

New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing

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11:30 to 12:45
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Course Description

ENGL 102 takes a multidisciplinary approach to researching and writing in various genres while emphasizing information literacy. While building on the skills learned and practiced in ENGL 101, students will research and write about issues in their disciplines in various genres, investigating a wide range of sources, crafting arguments and proposing solutions. To reinforce the arguments in these written works, students will create visual arguments with the course culminating in oral presentations of these written and visual works. Students will immerse themselves in various types of research and information gathering and make appropriate choices in genre, format, development and style to create their own original texts geared toward existing publications or organizations. The purpose of this class is to prepare students for research and writing in various genres in their majors, and, ultimately, for communication (written, visual, oral) in their professional work.

Course Goals

During this course students will:

- Review the writing process and its non-linear, recursive nature.
- Research, draft, revise and edit various genres on topics of your choice.
- Find, evaluate and choose sources effectively, building on rhetorical analysis skills from ENGL 101.
- Create multimodal visual arguments supported by your research on your chosen topics.
- Demonstrate an understanding of academic integrity in the creation of your own original written and visual work for all assignments.
- Demonstrate knowledge of formatting for American Psychology Association (APA) citation style.

No required text

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

Assignments & Assessment

Students' grades will be calculated as follows based on a 100-point scale:

Participation

10%

Includes attendance, effort and timeliness and your consistently active presence in class, submission of all assignments on time and satisfactory completion of in-class writing activities

Job description and oral presentation

5%

Written job description of the job you wish to have someday, addressed to professional colleagues, and a first sketch of a researchable problem or issue in the field (**500 words**)

Museum visit and critical review

10%

Visit a museum or artistic or architectural site and research one artifact or element to synthesize a 3-minute oral critique; present a coherent collection of 5-10 photos or slides (not a PowerPoint)

References pages and proposal for written work

10%

Two References pages (**8+ sources each**) on two disciplinary lenses and **500-word** proposal

White paper and infographic

35%

Research content and targeted audience to write a **7-10 page** white paper presenting a problem and proposed solution

30

Infographic for white paper

5

Written work for a general audience and video essay

25%

Research content and targeted publications for a **5-6 page** general audience article

20

Video essay on article

5

Oral and visual presentation

5%

Present either your video essay (from your general audience paper) or your infographic (from your white paper)

University grading scale:

All assignments and other required work will be graded using the following 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**Participation and Attendance**

Attendance and participation are critical to your success in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support and discussion board writings. Students need to attend AND participate in class with regularity 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 writings as well as regular workshopping in which students apply the day's lesson to their writing in progress. We will also politely do peer and class reviews. Level of engagement with the material is often correlated with success on assignments. Classroom activities are designed to aid in students' developing a writing process of their own that can be applied to most writing tasks.

Attendance

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 workshopping 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, AI generation and grammar assistants using Turnitin). Please follow the specific instructions for each assignment.

Essays

There are 5 written assignments -- a job description, a critical museum review, a proposal with 2 References pages, a white paper and an essay/article for a general audience.

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 written 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 engagement in 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 are vital in evaluating students' engagement with coursework and are often graded as part of the participation grade (10% of their overall grade for the course).

Visual arguments

In conjunction with the written assignments. The white paper will be accompanied by an infographic or other substantial visual effort. Students will create a video essay for their writing for a general audience.

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. 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 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.

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.

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 of papers). Turnitin allows 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.

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 help. 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

ENGL 102

Course Weekly Goals – Scroll for day by day schedule of assignments and in-class work.

Week 1

1. Introductions; discuss syllabus
2. (Re) introduce our online library and discuss research essay ideas

Week 2

Research and Information Literacy

1. Review ENGL 101/102 NJIT library guides
2. Discover ENGL 102 library modules on Canvas
3. (Re) visit NJIT's online library <https://library.njit.edu>

Explore Academic Search Premier (EBSCO), Science Direct, and other databases and reference materials; explore online books.

3. Begin to explore topics for white paper assignment.

Research

Find resources for job descriptions: Collect at least 3 sources to be included in your References page for your job description to professional colleagues.

Introduction to 2 major writing projects, white paper and researched essay for a general audience. Begin research exploration.

Writing assignment

Write a **job description (500 words)** about the job you may have one day: Introduce the basics as if you are speaking to professional colleagues who don't know much about your field; explore a question/problem in your field for use in course writing requirements.

Written job description

5%

Week 3

Museum critique oral presentation and slides

Museum visit and critical review preparation: Choose and research an exhibit and museum and synthesize into your original critique; analyze the exhibit from multidisciplinary and/or interdisciplinary lenses.

Research proposal and References lists assignment introduced and assignment expectations carefully reviewed.

