

**New Jersey Institute of Technology**  
**ENGL 102**  
**Introduction to Research Writing**

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Office:

**Course Description**

ENGL 102 takes a multidisciplinary approach to research writing and emphasizes information literacy. While building on the skills learned and practiced in ENGL 101, students will develop a research question of their own choosing, research, analyze and synthesize evidence and create several multimodal assignments. To do so successfully, students will immerse themselves in various types of readings to inform and support their writing. Overall, the purpose of this class is to prepare students for university-level research and writing and to continue to hone their process writing skills for transfer to the professions.

**Course Goals**

During this course students will:

- Review the writing process and its non-linear nature
- Create multimodal assignments supported by increasingly more complex research
- Explore and refine research topics using academic primary and secondary sources
- Find, evaluate and choose sources effectively, building on rhetorical analysis skills from ENGL 101
- Draft and revise two research essays from two different disciplinary lenses
- Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work
- Demonstrate knowledge of formatting for American Psychology Association (APA) citation style

**No required text**

This course makes use of books and resources found on <http://library.njit.edu> and other pdf and word document files and resources provided by the instructor as well as Open Educational Resources (available for free on the Web).

We will be using the following electronic book from our university library which is available to all students (no need to download the book):

Glasman-Deal. (2010). *Science research writing for non-native speakers of English*.  
Imperial College Press.

At <http://njit.library.edu> choose "Books" and then type in the title of the book. Choose online availability and "Read online."

## Assignments & Assessment

Students' grades will be calculated as follows based on a 100-point scale:

### Part 1 Researching, prewriting, drafting

**Participation** includes attendance AND your consistently active presence in class, submission of assignments on time and satisfactory completion of the following in-class mini-writings (completed on discussion board):

- (1) Question based on assigned reading (week 2)
- (2) 2 Annotated bibliography entries (week 7)
- (3) Thesis formation (week 8)
- (4) Transitioning between paragraphs (week 10)
- (5) Writing a title (week 11)
- (6) Writing an abstract (week 11)
- (7) Writing a discussion/summary (week 12) 15

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**Explanation of your (proposed) job** in your major addressed to friends and family (week 3) (250 words) 5

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**Research proposal - oral presentation** with 2-lens approach to your research idea (2 minutes) (week 4) 10

### Part 2 Multidisciplinary writing in peer-reviewed journal article format; multimodal projects

**Major project -- Peer-reviewed journal articles:**

**Two References pages (APA style)** for two 5-page research essays 10  
with a **250-word statement** for each revealing how 5 sources will support your thesis

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**Two 5-page research essays**, same topic/content, 2 lenses or approaches (weeks 7-11)

(1)	20
(2)	20

Draft and revise two research essays of 5 pages each, same topic, different lenses; structured like the introduction, argument and literature review in a peer-reviewed research journal article (appearing before the Methodology section).

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Choose one of the two 5-page research essays and complete with **Title, Abstract, Keywords, Discussion/conclusion** 5  
(weeks 11-13)

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**Poster** and presentation 10

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### Visual argument from research work

In the form of:

- (1) Graphic novel scene or
- (2) Public Service Announcement (PSA) or
- (3) Infographic

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### University grading scale:

All assignments and other required work will be graded using the following 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:

#### Participation and Attendance

Attendance and participation are critical to your success in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support and discussion board writings. Students need to attend AND participate in class with regularity in all class activities including reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Additionally, there will be informal class writings (often in discussion boards and graded) as well as regular workshoping in which students apply the day's lesson to their writing in progress. We will also politely do peer and class reviews. Level of engagement with the material is often correlated with success on assignments. Classroom activities are designed to aid in students' developing a writing process of their own that can be applied to most writing tasks.

#### Attendance

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 2 formal 5-page essays (and additional parts written for one of these 5-page essays to complete it as a peer-reviewed journal article).

**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 share course materials, grade assignments, give feedback on drafts, participate in discussions while students read course material, view assignments, submit essays, write and create in discussion boards. 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 and maintain an appropriate tone. Include an appropriate subject line and 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 requiring them. Students that practice professional, focused behavior now will be more prepared 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](mailto: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. All projects and homework assignments 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 (Central King Building G17) is available for in-person and virtual sessions. This resource is free and intended to help you improve your writing and communication skills with tutors who help with planning assignments, improving your writing, refining an essay or multimedia project, for classes, personal statements, etc. For more information or to make an appointment, please visit <https://www.njit.edu/writingcenter/>.



