

**New Jersey Institute of Technology**  
**ENGL 102- 083 and 093**  
**Introduction to Research Writing**

Name: Nancy Burke  
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Office hours: 2 hours per week by  
appointment please email to arrange  
(in office or via WebEx)  
ENGL102-83 Monday and Thursday  
8:30 – 9:50 AM  
Location: CKB 114

ENGL102-093 Monday and Thursday  
10:00 – 11:20 AM  
Location: FMH 314

### **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 genre, 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, 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 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 document 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 local museum, conduct research and write a critical review of one exhibit and its significance (4-5 pages).

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

Two References pages on two disciplinary lenses and 500-word proposal.

### Written work for a general audience and video essay 30%

Research content and targeted publications for 8-10 page written article

25

Video essay on article

5

### White paper and infographic 25%

Research content and targeted audience to write a 5-6 page document presenting a problem and proposed solution.

20

Infographic for white paper

5

### Oral and visual presentation 10%

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

### 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
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**First-Year Writing Procedures for Student Success:**
**Participation and Attendance**

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 workshoping 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 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 workshoping 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.

**Essays**

There are 4 written assignments (a job description, a proposal with 2 References pages, an article written for a general audience and a 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).

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).

### **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 or other substantial visual effort.

### **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 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](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.

**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 (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

<b>Week 1</b>
<b>Class 1 – 1/18/2024 – syllabus review/canvas review</b>
<b>HOMEWORK: Choose Topic for Job Description Essay Assignment. Post on Discussion Board</b>

1. Introductions; discuss syllabus
2. (Re) introduce our online library and discuss research essay ideas

<b>Week 2</b>
<b>Class 2 – 1/22/2024 – Review Library online resources: CRAP eval of sources: Intro each other</b>
<b>HOMEWORK: Find 3 sources for job description: write job description essay: prep to present 3 minute presentation. Turn in written job description on Canvas due Thursday 1/25/2024</b>
<b>Class 3 – 1/25/2024 – Presentations of job descriptions</b>
<b>HOMEWORK: Select museum exhibit for project: Select and read sample exhibit review from files in Canvas. Research/locate background info on selected exhibit. Record on Reference Page.</b>

### *Research and Information Literacy*

1. Review ENGL 101/102 NJIT library guides.
2. 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.
3. Begin to explore topics for general audience essay.

### *Research*

Find resources for job descriptions: Collect at least 3 sources to be included in your References page for your job description to professional colleagues.

Begin exploring writing project for a general audience and target publications.

### *Writing assignment*

Write a description (500 words) about the job you may have one day: Introduce the basics as if you are speaking to professional colleagues who don't know much about your field; explore a question/problem in your field for use in course writing requirements.

plus

*Oral presentation* of job descriptions and topic (2 minutes)

(5%)

<b>Week 3</b>
<b>Class 4 – 1/29/2024- Presentations of job descriptions continue</b>
<b>HOMEWORK: Define multidisciplinary approach to review of exhibit. Read article on multidisciplinary lens (on Canvas) Defining Interdisciplinary Studies. Develop questions/issues for observation of exhibit chosen. Post questions on Discussion Board.</b>
<b>Class 5 – 2/1/2024 – Review virtual exhibits online as a class. Review outline for museum essay/review in preparation for your visit and taking notes during your visit.</b>
<b>HOMEWORK: YOU MUST VISIT MUSEUM BY DEADLINE OF 2/5/2024.</b>

*Writing assignment*

Museum visit and critical review preparation: Research a museum of your choice; find an exhibit for critical review; visit and analyze the exhibit from multidisciplinary and/or interdisciplinary lenses.

*Research*

Continue to read and explore for writing project for a general audience.

<b>Week 4</b>
<b>Class 6 2/5/2024 – SKILLS PRACTICE: 10 on 1 Outline, Pre-writing, brainstorming, making meaning of your observations at your museum visit.</b>
<b>HOMEWORK: Turn in your preliminary outline of your essay on Canvas including Reference page</b>
<b>Class 7 – 2/8/2024 – Review Google Citation Tool, rules of academic integrity. Studio writing time.</b>
<b>HOMEWORK: DRAFT 1 of Museum Review including Reference Page due by class time 2/12/2024</b>

*Reading/research*

Continue collecting sources; discuss topics, narrowing down and taking an argumentative stance in a project geared toward a general audience

*Writing assignment*

Museum critical review due (4-5 pages)

(10%)

<b>Week 5</b>
<b>Class 8 2/12/2024 – Peer Review of Draft 1</b>
<b>HOMEWORK: Final Draft of Museum Review Essay due on 2/15/2024</b>
<b>Class 9 2/15/2024 – Editing/Polishing/Formatting Final Draft</b>
<b>HOMEWORK: Selection decision on Topic of Major Research Projects. Post to discussion Board along with Reference Pages for General Audience piece and White Paper Piece 10 sources for each project.</b>

*Discussion*

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.

