

ENGLISH 302-N06: ADVANCED COMPOSITION (Natural Sciences) (hybrid format)

Fall 2012

Wednesdays 10:30-11:45 a.m., IN 336 & online

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Class Blackboard (Bb) site: available at mymason.gmu.edu; log on using the same username and password you use for GMU email, click on the “courses” tab, wait for your courses list to populate, and look for a link incorporating the course title and section number.

Phone: for budgetary reasons, most English department faculty members no longer have individual office phones. If you don’t have access to email and need to reach me, you may leave a message at the general department number, 703-993-1160, and someone will email it to me.

The most efficient way to contact me is always in person before or after class or during office hours. Email is the next best method. If I’m not meeting with someone in person during office hours, email turnaround at those times will be quick; at other times, I strive for no more than a 24-hour-turnaround on weekdays, and 48 hours over the weekend, and am often much quicker than that.

Course Description & Goals

Like other courses that fulfill the foundation requirements of the [General Education program](#), English 302 is primarily a skills course. It is designed to further develop the writing and research skills you learned in your first college class in written communication (English 101 or an equivalent), and, in the process, to prepare you for more advanced academic work in your field, and for the writing and research tasks you will encounter in the world outside the university. Throughout the semester, workshops, in-class and/or online exercises and exchanges, and conferences will help us to focus on writing as an ongoing process that starts with defining questions, gathering evidence, and generating ideas, and continues through multiple revisions that help a writer to further refine an argument and present it in a way appropriate to the writer’s chosen audience. Readings will serve as models of writing, argument, and organization, and will also provide opportunities to practice the all-important skill of identifying and following the conventions of varied forms of writing.

In addition, this section of English 302 is participating in GMU’s “**Students as Scholars**” (SAS) 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>). (For a full listing of SAS goals for English 302, please see Appendix B of this syllabus).

SAS sections of English 302 are designed to help prepare students to be contributors to knowledge in their fields, not just memorizers of facts. By the end of all SAS sections of English 302, students will:

- understand how knowledge is created and transmitted in a field/discipline
- understand key methods and conventions of scholarly research in their field(s)/discipline(s)
- articulate and refine their own questions for scholarly inquiry
- situate their investigations in ongoing contexts/conversations in their fields
- and design final projects that add new perspectives and/or data to those conversations

In this particular section of English 302, students will, over the course of the semester, conduct and report on two interconnected multi-stage research projects designed to develop the knowledge and skills listed above: (1) a group project which investigates how scholars in the group members’ common discipline (or a group of closely-related disciplines) conduct and communicate about original research among themselves, and how that research is communicated to the larger public; and (2) an individually-researched review of the literature (existing scholarship) that synthesizes, evaluates, and suggests possible applications of and/or future directions for the current scholarly conversation about a question of interest to the student and related to his/her major field. The final exam (a short piece of metacognitive – “thinking about thinking” -- writing) will ask students to make connections among the two threads of the course and the SAS goals by reflecting on how their experience of research and writing the review of literature (often the first step toward conducting original research in the sciences) reflects the practices of scholars in their field.

Prerequisites & Connection of English 302 to Major Field

Before taking English 302, Students must have completed or transferred in the equivalent of English 100/101, 45 credit hours, and any required general-education literature course designated by their college or major. Students should take a version of English 302 that connects to their major field. 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 Texts and Materials

- **Robert A. Harris, *Using Sources Effectively*, 3rd edition (2011).** Pyrczak Publishing. ISBN 1-884585-93-0. Available at the GMU bookstore.
- **A handbook covering grammar, usage, and APA-style citation, or a set of trusted websites that serve the same purpose:** You may have a handbook from an earlier class (English 101, 201, or a similar class at another college) with which you are already familiar and comfortable; if so, feel free to keep using that. If you need a handbook, I recommend Diana Hacker's *A Writer's Reference*, available at the GMU bookstore. If you do not need a great deal of help with grammar and usage, you may be able to get along with the free online version of Hacker's APA citation guide, available at http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch09_s1-0002.html and other websites listed on the GMU Writing Center's "resources" page (http://writingcenter.gmu.edu/?page_id=12).
- **Reliable, preferably high-speed, internet access, an activated GMU email account, a web browser, the most recent edition of Adobe Acrobat Reader, and a word processing program installed on the computer(s) you will use to access class materials.** Please make sure that you have activated, and regularly check (or forward messages from) your GMU (masonlive) email account; important course and university announcements are often delivered by email, and for privacy reasons, course messages will be sent only to official gmU email accounts. You'll find a list of Blackboard (Bb) compatible browsers below the courses list on your MyMason page; as of this writing, I am not aware that any browser works better than another (as long as you are careful to click "accept" or "run" when presented with security certificates from Bb, and to enable popups where necessary). My comments on your papers will display best in Word 2001 or above, but earlier versions of Word, or any word processing program that can open and save files in Word (.doc) or Rich Text (.rtf) format, should allow you to participate fully in class activities. If you are using an older (pre-2007) version of Word, please make sure that you have installed the patch that allows you to open .docx files; I'll try to stick to .doc format, and will encourage your classmates to do the same, but it's to your advantage to be able to open the .docx format, and Word (and the free program Open Office, available at www.openoffice.org, which is a good alternative if you can't afford Word) can now be updated, free of charge, to do this. The computers in the GMU labs will provide all the resources you need, but if you're going to rely on the labs for all of your computing needs, make sure to schedule plenty of time on campus, to check whether a particular lab will be open during the hours you need it, and to get a sense of how busy it will be at that time.

While Bb's smartphone app offers a quick way to check the course calendar or announcements, you should plan to do most of your work for the class on a device with a screen at least as large as a page in a medium-sized printed book (*i.e.* tablet or netbook-sized or larger). This is a class in long-form academic writing, and the majority of the texts you will be reading (and writing) are designed to be viewed on a printed page; you need to work with them in an equivalent environment.

