

New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing

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Course Description

ENGL 101 is an introduction to college-level writing. In this course, students are introduced to writing's rhetorical dimensions; they are asked to consider the purpose, audience, occasion, and genre that are called for in a variety of writing, speaking, and visual assignments. This course focuses on writing processes, asking students to brainstorm topics, collect ideas and research, write drafts, and revise their writing based on writing's disciplinary rules, on self-reflection and on instructor, peer and class feedback. Academic writing begins with the assumption that written, visual, and spoken texts can be in conversation with each other. Students are asked to read challenging articles, essays, and prose (and to consider visual and spoken compositions) which serve as both models of effective communication and as beginning places for students' own arguments and analyses.

Prerequisites

Entrance is determined by assessment results. Students who have successfully completed ENGL 099 are admitted to this class. ENGL 101 students must receive a C or better to pass the course.

Course Goals

During this course you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, research, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

No required text

This course makes use of books and resources found on <http://library.njit.edu> and other pdf and word document files provided by the instructor as well as Open Educational Resources (available for free on the Web).

Assignments & Assessment

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

Participation and effort **15%**

Your participation and effort are essential to your success in our writing process course. Regular attendance is not enough. Your instructor will be looking for your engagement with the material and your efforts in drafting your essays. Turning assignments in on time is required to earn full participation points. Class participation includes regular attendance, engagement in class activities and discussions, reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Participation is required for all in-class activities, including drafting, revising, discussions, peer and class reviews. Class time may consist of discussion board writings, short writing assignments which may include responses to assigned readings, topic exploration, prewriting activities including brainstorming and outlining, writing to learn, developing, organizing, transitioning and reflecting on the writing process. All of your work on these short assignments and in workshops is included in your participation grade. Level of engagement with the process and materials is usually correlated with success on assignments. Classroom activities are designed to aid in students' understanding and development of a writing process of your own that can be applied to most writing tasks.

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

This essay focuses on a notable moment or aspect of your becoming literate; it's written in the first person and defines and develops your approach to language use and genre.

Rhetorical analysis essay (2+ pages) Weeks 4-5 **15**

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

Argument (position) essay (4-5 pages) Weeks 6-8 **20**

This essay extracts academic arguments from 2 assigned readings/sources and presents a claim that may be supported or disputed by those sources, by real-world examples and by your own academic knowledge.

Research argument essay (5-6 pages) Weeks 9-13 **25**

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

Oral presentation and Powerpoint Week 14-15 **10**

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

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

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	F = 69-0
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First-Year Writing Procedures for Student Success:

Attendance and participation

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence will result in the deduction of participation points. Regular participation in class activities and workshops (many are graded) is required to earn participation points. Not participating in the writing process will be met with further deductions. More than six unexcused absences (three weeks of the course) can result in failure of the course. Activities and workshoping in class as part of the writing process cannot be made up, and not participating in these classes often leaves students disconnected from the practical skills needed for each genre.

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-generated text using Turnitin as well as grammar or translation apps). 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. The rhetorical analysis is completed in class in only one draft. Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.

Students will receive feedback from instructors on Canvas and in conferences as vital steps in the writing/revision process. These guiding comments should be followed by students in the drafting process, and this process will be assessed as part of the participation grade. Drafts may also be reviewed in small peer groups during class time or in whole-class review (when students volunteer their drafts to be improved by the class).

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

Late Work

Late work will not be accepted (except in the case of an excused absence designated by the Dean of Students). Students should contact their instructor in advance of due dates when having difficulty completing an assignment.

