

New Jersey Institute of Technology
ENGL 102-H4
Honors Introduction to Research Writing

Catalog:	ENGL 102-H4, Spring 2025
Instructor:	Johanna Deane
Room:	Guttenberg Information Technologies Center 2315A
Meeting Times:	Tuesday/Friday 4:00pm-5:20pm
Email:	jmd56@njit.edu , subject line ENGL102-H4:
Office hours:	Tue 11:00-12:00 or by appointment in Cullimore 115C or Zoom .
Course notes:	Available via the Active Workspace.

Course Description

Honors English 102 takes a multidisciplinary approach to research and writing across genres while emphasizing information literacy. Building on the skills learned and practiced in Honors English 101, students will develop an interdisciplinary academic research project that applies critical textual research to address an issue of interest to their communities. You will be required to produce a research report, multimodal visual arguments, and a presentation, preparing yourself for future research and writing and developing your process writing and communication skills.

Exceptional student projects will be considered for the Albert Dorman Honors College Moonshot Prize, which recognizes and funds [bold, interdisciplinary projects that apply the unique technical abilities and training of Dorman Scholars to important social and cultural questions](#). Ideal projects will review and synthesize interdisciplinary literature to frame local solutions to global issues, simultaneously raising awareness and addressing the issues.

Course Goals

During this course students will:

- Approach research from multidisciplinary and interdisciplinary perspectives
- Find, evaluate and choose sources effectively, building on rhetorical analysis and information literacy skills from ENGL 101
- Draft and revise a research report drawing on interdisciplinary thought
- Create multimodal assignments supported by increasingly complex research
- Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work
- Show skill using the American Psychology Association (APA) citation format

No required textbook

This course makes use of resources found on <http://library.njit.edu> and other resources provided by the instructor. We will also be using the following documents from our university library:

- **Glasman-Deal, H. (2010). Science research writing for non-native speakers of English. Imperial College Press.**
- [ENGL 101/102 - Research Guides at New Jersey Institute of Technology \(njit.edu\)](http://library.njit.edu)

At <http://njit.library.edu> choose “Books” and then type in the title of the book. Choose online availability and “Read online.”

Assignments & Assessment

Students’ grades will be calculated on a 100-point scale:

Preparedness and Participation	10%
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Includes regular and timely attendance, preparation for class meetings by doing the readings in advance, and participation in in-class skill work and investigation

Metropolitan Museum Visit and Critical Multidisciplinary Zine	10%
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Visit the Metropolitan Museum of Art between February 7 and February 10. Select an exhibit for critical review, considering it in a multidisciplinary way and linking it to yourself and communities you care about. Think about how multimodal research illuminates issues. This can be broad. Maybe you were fascinated by an artifact linked to historical injustice that you connect to a present injustice. You, the student, are the connection. This will lead you into your research topic, which should be conceived with a community to serve in mind.
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Research Log	20%
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An ongoing Google Doc with dated updates on your research process. Written informally, summarizing day-by-day your research questions, search and evaluation methodology, and findings, all documented in first person, with a biography at the end. Please do include musings about the relationship between your research, your community, and how you’d like to help.
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Research Report	35%
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A full-length 12-15-page interdisciplinary research report in standard research report format: Introduction, Methods (based on your research log), Results, and Discussion (which will connect your research to concrete community or societal benefits that could be pursued through the Honors Moonshot Prize). Focus the conclusion of your discussion on a local solution to the global issues explored in your work, informed by your interdisciplinary research process.
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Video Essay	10%
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Argument and evidence of the Research Report presented visually, with accompanying voiceover
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Academic Poster and Honors Showcase

15%

A formal academic poster presenting your Research Report and potential Moonshot Prize project opportunity for the Honors Showcase.

All graded assignments will be evaluated on the Written Communication Value Rubric and assigned a grade using the following scale:

A 100-90	B+ 89-87	B 86-80	C+ 79-77	C 76-68	F 59-67
WCVR Scores of 4 convert to A (100). Scores of 3 convert to 85-90. Scores of 2 convert to 70-84. Scores of 1 convert to 50-69. Non-submission is always worth 0.					

Participation and Attendance

Attendance and participation are critical in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support, and informal writing. Students must actively and regularly participate 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 writing activities, as well as regular workshops and peer review sessions.

Attendance

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence may result in the deduction of participation points. In order to gain participation points, you must participate regularly in class activities and workshops. More than six unexcused absences (three weeks of the course) can result in course failure. Activities and workshoping as part of the writing process cannot be made up, and not participating in these classes often leaves students' skills underdeveloped.

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 and AI generation using Turnitin). Turnitin 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.

Written Assignments

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.

