

New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing

Professor: Drew Ciccolo

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Office hours: Mon. & Thurs. 11:45 – 12:45 (and by appt. virtually – often preferable)

Office: Cullimore 115F

Course Description

ENGL 102 takes a multidisciplinary approach to researching and writing in various genres while emphasizing information literacy. While building on the skills learned and practiced in ENGL 101, students will research and write about issues in their disciplines in various genres, investigating a wide range of sources, crafting arguments, and proposing solutions. To reinforce the arguments in these written works, students will create visual arguments with the course culminating in oral presentations of these written and visual works. Students will immerse themselves in various types of research and information gathering and make appropriate choices in format, development, and style to create their own original texts geared toward existing publications or organizations. The purpose of this class is to prepare students for research and writing in various genres in their majors, and, ultimately, for communication (written, visual, and oral) in their professional work.

Course Goals

During this course students will:

- Review the writing process and its non-linear, recursive nature.
- Research, draft, revise and edit projects in various genres on topics of your choice.
- Find, evaluate, and choose sources effectively, building on rhetorical analysis skills from ENGL 101.
- Create multimodal visual arguments supported by your research on your chosen topics.
- Demonstrate an understanding of academic integrity in the creation of your own original written and visual work for all assignments.
- Demonstrate knowledge of formatting for American Psychology Association (APA) citation style.

No required text

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

Assignments & Assessment

Students' grades will be calculated as follows based on a 100-point scale:

Participation **10%**

Includes attendance and your consistently active presence in class, submission of all assignments on time, and satisfactory completion of in-class mini-writing activities.

Job description and oral presentation **5%**

Written job description of the job you wish to have someday, addressed to professional colleagues, and a first sketch of a researchable problem or issue in the field (500 words)

Oral presentation in class (2 minutes)

Museum visit and critical review **10%**

Visit a museum, conduct research, and write a critical review of one exhibit and its significance (1000 words)

References pages and proposal for written work **10%**

Two references pages reflecting two disciplinary lenses and a 500 word proposal

Written work for a general audience and video essay **35%**

Research content and relevant publications for written article (2000-2500 words)	30
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Video essay on article	5
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White paper and infographic **25%**

Research content and targeted audience to write a document presenting a problem and proposed solution (1100-1250 words)	20
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Infographic for white paper	5
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Oral and visual presentation **5%**

Present either your video essay (general audience) or your white paper (targeted audience) & infographic

University grading scale:

All assignments and other required work will be graded using the following scale:

A = 90—100	B+ = 87—89.9 9	B = 80—86.9 9	C+ = 77—79.9 9	C = 70—76.9 9	F = 0 -- 69.99
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First-Year Writing Procedures for Student Success:

Participation

Attendance and participation are critical to your success in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support and discussion board writings. Students need to attend AND participate in class with regularity in all class activities including reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Additionally, there will be informal class writings (often in discussion boards and graded) as well as regular workshopping in which students apply the day's lesson to their writing in progress. We will also politely do peer and class reviews. Level of engagement with the material is often correlated with success on assignments. Classroom activities are designed to aid in students' developing a writing process of their own that can be applied to most writing tasks.

Attendance

You may miss up to two classes (equivalent to one week of class) without penalty. Every subsequent unexcused absence will result in the deduction of participation points. (In order for an absence to be excused, I must receive an Absence Excuse Letter from the Dean of Students.) After two unexcused absences, $\frac{3}{4}$ of a point will be deducted from the participation grade. After two unexcused lates, $\frac{1}{4}$ of a point will be deducted from the participation grade. More than six unexcused absences (three weeks of the course) can result in failure of the course.

Regular participation in class activities and workshops is required to earn participation points. Lack of participation in the writing process will be met with further deductions. 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. Class activities and discussion are vital in evaluating students' engagement with coursework and are often graded as part of the participation grade (10% of their overall grade for the course).

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).

Essays

There are 5 written assignments (a job description, a critical review of a museum exhibit, a proposal with 2 reference pages, an article written for a general audience, and a white paper).

For the article written for a general audience and the white paper, 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 written 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 engagement in 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).

Visual arguments

In conjunction with the written assignments, students will create a video essay or journal-like layout with visuals for their writing for a general audience. The white paper will be accompanied by an infographic.

Late Work

You are expected to submit all assignments, including drafts, on time. Points (calculated relative to the weighted value of the assignment) will be deducted for each day an assignment is late. For assignments requiring drafts, late drafts will result in a deduction of points from the final submission. In other words, submitting assignments late will have a negative impact on your grade in the class. Students should contact their instructor well in advance of due dates when having difficulty completing an assignment.

All assignments must be submitted via Canvas (which automatically assesses for plagiarism and AI generation using Turnitin). Please follow the specific instructions for each assignment.

Technology

Canvas is NJIT's learning management system. In First-Year Writing (FYW) instructors share course materials, grade assignments, give feedback on drafts, participate in discussions while students read course material, view assignments, submit essays, write and create in discussion boards. 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 and maintain an appropriate tone. Include an appropriate subject line and 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 requiring them. Students that practice professional, focused behavior now will be more prepared 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. All projects and homework assignments 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 Center for Counseling and Psychological Services (C-CAPS) is located in Campbell Hall, room 205.

