accepted</i></p>	

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 12 November 12 - November 18			
<p>LESSON 22 Counterargument (SLO-7, Inquiry)</p> <p><i>Inventing Arguments</i>, "Counterarguments, Concession, and Qualifiers," PDF available on Blackboard</p> <p>Daniel B. Klein, "Are You Smarter than a Fifth Grader?" from <i>The Wall Street Journal</i></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>			<p>Graded Discussion 13</p> <p>Initial Post due by 11:59 PM, Thursday, November 15th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, November 18th</i></p> <p><i>No late posts accepted</i></p>
<p>LESSON 23 Rhetorical Use of Data (SLO-7, Inquiry)</p> <p>VIDEO: David McCandless, "The beauty of data visualization," from TED</p> <p>"Statistics," from The Writing Center of the University of North Carolina</p>	<p>Exercise 13</p> <p>DUE: 11:59 PM, Wednesday, April 11th</p> <p><i>Late penalties apply</i></p>	<p>Quiz</p> <p>DUE: 11:59 PM EST, Thursday, November 15th</p>	
<p>Draft of Essay 3 DUE</p> <p>Upload your draft of Essay 3 to the Essay Assignments Tool, available in the Course Content menu</p>	<p>DUE: 11:59 PM, Sunday, Nov 18th</p>	<p>NO LATE DRAFTS ACCEPTED</p> <p>NO FINAL VERSION ACCEPTED WITHOUT A DRAFT</p>	

Assigned Readings & Videos	Exercise	Quiz	Discussion
Week 13 Conferences November 19 - November 21			
REQUIRED CONFERENCES Conferences. Meet with me (either virtually or in person) this week. Nancy Sommers: Teacher Comments video (1:54) < http://bcs.bedfordstmartins.com/bedhandbook8e/#518572_526095 > (direct link in the LM)		<p style="text-align: center;">Conferences run from Sunday through Wednesday, morning and evening. Evening conferences available in Skype only. I will post a link to an online scheduler where you can choose your day and time to meet.</p> <p style="text-align: center;">Failing to meet for a conference will result in a 10-point deduction on your final grade of Essay 3.</p>	
Week 14 Introduce Essay 4 November 26 - December 2			
LESSON 24 Writing With Concision & Clarity The Paramedic Method , by Richard Lanham. From the University of Richmond Writing Center Grammar Girl: How to Write Clear Sentences VIDEO: Terin Izil & Sunni Brown, " The Power of Simple Words ," TED Ed "Coordination, Subordination, & Emphasis," <i>Writing Analytically</i> , pgs. 290 - 295 PDF available in the LM		<p style="text-align: center;">Quiz</p> <p style="text-align: center;">DUE: 11:59 PM EST, Thursday, November 29th</p> <p style="text-align: center;"><i>No late quizzes accepted</i></p>	

Assigned Readings & Videos	Exercise	Quiz	Discussion
<p>Introduce ESSAY 4: Reflective Essay for Students as Scholars Initiative Please read the materials for Essay 4, located in the Essay Assignments Tool of the Course Content menu on Blackboard</p>			
<p>LESSON 25 Introductions & Conclusions in Academic Writing</p> <p>The Seven Habits of Highly Effective Introductions (PDF available in the lesson)</p> <p>The Seven Habits of Highly Effective Conclusions (PDF available in the lesson)</p>	<p>Exercise 14</p> <p>DUE: 11:59 PM EST, Wednesday, November 28th</p> <p><i>Late penalties apply</i></p>		<p>Graded Discussion 14</p> <p>Initial Post due by 11:59 PM, Thursday, November 29th</p> <p><i>Peer Responses due by 11:59 PM EST, Sunday, December 2nd</i></p> <p><i>No late posts accepted</i></p>
<p>Week 15 December 3 - December 9</p>			
<p>LESSON 26 Reflective Writing (SLO-3, Discovery)</p> <p>Sandra L. Giles, "Reflective Writing and the Revision Process: What Were You Thinking?" from <i>Writing Spaces</i></p>			
<p>ESSAY 3 and Essay 4 DUE</p>	<p>Upload your final version of Essay 3 and Essay 4 to the "Essay 3" and "Essay 4" assignments in the Essay Assignments Tool on Bb</p>		

Assigned Readings & Videos	Exercise	Quiz	Discussion
Course Evaluations	<p style="text-align: center;">You will receive an email from the Office of Institutional Research and Reporting that contains the link to the online course evaluation form.</p> <p style="text-align: center;">The online evaluation site is open for several days, and I will send you a reminder when it is about to close.</p>		

Students as Scholars Activities

- LESSON Critical Reading (SLO-3, Discovery & SLOR 5 & 6, Inquiry)
- LESSON Ethical Source Use: Avoiding Plagiarism (SAS SLO-5, Inquiry)
- LESSON What is a Discipline? (SLO-3, Discovery)
- LESSON Genre (SLO-7, Inquiry)
- LESSON Research Conventions in the Disciplines (SLO-2, Discovery)
- LESSON Locating & Evaluating Sources 1 (SLO-2, Discovery)
- LESSON Locating & Evaluating Sources 2 (SLO-2, Discovery)
- LESSON Source Integration & Citation (SLO-7, Inquiry)
- LESSON Developing a Research Question & Narrowing a Topic (SLO-4, Inquiry)
- LESSON Counterarguments (SLO-7, Inquiry)
- LESSON Stakeholders: Writing to Meet Audience Expectations (SLO-7, Inquiry)

NOTES: