

## English Composition: Introduction to Academic Writing



<b>Instructor</b>	Markita N. Schulman
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<b>Section #</b>	ENGL 101 – 008
<b>Schedule</b>	Wednesday & Friday, 10:00 a.m. – 11:20 a.m.
<b>Office Hours</b>	Wednesday & Friday, 11:30 a.m. – 12:30 p.m. Cullimore Hall, Rm. 315
	Reserve an appointment via <a href="#">this link</a>

### Course Description

ENGL 101 is an introduction to college-level writing. In this course, students are introduced to writing's rhetorical dimensions; they are asked to consider the purpose, audience, occasion, and genre that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on writing processes, asking students to brainstorm topics, collect ideas, research, write drafts, and revise their writing based on writing's disciplinary rules, self-reflection, and peer and class feedback. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Students are asked to read challenging articles, essays, and prose (and to consider visual and spoken compositions) which serve as both models of effective communication and as beginning places for students' own arguments and analyses.

### Prerequisites

Entrance is determined by assessment results. Students who have successfully completed ENGL 099 are admitted to this class. Students must receive a C or better to pass this course.

### Objectives

During this course, you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

### No Required Texts

This course makes use of books and resources available through NJIT's library, as well as documents provided by the instructor and Open Educational Resources available for free online.

### Assignments & Assessment

All assignments must be submitted before class begins on Canvas, which automatically checks for plagiarism and AI generation using Turnitin, unless otherwise specified.

<b>A</b>	<b>= 100-90</b>
<b>B+</b>	<b>= 89-87</b>
<b>B</b>	<b>= 86-80</b>
<b>C+</b>	<b>= 79-77</b>
<b>C</b>	<b>= 76-70</b>
<b>F</b>	<b>= 69-0</b>

#### **15% Participation & Attendance**

Class participation includes regular attendance, engagement in class activities and discussions, in-class writing, quizzes, reading responses, and other mini-assignments. Participation requires preparation.

#### **15% Literacy Narrative Essay (750-1,000 words)**

This essay focuses on a notable moment or aspect of your becoming literate. It follows the conventions of a first-person personal essay.

#### **20% Argument Essay (1,000-1,250 words)**

This essay extracts academic arguments from 2 assigned sources and advances an evidence-backed claim/thesis in response to those sources.

#### **15% Rhetorical Analysis**

This in-class essay analyzes the rhetorical strategies used in a non-fiction source.

#### **25% Research Paper (1,250-1,500 words)**

This essay advances a clear argument supported by multiple academic sources. This work will prepare you for more extended research writing in ENGL 102.

#### **10% Research Presentation**

You will present your research findings (including a visual component) to your peers.

### Writing Process

**For the literacy narrative essay, argument essay, and research paper, students must submit both a first and revised draft in order to receive credit for the assignment.**

The revised draft of each assignment should reflect significant revision and engagement with instructor and/or peer feedback. Students will receive a grade on both the first and final draft of each assignment; when both drafts are submitted on time, the grade on the final draft replaces that of the first draft. (For example, if a student receives a 75 on their first draft, revises their essay, then receives a 90 on their final draft, their grade for the assignment overall is a 90.) If students want to complete a second round of revisions in order to improve their grade, they may request a conference with the professor in order to do so.

### Late Work

Late work will not be accepted for full credit, except in the case of an excused absence.

Assignments submitted more than 10 days late will not be accepted. Students should contact their instructor in advance of due dates when having difficulty completing an assignment.

### Writing Center

The Writing Center (G17 Central King) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. [Find more information here.](#)

### Attendance

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence will result in a grade reduction. More than six unexcused absences (three weeks of the course) can result in failure of the course. Contact the Dean of Students in order to establish an excused absence.

### Accessibility

If you are a student with a documented disability, please see me as early in the semester as possible to discuss necessary accommodations, and/or contact the [Office of Accessibility Resources and Services](#) (Kupfrian Hall 201).

### Electronics

**Technology of all kinds is prohibited in the classroom**, unless otherwise indicated. You will be expected to take notes and complete in-class exercises with pen and paper, so come prepared. There may be designated opportunities to complete work during class time using a laptop or tablet; I will inform you of these opportunities in advance.

If you need tech for accessibility reasons, let me know. I am happy to work with you and NJIT's Office of Accessibility Resources and Services to make necessary accommodations.

### Academic Integrity

[See NJIT's University Policy on Academic Integrity here.](#) Any student found in violation of the code by cheating or plagiarizing will receive a failing grade and be reported to the department and the Dean of Students. Violating the code may result in suspension or dismissal from the university.

### Generative Artificial Intelligence (ChatGPT)<sup>1</sup>

In concert with NJIT's University Policy on Academic Integrity, which mandates that "each student shall demonstrate honesty and integrity in the completion of all assignments and in the participation of the learning process," this course has been designed to promote your learning, critical thinking, skills, and intellectual development without reliance on unauthorized technology, including chatbots and other forms of "artificial intelligence" (AI). Although you may use search engines, spell-check, and simple grammar-check in crafting your assignments, your assignments must represent your own work, and you may not use any unauthorized or unacknowledged assistance or sources in completing it, including free or commercial systems or services offered on the Internet or text generating systems embedded into software.

Please consult with your instructor if you have any questions about the permissible use of technology in this class.