- **A backup system for important files, and a backup plan for accessing the internet.** A backup system can be as simple as using the "my files" feature on Bb or the space provided on your MasonLive account, and/or periodically emailing the latest version of a document to yourself, but the sort of automatic backup provided by a commercial service such as carbonite, mozy, dropbox, or spideroak is well worth the investment (and enough backup space for this class is available free of charge from most if not all of these services). You also need a backup plan for accessing the internet, either via the campus labs or, if you don't live on or near campus, nearby libraries or businesses that offer internet access. Barring widespread, long-lasting internet/electrical outages from a natural or other disaster, I expect you to be able to implement this plan within 24 hours at most, and preferably sooner. We all lose work, and access, periodically, but in a class as internet-dependent as this one, you need to be prepared to cope with such problems quickly.

Course Procedures/Methods of Instruction (including Grading, Participation, and Lateness Policies)

Your course grade will be based on a weighted average* of the grades for the major assignments and activities of the class. The weights given to each assignment or activity grade are listed below.

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| Summary/Discussions (graded preparatory reports for Review of the Literature) | 10% |
| Review of the Literature | 45% |
| Group Investigation of Discipline(s) (40% of grade based on final report; 60% on preliminary stages, including individual reports, group reports, and reflective writing; see assignment for detailed grade breakdown) | 20% |
| Class Preparation & Participation | 10% |
| Final Exam (take-home metacognitive writing) | 15% |

For each assignment, you will receive feedback from your peers and/or me at multiple stages during the process of planning, researching, drafting, and revising. Full drafts of both the Review of the Literature and the Final Group Report will be the subject of a conference (individual for the review of literature; group for the report), after which you will revise the paper one more time before handing it in for a final grade.

Please note that each of these assignments and groups of activities (contrary to the assumptions programmed into the Bb grade book) has its own system of points; a point earned by completing an online exchange, for instance, is not equal to a point earned by completing a summary/discussion. This fact (and the Bb grade book's general difficulty in dealing with graded group work conducted on the Discussion Board) can lead to some confusion in the "my grades" tool; I'll do my best to describe what's actually going on in the titles for grades, but if you have any questions, don't hesitate to ask. If there is any discrepancy between the system of grading implied by Bb's built-in features and the system described on the syllabus, the system on the syllabus governs.

In addition, keep in mind that grading in this class (as in many writing-intensive classes), involves rating one or more aspects of the graded work using a scale that, for practical purposes, most often stretches from 0 to 95 (A), rather than starting with a total of 100 and subtracting points. Work that fully satisfies the requirements of an assignment will most often fall in the B range (79.5-82.4=B-; 82.5-86.4=B; 86.5-89.4=B+). Grades of A- (89.5-92.4) and A (92.5-96.4) reflect work that demonstrates all the positive qualities of B work, and is also distinctively above average in quality; the grade of A+ (96.5-100) reflects truly exceptional work (and in many individual class sections will not be used at all). Grades of C+ (76.5-79.4) and C (72.5-76.4) reflect work that fulfills the basic requirements of an assignment, but demonstrates significant weakness in one or more areas. Grades of C- (69.5-72.4) and below reflect work that does not fulfill one or more basic requirements of the assignment. While I do not give credit for effort alone, I do distinguish between work that is unsatisfactory despite careful and sustained effort and work that is unsatisfactory because it is sloppy, hastily produced, or late. In the former case, I will, when possible, give you the chance to revise your work until it is satisfactory. In the latter case, the work will simply receive a failing grade. **Please note that you must earn a course average of C or above (or at least 72.5) to fulfill the English 302 requirement;** while grades of C- and D (59.5-69.4) can be given in this course, students receiving a C- or lower will need to re-take English 302 in order to graduate.

Unless otherwise indicated on the class schedule and/or on the assignment, all graded work for this class (conference and final versions of papers, Discussion Board posts, and preliminary work posted to other Bb tools) should be submitted via Bb (not, unless we have made explicit prior arrangements, via email, or to my office or English Department mailbox). Discussion posts should be in plain text in the body of the message unless otherwise indicated; files submitted as attachments to posts and/or via Bb's Assignment feature should be in Word (.doc) or Rich Text (.rtf) format, and should be named using the convention specified in the assignment (almost always some variation on [Lastname][firstinitial][abbreviated assignment name]; for instance, if I were a student, the conference version of my Review of the Literature would be named SaundersCrol conf. For group projects, the name of the group takes the place of the individual name, e.g. Group1finalreportconf). Assignments will not be considered submitted until and unless they are posted or uploaded in the correct place and format, and named in the way the assignment specifies. It is your responsibility to double-check

that your file meets the format and naming requirements specified in the assignment; to make sure that attachments are, indeed, attached; and to verify that the attached file can be opened, and that it contains the content you intended.

If you feel that you are having or will have difficulty with an assignment, please talk to me as soon as possible so that we can work together to help you do the best possible job. Hiding never resolves a difficult situation; seeking appropriate help frequently does. The same goes for illness, personal and family emergencies, and other unplanned events that may affect your ability to keep up with the work in the class; while I don't necessarily need to hear all the details, I can be of help in deciding how (and whether) you might continue in the course if you contact me as soon as you know that you will miss class sessions and/or deadlines. A good rule of thumb is to communicate with college professors in the same way that you would communicate with your boss in a paid job: unless you're physically unable to do so (*i.e.* unconscious or completely without access to any form of communication), you should contact the professor as soon as you know you may miss class activities, briefly explain the reason for and likely duration of your absence, and provide whatever information you can about how you plan to keep up with the work at hand. Please be aware that, while I will do what I can to help you keep up (or catch up) in the case of emergencies, English 302 is cumulative, interactive, and faster-moving than may be apparent from the course schedule; it can often be difficult for students who miss more than a week of class to catch up. Because English 302 is offered every semester, the best course for students who have fallen seriously behind is often to selectively withdraw or simply take an F in the class (your academic advisor can help you decide which option is better for you), and concentrate on their other courses. If you decide to take this route, I would appreciate your letting me know, so I (and your group members) know not to expect any additional work from you.

