

## **ENGH 302: B09 & B10**

**Dr Dean Taciuch**

**Spring 2012**

**Tuesday 9:00 – 10:15 (B09) & Thursday 9:00 – 10:15 (B10)**

**Innovation 333**

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

**Office Hours: Tuesday and Thursday 12:00 – 1:30**

**Email: dtaciuch@gmu.edu**

### **Textbook and materials**

Available from the campus bookstore:

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

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

\$44.40 (*this is the publisher's list price as of January 2012. If you are charged more at the bookstore, let me know*)

Online:

GMU Writing Center Resources

Diana Hacker Documentation Guide

Wikipedia

BlackBoard

### **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 B09 meets on Tuesdays from 9:00 – 10:15; section B10 meets on Thursdays at the same time. All course assignments will be submitted via Blackboard: section B09 assignments will generally be due on Fridays; section B10 assignments will be due on Sundays (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.

Throughout the semester, you'll also learn to recognize the way(s) that knowledge is constructed (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.

### Students as Scholars

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

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

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

### English 302-SaS Student Learning Outcomes (SLOs)

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

### Students as Scholars Assignments

All of the course assignments will build on and develop some of the Students-as-Scholars objectives, but these three have been designed specifically for the SaS program:

	Assignment	Student Learning Outcomes
Week 3	Discussion Post on Wikipedia Sources	2, 3, 6
Week 6	Preliminary Research Assignment	2, 3, 7
Week 10	Wikipedia Edit Assignment	3, 5

**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.

**Methods of Instruction**

Most class sessions of English 302 will be interactive and will involve a significant amount of student discussion and 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 [SaS] (5%)  
Preliminary Research Assignment [SaS] (5%)  
Summary (10%)  
Annotated Bibliography (10%)  
Wikipedia Edit [SaS] (5%)  
Literature Review [SaS] (15%)  
Personal Research Report (10%)  
Peer Review (5%)  
Research Paper and Reflection [SaS] (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, meeting, to some degree, all the assignment requirements, 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.

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 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 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 thought-provoking conversation, provides unexpected insights, and 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 April 27<sup>th</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 end notes; a simple listing of books, articles, and websites is not sufficient.

This class will include detailed strategies and instructions for handling sources.

Instructors at GMU 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 do well in this course without regular attendance. Class discussions of the readings are necessary for the papers, exercises, and the research project. Topics will develop from the class discussions.

**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; full semester waitlists removed	Mon Jan 23
Last day to drop with no tuition penalty	Tues Jan 31
<b>Last day to add classes</b> —all individualized section forms due	Tues Jan 31
Last day to drop with a 33% tuition penalty	Tues Feb 14
Last day to drop with a 67% tuition penalty	Fri Feb 24
<b>Last day to drop</b>	Fri Feb 24
Selective Withdrawal Period (undergraduate students only)	Mon Feb 27 – Fri Mar 30
Spring Break	Mon Mar 12 – Sun Mar 18
Last day of classes	Sat May 5
<b>Reading Days</b>	Mon May 7 & Tue May 8
<b>Exam Period</b> (beginning at 7:30 a.m.)	Wed May 9 – Wed May 16

## Course Schedule

**Week 1** (Jan 24 -26): Course Introduction.  
Discussion Post 1: Introductions

**Week 2** (Jan 31 Feb 2): **Consensus and Controversy** Chapter 1: Argument in Academic Writing Exercise 1.2 (in class)  
Readings: Rich, Seelye  
Discussion Post 2

**Week 3** (Feb 7-9): **Evaluating Sources**  
Chapter 2: Reading, Evaluating, and Responding to Arguments Readings: Kohn  
Discussion Post 3: Wikipedia Sources [SaS]

**Week 4** (Feb 14-16): **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** (Exercise 3.4)

**Week 5** (Feb 21-23): **Finding a Topic**  
Chapter 4: Moving from Inquiry to Argument  
Discussion Post 5 (Exercise 4.3)  
**Research Proposal due** (exercise 4.4)

**Week 6** (Feb 28 March 1): **Research**  
Chapter 5: Using the Library and Databases  
**Preliminary Research Assignment due** [SaS]  
Discussion Post 6

**Week 7** (March 6-8): **Summary, Paraphrase, Quotation, and Synthesis**  
Chapter 6: Using Sources Effectively  
Discussion Post 7  
**Summary Assignment due**

**Week 8:** Spring Break

**Week 9** (March 20-22): **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**

**Week 10 (March 27 29): Professional Audiences**

Chapter 8: Adapting Your Writing for Professional Audiences Discussion Post 9

**Wikipedia Edit Assignment due [SaS]**

**Week 11 (April 3 5): Reflection ("I-Search")**

Chapter 9: Writing a Personal Research Narrative Discussion Post 10

**Literature Review Essay due**

**Week 12 (April 10 12): The Research Paper**

Chapter 10: Writing an Argumentative Research Paper

Discussion Post 11

**Week 13 (April 17 19): Visual Design**

Appendix B: Principles of Visual Design Readings: Tufte

Research Paper format

**Personal Research Report due**

Discussion Post 12

**Week 14 (April 24 26): Peer Review in class**

All revisions due by April 27 (both sections)

**Week 15 (May 1 3): Final Projects**

Reflections on Research Project

**Research papers due**