**ENGLISH 302: Advanced Composition, Multidisciplinary**

**Summer 2019**

Section A5M, TR 8:00 a.m.- 12:30 p.m., Innovation 328

**SARA KING**

Office: Rob. B404

E-mail: sking@gmu.edu

Office Hours: T-Th, 12:30-1:30 or by appointment

Welcome to English 302—Multidisciplinary. In this course you will build on the skills you began to develop in Freshman Composition and in introductory courses in your major as you prepare for more advanced academic research and writing. English 302 will help you understand how knowledge is created and transmitted in your field or discipline; articulate and refine your own questions for scholarly inquiry; situate your investigation in an ongoing context or conversation in your field; and design a final project that adds new perspectives to the conversation. All major assignments (Research Interests Narrative, Discipline Awareness Project, Text Analysis, Annotated Bibliography) prepare you for and/or may be partially included in the final project.

The readings for the course raise questions that interest scholars and researchers in many different fields. Each of you is expected to view these questions through the lens of your own major, investigating discipline-specific resources, research methods, and writing conventions as well as exploring possibilities for multidisciplinary collaboration. If you have a research writing assignment in a course in your major this semester, you are strongly encouraged to take advantage of the "Dual Submission" option, working on the same research project in English 302 as in your other class and (with the other professor's permission), submitting the same paper in both courses for separate feedback and evaluation.

**REQUIRED TEXTS and MATERIALS:**

You are not required to purchase a textbook for this class. All readings will be made available on the Blackboard site for the course, usually under E-Reserves. Student examples of all your major assignments may be found under Course Content. Links to the library tutorials, Purdue Owl, and other resources for research and writing will be provided on Blackboard. You will need a laptop or tablet with keyboard for access to Blackboard and in-class writing and research activities, but you are expected todownload and/or print all assigned readings *before* clas*s.*

**Methods of Instruction:** Discussion and small group activities are an essential part of this class. Regular attendance and punctuality are extremely important. Part of your class participation grade depends on your arriving in class prepared to participate. This includes bringing your own copies of the assigned readings or a laptop or tablet (not a phone) with readings downloaded and annotated. There will be frequent in class writing and research related to reading and writing assignments.

**Completion Policy:** Students must earn a C (73%) or higher to fulfill the ENGH 302 Mason Core requirement; students must complete all major projects to earn a C (or higher).

**COURSE REQUIREMENTS and GRADES:**

1. Research Interests Narrative (RIN) 15%

2. Discipline Awareness Project (DAP) 15%

3. Text Analysis (TA) 15%

4. Annotated Bibliography (AB) 10%

5. Literature Review (LR) 25%

6. In class work (ICW)\* 20%

**\***includes in-class writing, individual and group research activities, oral presentation, peer editing, and homework.

A+ 100-97.5% | A 97.4-93% | A- 92.9-90% | B+ 89.9-87.5% | B 87.4-83% | B- 82.9-80% | C+ 79.9-77.5% | C 77.4-73% | C- 72.9-70% | D 69.9-60% | F below 60%

**COURSE SCHEDULE: (Detailed Course Schedule under Syllabus Tab on Blackboard)**

**Week 1: The Research Interests Narrative Essay**

T 5-21 Rose (2)

ICW on RIN and DAP

R 5- 23 Stevenson; student RINs; peer editing Rough draft of RIN due

**Week 2: The Discipline Awareness Project and Annotated Bibliography**

T 5-28 library instruction; Banerjee and Duflo; Williams; ICW on DAP-1 (resources) and AB; **RIN due**

R 5-30 Klein; van der Kolk; ICW on DAP-2 (methods and genres); student DAPs

**Week 3: The Text Analysis and The Literature Review**

T 6-4 Alter; McGonigal; Student TAs; ICW on TA **DAP and AB due**

R 6-6 Quammen; Student lit reviews; ICW on LR-1 (introductions and synthesis matrix)

**Weeks 4-5: Completing the Literature Review**

T 6-11 Student lit reviews; ICW on LR-2 and OP (outlines for LR and OP) **TA due**

R 6-13 Conferences Rough draft of LR du (hard copy please)

T 6-18 Oral Presentations and Final Reflections essay Revisions due

**LR due Thursday, 6-20 (submit via Email)**

**Important Dates:**

Last day to add**:**  May 22

Last day to drop with no tuition liability: May 22

Last day to drop with 50% tuition liability: June 3

Selective withdrawal period: June 4-11 (100% tuition liability)

**Major Writing Assignments:** The assignment guidelines and submission requirements for all major assignments are posted under Assignments on Blackboard in the order in which they are due. All assignments lead up to the research project, a literature review. **Note:** You must submit a **print** copy of the **Research Interests Narrative**, the **Discipline Awareness Paper,** the **Annotated Bibliography**, the **Text Analysis**, and the **Literature Review** and any major revisions of these assignments. You will also post the digital versions to Blackboard, usually to the Discussion Board.

