

English 302M  
Fall 2012

TR 9:00-10:15 a.m.  
Innovation Hall Rm. 330

### ENGL 302M: Multidisciplinary Advanced Composition

*Professor:* Sharon Doetsch-Kidder  
*Email:* sdoetsch@gmu.edu  
*Mailbox:* in Robinson Hall A487  
*Office:* Robinson Hall A455

*Office Hours:* Tuesdays 12:30-1:30 p.m.,  
Thursdays 10:30-11:30 a.m.,  
or by appointment

#### COURSE OBJECTIVES

Welcome to English 302-Multidisciplinary (302M)! This is a course designed to build on the writing and research skills you have learned in English 101 and other courses, and to introduce you to advanced problem-solving strategies for academic and post-academic writing, with special attention to strategies applicable to particular disciplines. As a General Education course, English 302 is designed to improve critical thinking skills that will be useful to you in many academic and professional settings. Overall, English 302M will help you learn to adapt your writing to common purposes and audience needs, conduct and synthesize research, thoughtfully use common technologies as part of your research and writing process, and produce writing that employs the organizational techniques and genres typical in your field of study or professional endeavors. This course will help you ***develop a range of flexible writing and revising strategies*** so you can meet readers' expectations without compromising your own voice, convictions, or style.

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

Assignments in English 302 will help prepare you to be contributors to knowledge in your field, not just memorizers of facts: you will

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

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**PREREQUISITES**

All students, regardless of discipline, who register for English 302 must

- have completed a minimum of 45 credit hours
- have earned credit for (or been exempted from) English 100 or 101 or equivalent, **and**
- have completed, if required by your degree program, at least 3 credits of gen-ed literature
- Students in the School of Engineering and students in the School of Management are *very strongly recommended* to take English 302N or English 302B, respectively. If you are enrolled in a different version, you should contact your adviser immediately to see what actions to take.

**REQUIRED TEXTBOOKS, TECHNOLOGIES, AND MATERIALS**

Textbooks are available at the Campus Bookstore:

- Geoffrey Lawrence, Kristen Lyons, and Tabatha Wallington, eds. *Food Security, Nutrition and Sustainability*. London: Earthscan, 2010.
- Robert A. Harris, *Using Sources Effectively*. 3rd Ed. Glendale, CA: Pyrczak, 2011. ISBN 1-884585-93-0
- Other materials on reserve, on Blackboard, or handed out, as assigned on the syllabus or in class
- One flash drive
- A method for backing up your work online (e.g., you may use a site such as Dropbox or Mozy or email files to yourself)
- One folder for keeping class work and notes
- Internet access
- GMU email account
- A recent version of Microsoft Word. You must be able to work with .docx files.

**RECOMMENDED TEXTBOOKS AND MATERIALS**

- *A Pocket Style Manual*, ed. 5e, by Diana Hacker, or another grammar guide you may have that also contains up-to-date (after 2009) APA and MLA citation style (the required documentation styles for this class). Citation examples may also be found on-line (there are links on Bb).
- A college-level dictionary

**LEARNING OBJECTIVES**

As an advanced writing course, English 302 is designed to help you move from being a reader of scholarship to becoming a creator of scholarship. The course will emphasize ***learning how to determine for yourself*** what is required of you as a writer in a range of academic and professional situations. We'll talk about this as solving writing problems. In particular, when you work on a problem with an advanced mindset, you need to be sure you have analyzed it from several points of view and picked up the nuances of the situation. Writing is not just a way of representing your ideas. The act of writing actually helps you create ideas and deepen or expand your thinking. 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

**SAS Student Learning Outcomes:** For primarily text-based research that prepares students to make original contributions: students will

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

#### COURSE REQUIREMENTS AND GRADING PERCENTAGES

Assignment	Weight	Revision accepted?	Prewriting required	Late Penalty
<b>Class Participation and Quizzes</b>	15%	No	No	No late work accepted
<b>Homework</b>	10%	No	No	10% deduction per day late
<b>Essay #1: In-class textual analysis</b> (750-1000 words) Done in class, Sep. 27	10%	Yes	Yes	No make-up exams permitted
<b>Team Research Project</b> <ul style="list-style-type: none"> <li>• Annotated bibliography (3 sources per person) due Sep. 25</li> <li>• Research proposal due Oct. 16</li> <li>• Website</li> <li>• Presentations Nov. 29 and Dec. 4</li> <li>• Team and self-evaluations (250-500 words) due Dec. 6</li> </ul>	20%*	No	No	No late presentations accepted. Written assignments will lose 10% per day late
<b>Essay #2: Report on sources</b> (750-1000 words) <ul style="list-style-type: none"> <li>• Minimum 15 sources</li> <li>• Draft due Oct. 23</li> </ul> Final due Oct. 30.	15%	Yes	Yes	10% deduction per day late
<b>Essay #3: Researched Essay</b> (1500-2000 words) <ul style="list-style-type: none"> <li>• Outline and thesis statement due Nov. 6</li> <li>• Draft of part 1 due Nov. 8</li> <li>• Draft of part 2 due Nov. 13</li> </ul>	20%	No	Yes	10% deduction per day late

