

English 101

Professor: Mr. Ben Apatoff (He/him/his)
Phone: (973) 596-3000

Office Hours: TBD, by appointment
Office: Central King Building G17 (Writing Center)

Email: Apatoff@njit.edu

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ENGL 101 - 075:

Guttenberg Info Tech Center 2315A

Monday/Wednesday

11:30 am - 12:50 pm

ENGL 101 is an introduction to academic writing

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 the writing process, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback. So students will read challenging articles, essays, and prose, and to consider paintings, films, or other visual compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings 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.

Conceptually, students should:

- 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%

This 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.

Practically, students should:

- Compose and revise a minimum of 3 formal, graded writing assignments. These assignments can run anywhere from 3-8 pages in length, depending on the genre.
- Compose and revise at least 15-20 pages of writing. Examples include: blog posts, brainstorming activities, concept maps, in or out of class responses to readings, fieldwork notes, reflections, project drafts.
- Present an aspect of their coursework in one in-class oral presentation, including the use of visual elements. Examples include: research posters, PPT presentations, Prezi, videos.

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

Participation, Punctuality and Attendance

You must be present—make every effort to attend class. All students are expected to attend all regularly scheduled classes. See the NJIT attendance policy:

<http://www.njit.edu/registrar/policies/attendancepolicy.php>.

Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

We are still in a global pandemic. Follow the guidelines on the NJIT website.

<https://www.njit.edu/pandemicrecovery/>

Students and employees should continue to report positive COVID-19 cases to Campus Health Services via covid.notify@njit.edu. A representative from Campus Health Services will provide information related to the isolation time frame.

You may miss up to one week of class (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) will 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). Students are expected to make up missed work within a week.

Attendance on workshop days is mandatory. If you know in advance that you will miss one of these days, meet with me to arrange an alternative solution. If your group does not complete reviewing everyone's paper, find a time outside of class in which to meet to review each other's drafts.

Remember "the *Godfather* rule."

Contact your classmates for missed work. Take 5 minutes to meet 3 people and get their contact information.

Name: _____ Phone: _____
Email: _____

Name: _____ Phone: _____
Email: _____

Name: _____ Phone: _____
Email: _____

Note: All assignments, readings, etc., must have been prepared prior to class meetings on due dates. Unless otherwise specified, have your drafts printed to participate in workshops.

Assignment Submission

All assignments must be submitted in typed, hard copy (printed) and through Canvas by the time class begins on the day it is due. I do not accept emailed work. Specific formatting guidelines will vary according to each assignment, so follow the explicit guidelines found on individual assignment sheets. All assignments must contain your full name, course name and section/time. Have pages numbered and placed in the right order.

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.

Reminder: Canvas is not your final grade. Canvas gives a sense of your class performance, but does not take aspects like class participation into account. I have your grades on a spreadsheet, and if you have questions about your grade you can ask me.

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 be penalized (one grade per day—not class—late). If you are having difficulty completing an assignment, see me prior to its due date. It is better to hand in an assignment you may not be happy with and revise it later than to hand it in late. I do not accept revised assignments after I've graded them.

Technology

I'm best reached via e-mail—Apatoff@njit.edu. Under normal circumstances, I will respond to your emails within 24 hours. Plan accordingly. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate subject line and your name in all emails. I will not respond to emails that do not include the sender's name.

Cell phones should not be used during class unless needed for a specific activity. Set them to silent as a courtesy to your classmates and instructor. You will retain the work much more efficiently if you write it down rather than take a photo of the whiteboard.

Laptops should only be open when we are drafting. For discussions and presentations they should remain closed.

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.

NJIT University Code on Academic Integrity

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities.

Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

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

The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Note: “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 contact the Dean of Students Office at dos@njit.edu.”

Also note: “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.”

Accommodations

Every attempt will be made to accommodate qualified students. See me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

The Writing Center at NJIT, Central King Building—Room G-17

Tentative Fall 2022 hours: M-Th 10-7, F 11:30-4; <https://www.njit.edu/writingcenter/>

The Writing Center (G17 Central King) is available for 45-minute individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you 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. To make an appointment, visit <https://njit.mywconline.com>

Writing Assignments: Since this is a composition course, you must revise papers in this course, so hand in completed drafts on time and revise them later. If you are absent, contact me and arrange to have someone hand in your work on time and post your work on Canvas.

