

New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing

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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) Oral presentation in class (2 minutes)	
Museum visit and critical review	5%
Visit a local museum, conduct research and write a critical review of one exhibit and its significance (4-5 pages)	
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	30%
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 workshoping 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 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).

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

Course Schedule for Spring 2025 -			
Class/Week/	Due at start of	In Class	Homework
Class 1/Week 1 -	Your attendance	Intro Syllabus and Schedule.	Read and Post Discussion:
Class 2/Week 2 - 1/23	Discussion Posting on STEAM and Composition.	Intro Library Resources for Research	Choose Job Description for first Major assignment.

Class 3/Week 2 - 1/28	Come Prepared to Write. Have Job Selected and 3 sources	Write Job Description Assignment per instructions for assignment and submit via Canvas. This is	Prepare for Presentation of Job Description including visuals and/or handouts
Class 4/Week 3 - 1/30	Come prepared to present your job description. Your written description	Presentations of Job Descriptions. Explanation/Intro of Museum Visit Project	Final selection of your Museum Visit Choice. Brain storm your White Paper
Class 5/Week 3 - 2/4	Posted on 2 Discussion boards for instructor to see - 1st Discussion Board: the name of the museum	Google Doc Citation Tool and Research your museum of choice. Find 3 sources about your chosen	Visit Museum Exhibit. BE SURE TO TAKE PHOTOS and NOTES on your visit.
Class 6/Week 4 - 2/6	Bring notes, sources, photos to class from your museum exhibit. Post a photo on discussion board.	Outlining. 10 on 1 organizational structure workshop. Draft outline for your museum review essay.	Write your draft 1 of museum review. Submit to assignment link via Canvas. Indicate knowledge of Citation tool
Class 7/Week 4 - 2/11	Draft 1 and Reference page of your museum review essay.	Peer review of Draft 1 of Museum Essay	Revision plan identifying your planned changes to your
Class 8/ Week 5 - 2/13	Museum review essay completed and submitted.	Intro White Paper Unit. Discuss lenses	Read and Post Discussion: We Need Students

Class 9/Week 5 - 2/18	Discussion Board Post on multidisciplinary education article	Discussion/ planning and research time for selection of lenses for white papers. Introduce Research Proposal	Begin gathering research for 500 word Research Proposal assignment. Must include at least 8 sources for each of 2 lenses. Use
Class 10/Week 6 - 2/20	Turn in Draft 1 of 500 word Research Proposal and list	What is a White Paper? Review of sections required in one.	Read and examine organization of White Paper
Class 11/Week 6 - 2/25	Final Draft of Research Proposal Due	Presentation of Research Question and your thesis/	Write first draft of White Paper. Be sure Reference Page
Class 12/Week 7 - 2/27	Discussion Board Posts about any questions on	What is an Infographic? Look at samples and apps for	Write first draft of White Paper. Due at classtime for peer review.
Class 13/Week 7 -	First Draft of White Paper due	Peer Review of White Paper	Create Info Graphic for
Class 14/Week 8 - 3/6	InfoGraphic for White Paper subject due for	Presentations of Infographics	Continue to research and write White
Class 15/Week 8 3/11	Those who did not present, prepare to	Presentations of Infographics	Continue to research and write White
Class 16/Week 9 - 3/13	Bring draft, revision list, peer review	Individual meetings with students re	
Class 17/Week 9 - 3/25	Bring draft, revision list, peer review comments to meeting with	Individual meetings with students re White Paper	Write and submit your final draft of your White Paper including complete

Class 18/Week 10 - 3/27	Final Draft of White Paper due at classtime.	Intro General Audience Essay assignment	Research a profesional journal you would query for
Class 19/Week 10 - 4/1	Use Discussion Board to submit to instructor the submission	Write Query Letter: What is it? How to write it?	Polish and submit query letter.
Class 20/Week 11 -	Turn in Query Letter to	Individual meetings in class	Write draft 1 of your General
Class 21/Week 11 - 4/8	Turn in draft 1 of General Audience essay	Peer review of draft 1 of General	Revision list and apply revisions to your draft in
Class 22/Week 12 - 4/10		Intro Video Presentation assignment. Discuss	Create Video Presentation/ Essay of 5-6 minutes. Work
Class 23/Week 12 - 4/15		Workshop time to create video presentation	Finish your final draft of General Audience and
Class 24/Week 13 - 4/17	Final Draft of General Audience essay	Polish Final Draft of General Audience essay.	Finalize your Video essay
Class 25/Week 13 - 4/22	Submit link to Video essay to assignment link.	Presentation of Video essay on General	Begin to gather thoughts for a reflection paper
Class 26/Week 14 - 4/24	FINAL opportunity to turn in any late	Presentations of Video essay on General	Continue and finish reflection paper.
Class 27/Week 14 - 4/29-5/1	Draft or outline of thoughts for a reflection essay/	Write Letter of Reflection on Semester in	Meet instructor for any outstanding
Class 28/Week 15 - 5/6	Turn in any late assignments. NOTE: Grades	Course Wrap up. Last minute catch up time for	
Classes			