<ul style="list-style-type: none"> <li>• Presentation: Dec. 13</li> </ul> Final due Nov. 27				
<b>Reflection on Essay #3</b> (500-700 words) Due Dec. 6	5%	No	No	No late work accepted
<b>Essay #4: Self-Evaluation</b> (500-750 words) Due Dec. 13	5%	No	No	No late work accepted
<b>Portfolio</b> Due Dec. 13	**	No	No	No late work accepted

\*You cannot pass this class without turning in a research paper.

\*\*Turning in a portfolio is a requirement to pass the class, but it will not receive a specific grade.

### METHODS OF INSTRUCTION

Most class sessions of English 302 will be interactive and will involve a significant amount of student discussion and writing. Students may be asked to work individually as well as collaboratively as they investigate issues, practice writing strategies and techniques, learn research and critical reading approaches, and review their own and their peers' writing. Students who attend regularly and stay engaged in class activities, who keep up with all of the assignments, and who block off sufficient time each week for thoughtful drafting and revising usually succeed in this class.

### GRADING POLICY

- All final essays must be accompanied by one or more earlier drafts. You must complete all course requirements, including a Final Portfolio, to earn a "C" or higher.
- Students in ENGL302 **must earn a grade of C (74) or higher to complete the 302 requirement**; students whose grades are C- (73) or lower will need to repeat the class.

### GRADING CRITERIA

In grading essays, I use the following general 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. Essays that do not meet these criteria will not earn a "C."
- A "B" level grade (80-89%) 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 has few sentence-level errors.
- An "A" level grade (90-100%) marks an essay that is a delight for the reader. 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.

**SUBMITTING CLASS WORK**

- Assignments are due at the beginning of class on the due date.
- All work done outside of class must be typed, double-spaced, in a standard 12 point font, such as Times New Roman or Arial, with one-inch margins, left-justified. Paragraphs should be indented ½ inch or five spaces. *Do not skip lines* between paragraphs or sections or anywhere in your essays. Multiple pages should be numbered and stapled together in the upper left hand corner.
- Final drafts of essays should have attached all of your prewriting exercises, draft thesis statement, rough draft(s), and Peer Review worksheets. Papers submitted that are not typed or do not have these attachments will not be graded.
- All in-class writing should be neatly written and double spaced, leaving a two-inch margin on the left side of each page. All pages beyond the first should include your last name and the page number in the upper right-hand corner.
- All work should be handed in with the following in the upper left hand corner of the first page:

Your Name

ENGH 302M/Assignment Name

Date Completed

*Please do not include a separate cover page.*

- I accept emailed assignments only as "place-holders" to avoid a late penalty; unless otherwise stated, all assignments must be turned in as hard-copy. You should keep all of your assignments as they are handed back to you.
- Keep electronic and paper copies of all the work that you turn in.
- Work lost due to computer or human error or natural disaster, etc., will not be excused. You are expected to keep multiple backups of your work, including copies on your computer, flash drive, and a remote server. Save your files often as you work, and, as you make substantive changes, change file names, so that you can access previous versions if needed.
- **GMU has a dual submission policy that allows you to submit the same research paper for both this class and a class in your major.** Projects dually submitted will follow the multiple-draft process standard in the course and will be independently evaluated by the English 302 professor (me). Because criteria in 302 may differ from those established by the professor in the major course, students should be prepared to revise the projects differently in the two courses. Students interested in this option must submit a Dual Submission form signed by the major professor for approval to me and bring a copy of the assignment from the other class.

**LATE SUBMISSION POLICY**

- Late assignments are those arriving any time after the beginning of class on the due date.
- Late assignments will lose 5% of their points for each calendar day that they are late. Late-work penalties cannot be changed through revision.
- In class assignments, quizzes, and exams **cannot be made up**, so you will receive a zero for any quizzes or in-class exercises that you miss.
- **If you are turning in an assignment late, be sure to BOTH email it to me (in Word or RTF) and leave a copy in my mailbox (Robinson A487) or hand it to me in class.** The email serves the purpose of giving you a time stamp on completion of the essay, and I will grade the paper once you provide a printed copy.

