



HONORS ENGLISH 101

INTRODUCTION TO ACADEMIC WRITING

Catalog	Fall 2025 ENGL101-H5
Instructor	Johanna Deane
Room	Faculty Memorial Hall, room 412
Meetings	Tuesday/Thursday 8:30am-9:50am
Email	Johanna.Deane@njit.edu , subject line ENGL101-H5
Office Hours	By appointment Tue 2-4pm, Thu 10-11am, Fri 10-11am & 2-4pm
Course Notes	Available in the Active Workspace

Course Description

Honors English 101 is an introduction to college-level writing. In this process-oriented composition course, students are introduced to writing's rhetorical dimensions and taught to develop information literacy, written communication, oral communication, and critical analysis and reasoning by moving from careful observation and reflection to rhetorical analysis and critical textual evaluation, concluding with applied argumentation and communication using all the skills developed throughout the semester. Expect to read and write.

Prerequisites

Entrance is determined by assessment results. Students who have successfully completed ENGL 099 are admitted to this class. Students must receive a C or better to pass this course.

No required textbook

This course makes use of books and resources found on <https://library.njit.edu> and other files provided by the instructor, as well as Open Educational Resources (available free on the Web).

Course Goals

- Gain knowledge of the rhetorical dimensions of writing
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process via brainstorming, inventing, revising, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argumentat
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

Assignments & Assessment

Graded assignments will be graded by rubric (based on the Written Communication Value Rubric) and assigned a grade between 50 and 100. Unsubmitted assignments will receive 0. Your final grade will be based on total grade points on the following scale:

A 100-90	B+ 89.99-87.0	B 86.99-80
C+ 79.99-77	C 76.99-70	D/F <70

Preparedness and Participation (10%)	Includes regular attendance, preparing for class meetings, doing readings and writing drafts in advance, and fully participating in class exercises and investigations. You must submit a metacognitive overview of your participation at the end of the term to build metacognitive awareness of skill and process .
Personal Observation 15%	In this short first-person (3-4 page) essay, you will document a personal observation, analyze it, reflect upon it, and narrate it, developing skill in observation, inference, critical reflection, and metacognition .
Rhetorical Analysis 20%	In this short academic (3-4 page) essay, you will analyze the rhetorical methods a single text uses to persuade its audience. You will be provided with the text and a short summary of its claims; you need not summarize its arguments in depth, only analyze how the text presents the arguments as persuasive, citing examples from the text and explaining how they operate rhetorically, practicing close reading, textual and argument analysis, and metacognition .
Critical Review 20%	In this 4-6 page academic essay, you will describe and evaluate a pair of papers or essays at the edge of your current comprehension. You should explain the rhetorical context of the papers or articles, describe and evaluate their arguments, and bring them into conversation with each other and your own knowledge to assess their contributions to the subject, practicing critical thinking, textual and argument analysis, and evaluation .
Refutation 25%	In this 4-6 page academic essay, you will explain and refute a generative AI-created bad-faith argument that calls into question your entire career trajectory, practicing critical thinking, argument analysis, and argument .
Oral Presentation 10%	Using PowerPoint or comparable presentation software, present a concept, method, or idea that you learned in this class to teach us something about observation, analysis, reasoning, or campus life.

Preparedness, Participation, and Attendance

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.

You may miss 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 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.

Student Absences for Religious Observations

NJIT is committed to supporting students [observing religious holidays](#). Students must notify their instructors in writing of any conflicts between course requirements and religious observances, ideally by the end of the second week of classes and no later than two weeks before the anticipated absence. When properly notified in writing two weeks in advance, I will provide academically reasonable accommodations, allowing students to complete missed assignments, exams, quizzes, or other coursework within the term.

Written Assignments

There are four graded written assignments.

- Students must submit an initial 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 evaluation process, entering active cognitive apprenticeship with their instructor. If you opt out of student grading conferences in writing, you will only receive written feedback.
- **Follow instructor feedback while drafting and revising**; engagement in this process is part of your graded participation. We will peer 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.

Late Work

Late work will not be accepted (except in case of excused absences). Students in need of extensions should contact the instructor **before** the work is due.

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.

Technology Policy

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.

In this class, we are piloting the use of generative AI as an adversarial training partner to train your unassisted human composition skills. You may not use any additional generative AI composition assistance unless **specifically directed by your instructor in writing**. Except with explicit instructor permission, all generative AI use is forbidden, including use of Grammarly or Undetectable or similar tools to rewrite sentences.

