

**New Jersey Institute of Technology**  
**Fall 2023 ENGL 102 H03**  
**Mon/Thu 2:30-3:50pm, Central King Building 214**  
**Honors Introduction to Research Writing**

Instructor: Johanna Deane  
E-mail: johanna.deane@njit.edu  
Office: Cullimore Hall 115  
Office Hours: Mon/Thu 11:30a-12:50p

**Prerequisites**

Successful completion of ENGL 101 with a grade of C or better.

**Course Description**

ENGL 102 takes a multidisciplinary approach to research writing which 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 general purpose of this class is to prepare students for university-level writing and to establish a writing process that will be useful in the professions as well.

**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
- Explain the relationship between academic disciplines and larger communities
- Use multiple disciplinary perspectives to develop understanding of interdisciplinary work

**Required Texts**

**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:

#### **Informal Writing: Researching, prewriting, drafting**

**Participation** includes attendance AND your consistently active presence in class, 10%

submission of assignments on time and satisfactory completion of in-class

mini-writings on discussion board:

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

**Letter to Friends and Family** explaining your proposed job in your major 5%

(week 3) (250 words)

**2 zines for one artifact observed on trip to the Metropolitan Museum of Art** (week 4) 5%

**Visual argument from research work** (weeks 4-5) 5%

In the form of one of the following:

- (1) Graphic novel scene
- (2) Public Service Announcement (PSA)
- (3) Infographic
- (4) Video essay

**Research Proposal & Oral Presentation** with 2-lens approach to your research idea 10%

(2 minutes) (week 6)

### **Formal Writing**

*Multidisciplinary writing in peer-reviewed journal article format & multimodal projects*

**Major project - Peer-reviewed journal articles** (weeks 4-14):

**Bibliographies (APA)** 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).

**Title, Abstract, Keywords, Discussion/conclusion** (week 10-13) 5%

Choose of your two 5-page research essays and complete with these remaining parts.

**Poster** and presentation session 10%

**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

Assignments are due on the date indicated on the reading schedule. Papers which are up to one week late will be penalized by up to a full letter grade; papers over one week late will receive a failing grade. All assignments should be typed and proofread for grammar and spelling errors. Every assignment **must** follow APA format. Missing class is not an excuse for a late assignment.

**In-class Writings** – In-class writings, both graded and ungraded, will be used to help you develop your skills as a writer throughout the various stages of the writing process. There will be frequent in-class writing assignments designed to help you develop skills in constructing a thesis statement, creating a clear focus on your paper's argument through strong topic sentences, working on paragraph development, effectively using textual support, writing introductory or concluding paragraphs, and editing for grammatical errors. Many of these will require subsequent posting and review on the discussion board.

**Attendance** – Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You are permitted three absences—for each additional absence you may be penalized a half letter grade. Six or more absences may result in a failing grade. Classes will start on time – two late arrivals (more than ten minutes late) will count as one absence. Arrivals more than twenty minutes late will be marked as an absence. Students who expect to miss class for religious observances must submit to me a written list of dates that will be missed by the end of the second week of class.

**Cell Phones** must be turned off or switched to silent mode. Please respect the learning environment.

**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.

**Student Accommodations** – If you are in need of accommodations due to a disability please contact Scott Janz, Associate Director of the Office of Accessibility Resources & Services (OARS), Kupfrian Hall 201, to discuss your specific needs. A Letter of Accommodation Eligibility from the OARS authorizing your accommodations will be required.

**The Writing Center** – The Writing Center (Central King Building G17) is available for individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors and help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit <http://humanities.njit.edu/writingcenter>.

**Please Note:** On occasion, examples of student work will be presented anonymously in class. Student writing is an invaluable resource that is used to illustrate writing strategies. Authors' names are never included on the distributed copies.

**Midterm and Final:** There is no scheduled midterm or final exam for this class.

**Important Dates:**

Sep t	5	First Day of Classes
Sep t	11	Last Day to Add/Drop a Class. Last Day for 100% Refund, Full or Partial Withdrawal
Sep t	18	Last Day for 90% Refund, Full or Partial Withdrawal - No Refund for Partial Withdrawal after this date
Oct	2	Last Day for 50% Refund, Full Withdrawal

Oct	23	Last Day for 25% Refund, Full Withdrawal
No v	13	Last Day to Withdraw from Classes
No v	21	Thursday Classes Meet
No v	22	Friday Classes Meet
No v	23	Thanksgiving Recess
Dec	13	Last Day of Classes

