

New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing
Section 005, Mon/Wed 1:00pm – 2:20pm, FMH 205

Instructor: Maryann Aita (ATE-uh)

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Office hours:

- Wednesday 11:30 am - 12:30 pm
- Friday 11:30 am – 12:30 pm

Office location: TBD

Course Description

ENGL 101 is an introduction to college-level writing. In this course, students are introduced to writing's rhetorical dimensions; they are asked to consider the purpose, audience, occasion, and genre that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on writing processes, asking students to brainstorm topics, collect ideas and research, write drafts, and revise their writing based on writing's disciplinary rules, on self-reflection and on peer and class feedback. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Students are asked to read challenging articles, essays, and prose (and to consider visual and spoken compositions) which serve as both models of effective communication and as beginning places for students' own arguments and analyses.

Please *bring a laptop AND notebook and writing implement to every class*. We will frequently have in-class writing and activities. If you need a laptop, there are some available to rent from the library.

Prerequisites

Entrance is determined by assessment results. Students who have successfully completed ENGL 099 are admitted to this class. Students must receive a C or better to pass this course.

Course Goals

During this course you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

No required text

This course makes use of books and resources found on <http://library.njit.edu> and other pdf and

word document files provided by the instructor as well as Open Educational Resources (available for free on the Web).

Assignments & Assessment

A student's final grade for the course will be divided into the following parts:

Participation and attendance

15%

Your participation and attendance grade includes attendance AND your consistently active presence and performance in class and submission of all assignments on time. Class participation includes regular attendance, engagement in class activities and discussions, reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another.

Participation is required for all in-class activities, including drafting, revising, discussions, and peer and class reviews. Class time may consist of:

- Discussion board writings
- Short writing assignments, which may include responses to assigned readings and topic exploration
- Prewriting activities including brainstorming and outlining, writing to learn, developing, organizing, transitioning, and reflecting on the writing process

All of your work on these short assignments and in workshops is included in your participation grade. Level of engagement with the process and materials is often correlated with success on assignments. Classroom activities are designed to aid in students' understanding and developing a writing process of their own that can be applied to most writing tasks.

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Literacy narrative essay (3-4 pages)

15

This essay focuses on a notable moment or aspect of your becoming literate; it's written in the first person and defines and develops your approach to language use and genre.

Argument (position) essay (4-5 pages)

20

This essay extracts academic arguments from 2 assigned readings/sources and presents a claim that may be supported or disputed by those sources, by real-world examples and by your own academic knowledge.

Rhetorical analysis essay (3-4 pages)

15

This essay assignment analyzes (breaks down) two texts and examines the context and rhetorical strategies used; the two sets of parts are compared and synthesized using details from each source to form an overall assessment.

Research argument essay (5-6 pages)

25

This essay is focused coherently on your argument and uses 4-5 library sources for support; this work will help prepare you for more extended research writing in ENGL 102.

Oral presentation and PowerPoint on research argument

10

You will have the chance to present to the class your research findings.

Individual and group work will be evaluated according to the university's grading scale.

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	D = 69-60	F = 59-0
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First-Year Writing Procedures for Student Success:

Attendance and participation

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence will result in the deduction of participation points. Regular participation in class activities and workshops (many are graded) is required to earn participation points. Not participating in the writing process will be met with further deductions. More than six unexcused absences (three weeks of the course) can result in failure of the course: Activities and workshoping as part of the writing process cannot be made up, and not participating in these classes often leaves students disconnected from the practical skills needed for each genre.

Students who expect to miss class for religious observances should contact their instructor about these dates at the beginning of the semester (per university policy).

All assignments must be submitted on Canvas (which automatically assesses for plagiarism and AI generation using Turnitin). Please follow the specific instructions for each assignment.

Essays

There are 4 formal essays completed in ENGL 101:

1. Literacy narrative
2. Argument (position)
3. Rhetorical analysis
4. Research argument

Students must submit at least one rough draft and a final draft to be considered for a grade for that assignment. Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.

Students will receive feedback from instructors as a vital step in the writing/revision process. These guiding comments should be followed by students in the drafting process, and this process will be assessed as part of students' participation grade. Drafts may also be reviewed in small peer groups during class time or in whole-class review (when students volunteer their drafts to be improved by the class).

Presentations

There is one oral presentation to be completed in ENGL 101

Class activities and discussion are vital in evaluating students' engagement with coursework and are often graded as part of the participation grade (15% of your overall grade for the course).

Late Work

Late work will not be accepted (except in the case of an excused absence). Students should contact their instructor in advance of due dates when having difficulty completing an assignment.