All assignments must be submitted on Canvas, which automatically assesses for plagiarism and AI generation using Turnitin. Unauthorized use of generative AI is a violation of the Code of Academic Integrity. 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.

Students should 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. Cell phones should be silent in class, and if you must answer a call or check your phone, please do so outside the classroom. Active engagement leads to much better outcomes. Laptops should only be used to draft, research, take notes, or participate in class activities.

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 skills with tutors who can help you plan assignments, improve your writing, or refine essays or projects, for classes, personal statements, and more. For more information, or to make an appointment, 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: September 2-5

- Assigned: Personal Observation Essay

Tue Sep 2: Rhetorical reading.

Read: Course syllabus

Thu Sep 4: The writing process. Close reading.

Read: Amy Tan, “Mother Tongue”
Read: Anne Lamott, “Shitty First Drafts”
Complete: Qualitative Pretest

Week Two: September 8-12

Tue Sep 9: Basic argument structure.
The narrative paragraph.

Read: Kashmir Hill, “They Asked an AI Chatbot Questions. The Answers Sent Them Spiraling.”
Read: A. R. Chow, “ChatGPT May Be Eroding Critical Thinking Skills.”
CNN: [“Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task”](#)

Thu Sep 11: Reading complex texts.
Translation across media. Given-new and cohesion.

Kosmyna et al., “Your Brain On ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task.”

Week Three: September 15-19

- Due: Personal Observation Essay on September 14

Tue Sep 16: *Class canceled for one-on-one grading conferences with instructor.*

Thu Sep 18: Observation and analysis workshop on classmate drafts.

Week Four: September 22-26

Tue Sep 23: Close reading and rhetorical analysis	New York Times, “Unsettled Science” Union of Concerned Scientists, “Global Warming FAQ”
Thu Sep 25: Guided rhetorical analysis workshop	James Delingpole, “It’s No Wonder the World is Cooling on Climate Change”

Week Five: September 29-October 3

- **Assigned: Rhetorical Analysis**

Tue Sep 30: Rhetorical analysis, essay paragraph structure	S. Fred Singer, “Climate Change Deniers Are Giving Us Skeptics a Bad Name”
Thu Oct 2: <i>Wellness day. No class.</i>	

Week Six: October 6-10

- **Due: Rhetorical Analysis** on October 5

Tue Oct 7: *Class canceled for one-on-one grading conferences with instructor.*

Thu Oct 9: *Class canceled for one-on-one grading conferences with instructor.*

Week Seven: October 13-17

Tue Oct 14: Argument structure, modes of reasoning	Philosophy Tube, “Logic” Brooke Gladstone, “The Great Refusal”
Thu Oct 16: Premise and paradigm	Samantha Applin, “Priming Students For Foundational Learning by Investigating Foundational Assumptions”

Week Eight: October 20-24

- **Assigned: Critical Evaluation Essay**

Tue Oct 21: Workshop to identify texts worth evaluating and frame worthwhile questions to ask	Introduction to NJIT Library resources
Thu Oct 23: Winnow to three texts for evaluation. Summary, synthesis, framing, evaluation.	

Week Nine: October 27-31

- **Due: Critical Evaluation Essay** on October 26

Tue Oct 28: *Class canceled for one-on-one grading conferences with instructor.*

Thu Oct 30: *Class canceled for one-on-one grading conferences with instructor.*

Week Ten: November 3-7

Tue Nov 4: Debrief Critical Evaluation Essay

Thu Nov 6: Discussion: How can we argue for the truth in a world of empty rhetoric? Self-metacognition and self-analysis. AI-generation of personal adversarial essay.

Week Eleven: November 10-14

- **Assigned: Refutation Essay**

Tue Nov 11: Read AI-generated essays Personal AI-generated adversarial essay

Thu Nov 13: Design refutations.
Refutation and rebuttal.

Week Twelve: November 17-21

- **Due: Refutation Essay** on November 16

Tue Nov 18: *Class canceled for one-on-one grading conferences with instructor.*

Thu Nov 20: *Class canceled for one-on-one grading conferences with instructor.*

Week Thirteen: November 24-26

Tue Nov 25: Discuss topics, design presentations
Complete Qualitative Post-test

Week Fourteen: December 1-5

- **Due: Oral Presentation** by December 1

Tue Dec 2: *Five-minute student presentations*

Thu Dec 4: *Five-minute student presentations*

Week Fifteen: December 8-11

- **Due: Participation and Preparedness** by December 11

Tue Dec 9 & Thu Dec 11: Metacognitive review and retrospective on the semester