- I will not accept technological issues, barring a campus-wide failure that I can verify, as an excuse for late work. Start early, as there can be technical difficulties or interruptions. If you have trouble uploading your work to Blackboard, please email it to me. If you are unsure if your work uploaded successfully, please email me a copy.
- If you put an assignment in my mailbox, please do not ask the office staff to validate that you have turned it in.
- Do not put work on or under my office door or on my desk if I am not there.

### CLASS PARTICIPATION

- In-class work and quizzes will be scored on a 0-10 scale; there are no make-ups for these assignments. Your average score for the semester will count for half your participation grade.
- Participation in peer-review workshops will count for one-quarter of your participation grade.
- Regular attendance and general attentiveness during class will earn you a "B" for the final one-quarter of your participation grade. Stronger participation (preparation for class, participation in discussions, support for peers in group work) will raise that grade; absences, frequent tardiness, or lack of engagement in class (including reading non-class materials, checking email or cell-phone messages, texting, viewing Facebook or other non-course related website, holding private conversations, sleeping, etc.) will lower that grade. Disruptions such as sounds made by your cell phone or other personal devices will also lower that grade. Please turn off all personal electronic devices before class begins.
- Students who miss a class are responsible for turning in any required work, but will not be able to "make up" the missed participation or other in-class work.
- I will only excuse absences for students with a documented illness or injury.
- In-class work and quizzes cannot be made up, even if your absence is excused.
- If you must miss a class, notify me by email as early as possible. You are responsible for finding out from a classmate what material, announcements, and assignments you miss. Please contact me with questions only after you have exhausted other means to find out what you missed in class.
- If you are frequently late, you may lose class-participation points. However, in an emergency I would rather have you come late than not at all. If you get stuck in traffic, but you can get here 20 minutes late, please try to come.
- I do not award credit for quizzes or other in-class activities for students who leave class early.
- You should also be actively present. This implies mental awareness as well as the basic courtesies of social gatherings. Students who are sleeping, reading the newspaper, carrying on private conversations, answering or texting on cell phones, or working on assignments for other classes, etc., are not wholly, actively present and thus may lose class participation points for that day. If you are seriously unprepared for class or group work—having no draft for a draft workshop, for example—you may lose class participation points for that day. Any serious breach of good classroom conduct may cause you to lose all participation points.

### INCLEMENT WEATHER/CANCELLATIONS

- When there is a change in the university schedule due to inclement weather or other circumstances, the announcement will be made on the university switchboard, (703-993-1000), Arlington (703-993-8999) and Prince William (703-993-8350) information lines, and the [university's web site](#).
- Please check your email and Blackboard **before** coming to class.

- If class is cancelled for any reason, you are responsible for checking your email and Blackboard and completing any work assigned.

### REVISION POLICY

- Essays #1 and #2 may be revised for a new grade. The final grade will be an average of the original and the revision.
- 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 must be submitted with all previous drafts, and completed within two weeks of the essay's return to you.

### PLAGIARISM AND ACADEMIC INTEGRITY

- *Academic integrity* means doing your own original work for each assignment and citing all sources that you use in assignments.
- *Plagiarism* is when you represent someone else's words, thoughts, ideas, or sentence structures as your own, intentionally or unintentionally. This includes not only directly copying sections of a paper from someone else or buying a paper from the Internet, but also includes not properly citing authorities that you've consulted, borrowing ideas from another student's paper, giving your essay to someone else for editing, or plugging your own words into someone else's sentence structure.
- It is critical that you give credit when you use words, opinions, or factual information from another source. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. A simple listing of books, articles, and websites is not sufficient.
- Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited; this is incorrect. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this rule include factual information which can be obtained from a variety of sources—what has been called common knowledge—or the writers' own insights or findings from their own field research. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly."
- In other words, writers provide a citation for any piece of information that they think their readers might be unfamiliar with and want to investigate or debate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism. Consult the George Mason Honor Code for more information.  
<http://academicintegrity.gmu.edu/honorcode/>
- In a composition class, your instructor is working with you to develop your writing proficiency. I cannot help you if the writing you are producing in their courses is not your own work. I provide feedback focused on the errors specific to your own writing to help you build the tools and strategies to address your specific error patterns. Because of this goal, all of your writing (at every stage of the writing process) must be done on your own.
- **Therefore, you may not—at any time—ask another student, a family member, or a friend to “correct” your papers. Your writing must be your own with all of your own mistakes. Obvious violations of this will result in a zero on the paper; no exceptions. You are encouraged, however, to work with your peers in this class and with Writing**

**Center tutors. It is very important for you to understand that a Writing Center Tutor is not your editor; in other words, the tutor will not “fix” your errors but will help you identify those errors and develop self-editing strategies. When working with peers in this class, you should follow the class guidelines, which include also not fixing errors.**

- All work must reflect your own honest academic efforts. Borrowed work must be carefully cited so that it is completely transparent from where each idea in your paper is drawn (e.g. from a particular page of a book or article or from your own investigations or opinions). Quotations must be clearly marked and cited.
- Plagiarism or other academic misconduct will result in an “F” for the assignment and may result in failure of the course or dismissal from the college.
- For more on plagiarism and GMU’s Honor Code, visit <http://academicintegrity.gmu.edu/>.
- If you have further questions about what you need to cite or how to cite sources, or if you have other concerns about academic integrity, please contact me or a Writing Center tutor.

