

# New Jersey Institute of Technology

## ENGL 102-H5

### Introduction to Research Writing

<b>Catalog:</b>	ENGL 102-H5, Fall 2024
<b>Instructor:</b>	Johanna Deane
<b>Room:</b>	Central King Building 126
<b>Meeting Times:</b>	Tuesday/Thursday 1:00pm-2:20pm
<b>Email:</b>	<a href="mailto:jmd56@njit.edu">jmd56@njit.edu</a> , subject line ENGL102-H5:
<b>Office hours:</b>	T/R 10:30-11:20 or by appointment in Cullimore 115C or <b>Zoom</b> .
<b>Course notes:</b>	Available via the Active Workspace.

#### Course Description

Honors English 102 takes a multidisciplinary approach to research and writing across genres while emphasizing information literacy. Building on the skills learned and practiced in Honors English 101, students will develop an interdisciplinary academic research project that applies critical textual research to address an issue of interest to their communities. You will be required to produce a research report, multimodal visual arguments, and a presentation, preparing yourself for future research and writing and developing your process writing and communication skills.

Exceptional student projects will be considered for the Albert Dorman Honors College Moonshot Prize, which recognizes and funds [bold, interdisciplinary projects that apply the unique technical abilities and training of Dorman Scholars to important social and cultural questions](#). Ideal projects will review and synthesize interdisciplinary literature to frame local solutions to global issues, simultaneously raising awareness and addressing the issues.

#### Course Goals

During this course students will:

- Approach research from multidisciplinary and interdisciplinary perspectives
- Find, evaluate and choose sources effectively, building on rhetorical analysis and information literacy skills from ENGL 101
- Draft and revise a research report drawing on interdisciplinary thought
- Create multimodal assignments supported by increasingly complex research
- Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work
- Show skill using the American Psychology Association (APA) citation format

### No required textbook

This course makes use of resources found on <http://library.njit.edu> and other resources provided by the instructor. We will also be using the following documents from our university library:

- **Glasman-Deal, H. (2010). Science research writing for non-native speakers of English. Imperial College Press.**
- [ENGL 101/102 - Research Guides at New Jersey Institute of Technology \(njit.edu\)](http://library.njit.edu)

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 on a 100-point scale:

#### Preparedness and Participation

10%

Includes regular and timely attendance, preparation for class meetings by doing the readings in advance, and participation in in-class skill work and investigation

#### Metropolitan Museum Visit and Critical Multidisciplinary Zine

10%

Visit the Metropolitan Museum of Art between September 12 and September 16. Select an exhibit for critical review, considering it in a multidisciplinary way and linking it to yourself and communities you care about. Think about how multimodal research illuminates issues. This can be broad. Maybe you were fascinated by an artifact linked to historical injustice that you connect to a present injustice. You, the student, are the connection. This will lead you into your research topic, which should be conceived with a community to serve in mind.

#### Research Log

20%

An ongoing Google Doc with dated updates on your research process. Written informally, summarizing day-by-day your research questions, search and evaluation methodology, and findings, all documented in first person, with a biography at the end. Please do include musings about the relationship between your research, your community, and how you’d like to help.

#### Research Report

35%

A full-length 12-15-page interdisciplinary research report in standard research report format: Introduction, Methods (based on your research log), Results, and Discussion (which will connect your research to concrete community or societal benefits that could be pursued through the Honors Moonshot Prize). Focus the conclusion of your discussion on a local solution to the global issues explored in your work, informed by your interdisciplinary research process.

#### Video Essay

10%

Argument and evidence of the Research Report presented visually, with accompanying voiceover

## Academic Poster and Honors Showcase

15%

A formal academic poster presenting your Research Report and potential Moonshot Prize project opportunity for the Honors Showcase.

**All graded assignments will be evaluated on the Written Communication Value Rubric and assigned a grade using the following scale:**

A 100-90	B+ 89-87	B 86-80	C+ 79-77	C 76-68	F 59-67
WCVR Scores of 4 convert to A (100). Scores of 3 convert to 85-90. Scores of 2 convert to 70-84. Scores of 1 convert to 50-69. Non-submission is always worth 0.					

### Participation and Attendance

Attendance and participation are critical in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support, and informal writing. Students must actively and regularly participate 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 writing activities, as well as regular workshops and peer review sessions.

#### Attendance

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence may result in the deduction of participation points. In order to gain participation points, you must participate regularly in class activities and workshops. More than six unexcused absences (three weeks of the course) can result in course failure. Activities and workshoping as part of the writing process cannot be made up, and not participating in these classes often leaves students' skills underdeveloped.

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). 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 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.

### Written Assignments

There are four graded written assignments (two reference pages with a proposal, a critical museum review, 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.
- By default, the instructor will deliver verbal and written feedback in a one-on-one **student grading conference**, during which you will take notes; you will then email a revision plan to the instructor. Student grading conferences allow students to actively participate in their own evaluation process, entering into active cognitive apprenticeship with their instructor.
- If you do not wish to participate in a student grading conference, you will receive written feedback only.
- You should follow instructor feedback while drafting and revising; engagement in this process is part of your graded participation. We will also peer review and whole-class review your papers during selected classes.
- Revisions must be submitted using track changes, or underlining changed text for ease of grading, and explaining what changed in a brief note showing how you applied instructor feedback. You may submit revisions at any point in the term, but realistically, you will need to revise promptly to stay on track in the course.

