

## **ENGH 302: B 18 & B19**

**Dr Dean Taciuch**

**Fall 2011**

**Tuesday 3:00 – 4:15 (B18), Thursday 3:00 – 4:15 (B19) and online**

**Innovation 323**

**Office: Robinson A 407C (enter through room 405)**

**Office Hours: Tuesday and Thursday 10:00-10:30, 1:30-3:00**

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### **Course Description**

English 302 is an Advanced Composition course; this section will focus on the writing and research needs of students in Business. Although we will make use of technical formats (such as professional journal articles and literature reviews), the focus will be on conducting secondary research, organizing the results of the research, and presenting your interpretations of your findings to appropriate audiences, including interested non-experts.

Section B18 and B19 are **hybrid** courses: each section meets face-to-face once per week, with the second course meeting made up of online work. Section B18 meets on Tuesdays from 3:00 – 4:15; section B19 meets on Thursdays at the same time. All course assignments will be submitted via BlackBoard by the end of the day on Thursdays (I will set the submission time to midnight). In addition, the BlackBoard discussion posts should be completed each week before that week's face-to-face class.

### **Course Goals**

This course is designed to build on the general writing skills and techniques you have acquired in 101 and other university courses, and to prepare you for completing advanced level writing, analysis, and research tailored to your major discipline and possible future workplace. We will, therefore, practice the various genres of writing you are likely to encounter. Throughout the semester, you'll also learn to recognize the way(s) that knowledge is constructed in business fields (focusing on your own discipline or career interest), adapt your writing to common purposes and audience needs, conduct and synthesize research, use computer technologies as part of your research and writing process, and produce writing that employs the organizational techniques and genres typical in your discipline.

### **Prerequisites**

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.

## **General Education**

This course is part of the GMU General Education Program, which is designed to help students prepare for advanced work in their major field and for a lifetime of learning. For more information on the mission of the General Education Program, consult the University Catalog or visit <http://provost.gmu.edu/gened/>

## **Textbook and materials**

We will have one textbook and several online resources.

Available from the campus bookstore:

Bergmann, Linda S. *Academic Research and Writing*. Longman. 2010. Paper.

ISBN-10: 0321091841 ISBN-13: 978-0321091840

\$42.60 (this is the publisher's list price as of August 2011. If you are charged more at the bookstore, let me know)

Online:

GMU Writing Center Resources

Diana Hacker Documentation Guide

Wikipedia

BlackBoard 9.1 (log in via myMasonPortal)

## **Methods of Instruction**

Most class sessions (including the online 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.

A hybrid section will require special attention to submission deadlines, discussion posts, and course announcements. You should check the BlackBoard site at least once per weekday (and once over the weekend as well). The course assignments will be most fully explained on BlackBoard, as will any clarifications and changes to the assignments and course schedule. Announcements will of course be made in the face-to-face sessions as well, but success in a hybrid course requires attention in both the face-to face and online environments.

## **Assignments**

Weekly Responses (5%)  
Plagiarism Policy Essay (10%)  
Research Proposal (5%)  
Preliminary Research Assignment (5%)  
Summary (10%)  
Annotated Bibliography (10%)  
Wikipedia Edit (5%)  
Literature Review (15%)  
Personal Research Report (10%)  
Peer Review (5%)  
Research Paper and Reflection (20%)

## **Course Policies**

**Grading:** 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 engages the reader in a provocative conversation. 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.

I calculate final grades by converting the letter grades to a 100-point scale using the following values:

A+ 98-100	A 94-97	A- 90-92
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73
D 60-69	F 0-59	

A note on final grading: **You must earn the grade of "C" or better in this course to receive credit for it and to fulfill this portion of the English composition requirement in General Education. A grade of "C-" or below will not be sufficient to receive credit for this course.**

**Late Assignments:** Unless you make prior arrangements with me, late assignments will lose 5% (1/3 of a letter grade) per day. The grade penalty cannot be made up by revision.

**Revisions:** The essays may be revised for a higher grade, but they must be substantially revised. You cannot lose a grade by revising, but a higher grade is not guaranteed. I have found that "B" papers (or higher) are often more difficult to revise, since serious revision requires thoroughly changing the essay's structure, and "B" papers usually have a fairly good structure. "C" papers (or lower) often respond more dramatically to revision, since the major changes they require are often more straightforward. I recommend revising "C" papers or lower only. If you plan to revise a "B" paper, please see me beforehand so we can discuss a revision strategy.