The **class participation and preparation** grade will reflect your preparation for and active participation in in-class and online activities, including your timely completion of posts to the Bb Discussion Board (or, on occasion, blogs, journals, wikis, or similar tools). For this portion of the grade, as for all others, students start the semester with a grade of zero. Credit is accrued through successful completion of the relevant work: in this case, preparation for and participation in individual face to face and online class sessions. Each of these activities can earn points (recorded on my copy of the roll, and, when earned through Bb activity, in the Bb grade book; as a rule, preparation, online, and in-class activities are more or less equally weighted). For this part of the grade (and this part only), I grade on a curve, totaling the number of points that each student has earned, creating a rough plot of the point distribution, and assigning the median number of points a B (85), with grades extending upward and downward from there. I nearly always assign some As (95s) for class participation, but those whose point totals place them at the bottom of the curve do not necessarily receive an F (55); depending on individual and class performance (and the corresponding shape of the curve), the lowest participation grade may be a C (75), and can be as high as B- (81). I do, however, reserve the right to assign D (65) and F participation grades to students who have missed a substantial portion of the course's in-class, online and/or preparation activities (and students should take note that late or missing work on the group project will affect the group project grade as well).

Keep in mind that participation credit is not earned through your mere presence in the classroom; though I tend to give students who are present the benefit of the doubt, to earn more than the minimum number of points, you need to show evidence of thorough preparation for and active engagement with class activities: answering and/or asking questions; contributing in other ways to class discussions, workshops, and other group work; consulting readings and/or homework notes and/or taking new notes when appropriate. Progress in accumulating face to face participation credit will be retarded by signs that you are physically present in the classroom but mentally absent from class activities (sleeping; listening to music; surfing the web; checking or exchanging messages *via* text, email, facebook, and the like; doing work for another class; discussing subjects unrelated to the course with classmates during class time; coming late or leaving early). In extreme cases, such activities may lead to a student's receiving no participation credit for the day. Physical absence from the classroom will have the same result, unless I have some indication that you have made efforts to keep up with the work of the class. If you know in advance that you will be absent from a face to face class, please contact me to see if there is a way for you to make up at least some of the work done in class. If you must miss a class without prior planning, make sure to check the class Bb site for handouts from the missed class, and for updates to the course schedule and preparation assignments. Since some of the work done in class can only be accomplished in the presence of both the professor and your fellow students, repeated absences from face to face classes – explained or not -- will limit the amount of credit you can accumulate toward the participation component of the course grade. In this class as in others, you will improve your chances of success by attending whenever possible (whether or not you are entirely caught up with the work), and by keeping in touch with the professor when you cannot attend.

Group work and group workshopping of individual work are central to this course. Because the success of group work depends on each member of the group being prepared and participating, it is especially vital that you finish contributions to group projects on time; to encourage promptness and completeness, penalties for failing to complete stages on time are built into the grading of individual stages of the group assignment, and the group as a whole will be allowed a chance for input, via secret ballot, on the distribution of the grade for the final report. It is

equally vital that, when a workshop on individual work is scheduled, you prepare your own work as thoroughly as possible, and that you show up, in person or online, to read and provide feedback on your fellow students' work at the appointed time. If for some reason your own work isn't as complete or polished as would be ideal, or even if you haven't completed it at all, you should nevertheless participate in the workshop; your comments will be useful to others, and looking at their writing may help you work out some of the problems you're having with your own. Failure to participate in workshops will harm your preparation and participation grade.

It is equally important that **you hand in individual work that will receive formal written feedback – written comments and a preliminary or final grade -- from me on time.** If I receive work late, I will do my best to provide feedback in a timely fashion, but, since I respond to papers from all of my classes (not just the section covered by this syllabus) on a first-come-first-served basis, it may take me some time to return late work, and such work may receive abbreviated comments, or, in cases of extreme lateness, a grade but no comments. In addition, particular posts and assignments may be subject to lateness penalties as described in the assignments or prompts. Please note the final due date indicated on the class schedule; as explained there, work will not be accepted after that date unless we have made prior arrangements for an extension.

*A weighted average is calculated by multiplying each grade by the numerical equivalent of the weight percentage, *e.g.* (.1 x summary/discussion grade) + (.45 x review of lit grade), and so on. Even for an assignment on which a student receives an A (95), the calculation still needs to be done; for an assignment such as the summary/discussions, which are worth 10% of the final grade, an A (95) would contribute 9.5 to the final grade total, a B (85) would contribute 8.5, and so on.

