

English 101-53: Writing, Speaking, Thinking I-
MONDAYS/WEDNESDAYS 1:00-2:20pm
GITC 2315A
Fall 2024 Syllabus

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Instructor: Professor Grisele Gonzalez-Ledezma
Office: Cullimore 115G
Office Hours: Tuesdays and Fridays 12-2pm or by appointment
Email: gg62@njit.edu or grisele.gonzalez-ledezma@njit.edu

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, or visual assignments. The course also 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 peer and class feedback. 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 assessment results. Students who have successfully completed ENGL 099 are admitted to this class. Students must receive a C or better to pass this 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, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

Required Texts

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

Your grade breakdown is as follows:

Participation, in class writings, short assignments, rough drafts and attendance 15%

Your participation and attendance grade includes attendance AND your consistently active presence and performance in class and submission of all assignments on time. 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 engagement with the process and materials is often correlated with success on assignments. Classroom activities are designed to aid in students' understanding and developing a writing process of their own that can be applied to most writing tasks.

Literacy narrative essay (3-4 pages) 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.

Argument (position) essay (4-5 pages) 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.

Rhetorical analysis essay (3-4 pages) 15%

This essay assignment analyzes (breaks down) two texts and examines the context and rhetorical strategies used; the two sets of parts are compared and synthesized using details from each source to form an overall assessment.

Research argument essay (5-6 pages) 25%

This essay is focused coherently on your argument and uses 4-5 library sources for support; this work will help prepare you for more extended research writing in ENGL 102.

Oral presentation and Powerpoint on research argument 10

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

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Participation, in class writing, short assignments, rough drafts and attendance	15%
Literacy narrative essay (3-4 pages)	15%

Argument (position) essay (4-5 pages)	20%
Rhetorical analysis essay (3-4 pages)	15%
Research argument essay (5-6 pages)	25%
Oral presentation and Powerpoint on research argument	10%

Individual and group work will be evaluated according to the university's grading scale.

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	F 69-0
First-Year Writing Procedures for Student Success:					

Attendance

Students who expect to miss class for religious observances must submit to me a written list of dates that will be missed by XXXX.

Every subsequent unexcused absence will result in the deduction of participation points. Regular participation in class activities and workshops (many are graded) are 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 workshopping as part of the writing process cannot be made up, and not participating in These classes often leave 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).

Assignment Submission

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.

Assignments are due at the beginning of class. **Late class work and homework will only be accepted if your absence is excused.**

Essays

There are 4 formal essays completed in ENGL 101:

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

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 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

the 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 (15% of their overall grade for the course).

Masks:

Masks will continue to remain optional. We remind all community members that people can wear a mask based on individual preference, informed by personal level of risk.

If you test positive for COVID-19, stay home, isolate and contact Health Services at healthservices@njit.edu for next steps.

Violation of these or other requirements necessitated by the NJIT's response to the COVID-19 pandemic will subject students to disciplinary action as determined by the Dean of Students.

In addition:

1. Students are required to follow the attendance policy requirements for each course. With appropriate documentation in accordance with our contact tracing protocol and COVID-reporting requirements, students who test positive for COVID-19 and are required to miss in-person classes, will be treated as a medical absence and would be provided accommodations to make-up class work accordingly.

Assignment Submission

All assignments must be submitted in typed hard copy AND through Canvas. Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets.

Assignments are due at the beginning of class. **Late class work and homework will only be accepted if your absence is excused.**

Finals

There is No Final for this course.

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. Late assignments lose 10% of points daily

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."

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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. This includes Grammarly. 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.

Accommodations

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 Student Disability Services at 973-596-3420.

The Writing Center

The Writing Center (G17 Central King) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you 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. For more information, please visit:

<http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

English 101 Course Schedule

Subject to change at instructor’s discretion

		In Class Topic/Work	Work/Readings Due at the beginning of class unless specified otherwise

