

ENGL 102 Honors
Section H05
Time: Monday and Thursday 11:20 – 12:50
Location: CKB 207
Fall 2023

Instructor: Jake Slovis
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Office: Cullimore 115 D
Office Hours: Tuesday/Thursday 5:30 – 6:30 and by appointment

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 their professions as well.

Course Goals – During this course you 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:

- Articles and links available on Canvas.

Assignments:

You are required to produce and revise 15-20 pages of formal graded writing in this course. Refer to your schedule for due dates on readings, writings, and other assignments.

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 or the format appropriate for your academic discipline. Missing class is not an excuse for a late assignment.

In-class Writing Assignments and Participation:

In-class writing assignments, 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.

Participation will be evaluated based on your active involvement in class discussions and your submission of low-stakes writing assignments. Low-stakes writing assignments will not receive a formal letter grade. Instead, they will be evaluated based on the following criteria:

- *Satisfactory* work demonstrates a thoughtful response to writing prompts and is turned in on time. You will receive full credit for satisfactory work.
- Work that is *Marginal* is submitted on time but is either seriously underdeveloped or only responds to part of the prompts. You will receive half credit for Marginal work.
- *Unacceptable* work ignores instruction or is submitted well after the due date of the assignment.

Please be aware that low-stakes assignments and participation combine to make up 15% of your final grade. It is therefore imperative that you demonstrate consistency in these assignments and submit them on time. Late assignments will be assessed as follows:

- Work submitted within one week of the due date will be evaluated for partial credit.
- Work submitted over a week late will receive no credit.

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.

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.

Artificial Intelligence:

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.”

Student Accommodations:

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 Student Disability Services at 973-596-3420.

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 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>.

Grading:

Students need a "C" to pass this course. A "C-" is not a passing grade; therefore, if you receive a "C-" on an assignment, you have not passed that assignment. You must submit all your assignments to pass the course. Your grade breakdown is as follows:

In-Class Writing Assignments and Participation (15%)

There will be several minor writing assignments, including drafts, outlines and in-class assignments. I will require you to post these assignments to Canvas to keep record of your work throughout the semester.

Excursion Reflection (5%)

Write a brief reflection about your experience during our excursion and identify themes for your interdisciplinary paper. See Canvas for assignments specifics.

Research Proposal (10%)

The research paper is the culminating assignment of this course. This project will be broken down into stages and completed over the course of the semester. The first of these stages is a research proposal. This proposal will outline a fundamental question about your topic that you would like to answer. It should also outline the main argument of your paper.

Two Reference Pages (10%)

You are to find five sources that can be used to develop your research paper and interdisciplinary essay. For each reference page, write a two-page mini literature review about how you intend to use the sources in your paper to defend your argument. For each project, at least three of these sources should be scholarly, peer-reviewed articles. This means that you should not rely exclusively on popular magazines and newspapers for your research.

Interdisciplinary Paper (20%)

The purpose of this paper is to develop an interdisciplinary analysis by combining personal observation from our excursion with discipline-specific research connected to your major (or personal area of academic interest). The paper should be 5-6 pages long and integrate the sources listed on your interdisciplinary reference sheet. For additional specifics on project requirements, please see the essay prompt on Canvas.

Research Paper (20%)

This paper will explore your research topic through a discipline-specific lens. The paper should be 5-6 pages long and integrate the sources listed on your research paper reference sheet. For additional specifics, please see the essay prompt on Canvas.

Abstract, Keywords, Discussion/Conclusion (5%)

To broaden the scope and contextualize your research project within your discourse community, you will develop a discipline-specific abstract and discussion for the project. This will be submitted as part of the final project.

Oral Presentation/Research Poster (10%)

You will give a brief presentation of your research paper near the end of the semester. This presentation will highlight the main points of your final paper, as well as explain your research process. You will also create a research poster to serve as a visual aid for your presentation.

Visual Argument (5%)

The goal of this assignment is to teach a non-expert audience about the topic of your research topic using a visual medium. For this project, you may either develop a comic, infographic, or public service announcement.

Final grades are evaluated according to the following grading scale:

A = 100-90.00	B+ = 89.99-87.00	B = 86.99-80.00	C+ = 79.99-77.00	C = 76.99-70.00	D = 69.99-60.00	F = 59.99-0
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All work must be submitted by the last day of class. Makeup work will not be accepted after final grades have been submitted.