Expectations for Readings

What it means to have “completed” the reading is less straightforward than it might appear. There is a standard of “complete” that simply means “read until the end,” but as we all know, we can read the words without actually processing any of it. On the other hand, I don’t expect you to have developed a nuanced, holistic, and multifaceted understanding of a text through reading it one or even twice. Here is what I do expect:

1. **Have a reaction.** If you get to the end of a text and you have no reaction to it whatsoever, you didn’t really read it. Your reaction can be almost anything (you can find it interesting, or frustrating, or entertaining, or confusing, or offensive, or belittling, or disappointing, or hit and miss etc.). The hardest reaction to deal with is boring, and we will probably discuss this throughout the semester. The difficulty with boring is that it doesn’t promote critical reflection. If a reading is frustrating we can discuss what is frustrating about it and what it’s trying to accomplish and how we might engage that frustration. But boring tends to produce a shrug of the shoulders. In general, though, I will start most discussions with “what did you all think of this one” before moving on to more direct questions/discussion. Be able to say *something*.
2. **Do some analytical work.** I’m not expecting you to break down every moment in the text and close read it. What I am saying is that you should be able to identify passages that seem to you to be worth thinking about. It’s ok if you find some part confusing, but try to identify the part you find confusing and, ideally, why. Try to locate some specific ideas, events, language choices, images, metaphors etc that are interesting, frustrating, confusing etc. Take notes.
3. **Give the author/text the benefit of the doubt.** I’m not saying you have to think everything’s brilliant, but start from a position of assuming it’s brilliant and try to understand it from there. If an idea or passage seems pointless, unintelligent, or whatever, start by assuming it’s not and see if you can make sense of why it might be written the way that it is. Basically, don’t dismiss anything. You can argue with it or disagree, but don’t dismiss it.

Expectations for Writings

I don’t expect you all to come in as excellent writers. If I did, we’d just have a test at the beginning of the semester and call it a course. The purpose of this class is improvement, and wherever you are with your writing, you can improve. Take your writing seriously. Try to be accurate, try to be interesting, try to be useful, try to be kind. If you’re ever struggling with an assignment, please reach out to me and I will do my best to help.

Expectations for Discussions and Peer Review

Treat peers and their ideas with respect. Take an interest in your classmates' work and accept constructive feedback on your own. We may have readings about sensitive issues. I ask you to always keep two things in mind: First, your words impact other people. Keep those other people in mind when speaking. Second, we are all talking off-the-cuff. People say things they don't mean; they say things that aren't fully thought through, and they word things poorly and even offensively without meaning to. While I'm not asking you to ignore these things, I am asking you to use them as opportunities to open conversations, not to close them down. We're here to learn and to think and to get better at communicating with each other.

Technology

Canvas is NJIT's learning management system. In First-Year Writing (FYW) instructors and students use this system for all activities including submitting essays, sharing course materials, creating discussions, and grading assignments. Participation on discussion boards or other short essays or responses are regularly completed on Canvas and will count toward students' participation grade.

Students use their NJIT email as the primary method of communication. Maintain an appropriate tone in all school-related correspondence. Include an appropriate subject line and your name in all emails for more efficient correspondence.

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

Laptops should only be used when we are drafting, researching, note taking or otherwise engaging in classroom activities. Students should practice professional, focused behavior now to enhance preparation for the work world!

NJIT University Code on Academic Integrity

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>

Please note that it is your instructor's professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

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

Chat GPT

First-Year Writing (FYW) follows the guidelines from the NJIT University Code of Academic Integrity:

"Artificial intelligence usage is not permitted in this course. The expectation of this course is for students to work through the course without assistance from any type of artificial intelligence to better develop their own skills in this content area. As such, artificial intelligence usage is not permitted throughout this course."

Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers). Turnitin flags AI-generated text and use of "grammar" assistants that actually rewrite entire sentences. None of these tools are acceptable in student writing in ENGL 101 or ENGL 102. Your plagiarism percentage appears on the submission page for each assignment. The AI percentage is available only to instructors. Ask your instructor if you have questions about AI use. Students in violation of the rules of academic integrity will be reported to the Dean of Students who will follow up with a meeting and a final determination of grade and status in the course.

Accessibility Needs

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

The Writing Center

The Writing Center (G17 Central King) is available for individual and group appointments with professional and peer writing tutors. This resource helps you to improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. The Writing Center is not simply a grammar fix or editing service. For more information, please visit: <http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

ENGL 101 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.