Week 1:	<p>Wed 09/04/24</p>	<p>Introductions/ Syllabus Diagnostic Writing</p> <p>In class writing#1/ What is Close Reading? What are Literacy Narratives? Writing Process</p> <p><i>Assign Reading:</i> Read: “Learning to Read and Write”-Frederick Douglass</p>	<p>GET FAMILIAR WITH THE SYLLABUS AND CANVAS</p>
Week 2	<p>Mon 09/09/24</p> <p>Wed 09/11/24</p>	<p>Discuss Reading</p> <p>What are Literacy Narratives? -Part 2 <i>Assign Reading “The New York Times, When Things Go Missing”</i></p> <p>What are Narratives? Part 2 Thesis/Body Paragraphs/Conclusion Part 1 Go over, “The New York Times, When Things Goes Missing Reading” In class writing #2 Literacy and/or Personal Narrative Samples <i>Assign Literacy Narrative Essay</i> <i>Work on: Literacy Narrative Essay</i></p>	<p>Last day to ADD/Drop a class Monday, 09/09</p> <p>Reading Due: “Learning to Read and Write”-Frederick Douglass</p> <p>Reading Due: The New York Times, When Things Goes Missing</p> <p>Due: When Things Go Missing Assignment</p>

Week 3	<p>Mon 09/16/24</p> <p>Wed 09/18/24</p>	<p>Thesis/Body Paragraphs/Conclusion Part 2 Paper Samples/Drafting Strategies/How to Read Critically Theme reading - Aristotle's <i>Rhetoric</i> APA and MLA format</p> <p>APA and MLA format WorkShop Day: Work on Literacy Narrative Essay</p>	<p>Due: Narrative Essay Draft #1 Sunday @11:59pm</p>
Week 4	<p>Mon 09/23/24</p> <p>Wed 09/25/24</p>	<p>Work on essay Literacy Narrative Essay/Peer Reviews and One to One meetings</p> <p>Introduction to Rhetorical Analysis/One to One meetings</p>	<p>Assignment #2 Due @11:59pm</p> <p>DUE: Final Draft Literacy Narrative Essay due Sunday @11:59pm</p>
Week 5	<p>Mon 09/30/24</p> <p>Wed 10/02/24</p>	<p>How to Read Critically Part 2 What is the Rhetorical Situation?What is Rhetorical Analysis Analyzing Texts -TBD APA and MLA format In class writing #3</p> <p>What is the Rhetorical Situation and Analysis?Analyzing Texts Theme readings TBD Part 2 In class writing #4 <i>Assign: Rhetorical Analysis Essay</i> <i>Assignment: Choose 2 texts for Analysis, brainstorm and create preliminary thesis with outline for essay.</i></p>	

Week 6	Mon 10/07/24	What is the Rhetorical Situation? What is Rhetorical Analysis Part 3/Essay Samples Theme readings TBD and In Class Writing #5 Understanding the writing process <i>Work on Rhetorical Analysis Essay</i>	Assignment due at the beginning of class: Choose 2 texts for Analysis, brainstorm and create preliminary thesis with outline for essay.
	Wed 10/09/24	Workshop Day: One to One meetings/Work on Essay <i>Work on Rhetorical Analysis Essay</i>	
Week 7	Mon 10/14/24	Workshop Day: Work on Analytical Essay/One to One meetings	Due: Analysis Essay Draft #1 @11:59pm
	Wed 10/16/24	Introduction to Argument (position) essays Thesis statements and claims/ Framing an Argument	
Week 8	Mon 10/21/24	Argument (Position) Essay - Using sources to support claims/Framing an Argument Part 2 Revision strategies In Class Writing #6	DUE: Final Analysis Essay @11:59pm
	Wed 10/23/24	Using sources to support claims/Sample Work/Readings TBD <i>Assign: Argument (Position) Essay</i>	

Week 9	Mon 10/28/24	Workshop Day: Work on Argument (Position) Essay/One to One meetings	DUE: Argument (Position) Draft #1 @11:59pn
	Wed 10/30/24	Workshop Day: Work on Argument (Position) Essay	
Week 10	Mon 11/4/24	Workshop Day: Work on Argument (Position) Essay	DUE: Argument (Position) Draft #1 @11:59pn
	Wed 11/6/24	Introduction to Argument (Research) Essays How to properly cite sources/Using multiple sources to make an argument Understanding other academic genres In class writing #8	
Week 11	Mon 11/11/24	Introduction to Argument (Research) Essays How to properly cite sources/ Using multiple sources to make an argument Part 2/ Using the CARS test/Using the library <i>Assign: Argument (Research) Essay</i>	Last day to Withdraw from classes 11/11 DUE: Final (Position) Essay @11:59pm
	Wed 11/13/24	WorkShop Day/One to One meetings	
Week 12	Mon 11/18/24		
	Wed 11/20/24		

