

**New Jersey Institute of Technology**  
**ENGL 101**  
**Introduction to Academic Writing**

Dr. Drew Ciccolo

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Office hours: Mondays and Wednesdays 2:30 – 3:30

Office location: Cullimore Hall 115F (first office on the right once you enter the 115 suite)

\*Please note that you can email me through our course's Canvas page (recommended) or by using either of the two email addresses listed above. If you do email me outside of Canvas, however, you must include in your email the section number of the course you are in. (I'm teaching five courses, so I won't automatically know which one you're in.)

### **Course Description**

ENGL 101 is an introduction to college-level writing. 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, and 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.

### **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:

- Use writing as a tool for critical thinking and reflection
- Gain knowledge of writing's rhetorical dimensions
- Practice writing as a process by using various brainstorming, prewriting, drafting, revision, and editing strategies
- Write in several genres/forms that require development of skill with reflection, narrative, analysis, critique, and argument
- 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 (see Canvas) 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, making sure to have read any assigned readings, 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, peer and class reviews. Class time may consist of discussion board writings, short writing assignments which may include responses to assigned readings, 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. Also, please see below for the first-year-writing policy on attendance and participation.

#### **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 = 90—100	B+ = 87—89.99	B = 80—86.99	C+ = 77—79.99	C = 70—76.99	D = 60—69.99	F = 0—59.99
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### **First-Year Writing Procedures for Student Success:**

#### **Attendance and participation**

Showing up is very important, in this class and beyond. 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, which may affect your final grade. In order for an absence to be excused, I must receive an Absence Excuse Letter from the Dean of Students. More than six unexcused absences (three weeks of the course) will likely result in failure of the course. Lessons, activities, and workshopping as part of the writing process cannot be made up, and not participating in classes often leaves students disconnected from the practical skills needed for each genre. Regular participation in class activities and workshops is required to earn participation points. Not participating in the writing process will be met with deductions. If you are struggling or having trouble keeping up, see me one-on-one during office hours or by appointment.

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 – ChatGPT, etc. – using TurnItIn). Please follow the specific instructions for each assignment. **Refer to course schedule (below) and/or Canvas for all due dates.**

#### **Essays**

There are 4 formal essays completed in ENGL 101: literacy narrative, argument (position), rhetorical analysis, and research argument. **Refer to course schedule (below) and/or Canvas for all due dates.**

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).

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**

Submit work on time. This is important. If a draft is submitted late, it may not receive feedback. You may make use of one three-day extension once during the semester. In order to use this three-day extension, you must contact me at least 24 hours prior to the essay's due date. Other than that, barring extraordinary circumstances, late work will not be accepted. Again, if you are struggling or having trouble keeping up, see me one-on-one during office hours or by appointment.

### **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**

I assume you are young professionals and that you have integrity. In other words, I assume you don't plan to plagiarize or use any unauthorized assistance when completing assignments. Academic integrity violations, however, do occur on occasion, so we also include the following information:

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:

<https://www.njit.edu/dos/code-student-conduct-article-11-university-policy-academic-integrity>

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 be subject to 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 and Generative AI**

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.”

Additional info. on plagiarism in case of any confusion:

Plagiarism is defined as:

Using or attempting to use written, oral, or graphic work which was authored or prepared by another and submitting it as one's own without appropriate citation or credit. Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

- Copying from a source without quotations or appropriate documentation.
- Copying from a source and altering a word or phrase to avoid exact quotation.
- Paraphrasing from a source without attribution.
- Cloning someone else's ideas without attribution.
- Having someone else write a paper for you.
- Utilizing an image for a paper without proper attribution.

### **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/>

Class time may consist of readings, mini-lectures, videos, visuals, workshops on writing process, small and whole group activities, in-class writing, and reviews of drafts and reflections. **It is important to note that this schedule is subject to change – if it does change, you will always be alerted in class and/or via announcement/email. (TBA = to be announced.)**

### Week 1

Introduction(s); discuss syllabus. **Diagnostic Essay due by Friday, Sept. 8<sup>th</sup> at 1:30pm (we will begin working on these in class).**

### Week 2

Have read: Brainstorming via UNC, Prewriting via Berkeley SLC, “Translating Self and Difference through Literacy Narratives” (1994) by Mary Soliday, “Students’ Voices on Generative AI” by Chan and Hu (in Unit 2 module). **Literacy Narrative assignment introduced.** Read together in class: “The Art of Eating Spaghetti” by Russell Baker. Introduction to writing as a process. Essay basics. In-class writing (drafting). Complaint exercise.