### EMAIL

- You are responsible for checking your GMU email regularly, as I may send out announcements, guidelines, or assignments.
- Please review the Email Etiquette guidelines posted at Purdue’s OWL site (<http://owl.english.purdue.edu/owl/resource/636/01/>) as well as Ms. Mentor’s “Don’t Email Me This Way” (<http://chronicle.com/article/Dont-E-Mail-Me-This-Way/44818/>) *before* sending an email to me or any of your classmates.
- You may email me from your GMU account to notify me of an absence or to set up an appointment if you are unable to make it to my office hours.
- If I do not respond questions or requests made by email, you should assume one or more of the following causes:
  1. You sent the message from a non-GMU account.
  2. You did not follow the email etiquette guidelines.
  3. The answer to your question can be gained by reading the syllabus or other handouts, asking one of your classmates, or other exercise of common sense.
  4. You should see me in person after class or during my office hours.
  5. I did not receive it, and you should follow up with me in person.
- If you email me with a question you feel is urgent, please let me know what attempts you have made to answer the question yourself.

### STUDENTS WITH DISABILITIES

Students with documented disabilities are legally entitled to certain accommodations in the classroom. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through the DRC. I will be happy to work with students and the DRC to arrange fair access and support.

### UNIVERSITY WRITING CENTER

- 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: <http://writingcenter.gmu.edu>.
- You can schedule a 45-minute appointment with a trained tutor to help with any phase of the writing process.

- You can even obtain assistance with papers by visiting the online writing center at <http://writingcenter.gmu.edu/owl/index.html>, but please plan ahead and allow yourself at least 2-3 days to receive a response.
- Make an appointment on their website, or by calling 703-993-1200, or stop by and schedule a session (Robinson A114).

#### ADDITIONAL RESOURCES AND SUPPORT

- The **library website** has lots of helpful information, including guides for evaluating and citing sources and researching various subjects: <http://library.gmu.edu/>. Also, use your **librarians!** Librarians are generally very friendly and love to answer questions. Stop by the Reference Desk in the library or talk to a librarian online through the website (see “Ask a Librarian”).
- There are some great links to writing resources on the English Department’s **Composition website**: <http://composition.gmu.edu/students/writingresources.php>.
- 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, how to use course management software such as Blackboard’s CE6, and how to use software programs such as Microsoft Office. The gateway page for the ITU Support Center is <http://itusupport.gmu.edu/STG/STGfrontpage.asp>. For immediate technology support issues, go to <http://itusupport.gmu.edu/>.
- Life has a way of confronting us with problems that seem overwhelming at the time. If you or anyone you know is experiencing a personal crisis, take advantage of Mason's **Counseling and Psychological Services**. They are located in Sub 1, Room 3129, and can be reached at 703-993-2380. Their web address is: <http://caps.gmu.edu>.
- Come see me during **office hours**, or stop me after class to **make an appointment** if you are unavailable during my regular office hours.

#### IMPORTANT DATES\*

Labor Day	September 3 (University Closed—No classes)
Last Day to Add/ Drop without Tuition Penalty	September 4
Final Drop Deadline	September 28*
Columbus Day Recess	October 8 (Monday classes are on Tuesday and Tuesday classes do not meet.)
Thanksgiving Recess	November 21-25
Last day of classes	December 8

*\*Students are responsible for verifying their enrollment in the class. Please note the drop date—after September 30, you will need the dean’s approval to withdraw, which is only granted for non-academic reasons.*

#### MAJOR ASSIGNMENTS

##### **Essay #1: In-class textual analysis** (750-1000 words)

Choose one essay from the book *Food Security, Nutrition and Sustainability* (or other assigned readings on food) and analyze its formal qualities and argumentation. **You may NOT write about an essay that we analyze in class.** Pay attention to the formatting, language, evidence, structure, disciplinary conventions, data, argumentation, and assumptions. Questions to ask include:

- What comes first? How long is the essay? Are there sections or subheaders? Are there visual elements?
- What citation style is used? Does it emphasize author, date, or something else?
- What kinds of words and sentence patterns are used (sentence-length, jargon, passive voice, etc.)? What is their effect? How do they convey meaning? How do they convey authority?
- What assumptions are at work?
- What values are conveyed by the text and its assumptions?
- What kind of data is used (statistics? citations? quotations? direct research or observations?) How is the data described? How did the authors get access to the data?
- Does the data presented support the claims made? Are there alternative ways of interpreting the data? Does the data present additional questions?

