

New Jersey Institute of Technology
ENGL 099 003
Fall 2024
T, TH 2:30 – 3:50pm CKB 220
Introduction to Composition
Reading, Writing, Language

Kim Chen

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Office hours: M-TH 10am-12pm

or by appointment

Office: Cullimore 115

Course Description

ENGL 099 is an introduction to college-level reading and writing. Students are introduced to writing's rhetorical dimensions; they are asked to consider the purpose, audience, occasion necessary in a variety of writing, speaking, or visual assignments. The course proceeds through process-writing stages. Students will brainstorm, collect ideas, research, write drafts, and revise their writing based on writing's disciplinary rules. Self-reflection throughout the writing process as well as peer and class feedback will be part of the process. 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 your English Placement Assessment results. Students who successfully complete ENGL 099 are required to take ENGL 101 and then ENGL 102. Students must receive a C or better to pass this course.

Course Goals

During this course you will:

- Participate in the writing process and create original writings and visuals.
- Use writing as a tool for learning, critical thinking and reflection.
- Develop critical reading skills to analyze and synthesize texts.
- Identify and create various genres of texts.
- Analyze rhetorical elements of argument in various types of texts.
- Practice formal and informal oral presentations.
- Conduct library research, make claims and use evidence in academic argument.
- Explore career possibilities through research and writing.

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

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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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.

Student's final grade for the course is calculated based on the following assignments based on a scale of 100:

Critical reading assignment	5%
Embedded paraphrases or quotes	5
Written job description	5
Creation of job infographic and presentation	5
Genre rules activity	5
Argument position essay	10
Comparison/contrast essay	10
Quiz on transitions	5
Three sources for research argument essay	5
STEM document present in class	5
Audio recording of prewriting ideas	5
3 annotated bibliography entries	5
Research argument essay	20
Video essay for research argument	5
Presentation of research argument and video essay	5

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. More than six unexcused absences (three weeks of the course) can result in failure of the course. Regular participation in class activities and workshops (many are graded) is required. Activities and workshopping are part of the writing process and cannot be made up. Lack of participation often leaves students feeling 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).

Essays

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 analyzed by the class).

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 the Writing Program instructors and students use this system for all activities including submitting essays, sharing course materials, creating discussions, and grading assignments. 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 not to prepare 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

The Writing Program 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."

Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing of papers). Turnitin allows flags AI-generated text and use of "grammar" assistants that actually rewrite entire sentences. None of these tools are acceptable in student writing in ENGL 101 and ENGL 102. Students in violation of the rules of academic integrity will be reported to the Dean of Students who will follow up with a meeting and a final determination of grade and status in the 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) offers 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 099

Course schedule

Week 1	WRITING PROCESS and diagnostic essay
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During our first week you will be expected to write a short, in-class essay on a topic given to you by your instructor. This essay does not affect your grade; it establishes a starting point from which to grow.

We begin our writing journey with an introduction to the many activities that occur before you even begin to write. You will be expected to read and discuss, Donald Murray's article, "Write before Writing" available on Canvas.

Week 2	CRITICAL READING
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At home read "Critical Reading," an article from the Writing across the Curriculum Clearinghouse and available on Canvas. Come to class ready to discuss.

5% of final grade

Your instructor will assign you an additional reading; your task is to practice the critical reading skills you learned in the WAC reading.

5% of final grade

Embed paraphrased (or quoted) material (from the same reading from the critical reading assignment) into your own writing. First introduce the topic in a sentence or two and then connect it to the paraphrased or quoted material. Next move the subject/discussion forward with more information in the sentences following the paraphrased or quoted material.

Week 3	RESEARCH, WRITING, MULTIMODAL ASSIGNMENT, ORAL PRESENTATION
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5% of final grade

You will research both in the NJIT library (library.njit.edu) and online and create a written job description (300-400 words or 1-2 pages) of a job suitable to your skills and interests. We will form small groups of similar interests in class.

5% of final grade

Using the information you found in your research for the written job description, create an infographic. Some tools for these projects are listed on Canvas. Present your infographic to the class in a 5-minute, relatively formal oral presentation at the front of the class, projecting your work on the board and then answering questions after the presentation.

Week 4	EDUCATION, GENRE, RUBRIC
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Presentations from Week 3 continue.

Your reading for this week is from Paolo Freire's **Pedagogy of the Oppressed** Chapter 2 (on Canvas) which explains the differences between banking and problem-posing education.

10% of final grade

Using your critical reading skills and your prewriting activities, write an argument position essay (3-4 pages) on Freire's ideas about education.

5% of final grade

We will review composition terms and our Written Communication Rubric and discuss genre rules. Small groups will choose one genre and compose rules appropriate to that genre.

Week 5	COMPARISON/CONTRAST ESSAY, WRITING PROCESS AND CAREER BUILDING
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10% of final grade

Write a formal academic essay (4-5 pages) in which you compare and contrast two things that have some special meaning to you, i.e. video games, songs, books, cars, influencers, sports players, artists, etc. Also find a reliable article which uses comparison and contrast to discuss your topic. For example, video games might be compared in a journal about video games.

Read at home for discussion in class: "What Employers Want" from *Inside Higher Ed*.

5% of final grade

During class you will complete a short quiz (20 minutes) that requires you to revise a student's paragraph for transitions and logical flow.

Week 6	LIBRARY RESEARCH, RESEARCH ARGUMENT ESSAY
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This week we will focus on information literacy and rhetorical analysis of texts and how this knowledge shapes a formal academic research argument essay. Your assignment for the next few weeks is to write an original research argument essay of 4-5 pages in length.

5% of final grade

Using the NJIT online library, find 3 sources for an academic argument of your choice. They must be logically connected and focused on a small, narrowly defined academic topic.

Week 7	WRITING PROCESS, RESEARCH
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5% of final grade

Read the website page (on Canvas) on STEM reading and writing critical skills; read in the library and online and find a written document from the list. Present the document informally in class, remaining in your seat.

5% of final grade

Make an audio recording of yourself (3-4 minutes) in prewriting or brainstorming mode for the research argument essay. This might include brainstorming, notetaking or conversation with another student about the topic.

Week 8	WRITING PROCESS
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5% of final grade

Complete annotated bibliography entries for 3 sources for your research argument essay.

Continue researching, critical reading, annotating, notetaking, prewriting, listing, organizing and writing beginning drafts.

Week 9	WRITING PROCESS, ORAL PRESENTATION
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Students present mini-oral presentations on their research arguments in progress.

Week 10	RESEARCH ARGUMENT
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Continue working on your research argument essay; a full rough draft is due this week.

Week 11	RESEARCH ARGUMENT ESSAY
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Conduct peer and class reviews of your research argument essay; continue to revise. Refer to the Writing Communication Rubric for composition moves that will improve your essay; visit the Writing Center (CKB ground floor) for more revision help.

Week 12	MULTIMODAL ASSIGNMENT
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20% of final grade

Final draft of research argument essay, 4-5 pages, double-spaced, APA format with References list is due this week.

5% of your final grade

Create a video essay from your research argument essay.

Week 13	ORAL PRESENTATIONS OF RESEARCH ARGUMENT AND VIDEO ESSAYS
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5% of your final grade

Present your research essay and video essay to the class in a formal presentation (7-8 minutes) at the front of the class. Introduce the topic; play the video (5 minutes); answer questions.

Week 14	ORAL PRESENTATIONS OF RESEARCH ARGUMENT AND VIDEO ESSAYS
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Presentations continue

Final wrap up