Research

Continue to read and explore for two major writing projects:
White paper and researched essay for a general audience

Week 4

Reading/research

Continue collecting sources, discussing topics, narrowing down and taking an argumentative stance for 2 major writing assignments.

Week 5

Discussion

Continue exploring your topic for your white paper through the lens of 2 academic disciplines; discuss rhetorical strategies used in various types of sources including peer-reviewed journal articles.

Writing assignment/research

Begin work on References pages: Collect 2 sets of references (8+ each) for 2 lenses on the same topic; sort and prewrite (paraphrase, collect quotes, arrange key concepts and begin to outline written work).

Begin work on proposal assignment: 500-word proposal for two lenses and how they might be used in writing for 1) a targeted audience in a white paper and 2) for a general audience in a publication or press release

Museum critique oral presentations with slides (3 minutes)

10%

Week 6

Writing assignment

Two References pages and proposal due (APA format with 8+ sources each)

10%

Research

Continue research and begin planning and prewriting your white paper.

Week 7

Writing assignment

Continue prewriting activities (researching, note taking, making connections to publications and current research).

First draft of white paper due (required)

Engage in peer and class reviews; find more sources and revise as needed.

Week 8***Visual argument***

Create an infographic to enhance your white paper.

Week 9***Writing Assignment*****Final draft of white paper due (7-10 pages)****30%**

Edit for refinement of grammar, mechanics, citations

Infographic embedded in white paper

5%**Week 10*****Writing assignment/research***

Using your white paper topic, find publications for which you could (possibly) submit a general audience essay. Analyze the publications rhetorically to learn how to approach your final paper.

Week 11**First draft of researched essay for a general audience due (required)**

Class and peer reviews

Week 12***Visual argument***

Create a video essay on your researched essay/article for a general audience. **5%**

Week 13-14***Writing assignment and visual argument*****Final draft of researched essay for a general audience due (5-6 pages)****20%**

Final editing for grammar, mechanics, citations

Video essay (5-6 minutes)

5%**Weeks 14-15**

Oral presentations: Choose either your infographic from your white paper or your video essay from your general audience essay to present. Include your arguments and evidence along with your visual argument.

**Course Schedule for
Spring 2025 - ENGL
102, sections 088, 044,
008 : Nancy Burke,
Instructor**

Class/Week/Date	Due at start of Class	In Class	Homework
Class 1/Week 1 - Wed., 1/22	Your attendance	Intro Syllabus and Schedule. Introductions of everyone	Read and Post Discussion: STEAM and Composition
Class 2/Week 2 - Monday, 1/27	Discussion Posting on STEAM and Composition.	Intro Library Resources for Research- preliminary	Choose Job Description for first Major assignment. Find 3 sources of info on and collect Reference Page info
Class 3/Week 2 - Wed., 1/29	Come Prepared to Write. Have Job Selected and 3 sources	Write Job Description Assignment per instructions for assignment and submit via Canvas. This is your diagnostic writing assignment for your instructor to see your starting level of proficiency with writing.	Select Museum for your visit and research and post on Canvas Discussion Board. Indicate your Time Management skill by selecting date you will visit the museum
Class 4/Week 3 - Mon., 2/3	Museum selection and date of your visit on discussion board.	Google Doc Citation Tool and Research your museum of choice. Find 3 sources about your chosen exhibit/museum. Librarian visit to classroom.	Brain storm your Writing Paper Topic. READ David Brooks Essay and post response on Discussion Board. Read PDF in Canvas on Chapter 8: 10 on 1 vs 1 on 10.
Class 5/Week 3 - Wed., 2/5	Posted on Discussion board a 3 paragraph response to David Brooks essay.	Outlining. 10 on 1 organizational structure workshop.	Visit Museum Exhibit Write and turn in outline of museum review presentation using 10 on 1 method
Class 6/Week 4 - Mon., 2/10	Bring notes, sources, photos to class from your museum exhibit. Post a photo on discussion board. Turn in 10 on 1 Outline of Museum Essay.	Write your draft 1 of museum review. Submit to assignment link via Canvas. Indicate knowledge of Citation tool (Google docs) by creating your Reference page there. Post link to	Prepare your Museum presentation and ready to present class

