

English Composition: Introduction to Academic Writing



Instructor	Markita N. Schulman
Email	markita.schulman@njit.edu
Section #	ENGL 101-067
Schedule	Tuesday & Thursday, 2:30-3:50PM
Location	Faculty Memorial Hall 412
Office Hours	Tuesdays, 1:15-2:15PM Cullimore Hall 332 Please make an appointment.

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, research, write drafts, and revise their writing based on writing's disciplinary rules, self-reflection, and 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. *This section of ENGL 101 has a special focus on critical media literacy; the relationships between media, information, and power; and the potential uses of communication technology to either empower, enlighten, and illuminate, or marginalize, manipulate, and misrepresent. Students will be asked to critically analyze media and consider strategies for harnessing technologies of communication to enhance democratization and participation.*

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.

Objectives

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
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

No Required Texts

This course makes use of books and resources available through NJIT's library, as well as documents provided by the instructor and Open Educational Resources available for free online.

Assignments & Assessment

All assignments must be submitted before class begins on Canvas, which automatically checks for plagiarism and AI generation using Turnitin, unless otherwise specified.

A	= 100-90
B+	= 89-87
B	= 86-80
C+	= 79-77
C	= 76-70
F	= 69-0

15% Participation & Attendance

Class participation includes regular attendance, engagement in class activities and discussions, in-class writing, annotations, readings, pre-writes, rough drafts, and other informal assignments. Participation requires preparation.

15% Literacy Narrative Essay (750-1,000 words)

This essay focuses on a notable moment or aspect of your becoming literate. It follows the conventions of a first-person personal essay.

15% In-Class Rhetorical Analysis Essay

This essay will be completed in class. You are required to analyze a text provided for you at the beginning of the class period. Read, respond, write. 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.

20% Argument/Position Essay (1,000-1,250 words)

This essay extracts academic arguments from 2 assigned sources and advances an evidence-backed claim/thesis that may be supported or disputed by those sources.

25% Research Argument Essay (1,250-1,500 words)

This essay advances a clear argument supported by 4 academic sources. This work will prepare you for more extended research writing in ENGL 102.

10% Research Presentation

You will present your research findings (including a visual component like a PowerPoint) to your peers.

Important note on grading: There are no Ds in First-Year Writing. There are no minus grades at NJIT. If you receive less than a C as your final grade, you must retake the course.

Writing Process

ENGL 101 is a process-oriented class. Students must complete pre-writing and rough draft assignments for the literacy narrative essay, argument/position essay, and research argument essay in order to be considered for a grade for the assignment. Final drafts should reflect significant revision based on instructor and peer feedback.

Late Work

Assignments are due on the date indicated. Essays that are once class late will be lowered half a letter grade; essays that are one week late will be lowered one full letter grade. Essays that are over one week late will receive a failing grade. **All essays must be submitted in order to pass this course.**

Writing Center

The Writing Center (G17 Central King) is available for individual and group appointments with professional writing tutors both onsite and online. [Find more information here.](#)

Attendance

In addition to benefiting you as a student and writer, attendance is mandatory. You are permitted three absences (excused or unexcused). After that, you will lose half a letter grade with each subsequent absence. You will automatically fail the course if you miss more than six classes. Attendance will be taken at the *beginning* of each session, so please arrive by the scheduled time. Two late arrivals (15 minutes after the start of class) are considered an absence. Even if you are absent, you are responsible for all assignments. If you miss class, consult another student, review Canvas, or contact me. You are expected to come to the next class fully caught up on all reading and writing assignments.

Technology

No technology in the classroom unless specified by the instructor. Laptops will only be used for designated assignments/activities. Cellphones will never be used. Unauthorized use of tech in the classroom will result in a decreased participation grade.

Accessibility

If you are a student with a documented disability, please see me as early in the semester as possible to discuss necessary accommodations, and contact the [Office of Accessibility Resources and Services](#) (Kupfrian Hall 201).

Academic Integrity

[See NJIT's University Policy on Academic Integrity here.](#) Any student found in violation of the code by cheating or plagiarizing will receive a failing grade and be reported to the department and the Dean of Students. Violating the code may result in suspension or dismissal from the university.

Generative Artificial Intelligence (ChatGPT)

First-Year Writing 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.”

There are many types of AI-powered writing tools. None of these tools are acceptable in student writing in First-Year Writing. That includes generative tools like ChatGPT, Claude, and Google Bard, it includes grammar check tools like Grammarly, and it includes any other tool that reads or writes any portion of a text that the student has been assigned to read or write.