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<sup>1</sup> Generative A.I. policy based on language from Rutgers AI Council, Teaching Critical AI Literacy document prepared by Lauren M. E. Goodlad and Sharon Stoerger

ENGL 101 – Spring 2024 Schedule (Subject to change)  
Professor Markita N. Schulman

Week	Date		Due
1	Wednesday, Jan. 17	<p>Introductions</p> <p>Syllabus</p> <p>In-class read &amp; discuss: “Mother Tongue” by Amy Tan</p>	
	Friday, Jan. 19	<p>Genre conventions exercise</p> <p>In-class read &amp; discuss: “The Art of Eating Spaghetti” by Russell Baker</p> <p>Introduce literacy narrative assignment</p>	
2	Wednesday, Jan. 24	<p>Discuss: “Living in Tongues” by Luc Sante</p> <p>In-class read &amp; discuss: “Shitty First Drafts” by Anne Lamott</p>	“Living in Tongues” by Luc Sante
	Friday, Jan. 26	<p>In-class read &amp; discuss: “Learning to Read,” excerpt from <i>The Autobiography of Malcolm X</i></p> <p>Literacy narrative peer-review</p>	<b>Literacy narrative 1<sup>st</sup> draft (500+ words)</b>
3	Wednesday, Jan. 31	<p>Discuss: “Thank You, Esther Forbes” by George Saunders</p> <p>As a class, use AAC&amp;U rubric to evaluate student examples from the Digital Archive of Literacy Narratives</p>	“Thank You, Esther Forbes” by George Saunders
	Friday, Feb. 2	<p>In-class read &amp; discuss: “Superman and Me” by Sherman Alexie</p> <p>(Cont. from last class) Evaluate student examples from the Digital Archive of Literacy Narratives (and peer examples)</p>	
4	Wednesday, Feb. 7	<p>Introduce argument essay &amp; assign topic groups</p> <p>Discuss: “The Case for Reparations” by Ta-Nehisi Coates</p>	“The Case for Reparations” by Ta-Nehisi Coates

	Friday, Feb. 9	Discuss: “The Case for Reparations” by Ta-Nehisi Coates (cont.)	<b>Literacy narrative revised draft (750-1,000 words)</b>  “The Case for Reparations” by Ta-Nehisi Coates (cont.)
<b>5</b>	Wednesday, Feb. 14	Discuss: “A Talk to Teachers” by James Baldwin <ul style="list-style-type: none"> <li>- Connect to Coates</li> <li>- Building a thesis statement in relation to multiple texts</li> </ul>	“A Talk to Teachers” by James Baldwin
	Friday, Feb. 16	Discuss: Coates & Baldwin (cont.)  Argument essay topic group preparation	Argument essay topic group readings
<b>6</b>	Wednesday, Feb. 21	Argument essay topic group preparation (cont.)	
	Friday, Feb. 23	Argument essay peer review	<b>Argument essay 1<sup>st</sup> draft (750+ words)</b>
<b>7</b>	Wednesday, Feb. 28	Argument essay revision exercise(s)  Introduce research paper <ul style="list-style-type: none"> <li>- Brainstorm topics/research questions</li> <li>- Finding sources: NJIT Library, Google Scholar</li> <li>- APA formatting, reference lists</li> </ul>	
	Friday, Mar. 1	Newspaper activity: Intro to rhetorical situation, audience, etc.	
<b>8</b>	Wednesday, Mar. 6	Discuss: “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” by Laura Bolin Carroll  In-class read & discuss: <ul style="list-style-type: none"> <li>- <a href="#">“Cleaning: The Final Feminist Frontier” by Jessica Grose</a></li> <li>- <a href="#">Sample student rhetorical analysis “Not Quite a Clean Sweep: Rhetorical Strategies in Grose’s ‘Cleaning: The Final Feminist Frontier’”</a></li> </ul>	“Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” by Laura Bolin Carroll

		Rhetorical analysis graphic organizer	
	Friday, Mar. 8	In-class read & discuss: Rhetorical analysis example #2 (TBD)	<b>Argument essay revised draft (1,000-1,250 words)</b>
<i>No Class Spring Recess</i>			
<b>9</b>	Wednesday, Mar. 20	Birds Aren't Real Pt. I (Conspiracies, rhetoric, post-truth, media literacy)	Birds Aren't Real: Explore the website, <a href="#">read Ch. 1-3 of movement history on About page</a>
	Friday, Mar. 22	Birds Aren't Real Pt. II (Conspiracies, rhetoric, post-truth, media literacy)	<a href="#">"Birds Aren't Real, or Are They?" by Taylor Lorenz</a>
<b>10</b>	Wednesday, Mar. 27	Rhetorical analysis in-class write	<b>Rhetorical analysis in-class write</b>  Source list for final research paper complete (APA format)
	Friday, Mar. 29	<i>No Class Good Friday</i>	
<b>11</b>	Wednesday, Apr. 3	Review APA formatting & citations  Developing research papers: thesis statements & structure	Research paper thesis
	Friday, Apr. 5	Research paper 1 <sup>st</sup> draft peer review	<b>Research paper 1<sup>st</sup> draft (1,000+ words)</b>
<b>12</b>	Wednesday, Apr. 10	Develop/revise research papers	
	Friday, Apr. 12	Develop/revise research papers	

13	Wednesday, Apr. 17	Research paper professor conferences (Group A)  Revise research papers, prepare presentations	
	Friday, Apr. 19	Research paper professor conferences (Group B)  Revise research papers, prepare presentations	
14	Wednesday, Apr. 24	Oral presentation preparation & peer review	<b>Research paper revised draft (1,250-1,500 words)</b>
	Friday, Apr. 26	Research presentations	<b>Research presentation (Group A)</b>
15	Tuesday, Apr. 30	<i><b>Last Day of Class</b></i> <i>Friday Classes Meet</i>  Research presentations	<b>Research presentation (Group B)</b>