

New Jersey Institute of Technology
ENGL 101 010 spring 2024
Introduction to Academic Writing
T, TH 11:30am – 12:50pm FMH 106

Kim Chen

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Office hours:

Stop by or make an appointment

Cullimore 115

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 and research, write drafts, and revise their writing based on writing's disciplinary rules, on self-reflection and on 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.

Course Goals

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 skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

No required text

This course makes use of books and resources found on <http://library.njit.edu> and other pdf and word document files provided by the instructor as well as Open Educational Resources (available for free on the Web).

Assignments & Assessment

Your final grade for the course will be earned from the following requirements and assignments:

Participation and attendance	15%
<p>Your participation and attendance grade includes attendance AND your consistently active presence and performance in class and submission of all assignments on time. Class participation includes regular attendance, engagement in class activities and discussions, reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Participation is required for all in-class activities, including drafting, revising, discussions, peer and class reviews. Class time may consist of discussion board writings, short writing assignments which may include responses to assigned readings, topic exploration, prewriting activities including brainstorming and outlining, writing to learn, developing, organizing, transitioning and reflecting on the writing process. All of your work on these short assignments and in workshops is included in your participation grade. Level of engagement with the process and materials is often correlated with success on assignments. Classroom activities are designed to aid in students' understanding and developing a writing process of their own that can be applied to most writing tasks.</p>	
Emails reflecting on your writing journey throughout the semester	10
<p>Email contact between you and your instructor addressing key composition ideas and your own thoughts on the process</p>	
Literacy narrative essay (3-4 pages)	15
<p>This essay focuses on a notable moment or aspect of your becoming literate; it's written in the first person and defines and develops your approach to language use and genre.</p>	
Argument (position) essay (3-4 pages)	15
<p>This essay extracts academic arguments from 2 assigned readings/sources and presents a claim that may be supported or disputed by those sources, by real-world examples and by your own academic knowledge.</p>	
Rhetorical analysis assignment (2 pages)	10
<p>This exercise, completed during one class period and about 2 pages in length, requires you to read and analyze rhetorically in writing one text provided to you by your instructor.</p>	
Researched argument essay (4-5 pages)	25
<p>This assignment requires that you determine a researchable topic (in your field or within your interest), research the topic and synthesize your own argument to create an original written work of 4-5 pages.</p>	
Oral presentation of researched argument essay	5
Powerpoint slides or video essay for researched argument presentation	5

Individual and group work will be evaluated according to the university's grading scale.

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	F = 69-0
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First-Year Writing Procedures for Student Success:

Attendance and participation

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 workshopping 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.

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.

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 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.

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 (G17 Central King) is available online for individual and group appointments with professional writing tutors. This resource helps you to improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. The Writing Center is not simply a grammar fix or editing service. For more information, please visit: <http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

ENGL 101 Course schedule

Class time may consist of readings, mini lectures, videos, visuals, workshops on writing process, small and whole group activities and reviews of drafts and reflections.

Week 1

Introductions; discuss syllabus
Introduce yourself by email

Week 2

Writing process

Introduction to writing process and concepts:

<https://www.youtube.com/watch?v=V1pnpL8295E&t=4s>

Writing process animation
CIS*2050*DE

Why are students coming into college poorly prepared to write? Carnegie Mellon University
<https://www.cmu.edu/teaching/design/teach/instructionalstrategies/writing/poorlyprepared.html>

Prewriting

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper>

<https://writingcenter.unc.edu/tips-and-tools/brainstorming/>

Genre

<https://twp.duke.edu/twp-writing-studio/resources-students/genres>

Small groups: Choose a genre and write rules for composing

Literacy narrative assignment

ENGL 101 Literacy narrative instructions

Definition and prompts for literacy narratives:

Georgia Tech

<https://narwol.lmc.gatech.edu/purpose-and-scope/#:~:text=Literacy%20Narrative%20%E2%80%93%20A%20literacy%20narrative,%2C%20viewing%2C%20interpreting%2C%20etc>

Key features of literacy narratives:

<https://writingcraft.commonscuny.edu/literacy-essay-examples/>

Professional examples of literacy narratives:

<https://gwrwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html>

Writing rubric:

[Written Communication Value Rubric AAC&U.docx](#)

Writing process:

“Developing a strong, clear thesis statement”

<https://opentextbc.ca/writingforsuccess/chapter/chapter-5-putting-the-pieces-together-with-a-thesis-statement/>

Development and support, topic sentences:

<http://guidetogrammar.org/grammar/paragraphs.htm>

Week 3

Writing assignment

Literacy narrative first draft due; peer and/or class review using writing rubric

Revision

<https://writingcenter.unc.edu/tips-and-tools/revising-drafts/#:~:text=What%20does%20it%20mean%20to,your%20presentation%2C%20reviving%20stale%20prose>

Week 4

Writing assignments/writing process

Literacy narrative final draft due; peer and/or class review using writing rubric 15%

First reflection email due

Argument (position) essay instructions

Transitions: <http://guidetogrammar.org/grammar/transitions.htm>

Week 5

Writing process

In-class prewriting activities for organization of argument essay (position) essay

Citation: APA style

Reporting verbs

https://emedia.rmit.edu.au/learninglab/sites/default/files/Reporting_verbs_2014_Accessible.pdf

Writing assignment

Argument (position) paper first draft due

Week 6

Writing process

ENGL 101 rhetorical analysis instructions

Practice analyzing rhetorical strategies of readings from your argument essay.

Rhetorical analysis essay structure, terms and appeals:

<https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Rhetorical-Analysis>

Rhetorical analysis defined in essay form: ENGL 101 Rhetorical analysis backpacks-vs-briefcases.docx

Week 7

Writing assignments

Argument (position) essay final draft due (15%)

Second email reflection due

Rhetorical analysis in-class writing assignment 10%

This assignment will take place during one class period; you will be given a reading and be expected to analyze it using the rhetorical devices and strategies you have learned.

Third reflection email due

Week 8

Writing assignment

Researched argument essay instructions

Research:

Finding and evaluating sources: <https://library.njit.edu/>; EBSCO; ebooks; Google, Google Scholar; open access sources

Research academic/professional topic and explore publications for a general audience

Begin prewriting and organizing your researched argument essay; synthesize findings from readings to create your argument.

Week 9

Writing process
 APA citation style reviewed

Researched argument rough draft due; peer and/or class review using writing rubric

Week 10

Writing process
 Grammar, mechanics, punctuation; citation

Editing and proofreading:

https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topics_editing_proofreading_new.html

Week 11

Writing assignment
 Final draft of researched argument essay 25%
 Fourth reflection email due

Week 12

Oral presentation
 Prepare oral presentation and Powerpoint or video essay for assigned class period

Week 13

Wrap up; final revisions and editing

Weeks 14 & 15

Oral presentations on researched argument essay 5%
 Powerpoint or video essay 5%



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