

New Jersey Institute of Technology
ENGL 102-H4
Introduction to Research Writing

Catalog: ENGL 102-H4, Spring 2024
Instructor: Johanna Deane
Room: Central King Building G-17A
Meeting Times: Wednesdays/Fridays 8:30am-9:50am
Email: jmd56@njit.edu, subject line ENGL102-H4:
Office hours: W/F 12-1/by appointment in Cullimore 115C/via [Webex](#).
Course notes: Available via the Active Workspace.

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 develop an academic research question of their choosing, research, analyze, and synthesize various types of evidence, and write a formal research report. Students will create multiple multimodal visual arguments to accompany their written work. The purpose of this class is to prepare students for university-level, interdisciplinary research and writing and to continue to develop their process writing and communication skills (written, visual, oral) for transfer to the professions.

Course Goals

During this course students will:

- Approach research from multidisciplinary and interdisciplinary perspectives
- Review the writing process and its non-linear nature
- Explore and refine research topics using secondary sources
- Find, evaluate and choose sources effectively, building on rhetorical analysis and information literacy skills from ENGL 101
- Draft and revise a research essay from two different disciplinary lenses
- Create multimodal assignments supported by increasingly more complex research
- 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

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). We will also be using the following electronic book from our university library:

- **Glasman-Deal, H. (2010). Science research writing for non-native speakers of English. Imperial College Press.**

Assignments & Assessment

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

Participation 15%

Includes regular attendance and active engagement in class, timely submission of all assignments and satisfactory completion of in-class 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)
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Oral presentation in class (2 minutes)
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Metropolitan Museum Visit and Critical Multidisciplinary Zines 10%

Visit the Metropolitan Museum of Art between January 29 and February 5. Select an exhibit for critical review in magazine article format employing two distinct disciplinary approaches. Take pictures. (approx. 4 pages, polished publication format)
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References pages and proposal for Research Report 10%

Two References pages from two disciplinary perspectives, with 500-word proposal

Research Report 35%

A full-length 12-15-page interdisciplinary research report in standard research report format: Introduction, Methods (if appropriate), Results, and Discussion (which will connect your research to concrete community or societal benefits that could be pursued through the Honors Moonshot Prize).

Video Essay 10%

Argument and evidence of the Research Report presented visually, with accompanying voiceover
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Academic Poster and Honors Showcase 10%

A formal academic poster presenting your Research Report and potential Moonshot Prize project opportunity for the Honors Showcase projected for April 19.

All graded assignments will be evaluated on the Written Communication Value Rubric and assigned a grade using the following scale:

A 100-90	B+ 89-87	B 86-80	C+ 79-77	C 76-68	F 59-67
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Participation and Attendance

Attendance and participation are critical in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support, and informal writing. Students must actively and regularly participate 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 writing activities, as well as regular workshops and peer review sessions.

Attendance

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence may result in the deduction of participation points. In order to gain participation points, you must participate regularly in class activities and workshops. More than six unexcused absences (three weeks of the course) can result in course failure. Activities and workshopping as part of the writing process cannot be made up, and not participating in these classes often leaves students' skills underdeveloped.

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.

Written Assignments

There are four graded written assignments (two reference pages with a proposal, a critical museum review, 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.
- By default, the instructor will deliver verbal feedback in a one-on-one **student grading conference**, which you will **record as written feedback**, **summarize**, and **develop into a revision plan** using the [Student Grading Conference Report Form](#), which will email copies of the written feedback to both of us. Student grading conferences allow students to actively participate in their own evaluation process, entering into active cognitive apprenticeship with their instructor.
- If you do not wish to participate in a student grading conference, you will receive written feedback instead via Canvas's assignment comment function.
- You should follow instructor feedback while drafting and revising; engagement in this process is part of your graded participation. We will also peer review and whole-class review your papers during selected classes.
- Revisions must be submitted using track changes, or underlining changed text for ease of grading, and explaining what changed in a brief note showing how you applied instructor feedback. You may submit revisions at any point in the term, but realistically, you will need to revise promptly to stay on track in the course.

Visual Arguments

In conjunction with the written assignments, students will create a video essay or journal-like layout with visuals for their general audience article or white paper. 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.

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.