## ENGL 102

### Course Schedule

<b>Week 1:</b>  Sep 5-8	<b>Introduction/ Syllabus</b>  Introductions; discuss syllabus  Introduce online library and discuss research essay ideas  Review how to find peer-reviewed journal articles and ebooks on <a href="http://library.njit.edu">http://library.njit.edu</a>  Text, context, genre, medium  <b>In-class</b> diagnostic essay  <b>Readings:</b>  Bear, A., & Skorton, D. (2019). The World Needs Students with Interdisciplinary Education. <i>Issues in Science and Technology</i> , 35(2), 60–62.
<b>Week 2:</b>  Sep 11-15	<b>Reading:</b>  <b>Ebook (via library):</b> Schreibman, S., Siemens, R., & Unsworth, J. (Eds.). (2016). <i>A New Companion to Digital Humanities</i> . John Wiley & Sons, Incorporated. Read pp. 102-106. “Being Curious.”

	<p><a href="#">Isaacson, Walter. "The Science Behind Mona Lisa's Smile." The Atlantic, Nov 2017.</a></p> <p><b>Research:</b></p> <ol style="list-style-type: none"> <li>1. Collect at least 3 sources to be included in your References page for your Letter to Friends and Family (5%).</li> <li>2. Explore Metropolitan Museum of Art through online sources.</li> </ol> <p><b>Writing:</b></p> <p>In-class discussion board – commentary on initial readings</p> <p><b>Discussion:</b></p> <p>Develop meaningful questions, exploring what makes an effective question/research topic, how questions inform analysis, and the differences between interdisciplinary and discipline-specific analysis. Discuss the complicated and often compromised nature of academic enterprises in society.</p> <ul style="list-style-type: none"> <li>• How do we know that the human body is 70% water?</li> <li>• Why is climate change ravaging the earth?</li> <li>• For review in class, Climate Central's <a href="#">Surging Seas Risk Finder</a></li> </ul>
<p><b>Week 3:</b></p> <p>Sep 18-22</p>	<p><b>Research:</b></p> <ol style="list-style-type: none"> <li>1. Complete search for job descriptions.</li> <li>2. Begin search for your 2 major research essays.</li> </ol> <p><b>Writing:</b></p> <p><b>Letter to Friends and Family.</b> Write a 200-word paragraph about a job you may have one day: Explain as if you are speaking with your friends and family (5%).</p> <p><b>Reading:</b></p> <p>Extended example of multidisciplinary approach to Hurricane Katrina: <i>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.</i></p> <p>Pogrebin, Robin and Graham Bowley, “After Seizures, the Met Sets a Plan to Scour Collections for Looted Art.”</p> <p>Sanders, Matthew L., and John G. McClellan. “Being business-like while pursuing a social mission: Acknowledging the inherent tensions in US nonprofit organizing.”</p> <p><b>Discussion:</b></p> <p>Explore how personal observation can be used as “data.” Investigate the importance of specificity for research questions/analysis. Construct a collection of disciplinary lenses to bring to the Metropolitan Museum collection.</p>

Saturday Sep 23	Honors College First Year Writing trip to Metropolitan Museum of Art
Week 4: Sep 25-29	<p><b>Research:</b></p> <ol style="list-style-type: none"> <li>1. Collect research information on one museum piece – Create 2 <b>zines</b> from 2 different disciplinary approaches</li> <li>2. Collect 3-4 sources for each proposed <b>5-page essay</b> and include with your research proposal oral presentation.</li> </ol> <p><b>Writing:</b></p> <p><b>Visual Argument from Research.</b> Create a graphic novel scene, public service announcement, infographic or video essay (5%) on your research idea</p> <p><b>Speaking:</b> Share your zines in class in informal discussions (art exhibit style) (5%).</p> <p><b>Discussion:</b> Reflect on the relationship between excursion and academic disciplines. Develop research plan to support interdisciplinary research questions.</p>
Week 5: Oct 2-6	<p><b>Evaluating Sources</b></p> <p><b>Reading:</b></p> <p>Goldin, Claudia. "Understanding the Economic Impact of Covid-19 on Women"</p> <p>Continue collecting sources (6-7 sources for each of your <b>5-page essays</b>).</p> <p><b>Library:</b></p> <p>Visit the Van Houten Library for a class information session.</p> <p>Find Academic Search Premier (EBSCO), Science Direct, reference materials.</p> <p><b>Speaking:</b></p> <p>Present your Visual Argument project in class.</p>
Week 6: Oct 9-13	<p><b>Writing Workshop and Essay Development</b></p> <p><b>Reading:</b></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.  <a href="https://doi.org/10.1007/s13187-020-01751-z">https://doi.org/10.1007/s13187-020-01751-z</a></p> <p>Nassar, M. A. M., Eissa, M. A., &amp; Abd el-Wahab, W. W. (2015). A Social History of Hieratic Graffiti in Eighteenth Dynasty. <i>Journal of American Science</i>, 11, 21.</p> <p>Justl, S. (2016). Special Delivery to Wah-sut: An Eighteenth Dynasty Ostrakon's Inventory of Precious Materials. <i>Journal of the American Research Center in Egypt</i>, 255-268.</p> <p><b>Discussion:</b></p>