The Writing Center

The Writing Center (Central King Building G17) is available for in-person and virtual sessions. This resource is free and intended to help you improve your writing and communication skills with tutors who help with planning assignments, improving your writing, refining an essay or multimedia project, for classes, personal statements, etc. For more information or to make an appointment, please visit <https://www.njit.edu/writingcenter/>.



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

ENGL 102
Course Schedule
(subject to small changes – all readings listed are on Canvas)

Week 1 (Jan. 16th – 21st)

1. Introductions. Discuss syllabus and assignments.
2. Introduce job description assignment.
3. Revisit our online library and discuss research essay ideas.
4. HW: Find three sources for your job description assignment (research) and begin writing.

Week 2 (Jan. 22nd – 28th)

1. Have read: “Defining Interdisciplinary Studies.”
2. Go over Resources module in Canvas.
3. Review ENGL 101/102 NJIT library guides. Visit NJIT’s online library <https://library.njit.edu>
Explore Academic Search Premier (EBSCO), Science Direct, and other databases and reference materials; explore online books.
4. Begin exploring topics for general audience essay and the type of publication your essay/article might appear in.
5. Potentially begin oral presentations of job descriptions and topic/problem (2 minutes) if anyone is ready to present early.
6. Job description assignment due Sunday, Jan. 28th at midnight.

Week 3 (Jan. 29th – Feb. 4th)

1. Have read: “Multidisciplinarity, Interdisciplinarity, Transdisciplinarity via OSU” and “The World Needs Students with Interdisciplinary Education.”
2. Give oral presentations of job descriptions and topic/problem (2 minutes).
3. Watch in class: “What is Visual Literacy?”
4. Museum visit and critical review preparation: Research a museum of your choice; find an exhibit for critical review; visit and analyze the exhibit via multidisciplinary/interdisciplinary lenses.
5. Continue to read and explore for writing project for a general audience (research).

Week 4 (Feb 5th – Feb. 11th)

1. Have read: “The Critical Museum Visitor.”
2. Continue collecting sources for researched paper for a general audience, discuss topics, discuss narrowing down and taking an argumentative stance in a project geared toward a general audience.

3. Museum critical review assignment due Sunday, Feb. 11th at midnight.

Week 5 (Feb. 12th – Feb. 18th)

1. Have read: “Writing for General Audiences” and “Fukushima and the Bogeyman.”
2. Continue exploring your topic for the general audience essay through the lens of 2-3 academic disciplines; discuss rhetorical strategies used in various types of sources including peer-reviewed journal articles.
3. Begin work on references pages: Collect 2 sets of references (8+ each) or one set with 15+ sources for 2 lenses on the same topic; sort and prewrite (paraphrase, collect quotes, arrange key concepts and begin to outline written work).
4. Begin work on proposals: 500-word proposal for two lenses and how they will be used in writing assignments for a general audience and white paper for a targeted audience.

Week 6 (Feb. 19th – Feb. 25th)

1. Have read: “Who’s Better and Who’s the Best,” “The Origin of Mass,” and “Modular Self-Configurable Robots.”
2. Continue researching and begin planning and prewriting for writing project for a general audience.
3. Proposal and references page(s) for researched essay for a general audience due Sunday, Feb. 25th at midnight.

Week 7 (Feb. 26th – Mar. 3rd)

1. Have read: TBA.
2. Continue prewriting activities (researching, note taking, making connections to publications and current research).

Week 8 (Mar. 4th – Mar. 10th)

1. Have read: TBA.
2. Writing project for a general audience: Peer and class review, composition revisions.
3. Rough draft of researched essay for a general audience due Sun., Mar. 10th at midnight.

Week 9 (Mar. 11th – Mar. 17th)

SPRING BREAK – work on the researched essay for a general audience over break.

Week 10 (Mar. 18th – Mar. 24th)

1. Have watched: “How to Make a Video Essay.”
2. Researched essay for a general audience due Sun., Mar. 24th at midnight.

Week 11 (Mar. 25th – Mar. 31st)

1. Have read: “White Papers Defined,” “White Papers Guide,” and “White Papers: Purpose and Audience.”
2. Video essay due Sun., Mar. 31st at midnight.

Week 12 (April 1st – April 7th)

1. Have read: TBA.
2. White paper rough draft due Sun., Apr. 7th at midnight.

Week 13 (April 8th – 14th)

1. Have read: TBA.
2. Final revisions of white paper; final editing for grammar, mechanics, citations; finishing touches on infographic.

Weeks 14-15+ (April 15th –30th)

1. Work on finishing oral presentations and white papers.
2. Oral presentations are due on the 17th at midnight and will begin on the 18th. Choose either your general audience article or your white paper to present. Include your arguments and evidence along with your visual argument (video essay or infographic) (5%).
3. White paper final drafts are due Sun., April 21st at midnight.