Week 13	<p>Mon 11/25/24</p> <p>Wed 12/27/24</p>	<p>Thursday classes meet on 11/26—.Workshop Day Friday classes meet on 11/27 →WorkShop Day</p> <p>THANKSGIVING BREAK Nov 28-Dec 1</p> <p>Work on Argument (Research) essay/One to One meetings</p> <p>Oral presentation skills <i>Assign Presentations- Presentation will be based on the Argumentative (position) essay</i></p>	<p>Due:Argumentativ (Research) essay draft #1 due @11:59pm</p>
Week 14	<p>Mon 12/2/24</p> <p>Wed 12/4//24</p>	<p>Work on Presentations</p> <p>Oral Presentations</p>	<p>Due: Oral Presentation Assignment 12/8 before the start of class</p>
Week 15	<p>Mon 12/9//24</p>	<p>Oral Presentations Last Day of Class! NO FINAL for this class! Good Luck on your Finals!</p> <p>Dec 11th Last Day of Classes! Reading Day December 12th-13th</p>	<p>Due: Final (Research) Argumentative Essay @11:59pm</p>

Week 16		FINALS WEEK 12/15-12/21	
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New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing
English 102-035 Tuesdays and Fridays 4:00pm-5:20 pm in GITC 2315A

Instructor: Professor Grisele Gonzalez-Ledezma
Office: Cullimore 115G
Office Hours: Tuesdays and Fridays 12-2pm or by appointment
Email: gg62@njit.edu or grisele.gonzalez-ledezma@njit.edu

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, effort and timeliness and your consistently active presence in class, submission of all assignments on time 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**)

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 (**8+ sources each**) on two disciplinary lenses and **500-word** proposal

White paper and infographic

35%

Research content and targeted audience to write a **7-10 page** white paper presenting a problem and proposed solution

30

Infographic for white paper

5

Written work for a general audience and video essay

25%

Research content and targeted publications for a **5-6 page** general audience article

20

Video essay on article

5

Oral and visual presentation

5%

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

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	F 69-0
First-Year Writing Procedures for Student Success:					

Finals:

For this course, **we do not have a final**. We will be presenting research posters and submitting final projects in the last week of classes.

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).

Attendance is mandatory. If you know in advance that you will miss class, please contact me to arrange an alternative solution.

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.

Late assignments lose **10% of points daily**.

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.

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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.

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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

English 102 Course Schedule
Subject to change at instructor's discretion

		In Class Topic/Work	Work/Readings Due
Week 1	9.3 9.6	<ol style="list-style-type: none"> 1. Introductions; discuss syllabus 2. What is Research Essay Writing for General Audience and White Paper Project 3. General overview and introduce Written Work for A General Audience and White Paper Project 4. (Re) introduce our online library and discuss research essay ideas 5. Diagnostic Writing 	Assign: Get familiar with the syllabus and course schedule
Week 2	9.10 9.13	<ol style="list-style-type: none"> 1. 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. 2. How to read Research 3. Review MLA vs. APA 4. Reading TBD <p style="text-align: center;"><i>Assign: Job description and oral presentation (5%)</i></p> <p>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.</p>	<p>Last Day to Add/Drop a class 9/9</p> <p>Due 9/13 @ the end of class <i>Job description and oral presentation (5%)</i> Assign Reading: TBD</p>

		<p>Plus <i>Oral presentation</i> of job descriptions and topic (2 minutes) (5%)</p> <p><i>Research</i></p> <p>Find resources for job descriptions: Collect at least 3 sources to be included in your References page for your job description to professional colleagues.</p>	
Week 3	9.17/ 9.20	<ol style="list-style-type: none"> 1. How to Read Research Part 2 2. Reviewing Critical Skills/Analysis in preparation for the museum exhibit. This is in preparation for your research skills. 3. What are critical museum reviews and how to write one. 4. Practicing being analytical for research with museums visits 5. In Class Writing #1 <ol style="list-style-type: none"> a. 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. 6. Begin exploring writing projects for a general audience and target publications for Written Work for General Audience Research Essay <p>Assign Museum visit and critical review (10%)</p> <p>Preparation: Research a museum of your choice; find an exhibit for critical review; visit and analyze the exhibit from multidisciplinary and/or interdisciplinary lenses.</p> <p><i>Research</i></p>	<p>Assign Museum visit and critical review (10%)</p> <p>Assign:Short Assignment TBD.</p>