Out of class assignments must be word processed. Make sure you save your work on at least 2 places (hard drive/cloud/flash drive) so you always have a copy. Make a print out of your paper before you turn off your system so if something goes wrong you only have to retype what you’ve written rather than going through the entire writing process again. Email a copy of your paper to yourself so you can access it from the writing center and other computer labs. **Update your computer virus protection weekly and do weekly virus scans of your computer.**

Writer’s Memo: When you hand in your final drafts—and any subsequent revisions—of your three workshopped papers, include a **brief (one page typed) business-like memo, addressed to me, which reflects how your writing process developed through the writing of the particular assignment.** Memos done for revisions must discuss **why you changed what you did and how peer groups, instructor comments, new research, etc. helped you revise your work.** You should also discuss **what you learned** from writing each paper, **any difficulties you had** while writing the assignment, **what you thought about the assignment (e.g. if you could change it, how would you do so?),** how peer review helped/hurt you, etc. If any part of **your writing process** changed/altered while working on the paper, you should also comment about that in your memo. **Failure to include your writer’s memo with your final drafts will drop your grade one letter per paper.** This memo is a way for us to communicate without requiring that you see me in a conference for each paper. Of course, you are welcome to set up a conference with me **in addition to writing the memo.** (See sample at end of syllabus.)

Revision: You may revise your early assignments if you would like to improve your grade. However, in order to have your revision accepted, you need to do more than merely respond to my comments or corrections. Re-conceptualize your presentation (e.g. the logic, sufficiency, and clarity of your argument and the sources you cite), and your revisions can improve your grade.

Conferences: If you have questions about your assignments, ask me. If office hours are not convenient, we can reschedule. During Writing Days, I will have short conferences with you individually.

PEER GROUP WORKSHOPS: You will be placed into small groups (3-4 students) for peer response. You will meet with your peer groups during class to discuss the drafts of the papers you will write for this course. Good writers can benefit from some honest feedback from readers, and often writers form support groups to read and react to one another’s work. Hearing reactions to your writing from more than one reader will help you judge the

effectiveness of your work. Additionally, responding to the work of other writers will help develop your ability to read and revise your own writing. **Your drafts must be complete drafts in order for you to get credit for the peer group exercise.** Peer workshop days are not the time to brainstorm; rather, it is the time to have peers reflect on what you have already written and to help you progress to the next stage of writing—revision. This stage cannot be done if your paper is incomplete. If your paper is not finished on a peer group day, you will receive one absence for the class period. **It is critical that everyone be present and ready to participate on peer group days.**

PEER GROUP ETIQUETTE: If you've made it to NJIT, you should have a decent sense of peer etiquette, but if you have any questions you can ask me. You will be asked to find at least 3 items you liked about the paper and 3 items where the author needs improvement (with some suggestions from the group).

- **Be timely.** That is, make sure that everyone's writing is given equal time. You know how to divide the number of people in your group by the amount of time we will be spending on a particular day in our peer groups. If you manage not to respond to everyone's paper, it is the group's responsibility to arrange time outside of class to meet to finish the workshop. If you think you've finished early, use the extra time to go back and look at the drafts again.

- **Listen when your work is being discussed.** If time permits, ask questions of your peers after everyone's work has been discussed.

- **Be honest but polite and tactful.** There is no value in demeaning a peer's work or personally insulting a peer. "This sucks" is not a review.

4. **Do not tell a peer that his/her paper is "fine" and s/he does not need to change anything.** All writing can be improved upon. Every winner of the Nobel Prize for literature has an editor. Notice how many of your textbooks have had multiple editions. Most published textbooks go through many revisions. If you can write, you can revise.

Below is a sample writer's memo, which you must include with each final draft of a paper when you hand it in to be graded. Additionally, should you choose to revise the paper for a better grade, then you must include a revised writer's memo informing me what you learned from your revisions and the steps you took to revise your paper.

Sample Writer's Memo

TO: Prof. Apatoff
FROM: David Liu
DATE: October 1, 2019
RE: Paper 1: The Risk of Eating

I wrote an argumentative essay about the risk most people take every day: eating. With all of the news about the dangers in the food supply, the risk of consuming too much trans fat, the American obesity problem and the like, my paper focuses on why Americans eat too much and argues that the government should NOT step in to ensure that Americans are healthier by passing all these laws. My audience is anyone who has experienced anger when the government steps in and decides that one cannot eat something because it is bad for you. I tried to use humor in my essay, along with many details, to explain my points.

I began my writing process by first jot listing, then clustering. I like clustering since it lets me just write whatever comes to mind. It's much "freer" than the outlining we did in high school. From the clustering, I did some free-writing and wrote about three drafts before I brought in what I had for the round robin.

The round robin exercise proved beneficial to me because I received feedback on the parts of my paper, which needed better clarification. My peer group, however, did not work as well with me. My paper's thesis angered some of the students in the group. I would like to be switched into another group. My paper, it appears, did not receive as much time as the others in my group (Student A, B, & C).

To make up for my peer group's lack of assistance, I conferenced with you and we weeded out unnecessary sections and tightened up my essay. Thanks for the extra help! Then I took your advice and went to the Writing Center where I learned where commas should go (more or less). The consultant (Patrick) was quite helpful. I am still uncertain as

to what exactly a comma splice is. Can you please take some more class time to go over this area? I also need help with subject/verb agreement.

