

New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing

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Office hours: 2 hours per week
Class time: 10-11:20 AM

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

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

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

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).

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

Poster and presentation 10

Visual argument from research work

In the form of:

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

5

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						

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.

Please be especially communicative about planned and unplanned absences.

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.

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

ENGL 102 Course Schedule

Week 1

Introductions; discuss syllabus

Introduce online library and discuss research essay ideas

Review how to find peer-reviewed journal articles and ebooks on <http://library.njit.edu>

In-class diagnostic essay

Week 2

Readings:

1. Bear, A., & Skorton, D. (2019). The World Needs Students with Interdisciplinary Education.

Issues in Science and Technology, 35(2), 60–62.

[ENGL 101 102 Students' reading WorldNeedsStudents with interdisciplinary education-2019.pdf](#)

2. Ebook:

Schreibman, S., Siemens, R., & Unsworth, J. (Eds.). (2016). *A new companion to digital humanities*. John Wiley & Sons, Incorporated.

Read pp. 102-106. "Being Curious."

Writing:

In class write discussion board entry

Research:

Resources for job descriptions –

1. Collect at least 3 sources to be included in your References page for your Introduction to friends and family
2. Collect 3-4 sources for each proposed 5-page essay and include with your research proposal oral presentation.

Week 3

Research: Complete search for job descriptions and other resources.

Writing:

1. Write a brief paragraph about a job you may have one day:
Introduce the basics as if you are speaking with your friends and family **(5%)**
2. Introduce your research idea with a 2-lens (multidisciplinary) approach

Week 4

Speaking:

Present your research proposal in class in a 2-minute informal presentation **(5%)**

Readings:

Extended example of multidisciplinary approach to Hurricane Katrina:
Frodeman, R., Thompson Klein, J., Mitcham, C., Tuana, N. (2007). Interdisciplinary studies in science, technology, and society: "New Directions: Science, Humanities, Policy." *Technology in Society*, 29, 145-152.

[ENGL 102 Students' reading Katrina Interdisciplinary studies in science, technology and society new directions.pdf](#)

Writing:

In class write discussion board on *Technology in Society* article above

Research:

In class explore Hurricane Katrina by searching both <http://library.njit.edu> and Google. Collect more resources on your focused research topic.

Week 5

Reading:

Continue collecting sources (at least 5 sources for each of your 5-page research essays).

Library:

Visit the Van Houten Library for a class information session.

Find Academic Search Premier (EBSCO), Science Direct, reference materials.

Week 6

Reading:

Busse, C., & August, E. (2021). How to Write and Publish a Research Paper for a Peer-Reviewed Journal. *Journal of Cancer Education*, 36(5), 909-913.

<https://doi.org/10.1007/s13187-020-01751-z>

[ENGL 102 2021 How to write and publish a research paper for a peer-reviewed journal article.docx](#)

Discussion:

Continue exploring your topic through the lens of 2 academic disciplines.

Research:

Continue to research your topic for your final research paper.

Week 7

Reading:

Explore peer-reviewed journal articles you have found to identify genres within:
Analyze texts for hypotheses, argument, summary, literature review.

Unit 1 “How to Write an Introduction” in our ebook:

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

See page 24 for a quick summary of required parts of the introduction.

Writing:

Annotated bibliography paragraphs for 2 of your sources

Discuss and workshop how to embed these entries into paragraphs to be used in your research paper.

Week 8

Research:

Continue research on your own; meet in the library with your class; conduct writing conferences with instructor.

Writing:

1. For each of your 2 disciplinary approaches: Write a 5-page research essay that synthesizes argument, literature review and summary (resembling the Introduction and subsequent text that appears before the Methodology section in a peer-reviewed research article) **(Each 5-page essay is worth 20%)**
2. References pages due for both 5-page essays
with a 250-word statement for each revealing how 5 sources will support your thesis
(10%)

Week 9

Writing:

Continue to write and revise your two 5-page research papers.

Visuals:

Create graphs, charts or other visuals that will enhance your paper; collaborate in class.

Week 10

Reading:

Unit 4 “Writing the Discussion/Conclusion” in our ebook:

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

See page 179 for a quick summary of a Discussion/Conclusion.

Writing:

Write Discussion/Conclusion section for your complete research article.

Week 11

Reading:

Unit 5 “Writing the Abstract” including Unit 5.6 “Creating a Title” in our ebook: Glasman-Deal. (2010). *Science research writing for non-native speakers of English*.

Imperial College Press.

Writing:

Write Title, Abstract and key words for your complete research article.

Week 12

Research:

Locate a research poster on campus – Present a summary of its content and discuss in class.

Writing and visuals:

Create your poster on www.posterpresentations.com

Or create your poster as a Powerpoint, print out and paste to a tri-fold poster board

Week 13

Writing:

1. Final revisions of your complete research article
2. Final editing for grammar, citations, punctuation, mechanics, spelling

Completed research essay due (**5% for all remaining research essay parts** – Title, Abstract, Key words, Discussion/Conclusion)

Week 14

Poster sessions (10%)

Week 15

Visual argument presentations – Graphic novel scene, public service announcement or infographic (**5%**)