- By default, the instructor will deliver verbal and written feedback in a one-on-one **student grading conference**, during which you will take notes; you will then email a revision plan to the instructor. Student grading conferences allow students to actively participate in their own evaluation process, entering into active cognitive apprenticeship with their instructor.
- If you do not wish to participate in a student grading conference, you will receive written feedback only.
- You should follow instructor feedback while drafting and revising; engagement in this process is part of your graded participation. We will also peer review and whole-class review your papers during selected classes.
- Revisions must be submitted using track changes, or underlining changed text for ease of grading, and explaining what changed in a brief note showing how you applied instructor feedback. You may submit revisions at any point in the term, but realistically, you will need to revise promptly to stay on track in the course.

Visual Arguments

In conjunction with the written assignments, students will create a video essay.

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.

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 and AI Writing Tools

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."

You are not prepared to use AI/Large Language Models responsibly or effectively; the foundational skills necessary to produce meaningful work using LLMs are skills this class helps you learn.

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/>.

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

Schedule of Classes

WEEK ONE: WHAT IS CRITICAL TEXTUAL RESEARCH?

Tue Jan 21 **Syllabus review and lesson 1.** This document
Introduction to text, context, medium,
genre; introduction to research report
("IMRaD paper"), local solutions to
global problems, and ADHC
Moonshot Prize.

Fri Jan 24 **Lesson 2. What is critical textual
research?** Introduction to primary vs
secondary research distinction, and to
critical textual research as a method.
The mysterious case of the droplets.

[The 60-Year-Old Scientific Screwup
That Helped Covid Kill | WIRED](#)

Complete on Canvas:
Library Lesson 1: Getting started

WEEK TWO: HOW IS KNOWLEDGE CREATED?

- Tue Jan 28 Discussion: How is knowledge created? Carefully read Randall et al. before class, taking careful notes about the recursive cycle of knowledge creation, and be prepared to discuss knowledge creation across the disciplines. Key ideas: uncertainty, social construction of knowledge, reception, inference, and critique.
- Randall K, Ewing ET, Marr LC, Jimenez JL, Bourouiba L. (2021). How did we get here: what are droplets and aerosols and how far do they go? A historical perspective on the transmission of respiratory infectious diseases. Interface Focus 11: 20210049.
<https://doi.org/10.1098/rsfs.2021.0049>

Complete on Canvas:

Library Lesson 2: Exploring Topics and Background Information

Research Log: **Informal proposal**

- Fri Jan 31 Review student papers from previous semesters.
- <https://news.njit.edu/goldwater-scholar-creates-real-time-air-quality-monitoring-system-implement-newark>

WEEK THREE: HOW CAN WE CRITICALLY EVALUATE KNOWLEDGE?

- Tue Feb 4 Discuss the role of power and museums and other institutions in the construction of knowledge. Bias, standards of evidence, and internal consistency. How can we be objective?
- Fri Feb 7 **Lesson 2. The Metropolitan Museum as Interdisciplinary Site.** Plan zine structure and gather relevant scholarship. Summary, synthesis, multidisciplinary vs interdisciplinary work.
- Pogrebin, Robin and Graham Bowley, "After Seizures, the Met Sets a Plan to Scour Collections for Looted Art."
- Isaacson, Walter. "The Science Behind Mona Lisa's Smile." The Atlantic, Nov 2017.
- Assigned: Metropolitan Museum Visit and Critical Interdisciplinary Zines

Complete on Canvas:

Library Lesson 3: Metropolitan Museum Zine Assignment and Littman Library

WEEK FOUR: HOW CAN WE IDENTIFY AND UNDERSTAND WHAT IS KNOWN?

Tue Feb 11 Workshop 1. Critical Interdisciplinary Zines. Zines must be rough-drafted, fully synthesizing your observations and textual research. Workshop will focus on developing argument, providing necessary information, citation, and formatting. [Purdue OWL: APA Style Guide](#)

Fri Feb 14 Class meeting cancelled for grading meetings. Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.

WEEK FIVE: HOW CAN WE EVALUATE ARGUMENTS AND EVIDENCE?

Tue Feb 18 **The suspicious case of the large language model.** At minimum, read both academic articles before class and prepare a discussion question for each in your Research Log. **Discussion:** how can we identify and understand what is already known? How can we identify an existing consensus, interpret knowledge that challenges it, determine an appropriate level of skepticism, and investigate meaningfully? [Luccioni, "The mounting human and environmental costs of generative AI"](#) [Ren, Shaolei, et al. "Reconciling the contrasting narratives on the environmental impact of large language models." *Scientific Reports* 14.1 \(2024\): 26310.](#) [Molinari & Molinari, "The Added Value of Academic Writing Instruction in the Age of Large Language Models"](#) [LLM Lies: Hallucinations are not Bugs, but Features as Adversarial Examples](#)

Fri Feb 21 **Lesson 3: What tools can we use to familiarize ourselves with a literature?** Introduction to an investigatory/mapping process using multiple tools, including [Wikipedia](#) – [Google Scholar](#) – [Library databases](#) – [ResearchRabbit](#) [Smith and Pell \(2003\). Parachute use to prevent death and major trauma related to gravitational challenge: systematic review of randomised controlled trials. *BMJ*.](#)

Complete on Canvas:
Library Lesson 4: Peer Review and Original Research Articles

Library Lesson 5: Disciplinary Databases and Search Strategies

Research Log: **Initial investigation and major questions**

WEEK SIX: HOW CAN WE REFUTE WEAK OR FALSE ARGUMENTS?

