

NEW JERSET INSTITUTE OF TECHNOLOGY  
Fall 2023, ENGL102-025

**Instructor:** Carol Bruzzano

**Office Location:** Cullimore115H

**ENGL Section and location:** 102-025, CKB 114  
11:30am-12:50pm

**Email:** Bruzzano@njit.edu

**Office Hours:** Tues/Th 1-2:30pm

**Days & Times:** T/TH

**Prerequisites:** Entrance is determined by placement score or completion of ENGL101 with a grade of C or better.

**Course Description from course catalog**

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 research questions of their own choosing, and research, analyze and synthesize evidence to create several multimodal assignments. To do so successfully, students will immerse themselves in various types of readings to inform and support their compositions. Overall, this class will prepare students for university-level research and writing and continue to hone their composing and communication skills for transfer to other courses and their chosen professions.

**COURSE GOALS:** During this course students will:

1. Learn, apply, and participate in the different stages of the composing process (and its non-linear nature).
2. Create multimodal compositions supported by increasingly more complex research.
3. Explore and refine research topics using academic primary and secondary sources.
4. Find, evaluate, and choose sources effectively building on rhetorical analysis skills from ENGL101.
5. Draft and revise two research essays from two different disciplinary lenses.
6. Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work.
7. Demonstrate knowledge of APA formatting style (in addition to MLA and IEEE).

**MEASURABLE STUDENT LEARNING OUTCOMES for C. Bruzzano's NJIT ENGL101 & ENGL102:**

By the end of this course, students will be better able to ...

**1. Academic and Rhetorical Writing Conventions (ARC)**

ARC.SLO 1: apply genre and audience awareness for identifying purposes for composing.

ARC.SLO 2: respond to the needs of different audiences for different purposes.

ARC.SLO 3: apply genre conventions for organizing, formatting, and publishing/presenting compositions

ARC.SLO 4: utilize conventions of format and structure appropriate to rhetorical situations.

ARC.SLO 5: apply stylistic conventions specific to disciplines and assignment tasks.

**2. Critical Thinking and Analysis (CTA)**

CTA.SLO 1: use writing and reading for inquiry and communication.

CTA.SLO 2: integrate own ideas with the ideas of others in compositions and discussions.

CTA.SLO 3: engage in the recursive process of composing requiring multiple revisions.

CTA.SLO 4: apply strategies for generating, revising, editing, and finalizing compositions.

CTA.SLO 5: collaborate with peers throughout different stages of the composing process.

CTA.SLO 6: thoughtfully critique your own and others' work.

**3. Information Literacy (IL)**

IL.SLO 1: identify purposes for locating and working with primary and secondary sources.

IL.SLO 2: demonstrate understanding of how to use source information effectively for intended purposes.

IL.SLO 3: use source information selectively for intended purposes.

IL.SLO 4: demonstrate understanding of the ethical, legal, and responsible uses of source information.

IL.SLO 5: use source information ethically, legally, and responsibly.

**COURSE TEXTBOOKS:** This course uses open education resources, which are linked in our Canvas course.

## ASSIGNMENTS & GRADING

<b>Participation and Citizenship Category</b> (These “participation and citizenship” are a part of class activities)	
Discussion boards, canvas collaborations pages, shared google docs & collaboration slides activities	5
Self-assessment activities; peer review and critique activities, written reflection activities	5
Source evaluation activities (RATE IT!); rhetorical analysis activities; 120 analysis audio	5
Summaries/annotated bibliographies; Journal Exploration Activity	5
Campus ethnography and research poster search activities; oral assessments and oral reflections	5
End of semester reflection on progress draft (using course goals & outcomes to analyze progress)	5
End of semester reflection on progress revision (using course goals & outcomes to analyze progress)	5
<b>Formal Compositions Category</b> (These “formal assignments” include involvement in the composing process, both onsite and on your own)	
<i>Research Paper 1</i> with references pages: drafts, revisions, visuals integration; peer reviews, one to one conferences (in person and google docs) research justification statement, final submission	2 0
<i>Research Paper 2</i> with references pages: drafts, revisions, visuals integration; peer reviews, one to one conferences (in person and google docs); research justification statement, and final submission	2 0
Research proposal drafts and final submissions	5
<i>Visual Argument</i> Activity	5
<i>E-poster</i> drafts, final submission, and presentations/publications.	5
<i>E-poster</i> publication in canvas and/or presentation in class	5
Finalization of a <i>paper for publication</i> (Bruzzano Students’ <i>ENGL102 Academic Journal</i> , online)	5

Letter grades with point conversion

A Superior 90-100	B+ Excellent 87-89	B Very good 80-86	C + Good 77-79	C Acceptable 70-76	D Minimum 60-69	F Inadequate 59 & below
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## COURSE POLICIES

### Participation & Attendance

**100 percent onsite courses** require regular in-person attendance. **More than 3 missed and unexcused sessions** may lead to a decrease in the final grade as daily “participation and citizenship” activities earn credit for each class. ***Students who expect to miss classes because of religious observance*** can be excused from participation assignments. **Notification is required of these religious observation dates.** See the [NJIT attendance policy page](#) for more information

### Assignment Submissions

Assignments submitted through email will not earn credit. **Word and PDF files** are recommended for uploads through Canvas assignment pages. “*Pages*” and other word processing program docs will earn a 0 if they do not open in Canvas. If a student is unable to upload a Word or PDF file, a link to an **open access** Google doc is acceptable; **if a link to a Google doc is password protected, it is scored a 0.** **LATE ASSIGNMENTS** lose 10 percent of points daily.