Revisions

If you are unhappy with the grade received on an essay and feel you could have done better, you can submit one revision—incorporating my feedback—to attempt a better grade. You'll be able to keep whichever grade is higher.

Technology

Canvas is NJIT's learning management system. In First-Year Writing (FYW) instructors and students use this system for all activities including submitting essays, sharing course materials, creating discussions, and grading assignments. There are no written exams in FYW. Participation on discussion boards or other short essays or responses are regularly completed on Canvas and will count toward students' participation grade.

Students use their NJIT email as the primary method of communication. Maintain an appropriate tone in all school-related correspondence. Include an appropriate subject line and your name in all emails for more efficient correspondence.

Students should not use cell phones during class unless needed for a specific activity. Resist the distraction and focus on one thing at a time - classroom lessons, activities and discussion. Active engagement in class leads to better outcomes in grading. Everyone should set phones to silent as a courtesy.

Laptops should only be used when we are drafting, researching, note taking or otherwise engaging in classroom activities. Students should practice professional, focused behavior now to enhance preparation for the work world!

NJIT University Code on Academic Integrity

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. Written and visual works are to be completed individually unless otherwise specified.

Chat GPT

First-Year Writing (FYW) follows the guidelines from the NJIT University Code of Academic Integrity:

"Artificial intelligence usage is not permitted in this course. The expectation of this course is for students to work through the course without assistance from any type of artificial intelligence to better develop their own skills in this content area. As such, artificial intelligence usage is not permitted throughout this course."

Accessibility Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Office of Accessibility Resources and Services at 973-596-5417.

The Writing Center

The Writing Center (G17 Central King) is available online for individual and group appointments with professional writing tutors. This resource helps you to improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. The Writing Center is not simply a grammar fix or editing service. For more information, please visit: <http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

****Changes to this course schedule****

Due dates, readings, and weekly assignments as outlined in this syllabus are subject to change. Students should always refer to Canvas for the most up-to-date information.

Course schedule

Class time may consist of readings, mini lectures, videos, visuals, workshops on writing process, small and whole group activities and reviews of drafts and reflections.

Week 1 | Introductions and Expectations

- Course intro, learning goals, academic integrity, icebreakers
- *Class discussion: What makes good academic writing?*
- **In class** diagnostic essay

Week 2 | Intro to the Writing Process

- Introduction to the writing process, key concepts
- *Class discussion: Why bother with the writing process?*
- **In class** reading & viewings
- Introduction to Literacy Narrative; Literacy narrative examples and questions

Readings (on Canvas)

- Canvas Readings – Week 2
- Literacy Narrative Instructions
- Literacy Narrative Examples

Week 3 | Pre-writing & Literacy Narrative

- Constructing an essay, pre-writing, genre knowledge
- Thesis statements and preliminary research
- *Class discussion: What makes a compelling thesis statement? How can we shape our essays through a thesis?*
- **In class** partner activity: *Tell a brief story or develop a concept that might serve as the central idea for your literacy narrative.*

Readings (on Canvas)

- Canvas Readings – Week 3
- Literacy Narrative Instructions
- Prewriting tools
- Literacy Narrative Examples

Week 4 | Literacy Narrative & Peer Review

- Grammar and conventions
- Literacy narrative examples and questions, intro to peer review
- *Class discussion: How do we evaluate work effectively in peer review?*
- **In class** (9/27) PEER REVIEW of Literacy Narrative first draft

DUE Sep 27

Literacy narrative first draft, peer and/or class review using writing rubric

Readings (on Canvas)

- Canvas Readings – Week 4
- Self-selected argument reading

Week 5 | Structure, Transitions, and Development

- Essay and paragraph structure; development and support
- Topic sentences and transitions
- **In class** Canvas self-reflection on peer review
- Open discussion and questions up to this point

DUE Oct 4

Literacy narrative final draft (15% of total grade)

Readings (on Canvas)

- Canvas Readings – Week 5
- Self-selected argument reading

Week 6 | Revision & Position Paper

- Revision process; Review grammar, conventions, and transitions
- Introduce Argument (position) essay
- **In class** reading and argument activity, taking positions, debate. *Choose a recent headline and consider how it would be framed, and what supporting information would be needed, depending on your position*
- **In-class** prewriting activities for organization of your argument essay

Readings (on Canvas)

- Canvas Readings – Week 6
- Argument (position) essay instructions
- Read at least 1 set of paired readings (A, B, C, D, E, F, G, H, I, J or K) from the list provided on Canvas (some sets have additional resources) that you *have not already read*. You should read at least 3 sets in total before selecting your essay topic.