**All revisions must be submitted within 2 weeks of receiving a grade on the assignment. No revisions will be accepted after Dec 1<sup>st</sup>**

**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 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, a textbook, an article, a website, 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. (We will discuss what constitutes “common knowledge” in class; in short, it is any fact that your audience would easily know or could find out on their own);
- 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; such “umbrella citations” are 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 basic 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.

**Attendance:** I will not take attendance, but it is not possible to succeed in this course without regular attendance. Class discussions (both face-to-face and online) are necessary for the papers, exercises, and the research project.

### **Students with disabilities**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS.

### **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.

### **GMU Email**

Students must activate their Mason email account and check it regularly. For privacy reasons, all class-related emails will be sent only to students' official GMU email addresses.

### **Important dates**

<b>First day of classes</b> ; last day to submit Domicile Reclassification Application; Payment Due Date	August 29
Labor Day, university closed	September 5
<b>Last day to add classes</b> —all individualized section forms due <b>Last day to drop with no tuition penalty</b>	September 6
<b>Last day to drop with a 33% tuition penalty</b>	September 19
<b>Final Drop Deadline (67% tuition penalty)</b>	September 30
Selective Withdrawal Period (undergraduate students only)	October 3 - October 28
Columbus Day recess (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week)	October 10
Thanksgiving recess	November 23-27
Last day of classes	December 10
<b>Reading Day</b>	December 12
<b>Exam Period</b>	December 13 - December 20

## Course Schedule

**Week 1** (Aug 30 – Sept 1): Course Introduction.  
Discussion Post 1: Introductions

**Week 2** (Sept 6 – 8): **Consensus and Controversy**  
Chapter 1: Argument in Academic Writing  
Exercise 1.2 (in class)  
Readings: Rich, Randall  
Discussion Post 2

**Week 3** (Sept 13 – 15): **Evaluating Sources**  
Chapter 2: Reading, Evaluating, and Responding to Arguments  
Readings: Kohn, Seelye  
Discussion Post 3: Wikipedia Sources

**Week 4** (Sept 20 – 22): **Plagiarism and Use of Sources**  
Chapter 3: Using Academic Sources Responsibly  
Readings: McGrath, Tenner, Howard, Goodwin  
Discussion Post 4: Plagiarism Policies  
**Plagiarism Policy Essay due Sept 22** (Exercise 3.4)

**Week 5** (Sept 27 – 29): **Finding a Topic**  
Chapter 4: Moving from Inquiry to Argument  
Discussion Post 5 (Exercise 4.3)  
**Research Proposal due Sept 29** (exercise 4.4)

**Week 6** (Oct 4 – 6): **Research**  
Chapter 5: Using the Library and Databases  
**Preliminary Research Assignment due Oct 6**  
Discussion Post 6

**Week 7** (Oct 13): **Summary, Paraphrase, Quotation, and Synthesis**  
Chapter 6: Using Sources Effectively  
Discussion Post 7  
**Summary Assignment due Oct 13**  
Columbus Day recess (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week).

**Week 8** (Oct 18 – 20): **Audience**  
Chapter 7: Revising to Meet Audience Expectations  
A Quick Guide to Documentation (p 206--230)  
Exercise 7.3  
Discussion Post 8  
**Annotated Bibliography due Oct 20**

**Week 9 (Oct 25 – 27): Professional Audiences**

Chapter 8: Adapting Your Writing for Professional Audiences

Discussion Post 9

**Wikipedia Edit Assignment due Oct 27**

**Week 10 (Nov 1 – 3): Reflection ("I-Search")**

Chapter 9: Writing a Personal Research Narrative

Discussion Post 10

**Literature Review Essay due Nov 3**

**Week 11 (Nov 8 – 10): The Research Paper**

Chapter 10: Writing an Argumentative Research Paper

Discussion Post 11

**Week 12 (Nov 15 – 17): Visual Design**

Appendix B: Principles of Visual Design

Readings: Tufte

**Personal Research Report due Nov 17**

Discussion Post 12

**Week 13 (Nov 22): Research Paper format**

Thanksgiving Recess Nov 23-27

**Week 14 (Nov 29 – Dec 1): Peer Review in class**

All revisions due by Dec 1

**Week 15 (Dec 6 – 8): Final Projects**

Reflections on Research Project

Research papers due Dec 8