ChatGPT and AI Writing Tools

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

Schedule of Classes

Week 1: Course Introduction

Key readings:

- Course syllabus

- January 17 Welcome to the course. Introduction to text, context, medium, genre. Diagnostic getting-to-know-you writing.
- January 19 Assigned: Job description
Review ENGL 101/102 NJIT library guides at <https://library.njit.edu>. Explore Academic Search Premier (EBSCO), Science Direct, and other databases and reference materials; explore online books.
Collect three relevant high-quality sources of information for your job description.
Write initial exploratory question for Research Report.

Week 2: How Is Knowledge Created?

Skills: Meta-research skills – Summary and synthesis

Key readings (by Jan 25):

- Bear, A., & Skorton, D. (2019). The World Needs Students with Interdisciplinary Education. *Issues in Science and Technology*.
- [Robbeets, M et al. \(2021\). Triangulation supports agricultural spread of the Transeurasian languages. *Nature*.](#)

- January 24 Due on Canvas: **Job description**
Oral presentations
Introduction to Written Communication Value Rubric
Self-evaluations
- January 26 Multidisciplinary and interdisciplinary research; disciplines in conversation

Week 3: Is History Invented? Are Scientists Storytellers? Do Museums Lie? 1/2

Skills: Research – Knowledge construction – Writing from evidence

Key readings:

- [Pogrebin, Robin and Graham Bowley, “After Seizures, the Met Sets a Plan to Scour Collections for Looted Art.”](#) (by Jan 29)
- [Isaacson, Walter. “The Science Behind Mona Lisa's Smile.” *The Atlantic*, Nov 2017.](#) (by Feb 1)
- [Purdue OWL: APA Style Guide](#)

- January 31 Assigned: Metropolitan Museum Visit and Critical Multidisciplinary Zines
Plan zine structure and gather relevant scholarship
- February 2 APA Citation, bibliography construction, reading scholarship

Week 4: Is History Invented? Are Scientists Storytellers? Do Museums Lie? 2/2

- February 7 Class will not meet

February 9 Class will not meet
Due on Canvas: **Critical Multidisciplinary Zines**

Week 5: Critical Multidisciplinary Zines – Student Workshop & Conferences

Skills: Art of revision – Prewriting – The recursive writing process

February 14 Workshop session: Critical Multidisciplinary Zines
Office hours reserved for student grading conferences

February 16 Workshop session: Critical Multidisciplinary Zines
Office hours reserved for student grading conferences

Week 6: What Methods Should We Use to Research?

Skills: Information literacy – library use – bibliography construction

Key readings (by Feb 22):

- [Busse, C., August, E. \(2021\). How to Write and Publish a Research Paper for a Peer-Reviewed Journal. Journal of Cancer Education.](#)
- Glasman-Deal, H. (2010). “Unit 2: Writing about Methodology.” Science research writing for non-native speakers of English. Imperial College Press.

February 21 **Library introductory session or class visit**
Assigned: Reference Pages and Proposal

February 23 Research support; methods pitch session

Week 7: How is Knowledge Created?

Skills: Research Methods – Reviews of the Literature

Key readings (by Feb 29):

- [Smith and Pell \(2023\). Parachute use to prevent death and major trauma related to gravitational challenge: systematic review of randomised controlled trials. BMJ.](#)
- [Aggarwal et al. \(2023\). Artificial Intelligence–Based Chatbots for Promoting Health Behavioral Changes: Systematic Review. Journal of Medical Internet Research.](#)
- Sample Student Research Paper 1
- Sample Student Research Paper 2
- Sample Student Research Paper 3
- Sample Student Research Paper 4

February 28 Due on Canvas: **References Pages and Proposal**
Proposal review session
Office hours reserved for student grading conferences

March 1 Assigned: Research Report

Discussion: Research reports; methods, results; audience analysis; target audience and format

[Student Paper Setup Guide, APA Style 7th Edition](#)

Office hours reserved for student grading conferences

Week 8: How Are Arguments Made?

Skills: Genre Analysis – Writing Critical Reviews of the Literature – Discourse communities – Imagined audiences

Key readings:

- [Ashley, F. \(2020\). Homophobia, conversion therapy, and care models for trans youth: Defending the gender-affirmative approach. Journal of LGBT Youth](#) (by Mar 4)
- [Goldin, C. \(2022\). Understanding the economic impact of COVID-19 on women \(No. w29974\). National Bureau of Economic Research](#) (by Mar 4)
- [Nassar, Eissa, and Abd el-Wahab \(2015\). A Social History of Hieratic Graffiti in Eighteenth Dynasty. Journal of American Science](#) (by Mar 7)
- [Kumar, Singh, Raizada, and Hussain \(2022\). Impact of COVID-19 on greenhouse gases emissions: A critical review. Science of the total environment](#) (by Mar 7)

