

**New Jersey Institute of Technology  
ENGL 101H03, Fall 2023  
Faculty Memorial Hall 205, Monday/Thursday 10:00a-11:20a  
Honors Introduction to Academic Writing**

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### **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 (15%, 3-4 pages)

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 (20%, 4-5 pages)

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 (15%, 3-4 pages)

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 (25%, 5-6 pages)

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 & Powerpoint on Research Argument (10%)

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

Individual 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.

**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).

**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.

## **ChatGPT**

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**

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/>

## Schedule of Classes

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 (Sep 6-8)

Introductions; review syllabus; **in-class** diagnostic essay

### Week 2 (Sep 11-15)

*Read (by Sep 11):*

- [Why are students coming into college poorly prepared to write? \(Carnegie Mellon University\)](#)

*Discuss:*

- The writing process
- [Writing Process Animation \(watch and critique\)](#)
- Rhetoric, ethos/pathos/logos, and theory of mind/audience analysis

*Close Reading:*

["Unsettled Science." ExxonMobil. 2000.](#)

## Climate Change Reconsidered

The 2009 Report of the Nongovernmental International Panel on Climate change (NIPCC)

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### Executive Summary

The Fourth Assessment Report of the Intergovernmental Panel on Climate Change's Working Group-I (Science) (IPCC-AR4 2007), released in 2007, is a major research effort by a group of dedicated specialists in many topics related to climate change. It forms a valuable compendium of the current state of the science, enhanced by having an index which had been lacking in previous IPCC reports. AR4 also permits access to the numerous critical comments submitted by expert reviewers, another first for the IPCC.

While AR4 is an impressive document, it is far from being a reliable reference work on some of the most important aspects of climate change science and policy. It is marred by errors and misstatements, ignores scientific data that were available but were inconsistent with the authors' pre-conceived conclusions, and has already been contradicted in important parts by research published since May 2006, the IPCC's cut-off date.

In general, the IPCC fails to consider important scientific issues, several of which would upset its major conclusion—that “most of the observed increase in global average temperatures since the mid-20th century is *very likely* due to the observed increase in anthropogenic greenhouse gas concentrations [emphasis in the original].” The IPCC defines “very likely” as at least 90 percent certain. They do not explain how they derive this number. The IPCC also does not define the word “most,” nor do they provide any explanation.

The IPCC does not apply generally accepted methodologies to determine what fraction of current warming is natural, or how much is caused by the rise in greenhouse gases (GHG). A comparison of “fingerprints” from best available observations with the results of state-of-the-art GHG models leads to the conclusion that the (human-caused) GHG contribution is minor. This fingerprint evidence, though available, was ignored by the IPCC.

The IPCC continues to undervalue the overwhelming evidence that, on decadal and century-long time scales, the Sun and associated atmospheric cloud effects are responsible for much of past climate change. It is therefore highly likely that the Sun is

also a major cause of twentieth-century warming, with anthropogenic GHG making only a minor contribution. In addition, the IPCC ignores, or addresses imperfectly, other science issues that call for discussion and explanation.

These errors and omissions are documented in the present report by the Nongovernmental International Panel on Climate Change (NIPCC). The report is divided into nine chapters that are briefly summarized here, and then more fully described in the remainder of this summary.

Chapter 1 describes the limitations of the IPCC's attempt to forecast future climate conditions by using computer climate models. The IPCC violates many of the rules and procedures required for scientific forecasting, making its “projections” of little use to policymakers. As sophisticated as today's state-of-the-art models are, they suffer deficiencies and shortcomings that could alter even the very *sign* (plus or minus, warming or cooling) of earth's projected temperature response to rising atmospheric CO<sub>2</sub> concentrations. If the global climate models on which the IPCC relies are not validated or reliable, most of the rest of the AR4, while it makes for fascinating reading, is irrelevant to the public policy debate over what should be done to stop or slow the arrival of global warming.

Chapter 2 describes feedback factors that reduce the earth's temperature sensitivity to changes in atmospheric CO<sub>2</sub>. Scientific studies suggest the model-derived temperature sensitivity of the earth for a doubling of the pre-industrial CO<sub>2</sub> level is much lower than the IPCC's estimate. Corrected feedbacks in the climate system reduce climate sensitivity to values that are an order of magnitude smaller than what the IPCC employs.

