

English 102 – 66

Introduction to Research Writing

Professor: Jennifer Fischl-Kruger

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Office location: Writing Center (CKB G17)

Meeting times: 11:30 – 12:50 pm

Office hours: Mon/Wed 9-10 am and by apt.

Meeting location: FMH 314

Course Description and Objectives

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 in various genres on topics of their choice.
- Find and evaluate sources effectively, building on rhetorical analysis skills from ENGL 101.
- Create multimodal visual arguments supported by their research on their chosen topics.
- Demonstrate an understanding of academic integrity in the creation of their own original written and visual work for all assignments.
- Demonstrate knowledge of formatting for American Psychology Association (APA) citation style.

Required Readings

While this course does not rely on one required text, it 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 and Assessment

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

Participation

10%

Includes attendance, consistent and active participation in class, and satisfactory completion of in class writing and activities.

Job description

5%

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

Museum 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.

Reference pages and proposal for written work

10%

Two References pages (8+ sources each) viewing a topic through two disciplinary lenses and 500-word proposal

White paper and infographic

35%

Research content and targeted audience for a 7-10 page white paper examining a problem and proposed solution (30%).

Infographic for white paper (5%).

Article for a general audience and video essay

25%

Research content and targeted publications for an 5-6 page general audience article (20%).

Video essay based on article (5%).

Oral and visual presentation

5%

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

Note on final examination: This course focuses on writing as a process, emphasizing interdisciplinary and multimodal communication; therefore, a timed written exam is not required. The final oral and visual presentation, given during the last week of class, is required in lieu of a final exam.

All individual and group work will be evaluated according to the university's grading scale:

A=90-100

B+= 87-89

B=80-86

C+=77-79

C=70-76

F=0-69

First-Year Writing Procedures for Student Success

Participation

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 class AND participate 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. 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).

Assignments

All assignments must be submitted on Canvas (which automatically assesses for plagiarism and AI generation using Turnitin). Please follow the specific instructions for each assignment.

Essays

There are 5 written and oral assignments (a job description, a critical museum review, a proposal with 2 reference pages, a white paper and a researched essay 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, students will create a video essay with visuals for their writing for a general audience. The white paper will be accompanied by an infographic or other substantial visual effort.

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. 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 a professional 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 and 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 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 in-person and virtual sessions. 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>.

Class schedule

Readings subject to change

Week one - Course introduction

- Jan. 22** Introduction and course overview
- Jan. 27** Overview of library research and discussion of job description paper
- Assignment** Collect three sources for job description paper

Week two – Job description paper and research overview

- Jan. 29** Review of library guides and databases
- Feb. 3** Brainstorming and topic exploration for white paper, small group review job description.
- Reading** NJIT research guides <https://researchguides.njit.edu/c.php?g=671606&p=9469822>
- Assignment** Job description paper due Feb. 3 (5% of final grade)

Week three – Museum critique and preliminary research

- Feb. 5** Writing a visual analysis and critiquing art through an interdisciplinary lens
- Feb. 10** Conducting preliminary research, research proposal assignment introduced
- Reading** Lindauer, Margaret. The Critical Museum Visitor.
- Assignment** Museum visit, begin research for general interest paper

Week four – Developing a research topic

- Feb. 12** Bringing an interdisciplinary focus to bear on museum critique and 2 major writing pieces
- Feb. 17** Narrowing down a research topic and source compilation
- Reading** Bear and Skorton, The World Needs Students with Interdisciplinary Education

Week five – Oral presentations and compiling references

- Feb. 19** Museum critique oral presentations
- Feb. 24** Moving from a research topic to a proposal
- Reading** The Difference Between Multidisciplinary, Interdisciplinary, and Convergence Research.
- Assignment** Museum critique oral presentation 10% of final grade

Week six – Writing for a professional audience

- Feb. 26** Review genre expectations for primary and secondary sources, proposal workshopping
- Mar. 3** Prewriting white paper, analyze rhetorical strategies used in professional white papers

Assignment Proposal and reference pages due Feb. 26 (10% of final grade)

Week seven – Focusing on a problem and solution

Mar. 5 Developing and supporting a claim, focusing on a problem and solution

Mar. 10 Organizing and drafting your white paper

Reading Sample white paper: *A call to action for businesses using AI*

Assignment **First draft of white paper (prerequisite for submission of final paper)**

Week eight and nine – Drafting a white paper

Mar. 12 Source integration and analysis needed to convince a professional audience

Mar. 17-19 Spring Break

Mar. 24 Peer review and full class workshopping

Reading Sample white paper: *Growing a Circular Economy with Fungal Biotechnology*

Week ten – Visually supporting a solution with an infographic

Mar. 26 Creating an infographic

Mar. 31 Revising and editing – article and infographic

Reading Sample infographics

Assignment **Final draft of white paper and infographic (35% of final grade)**

Week eleven – Tailoring an argument to a specific audience

Apr. 2 Catering ideas to a general audience, with exploration of publications

Apr. 7 Rhetorical strategies needed to capture the attention of the general public

Reading *Getting the Word Out: How to Talk to the Public about your Research.*

Week twelve – Writing a general audience article

Apr. 9 Drafting and organizing a general interest paper, adopting its language and tone

Apr. 14 Revision and editing work

Reading Sample article: *Africa's Dangerous Dalliance with Fossil Fuels*

Assignment First draft of general audience paper (prerequisite for submission of final paper)

Week thirteen – Creating a video essay

Apr. 16 Creating a video essay

Apr. 21 Video essay continued
Reading Sample video essay: *When Climate Change Comes Home*

Week fourteen – Review and presentations

Apr. 23 Workshopping and peer review work
Apr. 28 In class presentations
Assignment Final general audience paper and video essay due April 28 (25% of final grade)

Week fifteen - presentations

Apr. 30 In class presentations
May 5 In class presentations and last class

Week sixteen

May 7 NO CLASS/THURSDAY CLASSES MEET



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