

New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing

Instructor: **Peggy Chiappetta, PhD.**

Email: **mec43@njit.edu**

Class: **Monday + Wednesday – 8:30-9:50 am (FMH 108)**

Office hours: By appointment

Office location: CULM 332

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%

Your participation and effort are essential to your success in our writing process course. **Regular attendance alone is not enough to earn a passing participation grade.** I am looking for your engagement with the material and your efforts in drafting your essays. **I expect students to speak up (e.g. ask or answer a question, share a thought or observation, volunteer a draft for review etc.) at least once every class.** 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 in-class discussions, drafting, revising, peer and class reviews.

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**), and a **3-5 minute** in-class oral presentation.

Museum Visit and Critical Review 10%

Visit a local museum, conduct research and present a critical review of one exhibit and its significance (**5-10 slides**).

Reference Pages and Proposal for Written Work 10%

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

General Audience Paper + Video Essay 25%

Research content and targeted publications for a **5-6 page** general audience article (**20%**); video essay for general audience paper (**5%**).

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%**).

Oral/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 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 the use of grammar assistants). Please follow the specific instructions for each assignment.

Essays:

There are 4 written assignments for this course: a job description, a research proposal with 2 reference pages, an essay/article 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. All writing assignments require submission of a rough draft. If a final draft is submitted without a rough draft, the final draft will automatically receive a score of zero. This is a firm policy without exception. 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:

The coursework for ENGL 102 includes a number of visual components, including several presentations. In conjunction with the written assignments: the white paper will be accompanied by an infographic or other substantial visual effort (e.g. video).

Late Work:

Late work will not be accepted, except in the case of an excused absence. **Rough drafts will always be due by 8:29 am the morning of a peer review class. Final drafts will be due by 11:59 pm on their designated due date.** I do not confer with your other professors; meaning there may be weeks during the semester when you have multiple assignments for different courses due at a time. I understand that life happens and you may feel overwhelmed with your courseload. As such, if you are having difficulty completing an assignment, you should contact me well in advance of the due date.

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.

ChatGPT:

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. **You may not use ChatGPT, Grammarly, or any other AI source for any of the course assignments in 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/>.

ENGL 102 046 – Course Schedule
Monday + Wednesday – 8:30-9:50 am (FMH 108)

***Schedule subject to change**

Readings and assignment instructions can be found on Canvas

WEEK	MONDAY	WEDNESDAY
Week 1: Jan. 20 – 22	1/20: NO CLASS – MLK DAY	1/22: Introductions <ul style="list-style-type: none"> Syllabus review (Re)introduce online library; discuss research essay ideas Begin exploring topic for General Audience + White Papers
Week 2: Jan. 27 – 29	1/27: Future Job Assignment <ul style="list-style-type: none"> Assignment overview Finding resources In-class writing 	1/29: In-class oral presentations Future Job Assignment due WEDNESDAY, JANUARY 13 at 11:59 pm (5%) <ul style="list-style-type: none"> A PDF of the Written Communication Value Rubric AAC&U can be found on Canvas under the first course module
Week 3: Feb. 3 – 5	2/3: Museum Visit & Review <ul style="list-style-type: none"> Assignment overview Research Museums Find an exhibit Understand multi/interdisciplinary analytical lenses Read: <ul style="list-style-type: none"> The Smithsonian Institution's Guide to Interpretive Writing for Exhibitions pp. 10-12, 24-48 Dawson (2014). "Not Designed for Us": How Science Museums and Science Centers Socially Exclude Low-Income, Minority Ethnic Groups. <i>Science Education</i>. <ul style="list-style-type: none"> Sign up for Museum Visit presentation in class today 	9/20: In-class writing + museum discussion <ul style="list-style-type: none"> Is history invented? Are scientists storytellers? Do museums lie? Structuring your critical review Gathering relevant scholarship; bibliography construction APA citation review Read: <ul style="list-style-type: none"> Pogrebin & Bowley (2023). After Seizures, the Met Sets a Plan to Scour Collections for Looted Art. <i>The New York Times</i>. Wilder (2023). When a Visit to the Museum Becomes an Ethical Dilemma. <i>The New York Times</i>.
Week 4: Feb. 10 – 12	2/10: In-class Museum Visit presentations (10%)	2/12: In-class Museum Visit presentations (10%) <ul style="list-style-type: none"> You must confirm your research topic with me in-class NEXT CLASS! (2/17)
Week 5: Feb. 17 – 19	2/17: Intro to Research Proposal <ul style="list-style-type: none"> What is a research proposal? How to find sources You must confirm your research topic with me in-class today 	2/19: In-class writing