Because this is a short essay, you may have to focus on just one aspect of the text you are reviewing. Do not summarize the text; focus on a claim about how the text *functions* (how does form contribute to meaning?) or on a claim about the *quality* of the text (how well does the data support the argument? How clearly or artfully are ideas expressed?).

**Completed in class on Thursday, Sep. 27. No make-ups allowed.**

### **Essay #2: Report on sources** (750-1000 words)

Prepare a 750-1000 word paper in essay form (not a bulleted list) which surveys at least 15 sources that are appropriate for research in your field of study. Sources may include humans, reference works, electronic sources, databases, journals, associations, popular magazines, essays from your textbook, and any other valuable resources you discover. As you identify the resources, indicate the availability or ease of access of each. Indicate which sources might be considered as inappropriate or unreliable. Are some magazines considered too "popular" or oversimplified? Too political or narrow-minded? Are cybersources acceptable at all? Why? (You may wish to briefly interview a professional in your field to help you see these patterns.) Conversely, discuss the sources which are highly regarded professionally. In the middle part of the paper, you may wish to move source-by-source, or create a more integrated essay that clusters sources together into groups or categories based on their value.

As the frame for your essay (the opening and closing sections), be sure to describe the reasoning behind the rating process, clearly explaining the qualities of thought and habits of work that are respected by scholars or other professionals. Your goal is first to internalize these standards so that you can begin to take a professional attitude toward new data sources when you meet them, and then to be able to explain to someone less experienced in your field how to navigate through it. **Draft due Oct. 23. Final due Oct. 30.**

### **Essay #3: Researched argument** (1500-1750 words)

Plan, draft, and revise a 1500-1750 word essay that draws from **6-10 credible sources** to investigate multiple angles of an issue related to food security, nutrition, and sustainability. Based on your research and analysis, make a recommendation or argument to informed readers in that field. You need to carefully approach the from a disciplinary view: the kinds of questions that historians ask, for instance, will be different from the questions asked by philosophers, economists, artists, healthcare professionals, or communication specialists. Your essay should replicate the key features of academic or professional writing in your field that you have already identified: your questions, evidence, sources, organization, style, and citations should match the expectations of readers in your disciplinary audience.

**Draft due in parts on November 6, 8 and 13. Final draft due Tuesday, November 27.**

*Presenting your research:*

Create a website or Powerpoint presentation for delivering the key information from your research project to a non-specialist audience and/or an audience that can help make a difference concerning this issue. During the final exam period on **December 13**, you'll formally present your publication to your peers for their feedback.

\*You must turn in a research paper to pass this class. No revisions accepted.

**Reflection on Essay #3** (500-700 words)

You will submit on Blackboard a brief essay reflecting on the process of writing your researched essay. No revisions accepted.

**Due Thursday, Dec. 6.**

**Team Research Project**

You will work in groups to conduct an independent research project on a food-related topic and to present your research to the class.

Before you conduct your survey/interview, your group will complete an **annotated bibliography** on the topic that you have chosen to research (3 sources per person) and a research proposal. Both will be posted on the group's website.

Your research should include one or more interviews or surveys. Topics/examples include:

- Consumer health/purchasing behavior: interview or survey doctors, nutritionists, farmers, grocer/store owners, farmer's market customers/workers, parents, teacher, or students
- Business/finance survey: compare grocery stores (e.g., a large mainstream grocery store like Safeway or Giant, a natural/health foods store like Whole Foods or Healthways, a small grocery/convenience store, an alternative grocery store such as Aldi or Trader Joe's)
- Ecological survey: test water/soil/air around different farms and communities
- Health/nutrition survey: test foods for nutrients/taste, research epidemiology in relation to diet
- Culture survey: survey mass media/advertising about food, food blogs/reporting

*Presenting your research:*

Your group will **create a website** which will include at least 4 pages:

- Annotated bibliography (due Sep. 25)
- Research Proposal (due Oct. 16)
- Research methodology and presentation/summary of data (due Nov. 29)
- Analysis of results (due Nov. 29)

Your group will **present your website and research to the class on Nov. 29 or Dec. 4**. Failure to attend the presentation will result in a reduction of the presentation grade as well as the loss of participation points for that day.