### Communication

**Communication with the instructor:** Use email [Bruzzano@njit.edu](mailto:Bruzzano@njit.edu) or messages in Canvas (click "inbox" in the global Canvas menu to the far right of an open Canvas page) to communicate outside of class time. Be sure to maintain an appropriate tone in all school-related correspondence and include a SUBJECT line, course, and name in the message.

### Course Session Recordings

This course does not rely on lectures or PowerPoint lessons. All sessions are designed to actively engage participants in the processes involved in academic composition, research, and publication, in addition to self-reflection and the application of strategies for generating ideas, drafting, revising, editing, publishing, and critiquing compositions. Refer to the shared running notes document in collaborations and to the Canvas submission pages and announcements, as needed. However, if a student has an accommodation requiring recordings, an electronic notice of accommodations must be sent through email.

### NJIT University Code of 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: [NJIT Academic Integrity Code](#). 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).

### Student Disabilities Services

The goal of Student Disability Services is to work in partnership with the faculty and the student to provide accommodations and supportive services to qualified students. It is the responsibility of the person with a disability to identify and request accommodations. Students currently attending NJIT or accepted to NJIT can accomplish this by scheduling an appointment with the Coordinator of Student Disability Services located in Kupfrian Hall 2nd floor, Room 201. Self-identification initiates the process for receiving accommodations. If you are a student with a documented disability, please contact [Student Disability Services](#) at 973-596-3420 for arranging accommodations for classes.

### Netiquette

Proper interactions within the Canvas site, through shared Google docs, and on any shared website we may create are expected throughout the semester. This includes written, spoken, and video/visual communications. Also, be mindful of textual features used in posts (such as all caps or bolded text) as these impact the "tone" of text-based communication.

### Technology Requirements & Skills

**Technology requirements.** for participating in this course, an internet-enabled device with a modern web browser (such as Google Chrome, Firefox, Edge, or Safari is required along with a general knowledge of Canvas navigation and google docs and slides.

### Running Notes in Canvas Collaborations & Google drive

**Our running notes** document in Canvas Collaborations is a whole group resource of notes with text and images from each class session. All students can contribute to this shared learning resource.

## 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

### NJIT ENGL102-025 - Fall 2023 Schedule of Activities

**Week 1: Session 1, September 5:** Course and student introductions. Working in Canvas, Google docs, and slides; Course goals and outcomes activity. Running notes set up. Genres & rhetorical situations (review) activity.  
**Session 2, September 7:** Working with sources and formatting expectations; summary and analysis activity; Writing a reader’s response (in-class handwritten activity). Homework: Canvas Discussion Reading 1 and Summary 1. (Course goals 1, 6. Student learning outcomes ARC.SLO 1, 2 and CTA.SLO 1, 4, 5).

**Week 2: Session 1, September 12:** Exploring interests in career – research activity – and creating an informational composition (with 3 online references (shared google doc in collaborations); Discussion 2 – changing rhetorical situations - describing your chosen career position to friends and family. **Session 2, September 14:** Identifying career-related issues and arguments; developing research questions (Discussion 3); Canvas collaborations for peer feedback – “so what” and “Why now” responses to research questions.  
**Homework: Readings:** 1. Bear & Skorton (2019). [The World Needs Students with Interdisciplinary Education](#). Schreibman, Siemens & Unsworth (2016). [A new companion to digital humanities](#). pp. 102-106. “Being Curious.” (Course goals 3, 5. Student Learning Outcomes ARC.SLO 1-5 and CTA.SLO 4, 5, 6).

**Week 3: Session 1, September 19:** Exploring Issues, Posing Questions, asking ‘So What?’ and ‘Why Now?’ Homework: Resources for review – “How to develop strong research questions” with Reading 2 and summary 2 submission. **Session 2, September 21:** Rhetorical analysis of a published paper; “Journal exploration” activity, partner activity. Drafting a proposal – whole group review. Homework: proposal draft due before next class. (Course goals 3, 6, 7. Student learning outcomes ARC.SLO 1, 2 and CTA.SLO 1, 5 and IL.SLO 1 and IL.SLO 1, 2, 5).

**Week 4: Session 1, September 26:** Report to library (CAB1050) for library research instruction. **Session 2, September 28:** Continuing with the research; Evaluating sources using the RATE IT! strategy. Homework: Resources for review - “Introduction to Databases” and “Tips from a university student on how to read a journal article” (T. Nicholas). Homework: Outline for the paper (and using the bibliography for assistance). Homework: Resources to review “What is an Annotated bibliography” and “How to Improve Your Search Terms,” Brock Univ. through NJIT Library “Basics” page. (Course goals 1, 3, 4, 6. Student learning outcomes ARC.SLO 1-5 and CTA.SLO 1 and IL.SLO 1-5).

