

New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing

Section: 099: Mondays/Wednesdays, 11:30am to 12:50pm
Location: CKB 126

Section: 097: Mondays/Wednesdays, 1pm to 2:20pm
Location: KUPF 207

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Office hours: Mondays/Wednesdays, 10am to 11am
Office: Cullimore 315

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.

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|------------|------------|-----------|------------|-----------|-----------|----------|
| 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/>

ENGL 101

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.

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| Week 1 |
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Wednesday, 9.6

Introductions; discuss syllabus

In class diagnostic essay

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| Week 2 |
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Monday, 9.11

Introductions and syllabus continued

Writing:

In class writing exercises

Wednesday, 9.13

Writing:

In class writing exercises

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/designteach/teach/instructionalstrategies/writing/poorlyprepared.html>

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>

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| Week 3 |
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Monday, 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/>

Genre

<https://twp.duke.edu/twp-writing-studio/resources-students/genres>

Small groups: Choose a genre and write rules for composing

Wednesday, 9.20

Monday, 9.25

Literacy narrative introduced:

[ENGL 101 Literacy narrative instructions fall 2023.docx](#)

Definition and prompts for literacy narratives:

Georgia Tech

<https://narwol.lmc.gatech.edu/purpose-and-scope/#:~:text=Literacy%20Narrative%20%E2%80%93%20literacy%20narrative,%2C%20viewing%2C%20interpreting%2C%20etc>

Key features of literacy narratives:

<https://writingcraft.commonscuny.edu/literacy-essay-examples/>

Professional examples of literacy narratives:

<https://gwrwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html>

[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)

Week 4

Monday, 9.25

Writing process:

“Developing a strong, clear thesis statement”

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

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.

Wednesday, 9.27

In class writing exercises for literacy narrative

Week 5

Monday, 10.2

Writing process:

Development and support, topic sentences:

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

Wednesday, 10.4

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

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| Week 6 |
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Monday 10.9

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.>

Transitions:

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

Wednesday, 10.11

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 (some sets have additional resources):

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=EgZjaHJvbWUyBggAEEUYOdIBCDMzNzVqMGo3qAIAAsAIA&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

[ENGL 101 102 Students' readings Baldwin A talk to teachers.docx](#)

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| Week 7 |
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Monday, 10.16

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

Wednesday, 10.18

Speaking:

Discussion or debates in class, taking positions on a reading

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| Week 8 |
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Monday, 10.23

Writing:

Argument (position) essay rough draft due

Peer and/or class review of drafts using rubric

Wednesday, 10.25

Peer and/or class review of drafts using rubric

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| Week 9 |
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Monday, 10.30

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.

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](#)

Wednesday, 11.1

Writing: **Rhetorical analysis rough draft due**; peer and/or class review using writing rubric

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| Week 10 |
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Monday, 11.6

Writing: **Rhetorical analysis rough draft due**; peer and/or class review using writing rubric

Wednesday, 11.8

Writing process:

Research:

Finding and evaluating sources:

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

EBSCO

ebooks

Google, Google Scholar

Open access sources **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.

Elements of Academic Argument, Harvard:

[ENGL 101 102 Harvard Elements of Academic Argument.docx](#)

APA citation style reviewed

Week 11

Monday, 11.13

Writing:

Rhetorical analysis final draft due (15%)

Wednesday, 11.15

Prewriting and organizing research argument essay

Week 12

Monday, 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

Wednesday, 11.22

No class, school closed

Week 13

Monday: 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

Wednesday, 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

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| Week 14 |
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Monday, 12.4

Oral presentations on research argument essay **(10%)**

Wednesday, 12.6

Oral presentations on research argument essay **(10%)**

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| Week 15 |
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Monday, 12.11

Oral presentations on research argument essay **(10%)**

Wednesday, 12.13

Oral presentations on research argument essay **(10%)**

WE WILL MEET DURING FINALS WEEK IF WE DO NOT FINISH PRESENTATIONS



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 |