- Gender, homophobia, conversion therapy
- ChatGPT, ethics, court
- Multiverse, string theory
- Generative AI, education, student's voices
- Barbie, objectification
- AI Ethics, humans, apocalypse, technology
- Blue- and white-collar work, cognition, automation
- Urban decline, success, labor unions
- Neuroplasticity, aging, and mental illness
- Enlightenment, reason
- Reparations, human rights, education

Week 7 | Review and In Class Writing

- APA style and citations
- Writing process review and discussion
- **In class** (10/16) writing and revision time
- Library's Research course on Canvas
- **In class** (10/18) SELF & PEER REVIEW of position essay

DUE Oct 18

Argument (position) essay rough draft due

Readings (on Canvas)

- Canvas Readings and Videos – Week 7
- Argument (position) essay readings as needed

Week 8 | Research & Library Week

- Research, research, research
- Rhetorical Analysis introduced; analyzing rhetorical strategies
- Library class on Research – we will meet in the computer lab on October 25

DUE Oct 25

Argument (position) essay final draft due (20% of total grade)

Readings (on Canvas)

- Canvas Readings and Videos – Week 8
- Rhetorical Analysis essay instructions
- Research resources
- Self-selected “trustworthy” and “untrustworthy” sources (bring to class next week)

Week 9 | Research & Rhetorical Analysis

- **In class** discussion board reflection on argument essay
- Research and evaluation of sources, APA Citation
- Open discussion and questions up to this point
- Rhetorical analysis deep dive
- **In class** outlining rhetorical analysis paper

DUE Nov 3

Rhetorical analysis detailed outline due

Readings (on Canvas)

- Canvas Readings – Week 9
- Rhetorical Analysis essay instructions
- Rhetorical Analysis essay examples

Week 10 | Research & Argument Essay

- Writing process review
- Research argument essay introduced
- Elements of Academic Argument
- *Class Discussion: What makes a strong research source? What makes a strong argument? How can we leverage the writing process to craft a strong argument?*
- **In class:** crafting a research argument group exercise

DUE Nov 10

Rhetorical analysis essay due (15% of total grade)

Readings (on Canvas)

- Canvas Readings – Week 10
- Argument essay instructions
- Argument essay examples

Week 11 | Argument Essay

- Prewriting and organizing research
- Thesis statement review
- **In class:** process discussion, pre-writing exercises

Readings (on Canvas)

- Canvas Readings and Videos – Week 11
- Argument essay examples
- Your own research for your argument essay!

Week 12 | Revision & Peer Review

- Revision, editing, and self-review
- **In class** (11/20) PEER REVIEW using rubric
- Introduce oral presentations

DUE Nov 20

Research argument essay rough draft due

Readings (on Canvas)

- Canvas Readings – Week 12

Week 13 | Review

- Grammar, mechanics, punctuation, voice
- Creating engaging presentations

- **In class** discussion board reflection on research writing process; self-revision

Week 14 Presentations

- Oral presentations on research argument essay (**10% of total grade**)
- **In class** discussion board on presentations (“kudos”)

DUE DEC 4

Research Argument essay final draft (25% of total grade)

Week 15 Presentations

- Oral presentations on research argument essay (**10% of total grade**)
- **In class** discussion board on presentations (“kudos”)



NEED HELP? KNOW WHO TO CALL

Please note following important numbers that will come in handy in case of emergency:

EXTERNAL RESOURCES	AVAILABILITY	CONTACT NUMBER
Suicide Prevention	24 hrs/ 7 days a week	(973) 623-2323 (University Hospital-Newark)
Drug/ Alcohol Addiction	24 hrs/ 7 days a week	(877) 630-8262
Crime Victim Compensation Office	Monday – Friday 8 AM – 8 PM	(877) 658-2221
Rape Care Center	24 hrs/ 7 days a week	(877) 733-2273 (Essex County)
Sexual Assault Hotline	24 hrs/ 7 days a week	(800) 656-HOPE (National)
Psychiatric Emergency	24 hrs/ 7 days a week	(973) 924-7416 (Newark Beth Israel Hospital)
NJIT RESOURCES	AVAILABILITY	CONTACT NUMBER
NJIT Public Safety	24 hrs/ 7 days a week	(973) 596-3111 (Emergency) (973) 596-3120 (Non-Emergency)
Dean of Students (TITLE IX – Sexual Misconduct Report/Response)	Monday – Friday 8:30 AM - 4:30 PM	(973) 596-3466
Counseling and Psychological Services (CAPS)	Monday – Friday 8:30 AM - 5 PM	(973) 596-3414
Student Health Services (SHS)	Monday – Friday 8:30 AM - 4:30 PM	(973) 596-3621