		Read and explore writing projects for a general audience/Research Essay for General Audience.	
Week 4	9.24/ 9.27	<ol style="list-style-type: none"> 1. Brainstorming Research Topics/ Turning a Topic into a Question/Concept Mapping/Coming up with a Topic for Research Essay 2. How to write a Proposal/MLA /APA Citation Review 3. Searching for Sources 4. General Overview of General Audience Research Essay vs White Paper 5. Workshop Day: One to One meetings <ol style="list-style-type: none"> a. Begin work on Research Question draft/ Preliminary Topic of Interest for research essay and 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) b. 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 <p style="text-align: center;"><i>Research</i></p> <p>Continue to read and explore writing projects for a general audience/Research Paper for General Audience.</p> <p>Assign: References pages, Proposal (500 words) with revised research</p>	<p>Due: Museum visit and critical review essay</p>

		<p>question for Written Project for General Audience Essay</p> <p>Two References pages and proposal (500 words) 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)</p> <p>In addition, a preliminary research question (10%)</p>	<p>Sunday, 9/29 @11:59pm (10%)</p>
<p>Week 5</p>	<p>10.2/ 10.4</p>	<ol style="list-style-type: none"> 1. Workshop Day: One to One meetings for Proposal (500 words), References & Chosen Topic 2. One to One meetings to provide feedback on Proposals 3. What is research written work for general audience essay 4. Introduction: Using the Synthesis Matrix 5. Different writing structure styles for general audience essays 6. Learning how to find the right writing structure/style for your discipline <p><i>Assign White Paper Requirements and Infographics Assignment→ Draft 1 Due Week 8</i></p>	
<p>Week 6</p>	<p>10.8/ 10.11</p>	<ol style="list-style-type: none"> 1. What are Infographics? <p>If needed, finish "What are White Papers?"</p> <ol style="list-style-type: none"> 1. Workshop Day: 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). <p>Assign White paper</p> <p>Research content and targeted audience to write a 7-10 page</p>	<p>Due Tuesday @11:59pm References and Proposal (10%)</p>

		<p>document presenting a problem and proposed solution (20%)</p> <ol style="list-style-type: none"> 2. (Continue) What are White Papers? 3. Introduction: Using the Synthesis Matrix 4. Difference styles of White Paper essays 5. Learning how to find the right writing structure/style for your discipline 	
Week 7	10.15/ 10.18	<ol style="list-style-type: none"> 1. Finish: Using the Synthesis Matrix 2. Learning how to find the right writing structure/style for your discipline <p>2. Workshop Day</p>	
Week 8	10.22/ 10.25	Workshop Days	
Week 9	10.29/ 11.1	<p>Workshop Day and Half Lecture Day</p> <ol style="list-style-type: none"> 1. Work on White Paper Assignment Final draft of White Paper; edit for refinement of grammar, mechanics, citations (7-10 pages) (30%) 2. What are Visual Video Essays? 	

		Video essay: Create a video essay on your writing project for a general audience. (5%)	
Week 10	11.5/ 11.8	1. What are General Audience Papers?	Final White Paper Due 11.8 @11:59pm (30%) Infographics due (5%)
Week 11	11.12/ 11.15	1. Begin work on the general audience paper. Find publications that can help you pick a style of writing to appeal to the general audience.	
Week 12	11.19/ 11.22	Conferences/Workshop Day/Peer Review	Due on Tuesday 11/19 @11:59pm: Written Work for General Audience Rough Draft Due →at least 4 written completed pages
Week 13	11.26/ 11.29	1. Conferences/Workshop Day/Peer Review →Work on General Audience Paper and Video Essay 2. What Oral Presentations in Research? Assign Oral Presentations Assignment 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).(5%)	
Week 14	12.3/ 12.6	Presentations	Final Paper for the General Audience Due 12.3 (20%) Due: Video Essay: Create a video essay on your writing project/Research Paper for a general audience.(5%) 12.3
Week 15	12.10	Last Day of Classes 12/11 Presentations Reading days 12/12 -12/13	
Week 16		Finals Week-12/15-12/21 NO FINAL for this Course	

English 101-H01: Writing, Speaking, Thinking I-HONORS
MONDAYS/WEDNESDAYS 10:00-11:20 am
FMH (FACULTY MEMORIAL HALL 205)
Fall 2024 Syllabus