Plagiarism and the Honor Code

The GMU Composition Program Statement on Plagiarism (see Appendix A of this syllabus for full text) defines plagiarism as “using the exact words, opinions, or factual information from another source without giving that source credit.” An earlier, more detailed version of the University Honor Code (the new, shorter version is available at <http://academicintegrity.gmu.edu/honorcode/>) explained that “borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement” also constitutes plagiarism. As the Composition Program Statement explains, “writers give credit” for both direct quotations and paraphrases or summaries of a source “through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books, articles, and websites is not sufficient.” Students in English 302 are expected to have mastered the basics of citation in English 101 or an equivalent class; I expect you to apply those skills to your assignments in this class, and to follow, without further prompting, the methods and guidelines laid out in the Statement on Plagiarism unless an assignment explicitly asks for another approach to citation. We will, however, be reviewing techniques for citation and avoiding plagiarism, as well as discussing more sophisticated methods for integrating references to sources into your own argument gracefully, in class. You should always feel free to come to me with any questions you have about citation; I will be glad to help you correct difficulties with citation in preliminary drafts of papers. It is, however, ultimately your responsibility to make sure that all references to sources in your papers are correctly and completely documented. **No paper that displays significant lapses in appropriate citation will receive a passing grade in this class,** and papers that display less serious difficulties will have their grades lowered. In addition, **any incidence of plagiarism – intentional or not – in the final version of a paper will be reported as an honor violation, as will intentional plagiarism – deliberately misrepresenting someone else's work as your own – at any stage of the writing process.**

GMU makes a plagiarism detection service, SafeAssign, available to professors and students as part of the Bb system. We will use SafeAssign as a tool to help you check your own citation, and, in addition, if and when I feel it is necessary, I will use SafeAssign to check for plagiarism in papers (draft or final) that strike me as suspicious. Please be aware that any or all of your papers, whether or not I require you to run them through SafeAssign yourself, may be checked in this way, and that, if I find plagiarism, I will proceed as I have described above.

While plagiarism is never acceptable, this class encourages certain forms of **consultation**, including exchanges with members of in-class workshop groups. Acceptable forms of consultation include the kind of assistance with writing that you will give to each other in workshop, that I will provide in comments and conferences, and that is available at the Writing Center (writingcenter.gmu.edu); such assistance focuses on helping you generate ideas and arguments, clarify organization, and identify patterns of mechanical error and/or stylistic problems so that you can learn to correct them yourself. No one, however, should write or rewrite any part of your paper for you, nor should anyone correct mechanical or stylistic errors for you throughout the text. Acceptable help with mechanical matters includes proofreading -- marking errors for you to correct -- or pointing out patterns of error and helping you to correct one or two representative examples so that you can apply the same principles to the others. If you have any questions about what does and does not constitute acceptable assistance, please ask me.

Dual Submission

Students in English 302 have the opportunity to submit the same paper for credit in both English 302 and a class in their major. You may, with my permission and the permission of the other professor, choose all or part of your individual research project for dual submission, or may choose to build an assignment in another class on your individual contributions to the group project (any work written by a group is not eligible for dual submission), and/or on some of the research done for the individual paper. The English 302 writing must be workshopped, revised, and receive my comments like any other assignment; therefore, you will need to plan your drafting and revising of a dual-submitted paper to coincide with the due dates on the syllabus. This may mean drafting an essay some time before it is due in the other class, or revising it further after you have already submitted a version to the other professor. Grading in the two classes is independent, and will be based on the requirements outlined in the assignment for the particular class; this means that, while the versions you submit to the two classes may be completely identical, you may find that, in order to receive the highest possible grade in each class, you want to submit slightly or substantially different versions to each professor. **If you want to take advantage of the dual-submission opportunity, you should begin discussions with the other professor and with me as soon as possible, so you have time to make sure that dual submission is acceptable to the professor in your major course, to schedule your writing and to obtain signatures on the required form.** I will be better able to help you decide which of your assignments might be appropriate for dual submission if you bring the written assignment and/or a syllabus description of the paper you are considering for dual submission with you when you come to talk to me. If a professor in another class hasn't yet distributed a written assignment for a paper you think might be appropriate for dual submission, talk to him/her in office hours; most professors are happy to give you a rough idea of what will be required in each of the papers, and many will have copies of written assignments from past years that they may be willing to share with you.

Accommodations & Services for Students with Disabilities

If you have a documented disability and need academic accommodations, please bring me the appropriate form from the Office of Disability Resources (703-993-2474 or ods.gmu.edu) as soon as possible. If you have a disability but have not yet obtained documentation, or if you suspect you have an undiagnosed disability, please contact the Office of Disability Resources to begin the process of evaluation and documentation; all academic accommodations must be arranged through that office.

Mental Health Support Services

All students should also be aware of the services offered by the university's Counseling and Psychological Services (CAPS) which, as the caps.gmu.edu website relates, include "individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance." In addition to offering help with situations that involve acute distress, CAPS offers a number of programs designed to help students develop effective coping strategies for dealing with academic work as well as other areas of life.

GMU Nondiscrimination Policy

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. GMU shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

Appendix A

GMU Composition Program Statement on Plagiarism

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books, articles, and websites is not sufficient.

This class will include direct instruction in strategies for handling sources as part of our curriculum. However, students in composition classes must also take responsibility for understanding and practicing the basic principles listed below.

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 paraphrased information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to *know*) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)
- give a *new* in-text citation for *each element* of information—that is, do not rely on a single citation at the end of a paragraph, because that 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. Writers who follow these steps carefully will almost certainly avoid plagiarism. If writers ever have questions about a citation practice, they should *ask their instructor!*

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 are made after careful review by the Honor Council, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

Appendix B

English 302-SAS Student Learning Outcomes

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

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

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

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

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

SLO-5, *Inquiry*: Follow ethical principles

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

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

Schedule of Classes and Assignments

This schedule is subject to change; changes will be announced in class or by email and, as soon as possible, will be reflected in the version on Blackboard (Bb). Barring major disruptions of the semester due to weather or other unforeseen circumstances, dates for major activities and assignments –group presentations, draft and revised papers, workshops, discussions of writing plans – will remain the same. Smaller changes may, however, be made. If you’re working from a printed copy of this schedule, please double-check the online version regularly for changes and/or updated directions. If class is cancelled for any reason, or if you miss a class for your own reasons, please check Bb and your email inbox for activities to complete in lieu of the cancelled class, and/or for homework and related handouts you need to prepare for the next class (please do this before emailing me to ask what you missed). (Dates in parentheses are important university deadlines which may or may not be relevant to your experience in this particular class, but which faculty are asked to include, as reminders, in class schedules)

Notations preceded by “SLO” connect individual activities and assignments to the English 302 Students as Scholars (SAS) Student Learning Outcomes (SLOs) listed in Appendix B of the course syllabus. In the case of major assignments & exercises that stretch over more than one class session, SLOs are listed when the assignment or activity is first mentioned in the calendar, but not necessarily repeated each time the assignment/activity is listed (so, for instance, all activities associated with the group project address at least one of SLOs 1-3, and all those associated with the review of literature address at least one of SLOs 4-7 (with some overlap), but I haven’t noted the specific SLO(s) addressed on each day we work on one of those two assignments. If you’re curious about which SLO(s) an activity addresses, feel free to ask).