		google doc on Canvas	
Class 7/Week 4 - Wed., 2/12	Be ready to present museum review presentation.	Presentations of museum review	Identify sources for your topic of choice your big assignment the Research Propo and the White Paper Use Google docs citation tool to form Reference page for major project.
Class 8/ Week 5 - Mon., 2/17	Be ready to present museum review presentation.	Presentations of museum review.	Read and Post Discussion: We Ne Students with Multidisciplinary Education.
Class 9/Week 5 - Wed., 2/19	Discussion Board Post on multidisciplinary education article	Intro Research Proposal for White Paper Unit. Discuss lenses and multidisciplines for your subject. Group work for developing questioning technique for research.	Continue gathering research for 500 wo Research Proposal assignment. Must include at least 15 sources. Use Spreadsheet Tool fo identifying excerpts from research. Look examples of White Papers in Canvas a your research.
Class 10/Week 6 - Mon., 2/24	Turn in Draft 1 of 500 word Research Proposal and Spreadsheet Tool for using your sources to address your questions about your subject.	What is a White Paper? Review of sections required in one. Lanham Concision Exercise for Class Work.	Read and examine organization of Whit Paper samples in yc discipline(s). Identify and outline your sections.
Class 11/Week 6 - Wed., 2/26	Final Draft of Research Proposal Due	Presentation of Research Proposal Question and your thesis/hypothesis for your White paper - 3 minutes each	Write first draft of W Paper. Be sure Reference Page an full length draft is completed. Include citations in APA styl for all use of

			researched info included.
Class 12/Week 7 - Mon., 3/3	Discussion Board Posts about any questions on current assignment.	What is an Infographic? Look at samples and apps for creation of yours.	Write first draft of W Paper. Due at classtime for peer review. Be sure Reference Page and full length draft is completed.
Class 13/Week 7 - Wed., 3/5	First Draft of White Paper due for Peer Review	Peer Review of White Paper draft 1	Create Info Graphic Presenting to class.
Class 14/Week 8 - Mon., 3/10	InfoGraphic for White Paper subject due for presentation in class.	Presentations of Infographics	Continue to research and write White Paper
Class 15/Week 8 - Wed., 3/12	Those who did not present, prepare to present Infographic in class.	Presentations of Infographics	Continue to research and write White Paper
SPRING BREAK 3/17 TO 3/22			
Class 16/Week 10, Mon., 3/24	Bring draft, revision list, peer review comments to meeting with instructor.	Individual meetings with students re White Paper	Write a list of revisions planned for your class as result of peer review and meeting with instructor
Class 17/Week 10- Wed., 3/26	Bring draft, revision list, peer review comments to meeting with instructor.	Individual meetings with students re White Paper	Write and submit your final draft of your White Paper including complete formatting headings/sections/subtitles AND properly formatted Reference Page.
Class 18/Week 11 - Mon., 3/31	Final Draft of White Paper due at classtime.	Intro General Audience Essay assignment	Research a professional journal you would query for general audience essay about your subject.

Class 19/Week 11 - Wed., 4/2	Use Discussion Board to submit to instructor the submission requirements for the selected journal for your subject.	Write Query Letter: What is it? How to write it?	Polish and submit query letter.
Class 20/Week 12 - Mon., 4/7	Turn in Query Letter to assignment link on Canvas.	Interactive Group Work	Write draft 1 of your General Audience essay.
Class 21/Week 12 - Wed., 4/9	Turn in draft 1 of General Audience essay by classtime for peer review.	Peer review of draft 1 of General Audience essay.	Revision list and apply revisions to your draft in progress.
Class 22/Week 13 - Mon., 4/14	Submit plan for revision of General Audience essay	Intro Video Presentation assignment. Discuss audience and rhetorical strategies using visual and text.	Create Video Presentation/Essay 5-6 minutes. Work on Final draft of General Audience Essay
Class 23/Week 13 - Wed., 4/16		Interactive Group Work	Finish your final draft General Audience continue to work on Video essays
Class 24/Week 14 - Mon., 4/21	Final Draft of General Audience essay due at start of class.	Polish Final Draft of General Audience essay. Can format, add photo/visuals if desired	Finalize your Video essays
Class 25/Week 14 - Wed., 4/23	Submit link to Video essay to assignment link.	Presentation of Video essay on General Audience essay.	Begin to gather thoughts for a reflection paper on the semester in this class
Class 26/Week 15 - Mon., 4/28	FINAL opportunity to turn in any late discussions and smaller assignments.	Presentations of Video essay on General Audience essay.	Course Evaluation Survey, please complete
Class 27/Week 15 - Wed., 4/30	Draft or outline of thoughts for a reflection essay/letter on semester work.	Finish Video Presentations. Review of semester highlights, skills, projects and goals.	Meet instructor for outstanding issues from semester outside of class
Class 28/Week 16 - Mon., 5/5		Write Letter of Reflection on Semester in class. Course Evaluation Time	

Class 29/ Week 16 Wed., 5/7	Turn in any late assignments. NOTE: Grades are due up by me on 5/18/2025	Course Wrap up. Last minute catch up time for presentation projects.	HAVE A GREAT SUMMER BREAK
Classes Finished			
Grades Posted 5/18			
Have a great summer!			