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Instructor: Professor Grisele Gonzalez-Ledezma
Office: Cullimore 115G
Office Hours: Tuesdays and Fridays 12-2pm or by appointment
Email: gg62@njit.edu or grisele.gonzalez-ledezma@njit.edu

Course Description

ENGL 101 Honors 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, or visual assignments. The course also 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 peer and class feedback. 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 assessment results. Students who have successfully completed ENGL 099 are admitted to this class. Students must receive a C or better to pass this 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, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

Required Texts

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

Your grade breakdown is as follows:

Participation, in class writings, short assignments, rough drafts and attendance 15%

Your participation and attendance grade includes attendance AND your consistently active presence and performance in class and submission of all assignments on time. 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 engagement with the process and materials is often correlated with success on assignments. Classroom activities are designed to aid in students' understanding and developing a writing process of their own that can be applied to most writing tasks.

Literacy narrative essay (3-4 pages) 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.

Argument (position) essay (4-5 pages) 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.

Rhetorical analysis essay (3-4 pages) 15%

This essay assignment analyzes (breaks down) two texts and examines the context and rhetorical strategies used; the two sets of parts are compared and synthesized using details from each source to form an overall assessment.

Research argument essay (5-6 pages) 25%

This essay is focused coherently on your argument and uses 4-5 library sources for support; this work will help prepare you for more extended research writing in ENGL 102.

Oral presentation and Powerpoint on research argument 10

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

Oral presentation and Powerpoint on research argument 10%

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

Participation, in class writing, short assignments, rough drafts and attendance	15%
Literacy narrative essay (3-4 pages)	15%

Argument (position) essay (4-5 pages)	20%
Rhetorical analysis essay (3-4 pages)	15%
Research argument essay (5-6 pages)	25%
Oral presentation and Powerpoint on research argument	10%

Individual and group work will be evaluated according to the university's grading scale.

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	F 69-0
First-Year Writing Procedures for Student Success:					

Attendance

Students who expect to miss class for religious observances must submit to me a written list of dates that will be missed by XXXX.

Every subsequent unexcused absence will result in the deduction of participation points. Regular participation in class activities and workshops (many are graded) are 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 workshopping as part of the writing process cannot be made up, and not participating in These classes often leave 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).

Assignment Submission

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.

Assignments are due at the beginning of class. **Late class work and homework will only be accepted if your absence is excused.**

Essays

There are 4 formal essays completed in ENGL 101:

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

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 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

the 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 (15% of their overall grade for the course).

Masks:

Masks will continue to remain optional. We remind all community members that people can wear a mask based on individual preference, informed by personal level of risk.

If you test positive for COVID-19, stay home, isolate and contact Health Services at healthservices@njit.edu for next steps.

Violation of these or other requirements necessitated by the NJIT's response to the COVID-19 pandemic will subject students to disciplinary action as determined by the Dean of Students.

In addition:

1. Students are required to follow the attendance policy requirements for each course. With appropriate documentation in accordance with our contact tracing protocol and COVID-reporting requirements, students who test positive for COVID-19 and are required to miss in-person classes, will be treated as a medical absence and would be provided accommodations to make-up class work accordingly.

Assignment Submission

All assignments must be submitted in typed hard copy AND through Canvas. Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets.

Assignments are due at the beginning of class. **Late class work and homework will only be accepted if your absence is excused.**

Finals

There is No Final for this course.

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. Late assignments lose 10% of points daily

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."

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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. This includes Grammarly. 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.

Accommodations

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 Student Disability Services at 973-596-3420.

The Writing Center

The Writing Center (G17 Central King) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you 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. For more information, please visit:

<http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

English 101 Course Schedule

Subject to change at instructor’s discretion

		In Class Topic/Work	Work/Readings Due at the beginning of class unless specified otherwise