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| <p>Aug. 27- Sept. 2</p> | <p>Before class Wed. 8/29:</p> <ul style="list-style-type: none"> • Complete Post 1: Introduction (see prompt in the Whole Class Forum (WCF) on the Blackboard (Bb) Discussion Board; if you have any problems getting onto Bb or working with the Discussion Board, don’t worry; we can work them out in class, and there won’t be any penalty for completing the post late) • Read through the GMU library’s “Library Research Basics” page (http://library.gmu.edu/education/students/research_basics/), clicking for more information on any of the subjects with which you’re less familiar. Pay particular attention to information on choosing databases appropriate to your discipline (http://library.gmu.edu/education/students/choose_database.html and http://infoguides.gmu.edu/), understanding the differences between popular and scholarly sources (http://library.gmu.edu/education/students/popschol.html), 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. • To learn a bit more about the scholarly publication process, read the University of Colorado Libraries’ “Publish not Perish” tutorial’s “Description of a Scholarly Journal” (http://www.publishnotperish.org/module1/description.htm) and “Overview |
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| | <p>of the Scholarly Publishing Process” (http://www.publishnotperish.org/module1/process_overview.htm), making sure to read through at least p. 13 of Module 1, where you’ll find a good brief description of a review of the literature, and clicking on the “show information” buttons when they’re present. (If you’re intrigued, feel free to explore further; this guide is designed primarily for tenure-track faculty, but describes the process as clearly and accessibly as I’ve seen anywhere). (SLO 3)</p> <p>In class Wed. 8/29:</p> <ul style="list-style-type: none"> • In-person introductions • Brief introduction to class Blackboard (Bb) site • Syllabus highlights • Exercise on the popular/scholarly/trade distinction (SLO 3) <p>By 11:59 p.m. Sun. 9/2:</p> <ul style="list-style-type: none"> • Carefully read full syllabus, and email me with any questions • Read the Review of Literature & Summary/Discussions Assignments (on Bb under “Assignments”) (SLOs 4-7) and email me with any questions • Begin thinking about possible topics for your own Review of the Literature. If you’re having trouble coming up with ideas, or if you simply like the idea of writing a review on a subject that a member of your GMU department is investigating, check out the lists of peer-reviewed articles in the yearly “celebration of achievements” booklets at http://research.gmu.edu/impact.html and/or the faculty bios on your department website. • Begin reading Harris (you’ll need to finish at least chapters 1 and 4-8 by Wed. 9/12; chapters 2 and 3 are also worth a look if/when you have a chance) (SLOs 5, 7) |
| <p>Sept. 3-9</p> | <p>(Tues. 9/4 is the last day to add classes, or to drop with no tuition penalty)</p> <p>Before class Wed. 9/5:</p> <ul style="list-style-type: none"> • Continue reading Harris • Complete Post 2: Scholarly Article & Journal Table of Contents (WCF): post full bibliographic information (in other words, an APA-style “references” entry) and a file containing the text of one scholarly article reporting on original research in your discipline (preferably one on a subject on which you might like to focus your review of the literature). As mentioned above, one quick way to identify an article that meets this description is to consult the list of peer-reviewed articles by members of your department in the yearly “celebration of achievements” booklets posted at http://research.gmu.edu/impact.html . For step-by-step directions for finding full text of articles, see the “Library Research Basics” tutorial mentioned above (http://library.gmu.edu/education/students/research_basics/). In addition, please access the table of contents for the issue of the journal in which your article appeared (using links in the database in which you found the article, the e-journal finder, and/or by googling the name of the journal and finding an associated website). Explore the contents of the issue by opening files, trying to get an idea of the range of articles and other items the journal publishes. Post a file containing the table of contents, and write a few sentences describing what you found. |

