

FACULTY GUIDE

GMR IN THE CLASSROOM

The George Mason Review (GMR) provides prime examples of undergraduate scholarship that can be used to teach students about the characteristics of good research writing, inspire them to explore new ideas, and provide a sense of personal confidence that results from publishing their work for a campus-wide audience of peers and professors. Exposing students to the work of their counterparts can act as a mirror, reflecting undiscovered personal potential. Incorporating *GMR* into your classroom can take many forms: develop a lesson plan around analyzing one of our published works; utilize the concepts and ideas contained in these pages as a brainstorming tool for students unsure of what topic to explore; offer extra credit to students who submit their work for publication; or come up with your own innovative application.

MAKE GMR THE ASSIGNMENT

Some professors have found success in raising student achievement by making submission to *GMR* a course requirement. Students who write with a wide and diverse potential audience in mind tend to put more thought into their work, leading to improved academic outcomes and higher levels of critical thinking. This is a valuable exercise in producing a paper that is accessible to those from varying backgrounds without comprising academic integrity. Knowledge that your work will be publicly available can be a powerful motivator, and publication in an academic journal is a great addition to any résumé or portfolio.

GETTING STARTED

Mason's INTO program, the English Department, and UNIV 100 classes have used *GMR* in a variety of ways over the past decade. We would be happy to make a brief presentation to your class or meet with you one-on-one to create a tailored approach that complements your curriculum.

Learn more and read past issues of *GMR* online: gmreview.gmu.edu

To request print copies, email us at gmreview@gmu.edu

NOTE FROM THE ADVISOR

The George Mason Review (GMR) began life as “an annual collection of English 101 and undergraduate writing” in 1992, publishing under the name *GMU Freshman Review*. That first edition’s introduction reveals the motivations of its creators as they sought to “create a sense of community by publishing work that reflects the cultural and academic quality of GMU’s undergraduate population.” Their clear intent was to present “models of writing” that could serve as a “learning tool that crosses the curriculum” for both faculty and students:

“We want this anthology to help undergraduate writers with what seems to be one of their biggest difficulties — generating ideas and just getting started... When students know their work is being taken seriously beyond the classroom, they may very well aspire to a whole new set of standards and, with purpose and focus, aim at the highest quality possible in their writing... Instructors can find in the collection a sense of what to prepare themselves for and what kind of standards they should set for themselves and their classes... We hope that the essays are useful — whether you are ‘stuck’ [on an assignment] or an instructor looking to show your students how a research paper ‘works.’”

Over 30 years later, our mission remains the same: seek out and publish exemplary undergraduate writing across the curriculum with the conviction that students grow as scholars by publishing their work for a campus-wide audience and faculty members gain a valuable classroom tool that can help improve academic outcomes.

Since those early days as a freshman English anthology, *GMR* has evolved into a modern, peer-reviewed, undergraduate research journal that accepts scholarly submissions from all years and all majors. By exploring and challenging the boundaries separating disciplines from one other — the humanities from the sciences, the academic from the creative — *The George Mason Review* exists as a unique platform where scholarship, creativity, and critical thought can co-exist.

Mason has experienced rapid evolution as an institution over the past several decades, but the lodestar that has guided us through each step (or leap) along the way is our shared commitment to academic excellence, meaningful innovation, and cutting-edge research. *The George Mason Review* embodies each of these noble pursuits while providing all Mason undergrads with opportunities and

experiences that pave the way for greatness in the classroom and prepare them for successful careers in the future.

I am extremely proud to serve the Mason community as the faculty advisor for *GMR* and continue the rich traditions established by that first cohort of educators who recognized the need for this type of forum and made it a reality. Participation is vital to our continued growth as an academic journal, so I strongly encourage all students to submit original work for publication and all faculty members to consider integrating *GMR* into their curriculum.

Please feel free to reach out directly to me (jbartsel@gmu.edu) with any questions you may have, requests for extra copies of *GMR*, or with examples of how you have utilized our publication in the classroom.

Reflecting on the history and evolution of this journal has only strengthened my belief in its value and purpose; I look forward to collaborating with the outstanding students, faculty, and staff of George Mason University to share the amazing things we accomplish together with the world.

Sincerely,

Jason Hartsel

Faculty Advisor, *The George Mason Review*

Assistant Director, Student Media

studentmedia.gmu.edu