

New Jersey Institute of Technology
Spring 2025
ENGL 102-084 Introduction to Research Writing

Instructor Name: Carol Bruzzano

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Meeting days & times: W/F, 10am-11:20am

Meeting location: CKB 214

Office Hours: W/F 11:30-12:30; **Location:** CKB first floor

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 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 uses 'no cost' open education resources including books and resources found on <http://library.njit.edu> and other pdf files, word files, and online resources, which are linked in Canvas.

Assignments & Assessment

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

<i>Participation</i>	10 percent
Includes attendance, effort and timeliness and your consistently active presence in class; submission of all assignments on time and satisfactory completion of in-class activities.	
<i>Job description</i>	5 percent
<i>Written job description</i> 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).	

<i>Museum visit and critical review</i>	10 percent
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)	
<i>References pages and proposal for written work</i>	10 percent
Two References pages (8+ sources each) on two disciplinary lenses and 500-word proposal	
<i>White paper and infographic</i>	35 percent
Research content and targeted audience to write a 7-10 page white paper presenting a problem and proposed solution; infographic (visual) for white paper.	
<i>General audience paper and video essay</i>	25 percent
Research content and targeted publications for a 5-6 page general audience article (20 percent) with video essay (5 percent).	
<i>Oral and visual presentation</i>	5 percent

Grading scale (course points to final letter grade conversion):

All assignments and other required work will be graded using the following scale:

A	B+	B	C+	C	F
100-90	89-87	86-80	79-77	76-70	69-0

First-Year Writing Program 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 4 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 may 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 Schedule

Week 1 beginning Jan 21
<i>Introductions; syllabus review and discussion.</i> (Re) introduce online library and discuss research ideas
Jan 22: syllabus review - discussion of course goals, learning outcomes, source resources. Canvas discussion: Thinking ahead (<i>take aways</i> from ENGL102). Researching, IL, AI discussion activity.
Jan 24: NJIT library databases exploration: whole group activity and small group activity. Information literacy introduction activity: <i>what is it & why it matters</i> .
Week 2 beginning Jan 27
<i>Research and Information Literacy.</i> Review ENGL 101/102 NJIT library guides, ENGL 102 library modules on Canvas, NJIT's online library https://library.njit.edu . Explore Academic Search Premier (EBSCO), Science Direct, and other databases and reference materials; explore online books. Explore topics for white paper assignment. <i>Writing assignment:</i> Write a job description about the job you envision for yourself. Introduce the basics to an audience of professional colleagues who do not know about your field. Identify and explore a question in this field for use in future writing assignments. <i>Research.</i> Find resources for job descriptions. Introduction to 2 major writing projects, white paper and researched essay for a general audience. Begin research exploration. <i>Written job description and oral presentation</i> (2 minutes).
Jan 29: researching online and information literacy small group activity (with IEEE, Science Direct, Academic Search Premiere databases). Identifying job title for the job description assignment.
Jan 31: Identifying job-related problems; writing the job description; sharing with peers.
Week 3 beginning Feb 3
<i>Writing assignment.</i> Museum visit and critical review preparation: Research a museum of your choice (Newark Museum for this class visit); find an exhibit for critical review; visit and analyze the exhibit from multidisciplinary and/or interdisciplinary lenses. <i>Research proposal and References lists</i> assignment introduced and assignment expectations carefully reviewed. <i>Research:</i> Continue to read and explore two major writing projects: White paper and researched essay for a general audience.
Feb 5: Museum visits discussion and activity.
Feb 7: discussing interdisciplinary lenses for the critique and a review of resources online. Rhetorical analysis of published critiques – whole group and partner activity. Drafting your critique beginning with thesis development. Draft 1 due before next class.
Week 4 beginning Feb 10
<i>Reading/research.</i> Continue collecting sources, discussing topics, narrowing down and taking an argumentative stance for 2 major writing assignments. Rough draft of critical review from museum visit due.
Feb 12: drafting continued with integrating visuals into the paper, APA formatting; peer reviews and whole group revisions (draft due). Researching in the databases introduced.
Feb 14: Final revisions & edits to the critique (Final draft due). Databases exploration continued.
Week 5 beginning Feb 17
<i>Discussion.</i> Continue exploring topic for the white paper through the lens of 2 academic disciplines; discuss rhetorical strategies used in various types of sources, including peer-reviewed journal articles. <i>Writing assignment/research.</i> Begin work on references pages: Collect 2 sets of references (8+ each) for 2 lenses on 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. Final draft of critical review from museum visit due.
Feb 19: Academic disciplines and related publications activity. Review of APA references pages.
Feb 21: Formatting the references pages; proposal elements review – whole group.
Week 6 beginning Feb 24
Two references pages and proposal due. Continue research; begin planning and prewriting white paper.