**Revision Policy:**  You may revise and resubmit any graded assignment up until Monday, June 18, provided you turned in the assignment on time. Many students are able to significantly improve their writing (and their grades) through careful revision, but this involves substantial restructuring and rewriting, not just error correction. A revision conference is recommended before you begin any major revision, either during my office hours or by appointment, preferably within two weeks of receiving back a graded paper. Guidelines for revision will also be provided on Blackboard. You may submit revisions at any point up until June18, but of course the sooner the better, as the earlier assignments build up to the research project.

**In class work (ICW):** There will be in class work (ICW) at every class, usually evaluated during or shortly after class ends. All ICW should be completed and submitted by the end of class unless otherwise specified. Instructions for ICW will be posted under Assessments. Yo

\]u can also use these materials for class preparation and review. The purpose of in class work (especially in class writing) is to help you move forward with major course assignments and provide ample opportunities for feedback, not to create extra (busy) work for you. You are encouraged to adapt any ICW so that it is more useful to you. As long as you come to class prepared and make an effort, you will do well.

**Reading Assignments**: Assigned readings will be posted on Blackboard under E-Reserves or Course Content. They will belisted by the writers’ last names (under E-reserves they appear alphabetically; under Course Content they appear in the order they are assigned.) Detailed information about the readings can be found on the Detailed Course Schedule under the Syllabus tab. We will discuss all readings listed on the syllabus. You are expected to read carefully before class and bring your own annotated copies of all readings to class. Notes files will be posted under Assessments (usually brief outlines and questions to consider) to help you prepare for class discussions and activities and to help you make connections between the readings and your writing assignments. Reading assignments include student examples of all major course assignments. Strategies for critical reading of various kinds, including using the assigned readings as models for your own writing, will be posted on Blackboard and practiced in class.

**Readings include excerpts from the following books (listed in the order that the readings will be assigned)**

Rose, Todd. *The End of Average. How We Succeed in a World That Values Sameness.*

Stevenson, Bryan. *Just Mercy. A Story of Justice and Redemption.*

Banerjee, Abhijit V. and Esther Duflo*.  Poor Economics. A Radical Rethinking of the Way to Fight Global*

*Poverty.*

Williams, Florence. *The Nature Fix. Why Nature Makes Us Happier, Healthier, and More Creative*

Alter, Adam. *Irresistible. The Rise of Addictive Technology and the Business of Keeping Us Hooked.*

McGonigal, Jane. *Reality Is Broken. Why Games Make Us Better and How They Can Change the World.*

Klein, Jessie. *The Bully Society.* *School Shootings and the Crisis of Bullying in America’s Schools.*

Van der Kolk, Bessel. *The Body Keeps the Score. Brain, Mind, and Body in the Healing of Trauma.*

Quammen, David. *Ebola. The Natural and Human History of a Deadly Virus.*

**Major Assignment Grading Standards**

A “C” level grade (70-79%) denotes competent college-level writing and achievement. The writer responds to the specified rhetorical situation: he or she meets, to some degree, all the assignment requirements, and employs some key strategies for communicating his/her ideas to his/her targeted audience. The essay has a central focus, 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, the writer of such an essay goes further in some way(s): he or she demonstrates some insight into the “gray areas” of the topic, provides original or very thorough support that is tightly woven into the overall argument, and/or creates prose that reads smoothly at both the sentence and paragraph levels. The essay has few sentence-level errors and/or may demonstrate a lively voice or style.

An “A” level grade (90-100%) marks an essay that engages the reader in a provocative conversation. Even more than in a “B” essay, the writer anticipates and responds to possible reader questions, uses a wide range of supporting evidence, structures arguments and analyses to create a fluid reading experience, 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.

**Late Work Policy:** You have three 24-hour crisis passes (to be used separately or in combination) for late submission of any assignment without penalty, provided you let me know by the original due date that you plan to use the pass. A penalty of 5% per day late will apply to other late submissions. No assignment will be accepted more than one week late.

**Inclement Weather/Class Cancellation Policy**: If the university is closed, the class will not meet, but you must check Blackboard for online assignments and updates to the syllabus. If an assignment is due on the day that class is canceled, details about submission (or an “act of God” extension) will be announced on Blackboard.

**Academic Integrity and the Composition Program’s Statement on Plagiarism**

Plagiarism means using 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 endnotes; 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, textbook, article, website, newspaper, song, baseball card, interview, encyclopedia, CD, YouTube video, 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. If student writers ever have questions about a citation practice, they should ask their instructor!