<p>Week 1:</p>	<p>Wed 09/04/24</p>	<p>Introductions/ Syllabus Diagnostic Writing</p> <p>In class writing#1/ What is Close Reading? What are Literacy Narratives? Writing Process</p> <p>https://www.youtube.com/watch?v=V1pnpL8295E&t=4s</p> <p><i>Assign Reading:</i> Read: “Learning to Read and Write”-Frederick Douglass</p>	<p>GET FAMILIAR WITH THE SYLLABUS AND CANVAS</p>
<p>Week 2</p>	<p>Mon 09/09/24</p> <p>Wed 09/11/24</p>	<p>Discuss Reading</p> <p>What are Literacy Narratives? -Part 2 <i>Assign Reading “The New York Times, When Things Go Missing”</i></p> <p>What are Narratives? Part 2 Thesis/Body Paragraphs/Conclusion Part 1 Go over, “The New York Times, When Things Goes Missing Reading” In class writing #2 Literacy and/or Personal Narrative Samples <i>Assign Literacy Narrative Essay</i> <i>Work on: Literacy Narrative Essay</i></p>	<p>Last day to ADD/Drop a class Monday, 09/09 Reading Due:“Learning to Read and Write”-Frederick Douglass</p> <p>Reading Due: The New York Times, When Things Goes Missing</p> <p>Due: When Things Go Missing Assignment</p>

Week 3	<p>Mon 09/16/24</p> <p>Wed 09/18/24</p>	<p>Thesis/Body Paragraphs/Conclusion Part 2 Paper Samples/Drafting Strategies/How to Read Critically Theme reading - Aristotle's <i>Rhetoric</i> APA and MLA format</p> <p>APA and MLA format WorkShop Day: Work on Literacy Narrative Essay</p>	<p>Due: Narrative Essay Draft #1 Sunday @11:59pm</p>
Week 4	<p>Mon 09/23/24</p> <p>Wed 09/25/24</p>	<p>Work on essay Literacy Narrative Essay/Peer Reviews and One to One meetings</p> <p>Introduction to Rhetorical Analysis/One to One meetings</p>	<p>Assignment #2 Due @11:59pm</p> <p>DUE: Final Draft Literacy Narrative Essay due Sunday @11:59pm</p>
Week 5	<p>Mon 09/30/24</p> <p>Wed 10/02/24</p>	<p>How to Read Critically Part 2 What is the Rhetorical Situation?What is Rhetorical Analysis Analyzing Texts -TBD APA and MLA format In class writing #3</p> <p>What is the Rhetorical Situation and Analysis?Analyzing Texts Theme readings TBD Part 2 In class writing #4 <i>Assign: Rhetorical Analysis Essay</i> <i>Assignment: Choose 2 texts for Analysis, brainstorm and create preliminary thesis with outline for essay.</i></p>	

Week 6	Mon 10/07/24	What is the Rhetorical Situation? What is Rhetorical Analysis Part 3/Essay Samples Theme readings TBD and In Class Writing #5 Understanding the writing process <i>Work on Rhetorical Analysis Essay</i>	Assignment due at the beginning of class: Choose 2 texts for Analysis, brainstorm and create preliminary thesis with outline for essay.
	Wed 10/09/24	Workshop Day: One to One meetings/Work on Essay <i>Work on Rhetorical Analysis Essay</i>	
Week 7	Mon 10/14/24	Workshop Day: Work on Analytical Essay/One to One meetings	Due: Analysis Essay Draft #1 @11:59pm
	Wed 10/16/24	Introduction to Argument (position) essays Thesis statements and claims/ Framing an Argument	
Week 8	Mon 10/21/24	Argument (Position) Essay - Using sources to support claims/Framing an Argument Part 2 Revision strategies In Class Writing #6	DUE: Final Analysis Essay @11:59pm
	Wed 10/23/24	Using sources to support claims/Sample Work/Readings TBD <i>Assign: Argument (Position) Essay</i>	

Week 9	Mon 10/28/24	Workshop Day: Work on Argument (Position) Essay/One to One meetings	DUE: Argument (Position) Draft #1 @11:59pn
	Wed 10/30/24	Workshop Day: Work on Argument (Position) Essay	
Week 10	Mon 11/4/24	Workshop Day: Work on Argument (Position) Essay	DUE: Argument (Position) Draft #1 @11:59pn
	Wed 11/6/24	Introduction to Argument (Research) Essays How to properly cite sources/Using multiple sources to make an argument Understanding other academic genres In class writing #8	
Week 11	Mon 11/11/24	Introduction to Argument (Research) Essays How to properly cite sources/ Using multiple sources to make an argument Part 2/ Using the CARS test/Using the library <i>Assign: Argument (Research) Essay</i>	Last day to Withdraw from classes 11/11 DUE: Final (Position) Essay @11:59pm
	Wed 11/13/24	WorkShop Day/One to One meetings	
Week 12	Mon 11/18/24		
	Wed 11/20/24		