Feb 26: formatting in APA; exploring citation styles in the sciences – partner activity.
Feb 28: avoiding plagiarism activity; in-text citations activity. Draft 1 due.
Week 7 beginning Mar 3
Continue prewriting activities (researching, note taking, making connections to publications, current research, etc.). First draft of white paper due. Engage in peer and class reviews; find more sources and revise as needed.
Mar 5: structure and organization review; developing and supporting points in a composition.
Mar 7: source integration activity; partner reviews and revisions. Draft 2 due.
Week 8 beginning Mar 10
<i>Infographic:</i> create a visual argument to enhance the whitepaper.
Mar 12: Rhetorical analysis of published white papers and infographics – whole group & small group activities. Exploring infographics applications online and selecting your tool.
Ma 14: reverse outlining your white paper and creating and drafting the infographic.
Week 9 beginning Mar 24
<i>Final draft due.</i> Edit for corrections in grammar, mechanics, citations. Final draft includes infographic.
Mar 26: grammar review (grammar focus based on group’s needs); infographic peer sharing; Applying specific APA conventions to the final white paper draft – whole group.
Mar 28: whole group editing session and final submission of the white paper and infographic.
Week 10 beginning Mar 31
<i>Writing assignment/research.</i> Using your white paper topic, find publications for a general audience essay. Analyze the publications rhetorically to learn how to approach the final paper.
Apr 2: researching publications; identifying writers’ requirements; audience awareness activity.
Apr 4: Whole group and partner reverse outline and rhetorical analysis activities.
Week 11 beginning Apr 7
First draft of researched essay for a general audience due. Class and peer reviews.
Apr 9: structure and organization review; outlining activity; outlining the researched essay.
Apr 11: drafting and integrating source evidence into the outline (for drafting full copy).
Week 12 beginning Apr 14
<i>Visual argument:</i> create a video essay for the researched essay article for a general audience.
Apr 16: audience awareness and publications review. Elements of a multimodal composition – whole group and partner activity. Planning for drafting the video composition.
Apr 18: No class on this date. Good Friday. University closed.
Week 13 beginning Apr 21
<i>Writing assignment and visual argument:</i> Final draft of researched essay for a general audience due with final editing for grammar, mechanics, citations. Video essay final draft due.
Apr 23: rhetorical analysis of video essays and revisions to drafts.
Apr 25: peer critiques and final revisions for Canvas submission of the paper and video for grading.
Week 14 beginning Apr 28
<i>Oral presentations:</i> Choose either the infographic from your white paper or the video essay from the general audience essay to present. Include your arguments and evidence along with the visual.
Apr 30: presentations 1 through 9 (real time) with peer critiques (Google sheets)
May 2: presentations 7 through 15 (real time) with peer critiques (Google sheets)
Week 15 beginning May 5
<i>Oral presentations:</i> Choose either the infographic from your white paper or the video essay from the general audience essay to present. Include your arguments and evidence along with the visual.
NOTE: May 6 (Tues) Thursday classes meet; May 7 (Wed) Friday classes meet.
May 7: Presentations 16 through 24 (real time) with peer critiques (Google sheets).