**Week 5: Session 1, October 3:** Working with sources and drafting and revising the proposal; developing guide questions to assist with the research; drafting a methodology for researching. **Session 2, October 5:** Source evaluations continued – 120 analysis audio activity, identifying source information to answer research questions; citing in-text; managing sources and information with annotated bibliographies. Homework: submit “research justifications” through Canvas before next class (course goals 1, 3, 4, 7. Student learning outcomes ARC.SLO 3, 4, 5 and CTA.SLO 104 and IL.SLO 1-5).

**Week 6: Session 1, October 10:** analysis of a literature review activity (small group). Homework: resources viewing: “How to Analyze and Synthesize Information “(Muller). “Literature Review, Part 1” (D. Taylor), “Literature Review, Part 2” (Taylor). **Session 2, October 12:** Integrating source information and supporting a thesis activity. 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) [How to write and publish a research paper for a peer-reviewed journal article.docx](#). Canvas discussion conversations: sharing your research questions (course goals 1, 2, 3, 4, 5. Student learning outcomes CTA.SLO 4, 5, 6 and IL.SLO 1-5).

**Week 7: Session 1, October 17:** Drafting, revising and peer reviewing the papers; formatting the references pages. Parts of a traditional research paper reviewed including “results, discussion, limitations, implications, next steps.” Rhetorical analysis of a published paper. Homework: resources review on formatting styles and annotated bibliographies: Understanding Citation Styles” (Deleplante), “6 Key rules for IEEE Style,” (Nuslibraries), “MLA In-text Citations” (HSAlanguagearts); annotated bibliography video posted in Canvas. Research justification due. **Session 2, October 19:** developing the drafts of the research papers (course goals 1, 4, 5, 6, 7. Student learning outcomes ARC.SLO 1-5 and CTA.SLO 1, 2 and IL.SLO 3, 5).

**Week 8: October 24 and October 26:** One to one conferences; Homework: annotated bibliographies due by 10/30 (course goals 1, 3, 4, 6, 7, Student learning outcomes CTA.SLO 4, 6).

**Week 9: Session 1, October 31:** integrating and citing visual evidence in a traditional APA research paper. **Session 2, November 2:** peer reviews and revisions, google docs. Homework: Submit reflection activity before next class. (Course goals 1, 3, 4, 6. Student learning outcomes ARC.SLO 3, 4, 5 and CTA.SLO 3, 4, 5, 6 and IL.SLO 4, 5).

**Week 10: Session 1, November 7:** Review of the traditional parts of an academic research paper; analysis of a published research paper; Editing for publication and setting up the student online journal. **Session 2, November 9:** Writing the abstract to an academic research paper; whole group formatting and revising activity. Locating specific readings in the NJIT databases and sharing links to shared Canvas page, partner activity. (Course goals 1, 5, 6, 7. Student learning outcomes ARC.SLO 1, 2 and CTA.SLO 1 and IL.SLO 1, 3, 5).

**Week 11: Session 1, November 14:** drafting continued; peer reviews; and revisions. Homework: *Reading:* Unit 5 “Writing the Abstract” and “Creating a Title” linked in Canvas. **Session 2, November 16:** “field” research - campus ethnography and campus “research poster search” activity and description. Beginning the e-poster and visual argument compositions. Homework: Draft of e-poster due. Draft of visual argument due. (Course goals 1, 3, 4, 5. Student learning outcomes ARC.SLO 1, 2 and CTA.SLO 1, 2 and IL.SLO 1, 2, 3).

**Week 12: Session 1 November 21: Thursday classes meet.** Revisions and final edits to the e-poster & visual argument with in-class conferences. Homework: Submit final compositions through Canvas before next class. (Course goals 1, 2, 5, 6, 7. Student learning outcomes CTA.SLO 1-6 and IL.SLO 1, 3, 4, 5).

**Week 13: Session 1, November 28:** Final revisions to the research papers; selecting and finalizing one paper for publication with inclusion in *Bruzzano’s students’ ENGL102 academic journal* online; **Session 2, November 30:**

self-assessment and reflection writing activity; oral assessment. Homework: reflection on learning draft due. (Course goals 1, 2, 5, Student learning outcomes CTA.SLO 1-6).

**Weeks 14:** *Session 1: December 5*, optional one to one conferences with “graded” page review; *Session 2: December 7*, final reflection draft revisions and submissions. Homework: final reflection draft due. Final visual argument and e-poster due. (Course goals 1, 3, 6, 7. Student learning outcomes: CTA.SLO 1-6).

**Week 15:** *Session 1, December 12:* Poster sharing and Visual arguments publications and/or real time presentations. (Course goal 1. Student learning outcomes ARC.SLO 1-5).

**Week 16:** exam week. There are no scheduled or required exams for this ENGL102 course.