### Week 3

Have read: Revising via UNC, Editing and Proofreading via the Purdue Owl, Reflection on ChatGPT and Education by Hao Yu (in Unit 2 module). Read and go over together: AAC&U rubric, student literacy narrative examples. Essay formatting. Discuss: contextualization, thesis statements, topic sentences, development, support (evidence). In-class writing (revision). **Literacy Narrative Final (15%) due by Friday, Sept. 22<sup>nd</sup> at 1:30pm.**

### Week 4

Have read: “Welcome to the Multiverse” chapter by Max Tegmark, “Landscape of String Theory” chapter by Peter Woit. Identifying, analyzing, and evaluating arguments. **Argument (position) essay assignment introduced.** Choose one set of paired readings and begin prewriting.

### Week 5

Have read: All APA resources in the “Useful References” module. Choosing the best evidence. Quoting and paraphrasing. APA style. Citing your article pair. In-class writing (drafting). **Argument (Position) Essay Draft due by Friday, Oct. 6<sup>th</sup> at 1:30pm.**

### Week 6

Have read: Transitions and Coherence via CCC. Review drafts and feedback. Workshop. In-class writing (revision). Begin discussion of choosing ripe topics for research. Analysis lesson – painting and advertisement.

**Week 7**

Have read: [How to Write a Rhetorical Analysis via Purdue](#) and [Rhetorical Analysis Texas A&M Guide](#). [Rhetorical Analysis assignment introduced](#). Choose ripe topics for research. Finding and evaluating sources. NJIT library resources. Analysis lesson – sources on topics – one casual and one professional. [Argument \(Position\) Essay Final \(20%\) due by Friday, Oct. 20<sup>th</sup> at 1:30pm.](#)

**Week 8**

Have read: [Rhetorical Analysis Backpacks vs. Briefcases](#). More rhetorical analysis lessons and discussion. [Rhetorical analysis drafts due in class on second day of class this week – two sources and preliminary analysis](#). Workshop. One-on-one meetings in class – rhetorical analysis sources and progression – thesis, topic sentences, incorporation of evidence – explanation of logic – [all students must meet with professor on either the second day of Week 8 or in Week 9.](#)

**Week 9**

[Reading\(s\) TBA](#). Workshops. One-on-one meetings in class – rhetorical analysis sources and progression – thesis, topic sentences, incorporation of evidence – explanation of logic – [all students must meet with professor one-on-one by the end of this week.](#)

**Week 10**

Have read: [Elements of Academic Argument via Harvard](#). [Research Argument Essay Assignment introduced](#). Brainstorming, prewriting. [Rhetorical Analysis essay due by Friday, Nov. 3<sup>rd</sup> at 1:30pm.](#)

**Week 11**

[Reading\(s\) TBA](#). Organizing the Research Argument Essay. APA citation review.

**Week 12**

[Reading\(s\) TBA](#). Review drafts. [Research Argument Essay draft due by Friday, Nov. 17<sup>th</sup> at 1:30pm.](#)

**Week 13**

[Reading\(s\) TBA](#). Review drafts. In-class writing (revision and, potentially, writing a discussion board reflections on research writing process). Discuss and schedule oral presentations. SLC: slow, loud, clear.

**Week 14**

1<sup>st</sup> class of week: Review. Polishing.

2<sup>nd</sup> class of week: **Due on Canvas and in-class: Oral Presentations on Research Argument Essay (10%). Research Argument Essay Final (25%) due by Thursday, Dec. 7<sup>th</sup> at 11:30am.**

### Week 15

**Due on Canvas and in-class: Oral Presentations on Research Argument Essay (10%). (Wed., Dec. 13<sup>th</sup> = last day of classes.)**



## 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