Chapter 3 reviews empirical data on past temperatures. We find no support for the IPCC's claim that climate observations during the twentieth century are either unprecedented or provide evidence of an anthropogenic effect on climate. We reveal the methodological errors of the “hockey stick” diagram of Mann *et al.*, evidence for the existence of a global Medieval Warm Period, flaws in the surface-based temperature record of more modern times, evidence





## Substituting beans for beef as a contribution toward US climate change targets

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**Abstract** Shifting dietary patterns for environmental benefits has long been advocated. In relation to mitigating climate change, the debate has been more recent, with a growing interest from policy makers, academics, and society. Many researchers have highlighted the need for changes to food consumption in order to achieve the required greenhouse gas (GHG) reductions. So far, food consumption has not been anchored in climate change policy to the same extent as energy production and usage, nor has it been considered within the context of achieving GHG targets to a level where tangible outputs are available. Here, we address those issues by performing a relatively simple analysis that considers the extent to which one food exchange could contribute to achieving GHG reduction targets in the United States (US). We use the targeted reduction for 2020 as a reference and apply published Life Cycle Assessment data on GHG emissions to beans and beef consumed in the US. We calculate the difference in GHGs resulting from the replacement of beef with beans in terms of both calories and protein. Our results demonstrate that substituting one food for another, beans for beef, could achieve approximately 46 to 74% of the reductions needed to meet the 2020 GHG target for the US. In turn, this shift would free up 42% of US cropland (692,918 km<sup>2</sup>). While not currently recognized as a climate policy option, the “beans for beef” scenario offers significant climate change mitigation and other environmental benefits, illustrating the high potential of animal to plant food shifts.

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## TECHNOLOGY

## What Unconventional Fossil Fuels Change About Our Energy Picture, and What They Don't

A deep dive into the nature and complications of alt fuels like fracked natural gas, methane hydrate, and tar sands oil

GREGORY NEMET APRIL 30, 2013

Reuters

Part of what makes debates about energy confusing to many is that the language of resource depletion allows one to make strong and accurate claims to justify widely divergent positions. Of course, we are running out of fossil fuels; they take millions of years to replace. Yes, we will never run out of fossil fuels; there will always be some amount that we will choose to leave in the ground because they are not worth extracting. You can logically say both or you can emphasize one. In any case, neither statement is helpful in getting to the core about why people care, and disagree, about energy, which has more to do with differences in values, appetite for risk, time horizons, as well as urgency of competing social priorities. Debates about energy poverty, climate change, and air pollution also have the requisite combinations of linguistic imprecision and real uncertainty to allow for strong conflicting claims.

The "are we running out?" framing distracts from two important points in [Charles Mann's article](#). First, unconventional fossil fuels--fracking, tar sands, methane hydrates and several others--are growing in importance. Unconventionals comprise truly massive resources, but what makes them "unconventional" is that they are more dispersed than traditional fossil fuels. They are scattered around the world, they are difficult to reach, are mixed with other materials, and require much more processing to be useful. As a result they are almost invariably more expensive, more energy intensive, and more polluting than conventional fossil fuels. [Adam Brandt](#) at Stanford has probably done more than anyone in characterizing these resources.

Week 3 (Sep 18-22)
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*Discuss:*



- Prewriting (read <https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper> and <https://writingcenter.unc.edu/tips-and-tools/brainstorming/>)
- Genre (<https://twp.duke.edu/twp-writing-studio/resources-students/genres>)
- Write rules for composing in genres
- Discuss literacy narrative genre
  - o [Key features of literacy narratives](#)
  - o [Professional examples of literacy narratives](#)

**Assigned: Literacy Narrative.**

#### **Week 4 (Sep 25-29)**

*Discussion:*

- [Developing a thesis statement](#)
- [Written Communication VALUE Rubric](#)
- [Development and Support, Topic Sentences](#)

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

#### **Week 5 (Oct 2-6)**

*Writing: Literacy Narrative due*

**Class cancelled Oct 2 for one-on-one grading sessions.  
Oct 5 class will peer workshop for revision.**

#### **Week 6 (Oct 9-13)**

*Discuss:*

- [Revision and editing](#)
- [Transitions](#)

**Argument (Position) Essay assigned.**

Each student should choose a topic and paired readings from the list below:

A: Gender	<a href="#">Lavery, Grace. "Gender criticism vs gender abolition: a review"</a> Ashley, Florence: "Homophobia, conversion therapy, and care models for trans youth: defending the gender-affirmative approach"
B: ChatGPT	<a href="#">ENGL 101 102 Students' readings ChatGPT use in court docs gov.uscourts.nysd.575368.54.0_5.pdf</a> <a href="https://arstechnica.com/tech-policy/2023/06/lawyers-have-real-bad-day-in-court-after-citing-fake-cases-made-up-by-chatgpt/">https://arstechnica.com/tech-policy/2023/06/lawyers-have-real-bad-day-in-court-after-citing-fake-cases-made-up-by-chatgpt/</a>
C: String Theory	<a href="#">ENGL 101 102 Students' readings Multiverse Max Tegmark.docx</a> <a href="#">ENGL 101 102 Students' reading Not even wrong the failure of string theory.docx</a>

	Peter Woit's webpage: <a href="http://www.math.columbia.edu/~woit/">http://www.math.columbia.edu/~woit/</a>
D: Barbie, Objectification	<a href="#">ENGL 101 102 Students' reading Barbie, fashion, active pose, Lego comparison.docx</a> <a href="#">ENGL 101 102 Students' reading Barbie Psychology of Women Quarterly - 2006 OBJECTIFICATION THEORY.docx</a>
E: AI Risk and Ethics	<a href="#">ENGL 101 102 Students' readings AI Ethics MIT 1 of 2.docx</a> <a href="#">ENGL 101 102 Students' readings AI Ethics MIT 2 of 2.docx</a> <a href="#">ENGL 101 102 Students' readings Ethics of AI case studies Springer.docx</a>
F: Neuroplasticity, Aging, & Mental Illness	<a href="#">ENGL 101 102 The aging mind neuroplasticity in response to cognitive training.docx</a> <a href="#">Walker, M. T. (2016). The social construction of mental illness and its implications for neuroplasticity. Lexington Books/Fortress Academic.</a>
G: Reparations	<a href="#">ENGL 101 102 Students' readings The Case for Reparations.docx</a> Ebook: Johnston, B. R., & Slyomovics, S. (Eds.). (2008). <b>Waging war, making peace: Reparations and human rights</b> . Taylor & Francis Group <a href="#">ENGL 101 102 Students' readings Baldwin A talk to teachers.docx</a>

### Week 7 (Oct 16-20)

#### *Writing:*

- In-class prewriting activities for organization of argument essay
- Citation in APA style
- [Reporting Verbs](#)

#### *Speaking:*

- Discussion or debates in class, taking positions on a reading

### Week 8 (Oct 23-27)

#### *Writing:*

**Argument (Position) Essay due**

**Class cancelled Oct 23 and Oct 26 for one-on-one grading sessions.**

**Oct 30 class will peer workshop for revision.**

### Week 9 (Oct 30-Nov 3)

#### *Writing:*

- Peer workshop for revision Oct 30
- **Rhetorical analysis** assigned Nov 2

*Reading (before Nov 2):*

- [Rhetorical analysis essay structure, terms and appeals](#)
- [Baliunas, Sallie; Willie Soon \(August 22, 2002\). "Global Warming Science vs. Computer Model Speculation: Just Ask the Experts". Capitalism Magazine.](#)
- [Delingpole, James \(June 16, 2012\). "It's no wonder the world's cooling on climate change." Daily Mail.](#)
- [Singer, S. Fred. "Climate Deniers Are Giving Us Skeptics A Bad Name." The American Thinker. 2012.](#)

<b>Week 10 (Nov 6-10)</b>
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*Writing:*

- **Rhetorical Analysis Essay due**

*Class cancelled Nov 6 and Nov 9 for one-on-one grading sessions.  
Nov 13 class will peer workshop for revision.*

<b>Week 11 (Nov 13-17)</b>
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*Writing:*

- **Rhetorical analysis peer workshop (Nov 13)**
- **Research Argument Essay assigned**

*Reading:*

- **Elements of Academic Argument**

*Research:*

- Finding and evaluating sources:
  - o <https://library.njit.edu/>
  - o databased
  - o ebooks
  - o Google, Google Scholar
  - o Open access sources
- Prewriting and organizing research argument essay

<b>Week 12 (Nov 20-24)</b>
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*Writing process, discussion:*

- Ongoing work with drafting and revision
- Stress-testing the argument
- Review of mechanics, punctuation, citation as needed
- [Editing and proofreading discussion](#)
- **Oral Presentation & PowerPoint assigned**

<b>Week 13 (Nov 27-Dec 1)</b>
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*Writing:*

- **Research Argument Essay due**

*Class cancelled Nov 27 and Nov 30 for one-on-one grading sessions.*

<b>Week 14 (Dec 4-8)</b>
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Oral Presentations on research argument essay (10%)

<b>Week 15 (Dec 11-13)</b>
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Oral Presentations on research argument essay (10%)