Week 1 – Week of 1/20

Introductions; discuss syllabus

In-class diagnostic essay

Week 2 – Week of 1/27

Tuesday

Read: “The Writing Process” from *Rhetoric and Composition* (On Canvas)

Read: Literacy Narrative Assignment (On Canvas)

Optional: <https://www.youtube.com/watch?v=V1pnpL8295E&t=4s>

Friday

Read: Alexander Chee “The Writing Life and Annie Dillard” -

<https://themorningnews.org/article/annie-dillard-and-the-writing-life>

Read: UNC Writing Center on Brainstorming -

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

Week 3 – Week of 2/3

Tuesday

Read: Johanna Schmertz - A Review of Literacy Narratives -

<https://enculturation.net/new-literacy-narratives>

Friday

Peer Review Draft

Due: Come to class with at least a half-draft of your Literacy Narrative for Peer Review

Week 4 – Week of 2/10

Tuesday

First Draft of Literacy Narrative Due – Required to receive a grade.

In Class - Introduction to Rhetoric and Rhetorical analysis. Assignment expectations carefully reviewed.

Thinking about Writing: How much of an argument is formal? What are the risks of responding too much to the “ideas” in an essay? In what ways do we get “convinced” by an essay’s structure? What is the relationship between “convincing” and “true”?

Resource:

<https://success.uark.edu/get-help/student-resources/rhetorical-analysis.php>

Friday

Reading: Backpacks vs. Briefcase: Steps Toward Rhetorical Analysis

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6086be0a-b9a5-31ca-ac1c-7094b61ace6b>

Week 5 – Week of 2/17

Tuesday

Reading: [The Problems with Science Journalism](#), [Teen Vogue: Digital Blackface](#), [Wendell Berry: The Pleasures of Eating Well](#),

Friday

In-Class: Rhetorical Analysis – You will read a new text and write a 2-3 page rhetorical analysis in one 80-minute class period 15%

Week 6 – Week of 2/24

Tuesday

Literacy Narratives Returned – In Class

In-Class: Revision Workshop of Literacy Narrative

Friday

Reading - Reporting verbs:

https://emedia.rmit.edu.au/learninglab/sites/default/files/Reporting_verbs_2014_Accessible.pdf

Reading: Joseph Harris – Revision.pdf

FINAL DRAFT OF Literacy Narrative Due By Sunday at Midnight

15%

Week 7 – Week of 3/3 - No Class Friday

Tuesday

Reading – TBD

Friday
No Class

Week 8 – Week of 3/10

Tuesday
Reading: TBD

Friday
 Half Draft Workshop
 Come to class with at least a ½ draft of your position paper for peer review.

DUE: SUNDAY BY MIDNIGHT: Argument (position) essay first draft

Week 9 – Week of 3/17 - SPRING BREAK

NO CLASS

Week 10 – Week of 3/24

Tuesday

Read: Intro to the Craft of Research.pdf
Read: NJIT Library on Evaluating Sources - <https://researchguides.njit.edu/engl101-2/evaluate>

Friday
In-Class: Revision Workshop of Argument (Position) Paper

Week 11 – Week of 3/31

Tuesday
Writing and Revision: Structure, Transitions, and Argument
Read: [Making Good Arguments: 10 Salient Sentence Strings](#)

Friday
In Class: We will spend the day researching as a group one of our chosen topics from the position paper readings.

Thinking about Writing: How does our position inform our research? How does our research inform our argument?

Final Draft of Argument (Position) Paper Due

20%

Week 12 – Week of 4/7

Tuesday

Read: Elements of Academic Argument, Harvard:

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

Friday

In Class Research: Bring a research device (ideally a laptop) to class.

Targeting your research and researching while writing

Week 13 – 4/14 No Class Friday

Tuesday

Half Draft Workshop

Come to class with at least a ½ draft of your research paper for peer review.

Friday (No Class)

First Draft of Research Paper Due by midnight

Week 14 – 4/21

Oral presentations on research argument essay

10%

Week 15 – 4/28

Oral presentations on research argument essay

10%

Week 16 – 5/5 No Class Friday (Tuesday Class Meets Wednesday)

In Class: Research Paper Revision Workshop

All final drafts are due by midnight on May 12th.



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