



**New Jersey Institute of Technology**  
**ENGL 101**  
**Introduction to Academic Writing**

**Professor:** Kyle Mednick

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**Office hours:** Tuesdays: 6:00 pm - 7:00 pm  
or by appointment

**Office location:** Cullimore 332

**Meeting Days:** Tuesday / Thursday

**Meeting Time:** 4:00 pm - 5:20 pm

**Meeting Location:** KUPF 108

"I began to realize how important it was to be an enthusiast in life. If you are interested in something, no matter what it is, go at it full speed ahead. Embrace it with both arms, hug it, love it, and above all become passionate about it. Lukewarm is no good. Hot is no good either. White hot and passionate is the only thing to be." ~Roald Dahl

**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. 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, 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% of Grade**

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 their own that can be applied to most writing tasks.

**Literacy Narrative Essay (3-4 pages)      Weeks 1-3      15% of Grade**

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)      Weeks 4-7      20% of Grade**

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 (2+ pages)      Weeks 8-9      15% of Grade**

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.

**Research Argument Essay (5-6 pages)      Weeks 9-13      25% of Grade**

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. 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% of Grade**

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

**Final Exam**

There is NO final exam in this course.

## Grading

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 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).

### 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.

### 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 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      15% of Grade**

Class activities and discussions 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).

**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 and students use this system for all activities including submitting essays, sharing course materials, creating discussions, and grading assignments. 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. Maintain an appropriate tone in all school-related correspondence. Include an appropriate subject line and your name in all emails for more efficient correspondence.

Students should not use cell phones during class unless needed for a specific activity. Resist the distraction and focus on one thing at a time - classroom lessons, activities and discussion. Active engagement in class leads to better outcomes in grading. Everyone should set phones to silent as a courtesy.

Laptops should only be used when we are drafting, researching, note taking or otherwise engaging in classroom activities. Students should practice professional, focused behavior 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 my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. Written and visual works are to be completed individually unless otherwise specified.

### **Chat GPT**

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.

**Accessibility Needs**

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Office of Accessibility Resources and Services at 973-596-5417.

**The Writing Center**

The Writing Center (G17 Central King) is available online for individual and group appointments with professional writing tutors. This resource helps you to improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. The Writing Center is not simply a grammar fix or editing service. For more information, please visit: <https://www.njit.edu/writingcenter/>

**ENGL 101**  
**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.

<b>Week 1:</b>	<p><b>Tuesday 9/3:</b> <u>Agenda:</u></p> <ul style="list-style-type: none"> <li>● Introductions</li> <li>● Discuss syllabus</li> <li>● Library Tour</li> </ul> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>● Finish First Day Questionnaire</li> <li>● Complete “Academic Engagement” assignment on Canvas</li> </ul> <p><b>Thursday 9/5:</b> <u>Agenda:</u></p> <ul style="list-style-type: none"> <li>● In-class diagnostic essay</li> <li>● Discuss Literacy Narrative Essay (if time)</li> </ul>
<b>Week 2:</b>	<p><b>Tuesday 9/10:</b> <u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Journal &amp; discussion about college writing</li> <li>● Introduce Literacy Narrative</li> <li>● Mini-Lecture on the writing process: <ul style="list-style-type: none"> <li>○ Introduction to writing process and concepts</li> <li>○ <a href="https://www.youtube.com/watch?v=V1pnpL8295E&amp;t=4s">https://www.youtube.com/watch?v=V1pnpL8295E&amp;t=4s</a></li> <li>○ APA paper setup</li> </ul> </li> <li>● Reading &amp; Reflection <ul style="list-style-type: none"> <li>○ Why are students coming into college poorly prepared to write? Carnegie Mellon University</li> <li>○ <a href="https://www.cmu.edu/teaching/design/teach/instructionalstrategies/writing/poorlyprepared.html">https://www.cmu.edu/teaching/design/teach/instructionalstrategies/writing/poorlyprepared.html</a></li> </ul> </li> <li>● Resources: <ul style="list-style-type: none"> <li>○ Definition and prompts for literacy narratives:</li> <li>○ Georgia Tech <ul style="list-style-type: none"> <li>■ <a href="https://narwol.lmc.gatech.edu/purpose-and-scope/#:~:text=Literacy%20Narrative%20%E2%80%93%20A%20literacy%20narrative,%2C%20viewing%2C%20interpreting%2C%20etc">https://narwol.lmc.gatech.edu/purpose-and-scope/#:~:text=Literacy%20Narrative%20%E2%80%93%20A%20literacy%20narrative,%2C%20viewing%2C%20interpreting%2C%20etc</a></li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Key features of literacy narratives: <ul style="list-style-type: none"> <li>■ <a href="https://writingcraft.commons.gc.cuny.edu/literacy-essay-examples/">https://writingcraft.commons.gc.cuny.edu/literacy-essay-examples/</a></li> </ul> </li> <li>○ Professional examples of literacy narratives: <ul style="list-style-type: none"> <li>■ <a href="https://gwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html">https://gwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html</a></li> </ul> </li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Read: Pages 11-37 of <i>Shop Class as Soulcraft: An Inquiry into the Value of Work</i> (Crawford, 2009). PDF on Canvas.</li> <li>● Post 2 observations and one question to the forum.</li> <li>● Discussion leaders will be chosen at the start of class on Thursday. <ul style="list-style-type: none"> <li>○ <b>DUE: Before class 9/12</b></li> </ul> </li> </ul> <p><b>Thursday 9/12:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Writing Center Visit</li> <li>● Crawford Reading Discussion</li> <li>● In-Class Reading &amp; Discussion <ul style="list-style-type: none"> <li>○ Snell, D. &amp; Gekara, V. (2022) Re-examining technology's destruction of blue-collar work. <i>New Technology, Work and Employment</i>, 1–19. <a href="https://doi.org/10.1111/ntwe.12259">https://doi.org/10.1111/ntwe.12259</a></li> </ul> </li> <li>● Discussion board activity: Tell a brief story or develop a concept that might serve as the central idea for your literacy narrative <ul style="list-style-type: none"> <li>○ Share &amp; workshop ideas</li> </ul> </li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Continue working on Literacy Narrative Essay <ul style="list-style-type: none"> <li>○ <b>First Draft DUE: Wednesday, 9/18 by 11:59 pm</b></li> <li>○ <b>FINAL DRAFT DUE: Monday, 9/23 by 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 3:</b>	<p><b>Tuesday 9/17:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Mini-Lecture on constructing an essay; prewriting; genre knowledge <ul style="list-style-type: none"> <li>○ Prewriting: <a href="https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper">https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper</a></li> <li>○ Genre: <a href="https://twp.duke.edu/twp-writing-studio/resources-students/genres">https://twp.duke.edu/twp-writing-studio/resources-students/genres</a></li> </ul> </li> <li>● Small group activity: Choose a genre and write rules for composing</li> </ul>