### **Visual Arguments**

In conjunction with the written assignments, students will create a video essay.

### **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.

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](mailto: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.

## **ChatGPT and AI Writing Tools**

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."

## **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

### Schedule of Classes

#### WEEK ONE: WHAT IS CRITICAL TEXTUAL RESEARCH?

Tue Sep 3 **Syllabus review and semester overview.** This document  
Introduction to text, context, medium,  
genre; introduction to research report  
("IMRaD paper"), local solutions to global  
problems, and ADHC Moonshot Prize.

Thu Sep 5 **Lesson 2. What is critical textual  
research?** Introduction to primary vs  
secondary research distinction, and to  
critical textual research as a method. The  
mysterious case of the droplets.

[The 60-Year-Old Scientific  
Screwup That Helped Covid  
Kill | WIRED](#)

Complete on Canvas:  
**Library Lesson 1: Getting started**

#### WEEK TWO: HOW IS KNOWLEDGE CREATED?

- Tue Sep 10 **Discussion: How is knowledge created?** Carefully read Randall et al. before class, taking careful notes about the recursive cycle of knowledge creation, and be prepared to discuss knowledge creation across the disciplines. Key ideas: uncertainty, social construction of knowledge, reception, inference, and critique.
- Complete on Canvas:  
**Library Lesson 2: Exploring Topics and Background Information**
- Research Log: **Informal proposal**
- Thu Sep 12 **Lesson 2. The Metropolitan Museum as Interdisciplinary Site.** Plan zine structure and gather relevant scholarship. Summary, synthesis, multidisciplinary vs interdisciplinary work.
- Assigned: Metropolitan Museum Visit and Critical Interdisciplinary Zines
- Complete on Canvas:  
**Library Lesson 3: Metropolitan Museum Zine Assignment and Littman Library**
- Randall K, Ewing ET, Marr LC, Jimenez JL, Bourouiba L. (2021). How did we get here: what are droplets and aerosols and how far do they go? A historical perspective on the transmission of respiratory infectious diseases. Interface Focus 11: 20210049.  
<https://doi.org/10.1098/rsfs.2021.0049>
- Pogrebin, Robin and Graham Bowley, “After Seizures, the Met Sets a Plan to Scour Collections for Looted Art.”
- Isaacson, Walter. “The Science Behind Mona Lisa's Smile.” The Atlantic, Nov 2017.

### **WEEK THREE: HOW CAN WE CRITICALLY EVALUATE KNOWLEDGE?**

- Tue Sep 17 **Workshop 1. Critical Interdisciplinary Zines.** Zines must be rough-drafted, fully synthesizing your observations and textual research. Workshop will focus on developing argument, providing necessary information, citation, and formatting.
- Thu Sep 19 **Class meeting cancelled for grading meetings. Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.**

### **WEEK FOUR: HOW CAN WE IDENTIFY AND UNDERSTAND WHAT IS KNOWN?**

- Tue Sep 24 **The suspicious case of the Cass Review.**  
 At minimum, read the BMA press release, skim the Hilary Cass editorial, and skim the Noone et al. article before class.  
 Discussion: how can we identify and understand what is already known? How can we identify an existing consensus, interpret knowledge that challenges it, determine an appropriate level of skepticism, and investigate meaningfully?
- [BMA to undertake an evaluation of the Cass Review on gender identity services for children and young people](#)
- [Cass, H. \(2024\). The Cass Review—implications and reassurance for practitioners. \*Child and Adolescent Mental Health\*, 29\(3\), 311-313.](#)
- Noone, C., Southgate, A., Ashman, A., Quinn, E., Comer, D., Ashley, F., ... & McLamore, Q. (2024). Critically Appraising the Cass Report: Methodological Flaws and Unsupported Claims. *The Lancet Regional Health Europe*.
- D. M. Grijseels (08 Jun 2024): Biological and psychosocial evidence in the Cass Review: a critical commentary, *International Journal of Transgender Health*, DOI: 10.1080/26895269.2024.2362304
- Thu Sep 26 **Lesson 3: What tools can we use to familiarize ourselves with a literature?**  
 Introduction to an investigatory/mapping process using multiple tools, including [Wikipedia](#) – [Google Scholar](#) – [Library databases](#) – [ResearchRabbit](#)
- Complete on Canvas:  
**Library Lesson 4: Peer Review and Original Research Articles**
- Library Lesson 5: Disciplinary Databases and Search Strategies**
- Research Log: **Initial investigation and major questions**
- [Purdue OWL: APA Style Guide](#)

## **WEEK FIVE: HOW CAN WE EVALUATE ARGUMENTS AND EVIDENCE?**



Tue Oct 1 Discussion and in-class evaluation. The dark art of looking things up. Bias, standards of evidence, and internal consistency. How can we be objective?

