

New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing - Fall 2024

Introduction to Academic Writing

Name: Professor J.Lozauskas

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Class Time: Wednesday/Friday 8:30-9:50am

Class Location: FMH-407

Office hours: Wednesday 7:15 – 8:25 , Friday 11:30-12:40

Office location: Wed – CKB 220, Friday FMH-319

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, and visual assignments. This course 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 instructor, peer and class feedback. Academic writing begins with 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. ENGL 101 students must receive a C or better to pass the 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, research, 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

A student's final grade for the course will be divided into the following parts:

Participation and effort 15%

Your participation and effort are essential to your success in our writing process course. Regular attendance is not enough. Your instructor will be looking for your engagement with the material and your efforts in drafting your essays. Turning assignments in on time is required to earn full participation points. 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 usually correlated with success on assignments. Classroom activities are designed to aid in students' understanding and development of a writing process of your own that can be applied to most writing tasks.

Literacy narrative essay (3-4 pages) Weeks 1-3 15%

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.

Rhetorical analysis essay (2+ pages) Weeks 3-4 15%

This essay assignment must be completed **in class** on the day scheduled by your instructor. You are required to analyze (break down) a text provided for you for the first time at the beginning of the class period. Read, respond, write. Present as coherently as possible as many of the elements of rhetoric analysis as you can manage in an 80-minute class session. You will be graded on your knowledge of rhetorical devices and your critical thinking in response to how these devices are used by the author. Class time before this in-class essay will consist of practice with these rhetorical devices.

Argument (position) essay (4-5 pages) Weeks 5-8 20%

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.

Research argument essay (5-6 pages) Weeks 9-15 25%

This essay is focused coherently on your original argument and uses 4-5 library sources for support; this work will help prepare you for more extended research writing in ENGL 102. You may use a couple of non-library sources but do so sparingly and be sure to use your information literacy skills to determine credibility.

Oral presentation and Powerpoint on research argument**10%**

You will have the chance to present to the class your research findings.

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 workshops in class 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. If there is an excused absence, and the assignment can be performed individually, then the student can make the missed class work up within five calendar days.

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). Students who have to miss class for **school sporting events or other school sanctioned activities** need to discuss this with me, in advance, to arrange appropriate due dates.

All assignments must be submitted on Canvas (which automatically assesses for plagiarism and AI-generated text using Turnitin as well as grammar or translation apps). Please follow the specific instructions for each assignment. **Please note: any assignment submitted after the due date as a comment attachment will automatically receive a zero.**

Essays

There are 4 formal essays completed in ENGL 101:

Literacy narrative, rhetorical analysis, argument (position), and research argument.

Students must submit **at least one rough draft** to receive a score on the final draft of essay assignments excluding the rhetorical analysis essay. If a rough draft was not submitted by its due date, a rough draft must still be shown to me at least 48 hours (2 days) before the final draft is due. This late, rough draft will not receive credit, but it will receive commentary. 48 hours (two days before the due date) will allow for some time for revision. **This policy is nonnegotiable** and prevents skipping parts of the writing process. It is impossible to show me the rough draft the day the final draft is due. If I am not shown a rough draft, at least 48 hours before the final draft is due, you will automatically receive a zero for the final assignment, no submission is necessary at that point. **This is nonnegotiable.**

Regarding revisions, if a student is unhappy with a final draft of their score, they are allowed an approved revision if **the three following conditions are met:**

1. The rough draft was submitted, following the instructions, on time.
2. The final draft was submitted, following the instructions, on time.
3. The student attended a Writing Center Appointment regarding revisions for the final draft that they wish to revise.

Any approved revisions must be submitted by Dec. 11, 11:59 pm; the sooner the better.

No revisions can be submitted beyond the last day of our class!

Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.

Students will receive feedback from instructors on Canvas and in conferences as vital steps 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 the participation grade. Drafts may also be reviewed in small peer groups during class.

Class activities and discussion are evidence of students' engagement with coursework and are often graded as part of the participation grade (15% of the overall grade for the course).

Late Work

Late work will not be accepted (except in the case of an excused absence designated by the Dean of Students). **This is nonnegotiable.** Students should contact me in advance of due dates when having difficulty completing an assignment to discuss issues, but extensions will not be granted without an excused absence on the due date. If an excused absence has been granted, students should meet with me during office hours to discuss a reasonable due date (usually within a week).

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. 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. Set your 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 your instructor's 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."

Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers). Turnitin 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 or ENGL 102. Your plagiarism percentage appears on the submission page for each assignment. The AI percentage is available only to instructors. Ask your instructor if you have questions about AI use. 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.

I must report all instances of suspected AI to the Dean of Students. This is nonnegotiable and is across the board with all course sections. I am obligated to do this per departmental policy.

Accessibility Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see your instructor 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 for individual and group appointments with professional and peer 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-Fall 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. **I reserve the right to change this schedule, and CANVAS modules will reflect any changes/ contain the most recent, updated information.**

Week 1 (9/4 - 9/6)

Wednesday-

Course Introduction; discuss syllabus

In-class writing sample (if absent, **must** be made up ASAP)

Friday-

Introduction to writing process and concepts

<https://www.youtube.com/watch?v=V1pnpL8295E&t=4s>Links to an external site.