March 6 Reviewing sample academic papers
Adaptation: thesis and outline; general audience analysis;
argument structure and conclusion

March 8 Reviewing sample academic papers
Adaptation: thesis and outline; general audience analysis;
argument structure and conclusion

Week 9: Spring Recess

March 13 SPRING RECESS / NO CLASS

March 15 SPRING RECESS / NO CLASS

Week 10: Writing About Results

Skills:

- Glasman-Deal, H. (2010). "Unit 3: Writing about Results." Science research writing for non-native speakers of English. Imperial College Press.

March 20 Writing the Results

March 22 What do the Results mean?
Argument structure; interpreting results

Week 11: What Do We Do With This? How Can We Introduce It?

Skills:

Key readings:

- Glasman-Deal, H. (2010). "Unit 4: Writing the Discussion/Conclusion." Science research writing for non-native speakers of English. Imperial College Press. See page 179 for a quick summary of a Discussion/Conclusion.
- Glasman-Deal, H. (2010). "Unit 1: How to Write an Introduction." *Science research writing for non-native speakers of English*. Imperial College Press. See page 24 for a quick summary of required parts of the introduction.
- Glasman-Deal, H. (2010). "Writing the Abstract." *Science research writing for non-native speakers of English*. Imperial College Press.

March 25 Writing the Discussion/Conclusion
Introduction to proposal genres

March 28 Writing the Introduction
Writing the Abstract

Week 12: Student Grading Conferences for Research Report

Skills: Revision

April 1 *Classroom meeting time reserved for student grading conferences*
Office hours reserved for student grading conferences

April 4 *Classroom meeting time reserved for student grading conferences*
Office hours reserved for student grading conferences

Week 13: How Should We Present It?

Skills: Presentation – Video essays – Research Posters

- NJIT Writing Center's Video Essay Guide
- [Purdue OWL: Audience Analysis](#)
- [Kirkpatrick, M. \(2018\). mental wellbeing. \[A study of mental wellbeing among architecture majors. Makes excellent use of visual rhetoric and storytelling.\]](#)

April 8 Assigned: Video Essay & Academic Poster
Your Video Essay should help you structure your Academic Poster Presentation.
Resources:

- www.posterpresentations.com
- <https://app.clipchamp.com>

April 11 Draft Poster Presentation and Oral Presentation Script due

Week 14: Audience and Presentation

Skills: Audience analysis – Live-testing – Oral presentation

April 15 Revised Poster Presentation and Oral Presentation Script due
Practicing oral presentations

April 18 Due on Canvas: **Academic Poster**
Practicing oral presentations

Week 15: Editing the Research Report for Final Submission

April 22 Workshop session: Editing the Research Report
Office hours reserved for student grading conferences

April 25 Due on Canvas: **Video Essay**
Video Essay Screening
Office hours reserved for student grading conferences

Week 16: Semester Debriefing & Review

April 29 Video Essay Screening
Final discussion: Honors English 102
Office hours reserved for student grading conferences

ALL REVISIONS ARE DUE BY APRIL 30.
LATE WORK WILL NOT BE ACCEPTED.

WRITTEN COMMUNICATION VALUE RUBRIC				
Criteria	Ratings			
Context/Purpose for Writing <i>Includes considerations of audience, purpose, and circumstances surrounding the writing task(s)</i>	4 pts Capstone Demonstrates thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	3 pts Milestone Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	2 pts Milestone Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	1 pts Benchmark Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	4 pts Capstone Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	3 pts Milestone Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	2 pts Milestone Uses appropriate, relevant content to develop and explore ideas through most of the work.	1 pts Benchmark Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields</i>	4 pts Capstone Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	3 pts Milestone Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	2 pts Milestone Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	1 pts Benchmark Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	4 pts Capstone Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. Demonstrates an attempt to use sources to support ideas in the writing.	3 pts Milestone Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	2 pts Milestone Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	1 pts Benchmark Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	4 pts Capstone Uses graceful language that skillfully communicates meaning to readers with clarity and	3 pts Milestone Uses straightforward language that generally conveys meaning to readers. The language in the	2 pts Milestone Uses language that generally conveys meaning to readers with clarity, although writing may	1 pts Benchmark Uses language that sometimes impedes meaning because of errors in usage.

	fluency and is virtually error-free.	portfolio has few errors	include some errors.	
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