[illegible]

Week 16		FINALS WEEK 12/15-12/21	
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New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing
English 102 Honors-H01 Mondays and Wednesdays 8:30am-9:50 am in CKB 214

Instructor: Professor Grisele Gonzalez-Ledezma

Office: Cullimore 115G

Office Hours: Tuesdays and Fridays 12-2pm or by appointment

Email: gg62@njit.edu or grisele.gonzalez-ledezma@njit.edu

Course Description

ENGL 102 takes a multidisciplinary approach to research writing and emphasizes information literacy. While building on the skills learned and practiced in ENGL 101, students will develop an academic research question of their own choosing, research, analyze and synthesize various types of evidence and write a major research article (IMRAD format). 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 an interdisciplinary or discipline-specific lens
- 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 be using the following electronic book from our university library which is available to all students (no need to download the book):

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

At <http://njit.library.edu> choose "Books" and then type in the title of the book. Choose online availability and "Read online."

Assignments & Assessment

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

Participation

10%

Participation includes attendance AND your consistently active presence in class, submission of assignments on time and satisfactory completion of the several mini-writings which may include: Questions based on assigned readings, annotated bibliography practice, writing discussion or summary, transitioning between and within paragraphs, writing a title, writing an abstract

Zines

10%

2 zines for one artwork or artifact observed on trip to the Metropolitan Museum of Art original visual and written work done on paper or in digital format

Research notebook

20%

This notebook chronicles your creative process in finding and researching an original research focus, includes an interdisciplinary lens and culminates in your References page and a 500-word proposal which reveals how the research addresses challenges to your community.

IMRAD article/essay

35%

All parts of the IMRAD essay including: Title, Abstract, Key words, Introduction, subsequent evidence and argument, Discussion/Conclusion, References 10-15 pages

Visual argument – video essay

10%

Argument and evidence from IMRAD article presented visually with accompanying voiceover

Poster creation and Honors Poster Showcase

15%

Professional/academic poster created from IMRAD article to include condensed information and engaging visuals

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	F 69-0
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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.

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.

Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing of papers). Turnitin also 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.

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 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).

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.

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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.

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Chat GPT

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"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. This includes grammarly. 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/>.

NOTE: By enrolling in this class, you automatically agree to the assignments, rules, policies, and procedures outlined in this syllabus and in all communications pertaining to this class.

English 102 Course Schedule

Subject to change at instructor's discretion

CT stands for custom textbook

		In Class Topic/Work	Work/Readings Due *assignments/ Readings are due before the start of class
Week 1	Wed 9/4	<ol style="list-style-type: none">1. Introductions; discuss syllabus2. Introducing an online library and discussing research essay ideas.3. In-class diagnostic essay	Read syllabus
Week 2	9/9 & 9/11	What is Research Writing? <i>Introduce Research Project</i> <i>Research and Information Literacy</i>	Last Day to Add/Drop 9/9

		<ol style="list-style-type: none"> 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 IMRAD article/essay. 4. Explore Metropolitan Museum of Art through online sources. 5. What are Zines? The purpose behind our visit to the Museum and its correlation to research. <p><i>Assign: Assign Assignment #1 and Reading</i></p>	Assignment #1 Due:
Week 3	9/16 & 9/18	<ol style="list-style-type: none"> 1.How to Read Research/ Brainstorming Topics/Turning a Topic into a Question/Concept Mapping 2.How to Document Research. Introducing the Research Notebook <p>Assign General Research Notebook Requirements</p> <p><i>3.Research Question Assignment</i></p> <p><i>4.Research</i> Narrow down topic selection for IMRAD research essays, and document your process in your research notebook.</p> <ol style="list-style-type: none"> 5. Begin exploring topics for your IMRAD article/essay. <p><i>5.Readings</i> Various readings on multidisciplinary and interdisciplinarity</p>	Due Reading: <i>Banded Penguins as Indicators of Climate Change</i> THIS WEEK: VISIT TO THE METROPOLITAN MUSEUM OF ART