*Reflection:*

Finally, each member of your group will complete confidential **team and self-evaluations** (250-500 words). **Due. December 6 on Blackboard.**

**Essay #4: Self-Evaluation** (500-750 words)

You will turn in a brief essay reflecting on your efforts and progress in the course. No revisions accepted. **Due during the final exam period on December 13.**

**SCHEDULE (subject to change)**

Readings and assignments are due on the date next to which they are listed. Please note that new or changed assignments may be announced on Blackboard (<https://courses.gmu.edu>).

	<b>Class topics/assignments due</b>	<b>Learning Outcomes</b>
<b>WEEK 1</b> <b>T Aug 28</b>	<b>INTRODUCTIONS</b>	SLO-1
<b>R Aug 30</b>	<p><b>DISCIPLINARY AUDIENCES AND PURPOSES</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Dower, “Global hunger: moral dilemmas”</li> <li>• GMU Library, “Popular or Scholarly?” <a href="http://infoguides.gmu.edu/content.php?pid=79124&amp;sid=1200841">http://infoguides.gmu.edu/content.php?pid=79124&amp;sid=1200841</a></li> <li>• University of Colorado Libraries, “Overview of the Scholarly Publishing Process” <a href="http://www.publishnotperish.org/module1/process_overview.htm">http://www.publishnotperish.org/module1/process_overview.htm</a></li> <li>• NCSU Libraries, “Anatomy of a Scholarly Article” <a href="http://www.lib.ncsu.edu/tutorials/scholarly-articles/">http://www.lib.ncsu.edu/tutorials/scholarly-articles/</a></li> </ul> <p><i>In class:</i> Reading quiz</p>	SLO-2 SLO-3
<b>WEEK 2</b> <b>T Sep 4</b>	<p><b>RHETORICAL SITUATION: WHY PEOPLE WRITE; RHETORICAL ANALYSIS</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Lawrence, Lyons, and Wallington, “Introduction” (LLW 1-23)</li> <li>• OWL, “Rhetorical Situations” <a href="http://owl.english.purdue.edu/owl/resource/625/01/">http://owl.english.purdue.edu/owl/resource/625/01/</a></li> <li>• Carroll, “Backpacks v. Briefcases” <a href="http://writingspaces.org/sites/default/files/carroll--backpacks-vs-briefcases.pdf">http://writingspaces.org/sites/default/files/carroll--backpacks-vs-briefcases.pdf</a></li> </ul> <p><i>In class:</i> Reading quiz</p>	SLO-3 SLO-6
<b>R Sep 6</b>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Weis, “Breadbasket Contradictions” (LLW 27-40)</li> <li>• Hinton, “So You’ve Got a Writing Assignment. Now What?” <a href="http://writingspaces.org/sites/default/files/hinton--so-youve-got-a-writing-assignment.pdf">http://writingspaces.org/sites/default/files/hinton--so-youve-got-a-writing-assignment.pdf</a></li> </ul> <p><i>Write:</i> What is the rhetorical situation behind <i>Food Security, Nutrition and Sustainability?</i> (1-2 paragraphs)</p>	SLO-2 SLO-3 SLO-6

	<i>In class:</i> Reading quiz; Discuss Essay #1; sign up for groups; schedule first group meetings	
<b>WEEK 3</b> <b>T Sep 11</b>	<p><b>CRITICAL READING</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Mintz, “Food and Its Relationship to Concepts of Power”</li> <li>• Collins, “Gender and Cheap Labor in Agriculture”</li> </ul> <p><b>Take notes on readings and bring your notes to class.</b></p> <p><i>In class:</i> Reading quiz</p>	SLO-2 SLO-3
<b>R Sep 13</b>	<p><b>CONDUCTING RESEARCH</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Hall, “Culinary spaces, colonial spaces: the gendering of sugar in the seventeenth century”</li> <li>• GMU library, “Library Research Basics” <a href="http://library.gmu.edu/education/students/research_basics/">http://library.gmu.edu/education/students/research_basics/</a> Follow links for more information on any of the subjects with which you’re less familiar. Pay particular attention to choosing databases appropriate to your discipline (<a href="http://library.gmu.edu/education/students/choose_database.html">http://library.gmu.edu/education/students/choose_database.html</a> and <a href="http://infoguides.gmu.edu/">http://infoguides.gmu.edu/</a>), and locating articles (follow the sequence of links under the appropriate heading on the “basics” page), and don’t miss the brief videos indicated by the “watch it!” icon, which illustrate the steps described through a sequence of screen shots and explanations.</li> <li>• Purdue OWL, Conducting Primary Research (9 pages) <a href="http://owl.english.purdue.edu/owl/resource/559/1/">http://owl.english.purdue.edu/owl/resource/559/1/</a></li> <li>• Penn State U, “Introduction to Academic Research Interviewing Skills” <a href="http://istudy.psu.edu/FirstYearModules/InterviewSkills/AWInterviewingRev.html">http://istudy.psu.edu/FirstYearModules/InterviewSkills/AWInterviewingRev.html</a></li> </ul> <p><i>In class:</i> Reading quiz; Discuss Group Projects</p>	SLO-1 SLO-2 SLO-3 SLO-4 SLO-5 SLO-6 SLO-7
<b>WEEK 4</b> <b>T Sep 18</b>	<p><b>PARAPHRASING AND WRITING SUMMARIES</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Harris, “Paraphrasing and Summary” (61-80)</li> </ul> <p><b>Bb: Post complete citations for three sources you found for your group project. There must not be any duplicates among group members. Bring sources to class.</b></p> <p><i>In class:</i> Reading quiz</p>	SLO-5
<b>R Sep 20</b>	<i>Read:</i>	SLO-2

