

ENGL 101: Writing, Speaking, Thinking

Professor: Larry Bernstein

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Term: Spring 2024

Office Hrs.: By appointment and post/pre class

Class/Location/Meeting Day and Time:

ENGL 101-014 212 Central King Building

Monday/Thursday 8:30 AM – 9:50 AM

ENGL 101-006 2315A Guttenberg Info Tech Cntr.

Monday/Thursday 11:30 AM–12:50 AM

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 Materials

No text necessary. Readings will be provided.

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

Assignments & Assessment

Your grade breakdown is as follows:

Attendance/Participation/Classwork	15%
Literary Narrative Essay	15%
Argument position essay	20%
Rhetorical analysis essay	15%
Research argument essay	25%
Oral Presentation	10%

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	D = 69-60	F = 59-0
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Participation/attendance/classwork 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.

This [rubric](#) will be used to grade your papers.

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 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) 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.

First-Year Writing Procedures for Student Success:**Attendance and participation**

You may miss up to three class sessions 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.

If you are absent for legitimate reasons (family emergency, illness) you must provide a doctor's note or a note from your dean. If you know in advance you will miss class, let me know so arrangements can be worked out.

Religious Observance: Students who expect to miss class for religious observances must notify their instructors in writing of any conflicts between course requirements and religious observances, ideally by the end of the second week of classes and no later than two weeks before the anticipated absence.

LATENESS disturbs the class session. **Therefore, the door will be shut 20 minutes after class time, and entrance will not be allowed unless there are unforeseen circumstances.**

Please note late work will be penalized. If you are having trouble meeting a due date, reach out to me as soon as possible. With advance notice, accommodation can be made.

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).

Canvas/Technology

Canvas is NJIT's learning management system. I will use Canvas on a regular basis to communicate class news, assignments, etc. Therefore, it is your responsibility to pay attention and be responsive to Canvas to stay up to date with our class.

Use your **NJIT Email** to contact me (NOT Canvas). I will respond to your emails within a reasonable amount of time. Please plan accordingly. Maintain an appropriate tone in all school-related correspondence. Include an appropriate subject line and your name in all emails for more efficient correspondence.

Do 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!

Essays

There are 4 formal essays completed in ENGL 101:

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

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.

You are required to submit at least one rough draft and a final draft for each assignment or your grade will be negatively impacted. The rhetorical analysis is completed in class in only one draft.

You will receive feedback, and these guiding comments should be considered during the drafting process. 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).

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: [NJIT Academic Integrity Code](#).

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."

Generative AI

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" assistance 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*

Wk: Date	In Class Topic/Work	Assignments/Due dates
1: 1/23	Introductions, syllabus, etc.	Complete academic engagement assignment on Canvas
2: 1/27	Introduction to writing process and concepts Gearing up: https://writingcenter.unc.edu/tips-and-tools/brainstorming/ https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper In class writing sample	
1/30	Literacy narrative https://narwol.lmc.gatech.edu/purpose-and-scope/#:~:text=Literacy%20Narrative%20%E2%80%93%20A%20literacy%20narrative,%2C%20viewing%2C%20interpreting%2C%20etc Read: “Coming to An Awareness of Language” by Malcolm X Anecdotes/so what? So What, Anecdotes	Read “Mother Tongue” by Amy Tan https://gwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html
3: 2/3	Class Discussion/Partner work – memorable/favorites/impact Discuss “The Art of Eating Spaghetti” Comparison of texts Tone Thesis	
2/6	Review assignment 1 Samples Consider personal anecdotes	
4: 2/10	Getting started, getting finished. In-Class Reading: “Shitty First Drafts,” by Anne Lamott. Writing time	
2/13	Peer Review: Students will review classmates drafts and offer suggestions. What does it mean to <u>revise</u> an essay?	
5: 2/17	Explore body para format: CEA Create a CEA para as a class Students will write their own CEA para	
2/20	Essay Review – Student essays will be reviewed.	
6: 2/24	Define a <u>position paper</u> <u>position paper</u> Read a position paper and discuss it. Choose a topic and note views on it.	Read article pairs for the argument position essay. See options below. Note, the articles can be found on the Canvas files.
2/27	Student Discussions: Go over points drawn from the paired readings. Review position essay assignment sheet. Work/practice on CEA for your essay. Share out / critique	
7: 3/3	Review thesis Reporting verbs: https://emedia.rmit.edu.au/learninglab/sites/default/files/Reporting_verbs_2014_Accessible.pdf In-class writing time	
3/6	Peer Review: Students will review classmates drafts and offer suggestions. Revise paper based on feedback of classmates.	
8: 3/10	Introduce rhetorical analysis. Review assignment expectations. Analyze rhetorical strategies in various readings.	
3/13	Essay Review – Student essays will be reviewed. Peer Review/Revision	

9: 3/24	Tips on how to write the rhetorical essay. Review sample rhetorical essays	
3/27	Rhetorical writing practice Wordiness	
10: 3/31	In-class rhetorical essay	
4/3	Wellness Day – No Classes	
11: 4/7	What is research? Why do it? Discuss/assign Research Paper. Go over how to find a topic Review this link	
4/10	Discuss/preview samples Review Elements of Academic Argument, Harvard: https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:fb9ee585-1e12-31ea-a9e7-61da46ed575f Finding and evaluating sources Peer review on topics	
12: 4/14	Class Canceled	
4/17	Review CEA Counterpoint Review APA style	
13: 4/21	Video on presentation techniques Discussion about what makes a good oral presentation Oral Presentation assignment Grammar tips/ Writing tip: Inserting quotes	
4/24	Peer Review: Students will review classmates drafts and offer suggestions. Revise arguments based on feedback of classmates.	
14: 4/28	Oral Presentations	
5/1	Oral Presentations	
15: 5/5	Oral Presentations	
** 5/6	Oral Presentations	

***Note the course schedule is subject to change based on professor discretion.**

****5/6 is the last session of Eng. 101 for the semester. There is no final during finals week.**

Options for Argument Position Essay (Essay II)

Nuclear energy is safe/good for the environment:

[Advanced nuclear energy: the safest and most renewable clean energy](#)

[Nuclear power is not the answer in a time of climate change](#)

Declining birth rates

[Declining birth rate in Developed Countries: A radical policy re-think is required](#) (Find this in the files section on Canvas)

[The Lancet: Dramatic declines in global fertility rates set to transform global population patterns by 2100](#)

Herbal medicines and regulation

[Traditional use and safety of herbal medicines](#)

[Herbal Medicine in the United States: Review of Efficacy, Safety, and Regulation](#)

STEM education

[Elementary and Secondary Mathematics and Science Education](#)

[Improving Workforce Development and STEM Education to Preserve America's Innovation Edge](#)

Assignment Due Dates				
	Essay I	Essay II	Essay III	Essay IV
Assign	2/6	2/27	3/10	4/7
Draft 1	2/13	3/6	-	4/24
Draft 2	2/15	3/9	-	(optional) 4/26
Final Draft	2/25	3/18	3/31	5/6