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:

Sept	5	First Day of Classes
Sept	11	Last Day to Add/Drop a Class. Last Day for 100% Refund, Full or Partial Withdrawal
Sept	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
Nov	13	Last Day to Withdraw from Classes
Nov	21	Thursday Classes Meet
Nov	22	Friday Classes Meet
Nov	23	Thanksgiving Recess
Dec	13	Last Day of Classes

Reading Schedule:

This reading schedule is tentative and subject to change. I will add additional readings as the course progresses, depending on the needs of the class. Please rely on Canvas for updates on these materials.

	In Class Topic/Work
Unit 1	Interdisciplinary Analysis 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.
Week 1	Introduction/ Syllabus Review syllabus. Discuss course expectations, key assignments, and course structure. 9/7: Analyzing Jokes
Week 2	Developing Meaningful Questions Explore what makes an effective question/research topic, how questions inform analysis, and the differences between interdisciplinary and discipline-specific analysis.

	<p>9/11: Anne Lamott, “Shitty First Drafts”</p> <p>9/14: Walter Isaacson, “The Science Behind Mona Lisa’s Smile”</p>
Week 3	<p>Gathering Data and Observation Prepare for excursion. Explore how personal observation can be used as “data.” Investigate the importance of specificity for research questions/analysis.</p> <p>9/18: John Maguire, “The Secret to Good Writing: It's About Objects, Not Ideas”</p> <p>9/21: Prep for excursion</p> <p>9/23: Honors College First Year Writing trip to Metropolitan Museum of Art. 12:00 – 3:00 pm.</p>
Week 4	<p>Interdisciplinary Analysis Reflect on the relationship between excursion and other academic disciplines. Develop research plan to support interdisciplinary research questions.</p> <p>9/25: Refining Interdisciplinary Paper Topics 9/28: Excursion Reflection Due</p>
	<p>Evaluating Sources Find, evaluate, and annotate sources for interdisciplinary paper. Develop subsidiary arguments and outline.</p> <p>10/2: Interdisciplinary Reference Page Due 10/5: Interdisciplinary Paper Outline Due (low-stakes assignment)</p>
Week 6	<p>Writing Workshop and Essay Development Reflect on research and writing process. Complete first draft of interdisciplinary paper.</p> <p>10/9: Paper Development Workshop 10/12: Interdisciplinary Paper Draft Due (low-stakes assignment)</p>
Unit 2	<p>Discipline-Specific Analysis 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>
Week 7	<p>Discipline-Specific Questions Reflect on interdisciplinary paper writing process. Develop discipline-specific questions.</p> <p>10/16: Reading TBD (discipline-specific)</p>

	10/19: Interdisciplinary Paper Due
Week 8	Research and Proposals Evaluate different research methods and draft a proposal contextualizing research question and subsidiary questions. 10/23: Research Session 10/26: Research Proposal Due
Week 9	Research Methodology: Apply research methodology developed in the proposal to the process of gathering, evaluating, and annotating sources. 10/30: Annotation and Evaluation 11/2: Research Reference Page Due
Week 10	Annotated Bibliographies & Citation Practice annotations and use annotations to explore different organization strategies for research paper. 11/6: Two Annotated Bibliography Citations Developed in Class (in-class low-stakes assignment) 11/9: Introduction and thesis workshop. Please bring in all your materials.
Week 11	Organizing Ideas Create an outline or combine reference page and annotated bibliographies into a literature review for the final project. 11/13: Outline or Literature Review Due (low-stakes assignment) 11/16: Developing Drafts
Week 12	Writing Workshop and Project Development Draft research paper and identify gaps in research plan. 11/20: Research Paper Draft Due (low-stakes assignment) 11/21 (Thursday Classes Meet): Reviewing Abstracts and Conclusions
Unit 3	Communicating Across Disciplines Students will develop visual arguments and presentations, as well as explore how to share disciplinary knowledge with non-expert audiences.
Week 13	Research Posters & Visual Arguments Evaluate the rhetorical dimensions of visual mediums. Develop research posters and consider the advantages of communicating across disciplines. 11/27: Reading TDB 11/30: Posters and Visual Rhetoric

Week 14	Poster Session, Reflection and Revision Share posters. Reflect on poster session to identify gaps in research paper. Develop revision plan for research project. 12/4: Poster Session (Research Poster Due Group A) 12/7: Poster Session (Research Poster Due Group A)
Week 15	Visual Argument Presentation Present visual arguments. Explore challenges of communicating with audiences outside our discipline. 12/11: Visual Argument Due Research Paper Due, Abstract, Keywords, Discussion/Conclusion Due by 12/13