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| | <p>In class Wed. 9/5:</p> <ul style="list-style-type: none"> • Go over the Review of Literature and Summary/Discussions assignments • Discuss what may show up in a scholarly journal other than articles reporting on original research • Check articles in Post 2 & topic ideas • Discuss techniques for finding additional articles on a subject once one has located one or two • Brief introduction to SafeAssign <p>By 11:59 p.m. Sun. 9/9:</p> <ul style="list-style-type: none"> • Complete Post 3a: Preliminary List of Review of Literature Articles (the prompt for this post will appear in the Individual Project Forum, or IPF, which should be visible to you no later than the end of Wed. 9/5. By this point, I will have formed the groups, and each group will have its own IPF, designated by a number. If by the end of the day on Wed. 9/5 you see either no IPF or two copies of the IPF, please email me before attempting to post. While you're waiting for the IPF to appear, you can still work on the post; the idea is simply to list, in correct APA form, "references" list entries for at least 9 scholarly articles reporting on original research that address a single issue or cluster of issues narrow enough to be the focus of a review of the literature. You'll also want to be gathering full text copies of each article as you go along). • Continue reading Harris • Begin working on posts due before class on Wed. 9/12 (there are several) |
| <p>Sept. 10-16</p> | <p>Before class Wed. 9/12:</p> <ul style="list-style-type: none"> • Complete Post 3b: Comments on Preliminary Article Lists (IPF) • As soon as you've chosen an article for the first summary/discussion, upload it to the appropriate link in the SafeAssign folder (if you have any difficulty, don't worry; just bring it to class on 9/12 and we'll do it then). • Finish reading Harris Chs. 1 and 4-8. • Read the GMU Composition Program Plagiarism Statement (see Appendix A of the course syllabus) and the GMU Honor Code (http://academicintegrity.gmu.edu/honorcode/), • complete the University of Indiana Bloomington Plagiarism Tutorial (http://www.indiana.edu/~istd/), pass the test, save a copy of the certificate to a file, and • Complete Post 4: Post Plagiarism Certificate (WCF) (SLOs 5,7) • Write a draft of your first summary/discussion, • Complete Post 5a: First Summary/Discussion (IPF) • In addition, <i>if (and only if) you've received results for the SafeAssign check of the article for your first summary/discussion</i> upload the summary/discussion to the appropriate link in the SafeAssign folder (if the results for the article haven't yet appeared, and/or if you have any difficulty, just bring it to class on 9/12 and we'll do it then) • Read Group Investigation of Discipline(s) Assignment (under "Assignments") (SLOs 1-3) |

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| | <p>In class Wed. 9/12:</p> <ul style="list-style-type: none"> • Address any questions about the Review of Lit and Summary/Discussion assignments • Go over SafeAssign results • Workshop on features that SA can't check (boundary marking, accuracy of summary, discussion) (SLOs 5, 7) • By the end of class, post revised version of summary/discussion to Discussion Board (Post 5b, IPF) • Discuss Group Investigation of Discipline Assignment |
| | <p>By 11:59 p.m. Sun. 9/16:</p> <ul style="list-style-type: none"> • Complete Post 6: Stage 1 Preliminary Report (this prompt will appear in the Group Project Forum (GPF), which, like the Individual Project Forum, will be visible only to members of your group). (As mentioned in the Group Project assignment, parts of your stage 1 preliminary report may be identical to a summary/discussion of the same article; that's fine) |
| <p>Sept. 17-23</p> | <p>Before class Wed. 9/19:</p> <ul style="list-style-type: none"> • Continue work on summary/discussions (3 more due 9/23) • Read through your group members Post 6s (Stage 1 preliminary reports) |
| | <p>In class Wed. 9/19:</p> <ul style="list-style-type: none"> • Brief introduction of synthesis and techniques for achieving it • Work on Stage 1 group reports; • One group member completes Post 7a: Plans for Completing Stage 1 Group Reports (GPF), which will describe what needs to be done for the group to be ready to hand in the written group report and present its oral report, accompanied by the required visual aid, on 9/26, and record which group members have agreed to complete which tasks. |
| | <p>By 11:59 p.m. Sun. 9/23:</p> <ul style="list-style-type: none"> • Complete Post 8: Summary/Discussions 2-4 (IPF) and run the related articles, then the s/ds, through SafeAssign (it's okay if the SA check isn't completed before class, as long as you remember to do it). • Complete whatever tasks you and your group members agreed on, and complete Post 7b: Progress Report on Stage 1 Group Reports (GPF), which will describe what you've done to advance progress on the written group report and visual aid. |
| <p>Sept. 24-30</p> | <p>Before class Wed. 9/26:</p> <ul style="list-style-type: none"> • Stage 1 group written reports & visual aids due to link in Bb "Turn-ins" folder (one member should post the files, and at least one other group member should check to make sure the files are really there, and are the ones you meant to attach) • Complete Post 7c: Continued Progress Report on Stage 1 Group Reports (GPF), describing what you did between 9/23 and 9/26 to advance progress on the written group report and visual aid. • Continue work on summary/discussions (3 more due 10/3) |
| | <p>In class Wed. 9/26:</p> <ul style="list-style-type: none"> • Stage 1 oral reports (each group has 5-10 minutes to report) • Complete Post 9a: Stage 1 Reflections (WCF), which you will ask you to reflect on the similarities and differences between the kinds of research done by scholars in your own discipline, and those in the disciplines on which other groups reported. |
| | <p>(Friday 9/28 is the last day to drop a class)</p> |

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| | <p>By 11:59 p.m. Sun. 9/30:</p> <ul style="list-style-type: none"> • Complete Post 9b: Comments on Stage 1 Reflections (WCF), replying with some substantive, thoughtful ideas to at least one post from a member of your group, and at least one post from someone not in your group • Work on posts due Wed. 10/3, including 3 more summary/discussions |
| <p>Oct. 1-7</p> | <p>Before class Wed. 10/3:</p> <ul style="list-style-type: none"> • Complete Post 10: Summary/Discussions 5-7 (IPF) and run the related articles, then the s/ds, through SafeAssign (it's okay if the SA check isn't completed before class, as long as you remember to do it). • Complete Post 11: Annotation of Published Review of Lit (WCF) (SLOs 2,3) • Complete Post 12a: Published Review (GPF): In preparation for Stage 2 of the group project, locate a published Review of the Literature in your own field (but not necessarily on the subject of your Review of the Literature), post an APA-style references-list entry with publication information, and attach a file with the full text of the Review. There are various ways to locate a Review of the Literature, including skimming the tables of contents of journals in which you've found articles for your own Review, and/or searching on the word "Review" plus keywords that help to narrow the search to your field in an article database you've found useful and/or google scholar. Keep in mind that you're looking for a Review of the Literature, not a review of a book, museum exhibit, or the like. If you're unsure about whether something you've found is, indeed, a Review of the Literature, go ahead and post it (or even post several possibilities); we'll check in class on 10/3. |
| | <p>In class Wed. 10/3:</p> <ul style="list-style-type: none"> • Discuss published reviews of lit • Post 12b: Published Review Check (GPF): Group members will check each others' published Reviews, to make sure everybody is ready to begin Stage 2 of the group project. |
| | <p>By 11:59 p.m. Sun. 10/7:</p> <ul style="list-style-type: none"> • Fall Break; no post due (but be sure to look ahead to the work due Wed. 10/10, and plan when during the week between 10/3 and 10/10 you'll complete it) |
| <p>Oct. 8-14</p> | <p>Before class Wed. 10/10:</p> <ul style="list-style-type: none"> • Complete Post 13: Stage 2 Preliminary Report (GPF) • Continue work on summary/discussions (final group due 10/14) |
| | <p>In class Wed. 10/10:</p> <ul style="list-style-type: none"> • Read each others' Post 13s/Stage 2 Preliminary Reports • One group member completes Post 14a: Plans for Completing Stage 2 Group Reports (GPF), which will describe what needs to be done for the group to be ready to hand in the written group report and present its oral report, accompanied by the required visual aid, on 10/17, and record which group members have agreed to complete which tasks. |