## 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

**Course Schedule:**

	<b>In Class Topic/Work</b>
<b>Unit 1</b>	<b>Interdisciplinary Analysis</b> Students will develop an understanding of the expectations of the course, how to ask meaningful research questions, and analytical skills necessary for our interdisciplinary paper and research project.
<b>Week 1</b>	<b>Introduction/ Syllabus</b> Review syllabus. Discuss course expectations, key assignments, and course structure.  <b>Readings:</b> Syllabus
<b>Week 2</b>	<b>Developing Meaningful Questions</b> Explore what makes an effective question/research topic, how questions inform analysis, and the differences between interdisciplinary and discipline-specific analysis.  <b>Readings:</b> How to Be a Demanding Reader Good Readers and Good Writers Agreeing and Disagreeing with an Author
<b>Week 3</b>	<b>Gathering Data and Observation</b> Explore how personal observation can be used as “data.” Investigate the importance of specificity for research questions/analysis.  <b>Readings:</b> The World Needs Students with Interdisciplinary Education Becoming Interdisciplinary (Being Curious)  <b>Letter to Family and Friends Due</b>
<b>Week 4</b>	<b>Interdisciplinary Analysis</b> Library Week! We will be meeting at the Library Monday 9/25

	<b>Interdisciplinary Reference Page Due</b>
<b>Week 5</b>	<p><b>Evaluating Sources</b></p> <p>Find, evaluate, and annotate sources for interdisciplinary paper. Develop subsidiary arguments and outline.</p> <p>Readings: Find the following reading through the library!</p> <p style="padding-left: 40px;">Extended example of multidisciplinary approach to Hurricane Katrina:</p> <p style="padding-left: 40px;">Frodeman, R., Thompson Klein, J., Mitcham, C., Tuana, N. (2007). Interdisciplinary studies in science, technology, and society: "New Directions: Science, Humanities, Policy." <i>Technology in Society</i>, 29, 145-152.</p> <p><b>Interdisciplinary Paper Outline Due (low-stakes assignment)</b></p>
<b>Week 6</b>	<p><b>Writing Workshop and Essay Development</b></p> <p>Reflect on research and writing process. Complete first draft of interdisciplinary paper.</p> <p>Readings: Find the following reading through the library!</p> <p>Busse, C., &amp; August, E. (2021). How to Write and Publish a Research Paper for a Peer-Reviewed Journal. <i>Journal of Cancer Education</i>, 36(5), 909-913</p> <p><b>Interdisciplinary Paper Draft Due (low-stakes assignment)</b></p>
<b>Unit 2</b>	<p><b>Discipline-Specific Analysis</b></p> <p>This unit focuses on discipline-specific questions, writing, and analysis. Students will reflect on how our interdisciplinary process reshapes our understanding of research in STEM and consider how discipline-specific interests influence local and global communities.</p>
<b>Week 7</b>	<p><b>Discipline-Specific Questions</b></p> <p>Reflect on interdisciplinary paper writing process. Develop discipline-specific questions.</p> <p><b>Readings: TBD</b></p>



	<b>Interdisciplinary Paper Due</b>
<b>Week 8</b>	<b>Research and Proposals</b> Evaluate different research methods and draft a proposal contextualizing research question and subsidiary questions.  <b>Research Proposal Due</b>
<b>Week 9</b>	<b>Research Methodology:</b> Apply research methodology developed in the proposal to the process of gathering, evaluating, and annotating sources.  <b>Research Reference Page Due</b>
<b>Week 10</b>	<b>Annotated Bibliographies &amp; Citation</b> Practice annotations and use annotations to explore different organization strategies for research paper.  <b>Two Annotated Bibliography Citations Developed in Class (low-stakes assignment)</b>
<b>Week 11</b>	<b>Organizing Ideas</b> Create an outline or combine reference page and annotated bibliographies into a literature review for the final project.  <b>Outline or Literature Review Due (low-stakes assignment)</b>
<b>Week 12</b>	<b>Writing Workshop and Project Development</b> Draft research paper and identify gaps in research plan.  <b>Research Paper Draft Due (low-stakes assignment)</b>
<b>Unit 3</b>	<b>Communicating Across Disciplines</b> Students will develop visual arguments and presentations, as well as explore how to share disciplinary knowledge with non-expert audiences.

<p><b>Week 13</b></p>	<p><b>Research Posters &amp; Visual Arguments</b></p> <p>Evaluate the rhetorical dimensions of visual mediums. Develop research posters and consider the advantages of communicating across disciplines.</p> <p><b>Readings: TBH</b></p>
<p><b>Week 14</b></p>	<p><b>Poster Session, Reflection and Revision</b></p> <p>Share posters. Reflect on poster session to identify gaps in research paper. Develop revision plan for research project.</p> <p><b>Research Poster Due</b></p>
<p><b>Week 15</b></p>	<p><b>Visual Argument Presentation</b></p> <p>Present visual arguments. Explore challenges of communicating with audiences outside our discipline.</p> <p><b>Visual Argument Due</b>  <b>Research Paper Due</b>  <b>Abstract, Keywords, Discussion/Conclusion Due</b></p>