I am glad this paper is finished! This accomplishment makes me feel more at ease about being in college. Writing is hard work (but rewarding)! I hope my papers become easier to write as the semester progresses.

Prof. Apatoff
HUM 101 SEMESTER SCHEDULE
(Subject to change)

Check email and Canvas regularly for announcements and changes.

Unit One: Introduction to College Writing
Wed 9/6

Course Overview

Introductions: discuss syllabus
In class diagnostic essay

Mon 9/11

Writing process:

Introduction to writing process and concepts
<https://www.youtube.com/watch?v=V1pnpL8295E&t=4s>
Writing process animation
CIS*2050*DE

Why are students coming into college poorly prepared to write? Carnegie Mellon University
<https://www.cmu.edu/teaching/design/teach/instructionalstrategies/writing/poorlyprepared.html>

Wed 9/13

Reading: (completed at home)

ENGL 101 102 Students' reading Shop Class as Soulcraft.docx
Crawford, Matthew. (2009) *Shop Class as Soulcraft: An Inquiry into the Value of Work*.
Penguin, 11-37.

Critical thinking/reading:

In class, do a close reading of the *Soulcraft* chapter and also read this open access article together (or in small groups):
ENGL 101 102 Students' readings Re-examining technology's destruction of blue-collar work.docx
Snell, D. & Gekara, V. (2022) Re-examining technology's destruction of blue-collar work. *New Technology, Work and Employment*, 1–19. <https://doi.org/10.1111/ntwe.12259>

Mon 9/18

Writing process:

Constructing an essay: prewriting: genre knowledge
Prewriting
<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper>
<https://writingcenter.unc.edu/tips-and-tools/brainstorming/>

Wed 9/20

Genre
<https://twp.duke.edu/twp-writing-studio/resources-students/genres>
Small groups: Choose a genre and write rules for composing
Literacy narrative introduced:

Unit Two: Literacy Narrative
Mon 9/25

Key features of literacy narratives:
<https://writingcraft.commonscuny.edu/literacy-essay-examples/>
Professional examples of literacy narratives:
<https://gwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html>

Wed 9/27

[ENGL 101 Literacy narrative Academic Discourse and Literacy Narratives as Equipment for Livi.docx](#) [Academic support: movie examples](#)

ENGL 101 literacy narrative examples.docx

Present (on board) NJIT student literacy narratives from previous semesters (in class viewing only)

Mon 10/2

Writing process:

“Developing a strong, clear thesis statement”

<https://opentextbc.ca/writingforsuccess/chapter/chapter-5-putting-the-pieces-together-with-a-thesis-statement/>

Wed 10/4

Writing rubric:

Written Communication Value Rubric AAC&U.docx

In class write discussion board: Tell a brief story or develop a concept that might serve as the central idea for your literacy narrative.

Mon 10/9

Writing process:

Development and support, topic sentences:

<http://guidetogrammar.org/grammar/paragraphs.htm>

Wed

10/11

Writing: Literacy narrative first draft due: peer and/or class review using writing rubric

Unit Three: Argument/Position Essay

Mon 10/16

Writing process:

Revision:

UNC:

<https://writingcenter.unc.edu/tips-and-tools/revising-drafts/#:~:text=What%20does%20it%20mean%20to,your%20presentation%2C%20reviving%20stale%20prose.>

Writing: Final draft of literacy narrative due (15%)

Argument (position) essay introduced:

ENGL 101 Argument (position) essay fall 2023.docx

Choose 1 set of paired readings (A, B, C, D, E, F, G, H, I, J or K) from the list provided below the syllabus

Wed 10/18

ENGL 101 102 Students' readings Baldwin A talk to teachers.docx

Mon 10/23

Writing:

In-class prewriting activities for organization of argument essay

Citation: APA style

Reporting verbs:

https://emedia.rmit.edu.au/learninglab/sites/default/files/Reporting_verbs_2014_Accessible.pdf

Wed 10/25

Speaking:

Discussion or debates in class, taking positions on a reading

Writing:

Argument (position) essay rough draft due

Peer and/or class review of drafts using rubric

Mon 10/30

Argument essay workshop

Wed 11/1

Writing:

Argument (position) essay final draft due (20%)

In class discussion board reflection on argument essay

Writing process:

Rhetorical analysis introduced:

ENGL 101 rhetorical analysis instructions fall 2023.docx

Analyze rhetorical strategies of readings from your argument essay.