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| | <p>By 11:59 p.m. Sun. 10/14:</p> <ul style="list-style-type: none"> • Complete Post 15: Remaining Summary/Discussions (IPF) and run the related articles, then the s/ds, through SafeAssign (it's okay if the SA check isn't completed before class, as long as you remember to do it). • Complete whatever tasks you and your group members agreed on, and complete Post 14b: Progress Report on Stage 2 Group Reports (GPF), which will describe what you've done to advance progress on the written group report and visual aid. |
| <p>Oct. 15-21</p> | <p>Before class Wed. 10/17:</p> <ul style="list-style-type: none"> • Stage 2 group written reports & visual aids due to link in Bb "Turn-Ins" folder (one member should post the files, and at least one other group member should check to make sure the files are really there, and are the ones you meant to attach) • Complete Post 14c: Continued Progress Report on Stage 2 Group Reports (GPF), describing what you did between 10/14 and 10/17 to advance progress on the written group report and visual aid. • Read Group Project Stage 3 assignment, email me with any questions, and • Complete Post 16a: Stage 3 Plans/Preferences (GPF) |
| | <p>In class Wed. 10/17:</p> <ul style="list-style-type: none"> • Stage 2 oral reports (each group has 5-10 minutes to report) • Complete Post 17a: Stage 2 Reflections (WCF), which you will ask you to reflect on the similarities and differences between the reporting of original research and reviews of research by scholars in your own discipline, and reporting in the disciplines on which other groups reported. • Discussion Stage 3 plans; one group member completes Post 16b: Stage 3 Plans (GPF) |
| | <p>By 11:59 p.m. Sun. 10/21:</p> <ul style="list-style-type: none"> • Complete Post 17b: Comments on Stage 2 Reflections (WCF), replying with some substantive, thoughtful ideas to at least one post from a member of your group, and at least one post from someone not in your group • Read through your summary/discussions, paying particular attention to the discussion sections, and • Complete Post 18a: Preliminary Outline of Review of Lit (IPF)(SLOs 4, 6, 7) . In deciding how to organize your own Review, and whether to focus your conclusion on suggested further research, current best practices, or both, you should follow (and, if necessary, decide between/among) the disciplinary conventions you identified in Stage 2 of the group project. |
| <p>Oct. 22-28</p> | <p>Before class on Wed. 10/24:</p> <ul style="list-style-type: none"> • Complete Post 18b: Comments on Outlines (IPF) • Complete Post 19: Stage 3 Preliminary Report (GPF) |
| | <p>In class Wed. 10/24:</p> <ul style="list-style-type: none"> • Read each others' Post 19s/Stage 3 Preliminary Reports • One group member completes Post 20a: Plans for Completing Stage 3 Group Reports (GPF), which will describe what needs to be done for the group to be ready to hand in the written group report and present its oral report, accompanied by the required visual aid, on 10/31, and record which group members have agreed to complete which tasks. |
| | <p>(Fri. 10/26 is the last day to exercise the selective withdrawal option. If you have not made substantial contributions to Stages 1, 2, and 3 of the group project, completed all of your summary/discussions, and begun thinking about</p> |