	<p>Continue exploring your topic through the lens of 2 academic disciplines; share and collaborate in small groups.</p> <p><i>Research:</i></p> <p>Continue to research your topic for your final research papers.</p> <p><i>Speaking:</i></p> <p>Present your research proposal (introduction to your two research ideas) in class in a 2-minute presentation (5%).</p>
<p><b>Week 7:</b></p> <p>Oct 16-20</p>	<p><b><i>Reading:</i></b></p> <p>Explore peer-reviewed journal articles you have found to identify genres within: Analyze texts for hypotheses, argument, summary, literature review.</p> <p>Kumar, Abhinandan et al., "Impact of COVID-19 on greenhouse gases emissions: A critical review"</p> <p>Florence Ashley, "Homophobia, conversion therapy, and care models for trans youth: defending the gender-affirmative approach"</p> <p>Glasman-Deal. (2010). "How to Write an Introduction." <i>Science research writing for non-native speakers of English</i>. Imperial College Press. See page 24 for a quick summary of required parts of the introduction</p> <p><b><i>Writing:</i></b></p> <p>In class discussion board: 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.</p>
<p><b>Week 8:</b></p> <p>Oct 23-27</p>	<p><b><i>Research:</i></b></p> <p>Continue research on your own; meet in the library with your class; conduct writing conferences with instructor.</p> <p><b><i>Writing:</i></b></p> <ol style="list-style-type: none"> <li>1. For each of your 2 disciplinary approaches: Write a <b>5-page research essay</b> 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%)</li> <li>2. <b>Bibliographies</b> due for both 5-page essays, with an added 250-word statement for each revealing how 5 sources will support your thesis (10%)</li> </ol>
<p><b>Week 9:</b></p> <p>Oct 30-Nov 3</p>	<p><b><i>Due:</i></b> Your two 5-page research papers.</p> <p><b><i>Class meetings will be cancelled to make time for individual grading meetings.</i></b></p>



<b>Week 10:</b> Nov 6-10	<p><b>Reading:</b></p> <p>Glasman-Deal (2010). "Writing the Discussion/Conclusion." Science research writing for non-native speakers of English. Imperial College Press. See page 179 for a quick summary of a Discussion/Conclusion.</p> <p><b>Writing:</b></p> <p>Write Discussion/Conclusion section for your complete research article.</p>
<b>Week 11:</b> Nov 13-17	<p><b>Reading:</b></p> <p>Glasman-Deal. (2010). "Writing the Abstract." <i>Science research writing for non-native speakers of English</i>. Imperial College Press.</p> <p><b>Writing:</b></p> <p>Write Title, Abstract and key words for your complete research article.</p> <p><b>Revision meeting opportunities</b></p>
<b>Week 12:</b> Nov 20-24	<p><b>Research:</b></p> <p>Locate a research poster on campus – Present a summary of its content and discuss in class.</p> <p><b>Visuals:</b></p> <p>Create graphs, charts or other visuals that will further enhance your paper; collaborate in class.</p> <p><b>Writing and visuals:</b></p> <p>Create your poster on <a href="http://www.posterpresentations.com">www.posterpresentations.com</a>, or create your poster as a Powerpoint, print out and paste to a tri-fold poster board or print as a laminated poster</p>
<b>Week 13:</b> Nov 27-Dec 1	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Final revisions of your complete research article</li> <li>● Final editing for grammar, citations, punctuation, mechanics, spelling</li> </ul> <p><b>Completed research essay due (5% for all remaining research essay parts – Title, Abstract, Key words, Discussion/Conclusion)</b></p> <p><i>Class meetings will be cancelled to make time for individual grading meetings.</i></p>
<b>Week 14:</b> Dec 4-8	<p><b>Poster Session</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>

<b>Week 15:</b> Dec 11-13	<b>Wrapup</b> <b>All revisions to Research Paper Due</b> <b>Abstract, Keywords, Discussion/Conclusion Due</b>