	<p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Submit first draft of Literacy Narrative Essay <ul style="list-style-type: none"> <li>◦ Required in order to earn a grade on the final essay</li> </ul> </li> <li>• Peer review will be done on Thursday</li> <li>• <b>Draft DUE: Wednesday, 9/18 by 11:59 pm</b></li> </ul> <p><b>Thursday 9/19:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Literacy Narrative Peer Review</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Submit final draft of Literacy Narrative</li> <li>• <b>DUE: Sunday, 9/22 by 11:59 pm</b></li> </ul>
<b>Week 4:</b>	<p><b>Tuesday 9/24:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Review of rubric (posted on Canvas)</li> <li>• Min-Lecture: Developing a strong and clear thesis statement</li> <li>• In-Class Activity: Thesis statements</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Read the assigned article (posted on Canvas)</li> <li>• Post two observations and one question to the forum</li> <li>• <b>DUE: Wednesday 9/25 by 11:59 pm</b></li> </ul> <p><b>Thursday 9/26:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Reading discussion</li> <li>• Mini-Lecture: Topic sentence development</li> <li>• In-Class Activity: Writing topic sentences</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Find an academic article in your field of interest. Post it on the moodle forum along with a two-paragraph position statement in reaction to the article.</li> <li>• <b>DUE: Wednesday 9/25 by 11:59 pm</b></li> </ul>
<b>Week 5:</b>	<p><b>Tuesday 10/1:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Assignment Discussion</li> <li>• Introduction to Argument Position Essay</li> <li>• Choose one set of paired readings (posted on Canvas)</li> <li>• In-Class Activity: Pre-writing</li> </ul>