Tue Feb 25 **Lesson 4: How are true arguments structured?** Claim, reasoning, evidence, exceptions, limitations, inductive vs deductive reasoning, correlation and causation, formal vs. informal modes of argument.

Identifying hidden premises, bias, unproven assumptions, fallacies, and leaps.

Diagramming arguments. Identifying fallacies.

Discussion: What should we conclude about the total impact of LLMs from the research literature?

Fri Feb 28 **Workshop 2:** Research support class, research log discussion and mini-workshop.

Research Log: **Summarize key arguments.**
Can you answer your research question yet? If not, what do you need to know to answer it?

WEEK SEVEN: HOW CAN WE CREATE TRUE ARGUMENTS?

Tue Mar 4 **Workshop 3:** Construct your argument, or determine that you don't yet have one.

[Student Paper Setup Guide, APA Style 7th Edition](#)

Research Log: **What do you now believe?**
What claim does the evidence you have support, and how does it support that claim? Be specific. Remember, this doesn't have to sound smart, it just has to be as clearly thought out as possible. Where can you go from here? What additional questions need to be investigated?

[Purdue OWL: APA Style Guide](#)

Fri Mar 7 **Lesson 6: Documentation, citation, quotation, summary, designing appropriate and consistent reporting standards, and maintaining standard academic English register, tone, and style.**

Complete on Canvas:
Library Lesson 6: Citation management

WEEK EIGHT: HOW DO WE DOCUMENT CRITICAL TEXTUAL RESEARCH?

Tue Mar 11 **Lesson 7: The Research Report.** Identifying key **results**, presenting your argument in **discussion**, documenting **methodology**, and providing a suitable **introduction** for the **imagined audience/discourse community** to read it. Glasman-Deal, H. (2010). *Science research writing for non-native speakers of English*. Imperial College Press.

Fri Mar 14 **Workshop 4:** Designing your research report. Outline and plan of writing.

WEEK NINE: HOW CAN WE USE RESEARCH REPORTS TO REVEAL TRUTH?

Tue Mar 25 **Workshop 5: Results and Discussion**
Critiquing classmate research reports' arguments/discussion sections.

Special focus on **application** – can this interdisciplinary research bring local solutions to global problems? Could you spend \$4000 of Honors College Moonshot Prize money to apply this research in your community?

Fri Mar 28 Teacher is at conference; in-person class is canceled. Discussion forum, posted by end of class period: explain what you'll need to cover in your introduction so your methods will fully make sense to a reader, including a list of key concepts and ideas, with a short explanation and source for each. Peer review three classmates' posts by end of day Friday, briefly telling them if this is enough information or leaves major unanswered questions about background information.

WEEK TEN: CAN WE IMPROVE OUR THINKING THROUGH DIALOG?

- Tue Apr 1 **Workshop 6: Introduction & Method**
Making sure your classmates' research reports make sense, introduce the topics, and describe the process they used in a meaningful way
- Fri Apr 4 Class meeting cancelled for grading meetings.
Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.

WEEK ELEVEN: CAN YOU COMPLETE YOUR PAPER ON TIME?

- Tue Apr 8 Class meeting cancelled for grading meetings.
Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.
- Fri Apr 18 Discussion of presentation, video essays, research posters. Review in class:
[Purdue OWL: Audience Analysis](#)
- [Kirkpatrick, M. \(2018\). mental wellbeing. \[A study of mental wellbeing among architecture majors. Makes excellent use of visual rhetoric and storytelling.\]](#)
- www.posterpresentations.com or other tools.

WEEK TWELVE: HOW SHOULD YOU PRESENT TEXTUAL RESEARCH?

- Tue Apr 15 Draft **Poster presentation** and oral/**Video presentation** script are due
- Fri Apr 18 Good Friday—NO CLASSES

WEEK THIRTEEN:

- Tue Apr 22 **Final prep for Honors Interdisciplinary Research Forum.**

FRIDAY APRIL 25 HIRF 11:30-1:00pm

Fri Apr 25 Workshop: Retrospective Session. Discuss research forum, then reread your paper and review your research log. Can you say more? Can you say it more clearly, with a stronger argument? Are there flaws in reasoning or breadth you can correct? Plan any revisions.

Critique Session. Read 2 classmates' papers and provide final notes as a fellow scholar, identifying flaws in reasoning or missing information.

WEEK FOURTEEN: CAN YOU REVISE YOUR WAY TO DEEPER TRUTH?

Tue Apr 29 Screening session for **Video presentations**

Fri Apr 2 Screening session for **Video presentations**

WEEK FIFTEEN: WHAT DID YOU LEARN THIS SEMESTER?

Wed May 7 Debriefing session and metacognitive discussion. All revised assignments are due; there will be no extensions beyond this date.