Mon 11/6

Reading:

Rhetorical analysis essay structure, terms and appeals:

Texas A&M

<https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Rhetorical-Analysis>

Rhetorical analysis defined in essay form:

ENGL 101 Rhetorical analysis backpacks-vs-briefcases.docx

Research:

Finding and evaluating sources:

<https://library.njit.edu/>

EBSCO

ebooks

Google, Google Scholar

Open access sources

Unit Four: Research Argument Essay

Wed 11/8

Writing process:

Research argument essay introduced:

ENGL 101 Research argument essay instructions fall 2023.docx

Reading/research:

Read and sort through articles to create a coherent research argument.

Mon 11/13

Elements of Academic Argument, Harvard:

ENGL 101 102 Harvard Elements of Academic Argument.docx

APA citation style reviewed

Writing: Rhetorical analysis rough draft due

Wed 11/15

Writing:

Rhetorical analysis final draft due (15%)

Prewriting and organizing research argument essay

Mon 11/20

Writing process:

More work with revisions

Writing:

Research argument essay rough draft due

Peer and/or class review of research argument essay using writing rubric

Revise research argument essay

Wed 11/22

Friday class meets. No class.

Mon 11/27

Writing process:

Grammar, mechanics, punctuation; citation

Editing and proofreading:

https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topics_editing_proofreading_new.html

Wed 11/29

Writing: Final draft of research argument due (25%)

In class discussion board reflection on research writing process

Speaking:

Prepare oral presentation and Powerpoint for assigned class period

Mon 12/4

Class presentations

Wed 12/6

Class presentations

Paired readings:

A Gender, homophobia, conversion therapy

<https://lareviewofbooks.org/article/gender-criticism-versus-gender-abolition-on-three-recent-books-about-gender/>

ENGL 101 102 Students' readings
 ashley_homophobia_conversion_therapy_and_care_models_for_trans_youth_-_defending_the_gender_affirmative_approach (2).docx
 B ChatGPT, ethics, court
 ENGL 101 102 Students' readings ChatGPT use in court docs gov.uscourts.nysd.575368.54.0_5.pdf
<https://arstechnica.com/tech-policy/2023/06/lawyers-have-real-bad-day-in-court-after-citing-fake-cases-made-up-by-chatgpt/>
 C Multiverse, string theory
 ENGL 101 102 Students' readings Multiverse Max Tegmark.docx
 ENGL 101 102 Students' reading Not even wrong the failure of string theory.docx
 Peter Woit's webpage:
<http://www.math.columbia.edu/~woit/>
 D Generative AI, education, student's voices
 ENGL 101 102 Students' readings Reflection on Chat GPT and education.docx
 ENGL 101 102 Students' readings Students' voice on generative AI.docx
 E Barbie, objectification
 ENGL 101 102 Students' reading Barbie, fashion, active pose, Lego comparison.docx
 ENGL 101 102 Students' reading Barbie Psychology of Women Quarterly - 2006 OBJECTIFICATION THEORY.docx
 F AI Ethics, Humans, Apocalypse, Technology
 ENGL 101 102 Students' readings AI Ethics MIT 1 of 2.docx
 ENGL 101 102 Students' readings AI Ethics MIT 2 of 2.docx
 ENGL 101 102 Students' readings Ethics of AI case studies Springer.docx
 G Blue and white collar work, cognition, automation
 ENGL 101 102 Students' reading Shop Class as Soulcraft.docx
 ENGL 101 102 Students' readings Automation and the future of work A social shaping of technology approach.docx
 H Urban decline, success, labor unions
 ENGL 101 102 Students' readings The fight to save the town.docx
<https://eh.net/encyclopedia/urban-decline-and-success-in-the-united-states/>
<https://canadianlabour.ca/the-poem-that-inspired-a-movement/>
 Rose Schneiderman's Speech:
<https://jwa.org/teach/golearn/sep08>
 Bread and Roses song:
https://www.google.com/search?q=bread+and+roses+poem&rlz=1C1GCEA_enUS806US806&oq=bread+and+roses+poem&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDMzNzVqMGo3qAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:1d060db6,vid:XddXqoxljTI
 I Neuroplasticity, aging and mental illness
 ENGL 101 102 The aging mind neuroplasticity in response to cognitive training.docx
 Ebook:
 Walker, M. T. (2016). *The social construction of mental illness and its implications for neuroplasticity*. Lexington Books/Fortress Academic.
 ENGL 101 102 Students' readings The_Social_Construction_of_Mental_Illness_and_Its_..._----_(Preface) (1).docx
 J Enlightenment, Reason
 ENGL 101 102 Students' readings Enlightenment Pinker.docx
 ENGL 101 102 Students' readings Pinker Testing times for Optimism - Nature.docx
 ENGL 101 102 Student's readings Sci American A pep talk from Steven Pinker.docx
 K Reparations, human rights, education
 ENGL 101 102 Students' readings The Case for Reparations.docx
 Ebook:
 Johnston, B. R., & Slyomovics, S. (Eds.). (2008). *Waging war, making peace: Reparations and human rights*. Taylor & Francis Group