	<ul style="list-style-type: none"> <li>Friel and Lichacz, "Unequal Food Systems," LLW 115-129</li> <li>Schubert, Jennaway, and Johnson, "Explaining Patterns of Convenience Food Consumption," LLW 130-144</li> </ul> <p><b>Critical Reading Handout due:</b> Respond to questions for the book chapter which you will write about for Essay #1</p> <p><i>In class:</i> Reading quiz</p>	SLO-3
<b>WEEK 5</b> <b>T Sep 25</b>	<p><b>PLANNING ESSAYS AND EDITING SENTENCES</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Campbell et al., "Examining the Mythologies of Organics" (LLW 238-251)</li> <li>Grammar Girl, "Proofreading Tips" <a href="http://grammar.quickanddirtytips.com/proofreading.aspx">http://grammar.quickanddirtytips.com/proofreading.aspx</a></li> </ul> <p><b>Bb: Group Annotated Bibliography due</b></p> <p><i>In class:</i> Reading quiz; Outline Essay #1</p>	SLO-2 SLO-3
<b>R Sep 27</b>	<i>In class exam: Essay #1</i>	
<b>WEEK 6</b> <b>T Oct 2</b>	<p><b>LOCATING AND EVALUATING SOURCES</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Pechlaner and Otero, "Neoliberalism and Food Vulnerability" (LLW 79-96)</li> <li>Haller, "Walk, Talk, Cook, Eat" <a href="http://writingspaces.org/sites/default/files/haller--walk-talk-cook-eat.pdf">http://writingspaces.org/sites/default/files/haller--walk-talk-cook-eat.pdf</a></li> <li>Purdue OWL, Evaluating Sources of Information <a href="http://owl.english.purdue.edu/owl/resource/553/1/">http://owl.english.purdue.edu/owl/resource/553/1/</a></li> </ul> <p><b>Bb: Post 3 research topics</b> for Essays #2 and 3, ranked in order of preference. Each topic should be phrased as a question and include 1-2 sentences explaining what data you would consider in answering the question.</p> <p><i>In class:</i> Reading quiz</p>	SLO-2 SLO-4
<b>R Oct 4</b>	<p><b>*Library workshop: class meets in Library*</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Harris, "Finding, Choosing, and Evaluating Sources" (15-28), and "Preparing Your Sources" (29-40)</li> <li>University of Colorado Libraries, "Description of a Scholarly Journal" <a href="http://www.publishnotperish.org/module1/description.htm">http://www.publishnotperish.org/module1/description.htm</a></li> <li>GMU Infoguides <a href="http://infoguides.gmu.edu/">http://infoguides.gmu.edu/</a></li> </ul>	SLO-3 SLO-4