	<p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Begin working on Argument Position Essay <ul style="list-style-type: none"> <li>○ <b>First Draft DUE: Monday 10/7 by 11:59 pm</b></li> <li>○ <b>FINAL Draft DUE: Sunday 10/20 by 11:59 pm</b></li> </ul> </li> </ul> <p><b>Thursday 10/3:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Journal &amp; Discussion</li> <li>● APA citation review</li> <li>● In-Class Activity: Reporting Verbs</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Continue working on Argument Position Essay <ul style="list-style-type: none"> <li>○ <b>First Draft DUE: Monday 10/7 by 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 6:</b>	<p><b>Tuesday 10/8:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Argument Position Essay - Peer Review</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Continue working on Argument Position Essay <ul style="list-style-type: none"> <li>○ <b>FINAL Draft DUE: Sunday 10/20 by 11:59 pm</b></li> </ul> </li> </ul> <p><b>Thursday 10/10</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Journal &amp; Discussion</li> <li>● Mini-Lecture: Research and Information Literacy</li> <li>● In-Class Activity: Library Database Exploration</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Continue writing Argument Position Essay</li> <li>● Find an academic article in your field of interest. Post it on the moodle forum along with a two-paragraph position statement in reaction to the article. <ul style="list-style-type: none"> <li>○ <b>DUE: Monday 10/14 by 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 7:</b>	<p><b>Tuesday 10/15:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Article assignment discussion</li> <li>● Introduction to rhetorical analysis</li> <li>● In-Class Activity: Analysis of rhetorical strategies</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Continue working on Argument Position Essay</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>FINAL Draft DUE: Sunday 10/20 by 11:59 pm</b></li> </ul> <p><b>Thursday 10/17</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Journal &amp; Discussion</li> <li>● Mini-Lecture: Rhetorical analysis essay structure</li> <li>● In-Class Activity: Group Rhetorical Analysis</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Continue working on Argument Position Essay           <ul style="list-style-type: none"> <li>○ <b>FINAL Draft DUE: Sunday 10/20 by 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 8:</b>	<p><b>Tuesday 10/22:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● In-Class: Rhetorical Analysis Essay: Read the provided text and write a 2-3 page rhetorical analysis</li> </ul> <p><b>Thursday 10/24</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Introduction to Research Argument Essay</li> <li>● Mini-Lecture: Elements of an academic argument</li> <li>● In-Class Activity: Create your own argument</li> </ul>
<b>Week 9:</b>	<p><b>Tuesday 10/29:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Rhetorical Analysis Essay feedback reflection</li> <li>● Review APA citation and paper setup</li> <li>● Information Literacy - finding sources in the library</li> </ul> <p><b>Thursday 10/31</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● In-Class: Writing workshop for Research Argument Essay</li> <li>● 1-1 Professor check-ins on writing</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>● Continue writing Research Argument Essay draft           <ul style="list-style-type: none"> <li>○ <b>First Draft DUE: Monday 11/11 by 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 10:</b>	<p><b>Tuesday 11/5:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>● Journal &amp; Reflection</li> <li>● In-Class Reading &amp; Group Activity</li> </ul>

	<p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Read the assigned article (posted on Canvas)</li> <li>• Post two observations and one question to the forum</li> <li>• <b>DUE: Wednesday 11/6 by 11:59 pm</b></li> </ul> <p><b>Thursday 11/7</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Article discussion</li> <li>• Mini-Lecture: Refining your sources, making connections</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Submit Research Argument Essay first draft <ul style="list-style-type: none"> <li>◦ <b>DUE: Monday 11/11 by 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 11:</b>	<p><b>Tuesday 11/12:</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Class &amp; Peer Review - Research Argument Essay</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Continue writing Research Argument Essay draft <ul style="list-style-type: none"> <li>◦ <b>Final Draft DUE: Sunday 12/1 by 11:59 pm</b></li> </ul> </li> </ul> <p><b>Thursday 11/14</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Development and Transitions (In-Class Activity on transitions)</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Continue writing Research Argument Essay draft <ul style="list-style-type: none"> <li>◦ <b>Final Draft DUE: Sunday 12/1 by 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 12:</b>	<p><b>Tuesday 11/19</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Introduce Oral Presentation Assignment</li> <li>• In-Class Activity: One-Minute Presentations</li> </ul> <p><u>Assignment</u></p> <ul style="list-style-type: none"> <li>• Begin working on presentation</li> </ul> <p><b>Thursday 11/21</b></p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• The elements and practice of making good presentations</li> <li>• In-Class workshop on oral presentations</li> </ul>

	<u>Assignment</u> <ul style="list-style-type: none"> <li>Continue working on presentations             <ul style="list-style-type: none"> <li><b>Presentations start on 12/3 and ALL presentation materials must be submitted by 12/2 at 11:59 pm</b></li> </ul> </li> </ul>
<b>Week 13:</b>	<b>Tuesday 11/26</b> <u>Agenda</u> <ul style="list-style-type: none"> <li>Grammar &amp; Style editing review</li> <li>In-Class Activity: Proofreading</li> </ul> <u>Assignment</u> <ul style="list-style-type: none"> <li>Submit final draft of Research Argument Essay</li> <li><b>DUE: Sunday 12/1 by 11:59 pm</b></li> </ul> <b>Thursday 11/28 - NO CLASS</b>
<b>Week 14:</b>	<b>Tuesday 12/3</b> <u>Agenda</u> <ul style="list-style-type: none"> <li>Oral presentations on research argument essay</li> </ul> <b>Thursday 12/5</b> <u>Agenda</u> <ul style="list-style-type: none"> <li>Oral presentations on research argument essay</li> </ul>
<b>Week 15:</b>	<b>Tuesday 12/10</b> <u>Agenda</u> <ul style="list-style-type: none"> <li>Finish oral presentations on research argument essay</li> <li>Last day reflections</li> </ul>



## 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