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| | <p>how you will organize your Review of the Literature, you are seriously behind and will have difficulty completing the work of the class successfully. Consult your academic advisor about whether you should consider withdrawing from the class, or planning to take an F in 302, retake it another semester, and concentrate on your other classes for now.)</p> |
| | <p>By 11:59 p.m. Sun. 10/28:</p> <ul style="list-style-type: none"> • Complete whatever tasks you and your group members agreed on, and complete Post 20b: Progress Report on Stage 3 Group Reports (GPF), which will describe what you've done to advance progress on the written group report and visual aid. • Begin working on a draft of your Review of the Literature (due Sun. 11/4) |
| <p>Oct. 29- Nov. 4</p> | <p>Before class Wed. 10/31:</p> <ul style="list-style-type: none"> • Stage 3 group written reports & visual aids due to link in Bb "Turn-ins" folder (one member should post the files, and at least one other group member should check to make sure the files are really there, and are the ones you meant to attach) • Complete Post 20c: Continued Progress Report on Stage 3 Group Reports (GPF), describing what you did between 10/28 and 10/31 to advance progress on the written group report and visual aid. • Continue work on your Review of the Literature draft. <p>In class Wed. 10/31:</p> <ul style="list-style-type: none"> • Stage 3 oral reports (each group has 5-10 minutes to report) • Complete Post 21a: Stage 3 Reflections (WCF), which you will ask you to reflect on the similarities and differences between communication and/or application of research results beyond the scholarly community in your own discipline, and in the disciplines on which other groups reported. • Conference Signups <p>By 11:59 p.m. Sun. 11/4:</p> <ul style="list-style-type: none"> • Complete Post 21b: Comments on Stage 3 Reflections (WCF), replying with some substantive, thoughtful ideas to at least one post from a member of your group, and at least one post from someone not in your group • Complete a Full Draft of your Review of the Literature, and post it to the Bb "Turn-Ins" folder. Before you post your draft, please insert a page break at the very beginning, and, on the resulting blank page, write a list of 1-3 things that you think are going well in the draft, and then another list of 1-3 things that you think still need work. In addition, please use Word's "comment" feature (the little post-it icon under "Review") to annotate 3-6 places in the draft which you especially want to make sure we'll cover during conference (because you have a question, or aren't quite sure what to do, or for whatever other reason). • In addition, run draft through link in SafeAssign folder, <i>and</i> • Complete Post 22a: Review of Lit Draft (IPF) (post your draft to your group for comment) |
| <p>Nov. 5-11</p> | <p>Before class time on Weds. 11/7 (or by a deadline you prearrange with any group members running behind on drafts, and record in a response to the prompt for 22b):</p> <ul style="list-style-type: none"> • Complete Post 22b: Comments on Review of Lit Drafts (IPF) <p>In class Wed. 11/7:</p> <ul style="list-style-type: none"> • Conferences (no class; come to my office, Robinson A413, at your scheduled time; during other class session, work on your review of lit.) |

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| | <p>By 11:59 p.m. Sun. 11/11:</p> <ul style="list-style-type: none"> • no post due; work on review of lit., revision plans (Post 22c), and/or draft comments (22b) as appropriate |
| Nov. 12-18 | <p>Before class time on Wed. 11/14:</p> <ul style="list-style-type: none"> • no post due; work on review of lit., revision plans (Post 22c), and/or draft comments (22b) as appropriate |
| | <p>In class on Wed. 11/14:</p> <ul style="list-style-type: none"> • Conferences (no class; come to my office, Robinson A413, at your scheduled time; during other class session, work on your review of lit.) |
| | <p>By 11:59 p.m. on Sun. 11/18:</p> <ul style="list-style-type: none"> • Complete Post 22c: Review of the Literature Revision Plans |
| Nov. 19-25 | <p>Thanksgiving break begins Weds. 11/21, so class will not meet. Please do, however, use work time on Mon. 11/19 and Tues. 11/20 to continue revising your Review of the Literature (final version due Wed. 11/28), and to begin reviewing the stages of the group project, your own reflections, and my comments, in preparation for assembling the draft of the final group report in class on Weds. 11/28 (see Weds. 11/28 prep for details) . Also note that, in lieu of a post due at 11:59 p.m. on Sun. 11/25, you have one due at 9 a.m. on Mon. 11/26.</p> |
| Nov. 26- Dec. 2 | <p>By 9 a.m. Mon. 11/26:</p> <ul style="list-style-type: none"> • Complete Post 22d: Review of the Literature Revision Progress |
| | <p>Before class Wed. 11/28:</p> <ul style="list-style-type: none"> • Final Version of Review of Lit Due to “Turn-Ins” • Re-read Stage 1, 2, and 3 group reports, and my comments (I’ll get comments on stage 3 written reports up as quickly as possible) • Re-read your reflection posts (9ab, 17ab, 21ab), and think about whether you want to include any points made there in the final group written report (this is also good review/preparation for the Final Take-Home Exam/Metacognitive Writing) |
| | <p>In class Wed. 11/28:</p> <ul style="list-style-type: none"> • Assemble draft of body portion of final group written report draft from Stage 1, 2, and 3 written reports; begin working on introductions, conclusions, and other additions &/or revisions • One group member completes Post 23a: Plans for Completing Final Group Report Draft (GPF), which will describe what needs to be done for the group to be ready to hand in a full draft of the final written group report before class on Wed. 12/5, and record which group members have agreed to complete which tasks. |
| | <p>By 11:59 p.m. Sun. 12/2:</p> <ul style="list-style-type: none"> • Complete whatever tasks you and your group members agreed on, and complete Post 23b: Progress Report on Final Group Report Draft (GPF), which will describe what you’ve done to advance progress on the final written group report. |

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| <p>Dec. 3-9</p> | <p>Before class Wed. 12/5:</p> <ul style="list-style-type: none"> • Full Draft of Final Group Written Report due to link in Bb “Turn-ins” folder (one member should post the file, and at least one other group member should check to make sure the file is really there, and is the one you meant to attach) • Complete Post 23c: Continued Progress Report on Final Group Report Draft (GPF), describing what you did between 12/2 and 12/5 to advance progress on the draft of the final written group report. |
| | <p>In class Wed. 12/5:</p> <ul style="list-style-type: none"> • Conferences on Group Report Drafts (I’ll meet with each group for c. 15 minutes) • Evaluations • Group ballots |
| | <p>By 11:59 p.m. Sun. 12/9:</p> <ul style="list-style-type: none"> • Final Version of Final Group Written Report due to link in “Turn-Ins” • Final Reflective Writing (take-home final exam) due to link in Bb “Turn-ins” folder <p>This is the last day to turn in any work for this class unless we have made explicit <i>prior</i> arrangements for an extension. Such extensions will be given only to students who were fully caught up in the work of the class as of the voluntary withdrawal deadline, but who encountered genuinely unforeseeable circumstances (extended illness or a serious family emergency, for instance, but not poor planning or the press of other academic or nonacademic work) during the final month of the semester. Extensions may result in a grade of INC, which will count as an F in calculating your GPA until it is resolved, and will turn into an actual F if I do not receive your work by the INC deadline for the next semester indicated in the university calendar.</p> |