[Cass, H. \(2024\). Independent review of gender identity services \[Final report\].](#)

[Smith and Pell \(2003\). Parachute use to prevent death and major trauma related to gravitational challenge: systematic review of randomised controlled trials. \*BMJ\*.](#)

Thu Oct 3 **Workshop 2:** Research support class, research log discussion and mini-workshop.

Research Log: **Summarize key arguments.**  
Can you answer your research question yet? If not, what do you need to know to answer it?

## **WEEK SIX: HOW CAN WE REFUTE WEAK OR FALSE ARGUMENTS?**

Tue Oct 8 **Lesson 4: Identifying hidden premises, bias, unproven assumptions, fallacies, and leaps.**

Discussion: What should we conclude about the Cass Review?

Thu Oct 10 **Workshop 3:** Research support, research log discussion and mini-workshop.

Research Log: **Critique arguments, including those you find persuasive.** Are they the best fit for the evidence? Are there major limitations? Do some papers answer the questions others prompt?

## **WEEK SEVEN: HOW CAN WE CREATE TRUE ARGUMENTS?**

Tue Oct 9 **Lesson 5: How are true arguments structured?** Claim, reasoning, evidence, exceptions, limitations, inductive vs deductive reasoning, correlation and causation, formal vs. informal modes of argument.

Thu Oct 17 **Workshop 4:** Construct your argument, or determine that you don't yet have one.

Research Log: **What do you now believe?**  
What claim does the evidence you have support, and how does it support that claim? Be specific. Remember, this doesn't have to sound smart, it just has to be as clearly thought out as possible. Where can you go from here? What additional questions need to be investigated?

## **WEEK EIGHT: HOW DO WE DOCUMENT CRITICAL TEXTUAL RESEARCH?**

Tue Oct 22 **Lesson 6: Documentation, citation, quotation, summary, designing appropriate and consistent reporting standards, and maintaining standard academic English register, tone, and style.**

[Student Paper Setup Guide, APA Style 7th Edition](#)  
[Purdue OWL: APA Style Guide](#)

Complete on Canvas:  
**Library Lesson 6: Citation management**

Thu Oct 24 **Workshop 5:** Identifying and deciding how to present key findings of your critical textual research, including the findings you disagree with (in textual research, your review process gives you the material to analyze and frame an argument, but does not automatically predetermine your conclusions)

## **WEEK NINE: HOW CAN WE USE RESEARCH REPORTS TO REVEAL TRUTH?**

Tue Oct 29 **Lesson 7: The Research Report.** Identifying key **results**, presenting your argument in **discussion**, documenting **methodology**, and providing a suitable **introduction** for the **imagined audience/discourse community** to read it.

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

Thu Oct 31 **Workshop 6:** Designing your research report. Outline and plan of writing.

## **WEEK TEN: CAN WE IMPROVE OUR THINKING THROUGH DIALOG?**

Tue Nov 5    **Workshop 7: The Discussion**

Critiquing classmate research reports' arguments/discussion sections.

Special focus on **application** – can this interdisciplinary research bring local solutions to global problems? Could you spend \$4000 of Honors College Moonshot Prize money to apply this research in your community?

Thu Nov 7    **Workshop 8: Introduction, Method, Results**

Making sure your classmates' research reports make sense, introduce the topics, and describe the process they used in a meaningful way

## **WEEK ELEVEN: CAN YOU COMPLETE YOUR PAPER ON TIME?**

Tue Nov 12    Class meeting cancelled for grading meetings. Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.

Thu Nov 14    Class meeting cancelled for grading meetings. Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.

## **WEEK TWELVE: HOW SHOULD YOU PRESENT TEXTUAL RESEARCH?**

Tue Nov 19    Discussion of presentation, video essays, research posters. Review in class:  
[Purdue OWL: Audience Analysis](#)

[Kirkpatrick, M. \(2018\). mental wellbeing. \[A study of mental wellbeing among architecture majors. Makes excellent use of visual rhetoric and storytelling.\]](#)

[www.posterpresentations.com](http://www.posterpresentations.com) or other tools.

Thu Nov 21    Draft **Poster presentation** and oral/**Video presentation** script are due

### **WEEK THIRTEEN:**

Tue Nov 26 Workshop: Retrospective Session. Reread your paper and review your research log. Can you say more? Can you say it more clearly, with a stronger argument? Are there flaws in reasoning or breadth you can correct? Plan any revisions (due Dec 10).

**Critique Session.** Read 2 classmates' papers and provide final notes as a fellow scholar, identifying flaws in reasoning or missing information.

### **WEEK FOURTEEN: CAN YOU REVISE YOUR WAY TO DEEPER TRUTH?**

Tue Dec 3 **Final prep for December 4 Research Poster Showcase in Campus Center Ballroom.**

Thu Dec 5 Screening session for **Video presentations**

### **WEEK FIFTEEN: WHAT DID YOU LEARN THIS SEMESTER?**

Tue Dec 10 Debriefing session and metacognitive discussion. All revised assignments are due; there will be no extensions beyond this date.