		Frodeman, R., Thompson Klein, J., Mitcham, C., Tuana, N. (2007). Interdisciplinary studies in science, technology, and society: New Directions: Science, Humanities, Policy. <i>Technology in Society</i> , 29, 145-152.	
Week 4	9/23 & 9/25	<p><i>Research and visual argument</i></p> <ol style="list-style-type: none"> 1. Using research on your artwork or artifact from The MET, create your zine and share in class. 10% 2. Begin selection of sources for your IMRAD article/essay. 3. Introduce the Research Notebook: This notebook chronicles your creative process in finding and researching an original research focus, includes an interdisciplinary lens and culminates in your References page and a 500-word proposal which reveals how the research addresses challenges to your community. <p>Brainstorming Research Topics/ Turning a Topic into a Question/Concept Mapping In Class Writing #4</p>	<p>Due in class: 2 zines for one artwork or artifact observed on trip to the Metropolitan Museum of Art original visual and written work done on paper or in digital format</p> <p>Due: Research Question Draft</p>
Week 5	9/30 & 10/2	<ol style="list-style-type: none"> 1. How to write a Proposal/MLA /APA Citation Review/Searching for Sources 2. How to write a Research Notebook Part 2 3. <i>Reading/research</i> 	<p>DUE: "Final" Research Question</p> <p>Due: Research Notebook Report #1 (Includes Sharing to Class your findings, sources and</p>

		Continue collecting sources for your IMRAD article/essay; discuss topics, narrowing down.	teaching the class on your discoveries thus far).
Week 6	10/7 & 10/9	<p>1. How to Write an IMRAD Paper Part 1 In Class Writing #6</p> <p><i>Reading</i> Busse, C., & August, E. (2021). How to Write and Publish a Research Paper for a Peer-Reviewed Journal. <i>Journal of Cancer Education</i>, 36(5), 909-913. https://doi.org/10.1007/s13187-020-01751-z ENGL 102 2021 How to write and publish a research paper for a peer-reviewed journal article.docx</p> <p><i>Writing assignment/research</i></p> <ol style="list-style-type: none"> 1. Continue documenting your experiences in your research notebook. 2. Begin pre-writing an IMRAD article/essay. 	Due: Research Notebook Report #2
Week 7	10/14 & 10/16	<p>1. How to Write an IMRAD paper Part 2 . 2. WORKSHOP DAY</p> <p><i>Research and text analysis</i> Analyze your selected peer-reviewed journal articles to identify genres within: Hypotheses, argument, summary, literature review.</p> <p><i>Writing assignment</i> Write the first 5 pages of an IMRAD article/essay. Test out preliminary outline and refine selection of sources to ensure specificity and organization. Synthesize argument, literature review</p>	Due: Research Notebook Report #3

		<i>and summary to write the section of an IMRAD article that appears as the Introduction and subsequent material that appears before the Methodology section.</i>	
Week 8	10/21 & 10/23	3. How to Write an IMRAD paper Part 3. <ol style="list-style-type: none"> 1. Continue writing and research on your own; reach out to library staff; attend writing conferences with your instructor. 2. Document your process in your research notebook. 3. WORKSHOP DAY 	Due: Research Notebook Report #4
Week 9	10/28 & 10/30	<ol style="list-style-type: none"> 1. WORKSHOP DAY 2. Continue to write and revise your IMRAD article 	Due: IMRAD Rough Draft Due (present at least 9 pages of your paper)
Week 10	11/4 & 11/6	Writing Research Papers Continuation/Editing and Refining Workshop day What are Video Essays? How to Create a Video Essay?	

Week 11	11/11 & 11/13	<ol style="list-style-type: none"> 1. Crafting Research Posters 2. Creating a Poster for IMRAD PAPER 3. Create graphs, charts or other visuals that will enhance your paper; collaborate in class. 4. ASSIGN POSTER REQUIREMENTS 	Last day to withdraw from classes 11/11 Complete Research Notebook Due (20%)
Week 12	11/18 & 11/20	Conferences/Workshop Day	Final draft of IMRAD due. 35%
Week 13	11/25 & 11/27	Peer Review Workshop <i>In class Peer Review Workshop assignment #1</i>	November 26, Thursday Classes Meet November 27, Friday Classes Meet
		Thanksgiving Recess 11/28 - 12/1	
Week 14	12/2 & 12/4	Poster Presentations	DUE: Poster Due
Week 15	12/9	Last Day of Classes Poster Presentations Reading days	Video Essay Due
Week 16	12/15 - 12/21	Finals Week- NO FINAL for this Course	