	<p>Read:</p> <ul style="list-style-type: none"> - Harvard College, "Writing Research Proposals." https://uraf.harvard.edu/apply-opportunities/app-components/essays/research-proposals - University of Toronto, "The Academic Proposal." https://advice.writing.utoronto.ca/types-of-writing/academic-proposal/#~:text=An%20academic%20proposal%20is%20the,proceed%20with%20the%20actual%20research. 	
<p>Week 6: Feb. 24 – 26</p>	<p>2/24: Thesis Review</p> <ul style="list-style-type: none"> • Developing a strong, clear and focused thesis statement • Arguments vs counterarguments – what are my positions? What are my sources telling me? • In-class group work <p>Research Proposal due MONDAY, FEBRUARY 24 at 11:59 pm (10%)</p>	<p>2/26: General Audience Paper + Video Essay introduced</p> <ul style="list-style-type: none"> • Understanding interdisciplinary lenses and rhetorical strategies • Research reports, methods, results, target audience analysis, format • Video essay <p>Read:</p> <ul style="list-style-type: none"> - Sun et al. (2021). "Interdisciplinary researchers attain better long-term funding performance."
<p>Week 7: Mar. 3 – 5</p>	<p>3/3: Reviewing sources and APA citation style:</p> <ul style="list-style-type: none"> • APA citation style: https://apastyle.apa.org/ • NJIT ebook: Hacker, D., & Sommers, N. (2022). <i>A pocket style manual, APA version</i>. Bedford/Saint Martin's. <p>Helpful Links:</p> <p>Evaluating academic articles: https://guides.libraries.indiana.edu/c.php?g=992698&p=7182640</p> <p>'What's Wrong with Wikipedia?': https://usingsources.fas.harvard.edu/what's-wrong-wikipedia</p> <p>A source's role in your paper: https://usingsources.fas.harvard.edu/sources-role-your-paper-0</p> <p>On plagiarism: https://wilson.fas.harvard.edu/aphorisms/plagiarism</p> <p>Nuts and Bolts of Integrating: https://usingsources.fas.harvard.edu/nuts-bolts-integrating-0</p> <p>Summarizing, Paraphrasing, and Quoting: https://usingsources.fas.harvard.edu/summarizing-paraphrasing-and-quoting</p>	<p>3/5: In-class writing</p>

Week 8: Mar. 10 – 12	3/10: In-class peer reviews General Audience Paper ROUGH DRAFT due MONDAY, MARCH 10 at 8:29 am	3/12: Catch-up day <ul style="list-style-type: none"> Continue editing and revising your general audience paper
Week 9: Mar. 17 – 19	3/17: Spring Break – no class!	3/19: Spring Break – no class!
Week 10: Mar. 24 – 26	3/24: Introduction to White Paper <ul style="list-style-type: none"> See white paper examples on Canvas Begin working on your white paper using an interdisciplinary approach Find target publications Read: <ul style="list-style-type: none"> Purdue Owl, “What is a White Paper?” https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/white_papers/index.html General Audience Paper FINAL DRAFT + Video Essay due MONDAY, MARCH 24 at 11:59 pm (25%)	3/26: Data Visualization & Infographics <ul style="list-style-type: none"> What is an infographic and why is it useful? See examples on Canvas Watch: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=uQXf_d5Mgi_g https://www.youtube.com/watch?v=xcbd1gF1Uw
Week 11: Mar. 31 – Apr. 2	3/31: White Paper Workshop! <ul style="list-style-type: none"> In-class paper workshopping Thesis revision Sources and citations 	4/2: Catch-up Day <ul style="list-style-type: none"> Continue working on your white paper
Week 12: Apr. 7 – 9	4/7: In-class peer reviews White Paper ROUGH DRAFT due MONDAY, APRIL 7 at 8:29 am	4/9: How do we present a white paper? <ul style="list-style-type: none"> Sign up for oral presentations in class today
Week 13: Apr. 14 – 16	4/14: Editing and proofreading Read: Revising and editing: https://communicate.gse.harvard.edu/files/commmlab/files/_revise_and_edit.pdf https://wilson.fas.harvard.edu/aphorisms/editing https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topics_editing_proofreading_new.html On punctuation: https://wilson.fas.harvard.edu/aphorisms/punctuation	4/16: In-class writing White Paper FINAL DRAFT + INFOGRAPHIC due SUNDAY APRIL 20 by 11:59pm 35%
Week 14: Apr. 21 – 23	4/21: Oral presentations on White Paper (5%)	4/23: Oral presentations on White Paper (5%)
Week 15: Apr. 28 – 30	4/28: Oral presentations on White Paper (5%)	4/30: Oral presentations on White Paper (5%)

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