Writing process animation

Literacy narrative introduced; assignment expectations carefully reviewed

Class Discussion: The Art of Eating Spaghetti

In-Class Brainstorming: Concept Maps

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

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

Week 2 (9/11 – 9/13)

Wednesday-

Class Discussion of HW Reading: I Had a Stroke at 33

Organizing Important Details/Description PPT

Reviewing core parts of the narrative essay

Key features of literacy narratives

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

Development and support, topic sentences

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

Friday-

Reviewing Rubric

In Class Review of Student Sample Essay

Peer Review/Discussions of Progress

Continued Work for Literacy Narrative

Week 3 (9/18-9/20)

Wednesday –

Literacy narrative first draft due by 9/18, 11:59pm

Introduction to Rhetorical Analysis

Discussion of “Backpacks Vs. Briefcases”

[Rhetorical Analysis | Student Success | University of Arkansas \(uark.edu\)](http://www.uark.edu/our/about/pressroom/2014/09/18/rhetorical-analysis-student-success)

Assignment expectations explained

Analyze rhetorical strategies in various situations (advertisement/commercial)

Friday-

Rhetorical Analysis Continued –

Structure, terms, and appeals

In-class discussion of “Cleaning: The Final Feminist Frontier”

Discussion of a sample rhetorical analysis based on “Cleaning: The Final Feminist Frontier”

Week 4 (9/24-9/27)

Wednesday-

Prep for in class rhetorical analysis

Review of key components for rhetorical analysis and discussion of reading material

[Reporting Verbs \(rmit.edu.au\)](http://rmit.edu.au)

Transitions:

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

Key points from commentary of rough draft of Literacy Narratives reviewed

[Revising Drafts – The Writing Center • University of North Carolina at Chapel Hill \(unc.edu\)](#)

Friday-

In Class Rhetorical Analysis Essay

(If absent, you must have an excused absence to be able to make this up! This is nonnegotiable!)

Week 5 (10/2-10/4)

Wednesday-

Literacy narrative final draft due by 10/2, 11:59pm

Introduction to Argument (Position Paper) with full explanation of assignment

Introduction to eligible departmental paired readings assigned:

Pair 1: Fast Fashion

Pair 2: Neuroplasticity, mental illness and aging

Pair 3: AI and Medical Diagnostics

Association of American Colleges and Universities Writing Rubric:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:69dbba7d-bd05-3b65-8080-83fa67094d19>

Friday-

Class discussion of each choice

Reviewing APA style citations for readings (crafting Reference Pages)

In Class writing assignment regarding thesis statement

Taking a position/crafting a thesis from the readings

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

Structuring the argumentative position essay (PPT)

Week 6 (10/9-10/11)

Wednesday-

Outlining evidence/essay

Considering a counterargument/rebuttal (worksheet)

Group Brainstorming (regarding counterargument/rebuttal) for the three paired readings

Friday-

Peer Review of Argument Position essay

Workshopping in class

Week 7 (10/16-10/18)

Wednesday-

Argument (position) rough draft due (required to receive a final grade) by 10/16, 11:59pm

Research Argument Essay Introduced

Considering worthwhile research topics (novel topics emphasized)

What does PEER REVIEWED sources mean? Academic sources?

Misinformation Discussion/Brief Video

Discussion of Wakefield study

Friday-

Continued research for topics

C.R.A.P Review

Discussion of misinformation/example sites

Research and information literacy:

Finding and evaluating sources:

<https://library.njit.edu/>

ebooks

Open access sources

EBSCO

Science Direct

Google

Proquest

JStor

Google Scholar

In Class writing activity of potential topic ideas

Week 8 (10/23-10/25)

Wednesday-

Research day/collection in class

Conferencing about chosen topics as needed

Friday-

Discussion about issues with the Argument Position rough drafts

Last class devoted to collecting research

Week 9 (10/30-11/1)

Wednesday-

Argument (position) essay final draft due by 10/30, 11:59 pm

Read and sort through articles to create a coherent research argument

Elements of Academic Argument, Harvard:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:fb9ee585-1e12-31ea-a9e7-61da46ed575f>

Reviewing in class sample argumentative research essays

Outlining and organizing collected research (bring found research to class)

Considering the counterargument and rebuttal paragraphs
 In Class writing activity (loose outline)
 Begin drafting research argument rough draft

Friday-

In class writing activity focused on the opening paragraph: hooks, connecting information, and thesis statements
 Considering necessary background/history paragraph
 Considering counterargument/rebuttal paragraphs
 Continue drafting working

Week 10 (11/6-11/8)

Wednesday-

Peer review of progress on Research Argument essays
 Open workshopping/Conferencing after

Friday-

Open workshopping day to finish rough drafts
Research argument essay rough draft (required to receive a final grade) due by 11/8, 11:59pm

Week 11 (11/13-11/15) *Note: 11/11 last day to Withdraw
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Wednesday-

Beginning to discuss Presentations
 Effective Slideshow creation techniques/Speaking considerations
 Selection of Presentation Dates (in-class, absent will be assigned randomly)

Friday-

Discussion of major concerns from rough drafts
 Workshopping revision of research arguments/Beginning to create slideshow presentations
 Editing and proofreading
https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topics_editing_proofreading_new.html
 Selection of Conferencing Day

Week 12 (11/19-11/21)

Wednesday

Mandatory conferences with me regarding papers
 Continued revisions of research argument

Friday

Mandatory conferences with me regarding papers
 Continued revisions of research argument

Week 13 (11/27) *Note: Follow FRIDAY schedule!

Open work session for research argument or slideshow presentation

Final draft of research argument due by 11/27, 11:59pm

Week 14 (12/4 -12/6)

Oral presentations on research argument essay

Week 15 (12/11)

Oral presentations on research argument essay

Last day to submit any approved revisions: Dec. 11th



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