*Writing assignment/research*

Begin work on References pages: Collect 2 sets of references (10+ each) for 2 lenses on the same topic; sort and prewrite (paraphrase, collect quotes, arrange key concepts and begin to outline written work)

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

<b>Week 6</b>
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<b>Class 10 2/19/2024 Discuss audience, publication, general readership, IMRAD format requirements.</b>
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<b>HOMEWORK: Select the publication you choose to reach your target general audience. Review articles from that publication and submission requirements. Write Research Proposal for your topic for that publication (2 Page proposal) Formatted per submission requirements.</b>
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<b>Class 11 2/22/2024 – REVIEW elements of audience, intent, style, tone, rhetoric appeals and evidence/persuasion/argument.</b>
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<b>HOMEWORK: Read researched articles, use grid sheet to record/outline information from research you will incorporate into your essay draft 1.</b>
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*Writing assignment*

Two References pages and proposal due (APA format with 10+ sources each); one lens to be used for the writing project for a general audience and the other for the white paper writing assignment (or other manageable combination or interdisciplinary approach)

(10%)

*Research*

Continue research and begin planning and prewriting for writing project for a general audience.

<b>Week 7</b>
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<b>Class 12 2/26/2024 – Review direct quote, paraphrase, summary and how to cite.</b>
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<b>HOMEWORK: Write Draft 1 of your General Audience Essay (8-10 pages)</b>
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<b>Class 13 2/29/2024 – Studio writing time and instructor consultations.</b>
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<b>HOMEWORK: Continue to write Draft 1 due for Peer Review next class 3/4/2024</b>
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*Writing assignment*

Writing project for a general audience: Continue prewriting activities (researching, note taking, making connections to publications and current research).

First draft due; find more sources and redirect, as needed.

<b>Week 8</b>
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<b>Class 14 3/4/2024 – Peer Review</b>
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<b>HOMEWORK: Make revisions and prepare Draft 2/Final Draft</b>
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<b>Class 15 3/7/2/24 Introduce Video Essay Project</b>
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<b>HOMEWORK: FINALIZE Draft 2/Final Draft and Complete Video Essay over Spring Break. Both written Final Draft and Video Essay are due upon return from break on 3/18/2024</b>
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*Writing assignment*

Writing project for a general audience: Peer and class review, composition revisions

<b>Week 9 SPRING BREAK NO CLASSES ON 3/10 THRU 3/16</b>
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*Writing Assignment*

Final draft of writing project for a general audience due; edit for refinement of grammar, mechanics, citations (8-10 pages)

(25%)

*Visual argument*

Video essay: Create a video essay on your writing project for a general audience. (5%)

<b>Week 10</b>
<b>Class 16 3/18/2024 Introduce White Paper Essay/Paper 5-6 Pages. Review Examples of White Papers in groups. Examine various objectives for white papers.</b>
<b>HOMEWORK: Define your white paper topic, audience, objective, discipline. Post on Discussion board</b>
<b>Class 17 3/21/2024 – Research and select publication site for your white paper</b>
<b>HOMEWORK: Write the Problem definition section of your white paper.</b>

*Writing assignment*

Begin work on a white paper on your second discipline (or interdisciplinary approach); find publications or other target audiences (include a separate paragraph explaining proposed audience).

<b>Week 11</b>
<b>Class 18 3/25/2024 Introduce Infographic parallel assignment</b>
<b>HOMEWORK: Write the Solutions section of your white paper.</b>
<b>Class 19 3/28/2024 Class studio writing time: Write the Recommendation section of your white paper.</b>
<b>HOMEWORK: Complete draft 1 of white paper, including all sections: Executive Summary, Introduction, Problem Identification, Potential Solutions, Recommendation, Conclusion, Reference Page listing all sources.</b>

*Writing assignment*

White paper first draft due

<b>Week 12</b>
<b>Class 20 4/1/2024 – Peer Review of Full Draft 1 of White Paper</b>
<b>HOMEWORK: Complete Info Graphic assignment including preparation of presentation to class.</b>
<b>Class 21 4/4/2024 – Studio writing time – Final Revisions to White Paper</b>
<b>HOMEWORK: FINAL DRAFT of White Paper due on Canvas.</b>

*Writing assignment and visual argument*

Continue work on white paper; create an infographic. (5%)

<b>Week 13</b>
<b>Class 22 4/8/2024 – Presentations of Infographic and white paper</b>

**HOMEWORK:****CLASS 23 4/11/2024 – Presentations of Infographic and white paper***Writing assignment and visual argument*

Final revisions of white paper; final editing for grammar, mechanics, citations; finishing touches on infographic (5-6 pages) (20%)

**Week 14****Class 24 4/15/2024 Presentations of Infographic and white paper****HOMEWORK:****Class 25 4/18/2024 Presentations of Infographic and white paper****Week 15****Class 26 4/22/2024 Presentations of Infographic and white paper****HOMEWORK:****Class 27 4/25/2024****HOMEWORK:****Class 28 4/29/2024 Presentations of Infographic and white paper**

*Oral presentations:* 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). (10%)