

New Jersey Institute of Technology
Introduction to Academic Writing
ENGL 101 063
10:00 am to 11:20 am Wednesday and Friday
Room FMH 319

Fall 2023

Nancy Burke

email: nbt4@njit.edu

Office hours: by appointment on Webex

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.

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, 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.

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:

Literacy narrative, argument (position), rhetorical analysis, and 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).

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

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/>



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

ENGL 101 Course schedule

Subject to change at instructor's discretion

CT stands for custom text

		In-class topic/work	At-home work/readings due
Week 1	Sept 6 Class 1	Introductions; taking a tour of Canvas and the syllabus. Watch: Ta-Nehisi Coates, " Advice on Writing "	Read: The syllabus; " Shitty First Drafts " by Anne Lamott; PDF file in Canvas Writing Guide Read: "Unit I Intro, Ch. 1 Intro, 1.1, & 1.3;" Write: Diagnostic essay – Topic: Yourself as a Writer and Reader
Week 1	Sept 8 Class 2	Discuss reading; define literacies; brainstorm different types of literacies; assign the literacy narrative essay	Read: <i>WG</i> "Ch. 3, Intro-3.3 & 3.8" ; Write: Discussion board entry: possible topics for your literacy narrative
Week 2	Sept 13 Class 3	Discuss characteristics of literacy narratives, and the <i>WG</i> material; search the Digital Archives of Literacy Narratives in groups and find compelling examples.	Prewriting and draft 1 of literacy narrative essay. Bring to class for peer review (no lateness)
Week 2	Sept 15 Class 4	Peer review of literacy narratives	Write revision plan for draft 2 and revision for draft 2 due at class time on 9/20.
Week 3	Sept 20 Class 5	Lecture/Discussion: Reverse Outline and 10 on 1 strategy	Prepare draft 3: Identify your thesis statements and sub-claims using the 10 on 1 strategy. Support with evidence.
Week 3	Sept 22 Class 6	Thesis statements and claims	Final draft of literacy narrative essay due on 9/27
Week 4	Sept 27 Class 7	Introduce new unit: Rhetorical Analysis essay assignment. Watch a clip from the Barack Obama speech, " A More	Begin to search for a text for your rhetorical analysis essay. See Canvas for some examples. Read: <i>WG</i> "Ch. 9, Intro - 9.3". Read Chang article on Homework in Canvas. Post response on Discussion Board

		Perfect Union ” and “The Courage to Change ” by Alexandria Ocacio-Cortez. Analyze them using the terms in <i>WG</i> “9.1”.	Suggested texts can be found in Canvas files.
Week 4	Sept 29 Class 8	Rhetorical Strategies discussion. Deconstruct a text together in class (group work) Google Doc Citation Tool	Finalize your selection of a text for rhetorical analysis. Using the 10 on 1 outline strategy, create an outline for your essay including intro, body paragraph subtopics and conclusion. Post link on Discussion Board incl article title, author, published where and link to the article (so I can read it too).
Week 5	Oct 4 Class 9	Workshop: Common errors I found in student essays. Writing clean prose. Use Lanham for concision exercise (group work) Post on Discussion Board.	Read: “You Left out the Part About...” by Ta-Nehisi Coates. <i>WG</i> “9.5” Write Draft 1 of your Rhetorical Analysis essay, due on 10/6
Week 5	Oct 6 Class 10	Peer Review of Draft 1 of your Rhetorical Analysis essay	Review/read in Owl/Excelsior the section on citations/plagiarism. Write Draft 2 of Rhetorical Analysis. Due on 10/11.
Week 6	Oct 11 Class 11	Quoting sources for analysis. Citation review.	Continue working on your Rhetorical Analysis essay. Final draft due on 10/13
Week 6	Oct 13 Class 12	Introduce Argument Essay Assignment. Library visit to introduce resources for research.	Select your topic. Find preliminary strong sources on your topic. See Canvas for some related texts on some suggested topics. Works cited page for your Argument essay including at least 2 sources. Due on 10/18
Week 7	Oct 18 Class 13	Introduction and Thesis Development Workshop.	Write Draft 1 of Argument Essay.

Week 7	Oct 20 Class 14	Peer Review	Write revision strategy/list and Draft 2 of Argument Essay
Week 8	Oct 25 Class 15	Editing, revising, checking citations session	Write Draft 3/Final Argument Essay due on 10/27
Week 8	Oct 27 Class 16	Intro Research Essay. Developing a thesis in a research essay. Thesis placement options.	Research your selected topic for your Research Essay. Begin to develop your thesis.
Week 9	Nov 1 Class 17		Use 10 on 1 method to identify your thesis/claim and sub-topics for body paragraphs. Create and submit as a list at assignment link in Canvas.
Week 9	Nov 3 Class 18	Adding evidence to body paragraphs	Expand your 10 on 1 method list to add evidence from research for each body paragraph. Turn in on Canvas.
Week 10	Nov 8 Class 19	In-text citations.	Write full draft 1 of your research essay. Be sure to cite where you paraphrase, quote or summarize. Due next class. 11/10.
Week 10	Nov 10 Class 20	Peer review of research essays.	Revision strategy list and draft 2
Week 11	Nov 15 Class 21	Individual conferences to review drafts.	Draft 2 of research essay due next class. 11/17.
Week 11	Nov 17 Class 22	Okay, now what? Presentation Skills overview/video	Finalize your draft 3 including all edits, citations, correct formatting and a writer's letter reflecting on this unit's work.
Week 12	Nov 22 Class 23	Last class before Thanksgiving. Assign peer partners for presentation	Gather visuals for your presentation of your researched project/subject. Familiarize yourself with PowerPoint and or

		preparation.	Google slides.
Week 12	Thanksgiving	No class - Thanksgiving	Happy Thanksgiving
Week 13	Nov 29 Class 24	Presentation and discussion of common errors in student work.	Homework: Practice your presentation with assigned peer/student. Revise and prepare for your formal presentation.
Week 13	Dec 1 Class 25	Schedule of student presentations	Submit your slides and written script on your day of presentation on Canvas.
Week 14	Dec 6 Class 26	Schedule of student presentations	Submit your slides and written script on your day of presentation on Canvas.
Week 14	Dec 8 Class 27	Schedule of student presentations	Submit your slides and written script on your day of presentation on Canvas.
Week 15	Dec 13 Class 28	Schedule of student presentations.	Submit your slides and written script on your day of presentation on Canvas.
Week 15	Dec 15 No Class	Reading Day	
Week 16	Dec 20 Final Period	Final Exam Week: Course Wrap up.	

	Dec 25	Final Grades Posted Due Date	



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