All assignments submitted through Canvas will be evaluated by TurnItIn. TurnItIn evaluates all kinds of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing, purchasing, and resubmission of papers). TurnItIn flags AI-generated text, including text that has been rewritten by grammar assistants like Grammarly. TurnItIn displays the plagiarism percentage to both student and instructor; it only displays the AI percentage for 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.

Dates correspond with in-class discussions. Come prepared by completing the assigned reading/assignment(s) **before class**. All assigned readings must be read and annotated on Perusall before the start of class the day they are listed as 'due.' Reading and annotation assignments are not worth a specific # of points (They are listed as 0 points on Canvas), but engaging critically with assigned readings through digital annotation, in-class discussion, and informal writing assignments will affect your Participation grade in the class.

Week	Date	
1	Tuesday, Sept. 3	In-Class Diagnostic Essay: “Superman and Me” by Sherman Alexie
	Thursday, Sept. 5	
2	Tuesday, Sept. 10	“Mother Tongue” by Amy Tan
	Thursday, Sept. 12	“The Art of Eating Spaghetti” by Russell Baker Literacy Narrative Essay Pre-Write: intro/hook paragraph, informal topic proposal (1 paragraph)
3	Tuesday, Sept. 17	Literacy Narrative Essay Rough Draft: revised intro/hook paragraph, 2 body paragraphs, “So what?” statement
	Thursday, Sept. 19	“Living in Tongues” by Luc Sante
4	Tuesday, Sept. 24	Literacy Narrative Essay Final Draft (750-1,000 words) “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” by Laura Bolin Carroll
	Thursday, Sept. 26	“Cleaning: The Final Feminist Frontier” by Jessica Grose (Read at home) Sample student rhetorical analysis “Not Quite a Clean Sweep: Rhetorical Strategies in Grose’s ‘Cleaning: The Final Feminist Frontier’” (Read in class)
5	Tuesday, Oct. 1	Birds Aren’t Real: Explore the website, read Ch. 1-3 of movement history on About page

	Thursday, Oct. 3	<u>"Birds Aren't Real, or Are They?" by Taylor Lorenz</u>
6	Tuesday, Oct. 8	Rhetorical Analysis In-Class Essay: "On the Phenomenon of Bullshit Jobs: <i>A Work Rant</i> " by David Graeber
	Thursday, Oct. 10	"Introduction" from <i>Shop Class as Soulcraft</i> by Matthew B. Crawford
7	Tuesday, Oct. 15	"A Brief Case for the Useful Arts" from <i>Shop Class as Soulcraft</i> by Matthew B. Crawford
	Thursday, Oct. 17	"My Last Five Years of Work" by Avital Balwit
8	Tuesday, Oct. 22	"Getting Ready for a Post-Work Future" by Andy Hines
	Thursday, Oct. 24	"Why Are There Still So Many Jobs? The History and Future of Workplace Automation" by David H. Autor Argument/Position Essay Pre-Write: Thesis, texts, topic sentences/outline
9	Tuesday, Oct. 29	Library tools/research day Research Paper Pre-Write: Research question (start of class) & search terms (Boolean logic) by end of class
	Thursday, Oct. 31	Argument/Position Essay Rough Draft: Revised thesis, selected evidence, revised topic sentences/outline
10	Tuesday, Nov. 5	Research Paper APA Works Cited page (4 sources)
	Thursday, Nov. 7	Argument/Position Essay Final Draft (1,000-1,250 words)
11	Tuesday, Nov. 12	Annotations & reverse outlines (Sources 1 & 2)

	Thursday, Nov. 14	Annotations & reverse outlines (Sources 3 & 4)
12	Tuesday, Nov. 19	Research Paper Pre-Write: Thesis, correctly formatted APA Works Cited page (revised, if needed), topic sentences/outline
	Thursday, Nov. 21	
13	Tuesday, Nov. 26	<i>Thursday Classes Meet</i> Research Paper Rough Draft: Revised thesis, revised topic sentences/outline, 3 completed body paragraphs
		<i>Thanksgiving Recess</i>
14	Tuesday, Dec. 3	Presentation prep in-class
	Thursday, Dec. 5	Research Argument Essay Final Draft (1,250-1,500 words) Research Presentations (Submit PPT TODAY)
15	Tuesday, Dec. 10	<i>Last Day of Class</i> <i>Friday Classes Meet</i> Research Presentations