	<ul style="list-style-type: none"> <li>Journal Citation Reports Tutorial <a href="http://science.thomsonreuters.com/tutorials/jcr4/">http://science.thomsonreuters.com/tutorials/jcr4/</a></li> <li>SCImago Journal Rankings <a href="http://www.scimagojr.com/journalrank.php">http://www.scimagojr.com/journalrank.php</a></li> </ul> <p><b>Bb: Online reading quiz</b></p>	
<b>T Oct 9</b>	No class on Tuesday, Oct. 9 (follow Monday schedule)	
<b>WEEK 7 R Oct 11</b>	<p><b>INTEGRATING AND CITING SOURCES</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Harris, "Avoiding Plagiarism" (81-95)</li> </ul> <p><b>Library Worksheet Due</b> <b>List of 15 possible sources due (5 articles, 5 books, 5 websites/blogs)</b> <b>Bring at least 3 sources to class</b></p> <p><i>In class:</i> Evaluating sources</p>	SLO-5 SLO-7
<b>T Oct 16</b>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Donati, Cleary, and Pike, "Bodies, Bugs and Dirt" (LLW 207-222)</li> </ul> <p><b>Online: Group Research Proposal Due</b> <b>Bb: Post link to group website</b></p> <p><i>In class:</i> Reading quiz; Work on group projects</p>	SLO-2 SLO-7
<b>WEEK 8 R Oct 18</b>	<p><b>PEER REVIEW AND REVISING</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Harris, "Quoting Effectively" (41-60) and "Putting It Together" (97-107)</li> <li>Stedman, "Annoying Ways People Use Sources" <a href="http://writingspaces.org/sites/default/files/stedman--annoying-ways.pdf">http://writingspaces.org/sites/default/files/stedman--annoying-ways.pdf</a></li> </ul>	SLO-5 SLO-7
<b>T Oct 23</b>	<p><b>PEER REVIEW AND MLA/APA FORMATTING</b></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>MLA Formatting and Style Guide <a href="http://owl.english.purdue.edu/owl/resource/747/01/">http://owl.english.purdue.edu/owl/resource/747/01/</a></li> <li>APA Formatting and Style Guide <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></li> </ul> <p><b>Bb: Draft of Essay #2 due: bring in on a jump drive</b></p>	SLO-7

<b>WEEK 9</b> <b>R Oct 25</b>	<b>EDITING AND REVISING</b> <i>Read:</i> <ul style="list-style-type: none"> <li>• Harris, “Editing for Accuracy” (127-142)</li> <li>• Purdue’s OWL, “The Paramedic Method”  <a href="http://owl.english.purdue.edu/owl/resource/635/1/">http://owl.english.purdue.edu/owl/resource/635/1/</a></li> </ul> <p><b>Bring print copy of Essay #2 to class</b></p> <p><i>In class:</i> Work on Essay #2</p>	
<b>T Oct 30</b>	<b>Essay #2 due</b>	
<b>WEEK 10</b> <b>R Nov 1</b>	<b>ARGUMENT</b> <i>Read:</i> <ul style="list-style-type: none"> <li>• Jones, “Finding the Good Argument OR Why Bother With Logic?”  <a href="http://writingspaces.org/sites/default/files/jones--finding-the-good-argument.pdf">http://writingspaces.org/sites/default/files/jones--finding-the-good-argument.pdf</a></li> </ul> <p><i>Watch:</i></p> <ul style="list-style-type: none"> <li>• Sommers, “Argument”  <a href="http://www.youtube.com/watch?v=MFGg9n7k60g&amp;feature=mfu_in_order&amp;list=UL">http://www.youtube.com/watch?v=MFGg9n7k60g&amp;feature=mfu_in_order&amp;list=UL</a></li> </ul>	SLO-5 SLO-6 SLO-7
<b>T Nov 6</b>	<b><i>Bb:</i> Draft Thesis statement and outline for Essay #3 due: bring in on a jump drive</b>	
<b>WEEK 11</b> <b>R Nov 8</b>	<b>PEER REVIEW</b> <b>*Online Class Session* You are responsible for turning in your draft by 9:00 a.m. and completing two peer reviews by 10:15 a.m.</b>  <b><i>Bb:</i> Draft Section 1 of Research Paper due</b> <b>Post Peer Reviews for two other students</b>	
<b>T Nov 13</b>	<b><i>Bb:</i> Draft Section 2 of Research Paper due: bring in on a jump drive</b>  <i>In class:</i> Peer review	
<b>WEEK 12</b> <b>R Nov 15</b> <b>T Nov 20</b>	<b>REQUIRED CONFERENCES</b> No class: STUDENT CONFERENCES <b>Bring your thesis statement, outline, and revised Essay #3 to my office. Choose one section of the paper on which you would like me to focus.</b>	
<b>Nov 21-25</b>	Thanksgiving Break	

<b>WEEK 13</b> <b>T Nov 27</b>	<b>PRESENTING YOUR WORK</b> <b>Essay #3 due</b>  <i>In class:</i> Group work: finalizing website and preparing presentations	SLO-3 SLO-7
<b>R Nov 29</b>	<i>In class:</i> Group presentations	
<b>WEEK 14</b> <b>T Dec 4</b>	<i>In class:</i> Group presentations	
<b>R Dec 6</b>	<b><i>Bb:</i> Reflection on Essay #3 due</b> <b><i>Bb:</i> Group team and self-evaluations due</b>  <i>In class:</i> Course evaluations; discuss portfolios, self-evaluations, presentation skills	
<b>R Dec.13,</b> <b>7:30-</b> <b>10:15 a.m.</b>	<b><i>Final Meeting</i></b> <b>Presentation of research projects</b> <b>Final portfolio and self-evaluation due</b>	