Instructors in the Composition Program support the Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.   The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work.”  More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at [http://oai.gmu.edu](http://oai.gmu.edu/honor-code/)

**Students with Disabilities**

Students with learning differences that may affect their success in the course should let me know at the beginning of the semester and provide me with a letter the Office of Disability Services detailing necessary accommodations. <http://ods.gmu.edu>

**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, gender identity, age, marital status, pregnancy status or genetic information

For more information, see <https://universitypolicy.gmu.edu/policies/non-discrimination-policy/>

**Program and Students as Scholars Course Goals**: This course participates in the Students as Scholars (SaS) program, a university-wide initiative that encourages undergraduate students to engage in scholarly research. 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>).

At the end of the course, the Office of Institutional Assessment and the Composition Program will collect random samples of the students’ final research projects to assess the effectiveness of the Students as Scholars Program. *This assessment has no bearing on your grade in the course.*

Below are course goals and learning outcomes for the composition program and the SaS initiative.

You will develop your ability to

* Use writing as a tool for exploration and reflection in addressing advanced problems,

as well as for exposition and persuasion

* Employ strategies for writing as a recursive process of inventing, investigating, shaping, drafting, revising

And editing to meet a range of advanced academic and professional expectations.

* Identify, evaluate, and use research sources
* Employ a range of appropriate technologies to support researching, reading, writing, and thinking
* Recognize how knowledge is constructed in your academic disciplines and possible future workplaces
* Apply critical reading strategies that are appropriate to advanced reading in your academic disciplines

and possible future workplaces

* Analyze rhetorical situations—audience, purpose, and context—of texts produced in your academic

disciplines and possible future workplaces.

* Produce writing that is appropriate for a range of rhetorical situations within your academic disciplines

and possible future workplaces.

**English 302-SAS Student Learning Outcomes**:

**CORE: Articulate and refine a question, problem, or challenge.**

* ETHICAL: Identify relevant ethical issues and follow ethical principles
* DISCOVERY: Distinguish between personal beliefs and evidence.
* METHOD: Gather and evaluate evidence appropriate to the inquiry.
* METHOD: Appropriately analyze scholarly evidence.
* CONTEXT: Explain how knowledge is situated and shared in relevant scholarly contexts.
* COMMUNICATION: Communicate knowledge from an original scholarly or creative project.

**Prerequisites**

Students must have completed or transferred the equivalent of English 100/101. Students should also have completed 45 credit hours and the Mason Core literature requirement. Students should take a version of English 302

Related to their major field.

Please note that computer science and electrical engineering majors in The Volgenau School of Engineering must take ENGH 302N. Students enrolled in another version of ENGH 302 should contact their advisor immediately.

**Mason Core Statement**

This course is part of the Mason Core (General Education) Program which is designed to help develop “a Mason

Graduate [who is] an engaged citizen, a well-rounded scholar, and someone who is prepared to act in the world” (Mason Catalog). For more information on the mission of the Mason Core, visit http://masoncore.gmu.edu.

**USEFUL CAMPUS RESOURCES:**

**GMU E-mail accounts:** Students must use their Mason email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

**The Writing Center**: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

The Writing Center is one of the best resources you will find on campus. The center has an outstanding website that offers a wealth of online resources for student writers. You can schedule a 50‐minute appointment with a trained tutor to help with any phase of the writing process. Tutors can provide feedback on a draft, answer your questions, and show you strategies for brainstorming, organizing, drafting, revising, and editing. To schedule an appointment, visit the center's main location in Robinson Hall A 114, or go to writingcenter.gmu.edu, register with the center, and make an appointment using the online scheduler.

**University Libraries**. (Multiple locations) In addition to a wealth of printed resources, the library hosts around 150 electronic journals. GMU is also a member of the Washington Research Library Consortium (WRLC), which means you have hassle-free access to the library resources of eight area universities. Please take some time to explore the library’s offerings, especially the excellent tutorials on all aspects of the research process. [http://library.gmu.edu](http://library.gmu.edu/mudge/IM/IMRef.html)

**Counseling and Psychological Services. (CAPS**): (703) 993-2380; SUB I 3129  
<http://caps.gmu.edu> Please don’t hesitate to take advantage of the wonderful services provided by CAPS. Whether you’re having a difficult time adjusting to your new schedule or are concerned about your roommate, CAPS is fully committed to you. Let me know if you need someone to walk over with you.

**Students with Learning Differences:** Any student with a learning difference that might affect his or her performance in a course with an intensive reading, writing, and oral emphasis should let me know at the beginning of the semester. I expect that you will be receiving help from the Disability Support Services and the Writing Center, and I encourage you to discuss any additional concerns about your instruction with me.