New Jersey Institute of Technology

ENGL 101- 021-10:00 - 11:20AM-FMH 314

Intro to Academic Writing

Name: Prof. Roberta Blender

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Office hours: 2 hours per week

Office location: Monday morning from 8:00 AM - 8:30 AM in FMH 205; Monday afternoon from 12:50 - 1:30 in FMH 314. Mornings, afternoons, evenings via Zoom by appointment only with the exception of Wednesdays,remotely, from 11:00 - 12:00pm.

Course Description

ENGL 101 is an introduction to college-level writing. In this course, students are introduced to writing's rhetorical dimensions; they are asked to consider the purpose, audience, occasion, and genre that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on writing processes, asking students to brainstorm topics, collect ideas and research, write drafts, and revise their writing based on writing's disciplinary rules, on self-reflection and on peer and class feedback. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Students are asked to read challenging articles, essays, and prose (and to consider visual and spoken compositions) which serve as both models of effective communication and as beginning places for students' own arguments and analyses.

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.

Course Goals

During this course you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

No required text

This course makes use of books and resources found on http://library.njit.edu and other pdf and word document files provided by the instructor as well as Open Educational Resources (available for free on the Web).

Assignments & Assessment

A student's final grade for the course will be divided into the following parts:

Participation, effort and attendance (homework, classwork, drafts) 15%Your participation and attendance grade includes attendance AND your consistently active presence and performance in class and submission of all assignments on time. 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 drafting, revising, discussions, peer and class reviews. Class time may consist of discussion board writings, short writing assignments which may include responses to assigned readings, topic exploration, prewriting activities including brainstorming and outlining, writing to learn, developing, organizing, transitioning and reflecting on the writing process. All of your work on these short assignments and in workshops is included in your participation grade. Level of engagement with the process and materials is often correlated with success on assignments. Classroom activities are designed to aid in students' understanding and developing a writing process of their own that can be applied to most writing tasks.

Literacy narrative essay (3-4 pages) 15% Weeks 1-3 This essay focuses on a notable moment or aspect of your becoming literate; it's written in the first person and defines and develops your approach to language use and genre.

Argument (position) essay (4-5 pages) 20% Weeks 4-7 This essay extracts academic arguments from 2 assigned readings/sources and presents a claim that may be supported or disputed by those sources, by real-world examples and by your own academic knowledge.

Rhetorical analysis essay (2+ pages) 15% Weeks 8-9 This essay assignment must be completed IN CLASS on the day scheduled by your instructor. You are required to analyze two media news outlets and analyze (break down) the two texts on the same issue and examine the context and rhetorical strategies used; the two sets of parts are compared and synthesized using details from each source to form an overall assessment. You will be graded on your knowledge of rhetorical devices and your critical analysis in response regarding the use by the author.

Research argument essay (5-6 pages) 25% Weeks 10- 15 This essay is focused coherently on your argument(which may have begun with your position paper) and uses an additional 4 library sources for support; this work will help prepare you for more extended research writing in ENGL 102. You may use a couple of non-library sources, but do so sparingly and be sure to use your information literacy skills to determine and insure credibility.

Oral presentation and Powerpoint on research argument 10% You will have the chance to present to the class your research findings.

Individual and group work will be evaluated according to the university's grading scale.

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

AI and Assessment/Grading:

If a rough draft is found to contain 20-40% AI-generated or assisted written work, 15 points will be deducted from the student's final grade on that assignment. If a final draft is found to contain 20-40% AI-generated or assisted written work, 30 points will be deducted from the student's final grade on that assignment.

If a rough or final draft is found to contain 40-100% AI-generated or assisted written work, the work will be reported to the Dean of Students who will meet with

the student and determine the final grade on that assignment and if any further action needs to be taken.

If a student uses AI generation or assistance on both a rough and a final draft for one assignment, this is reported to the Dean of Students for determination of final grade.

First-Year Writing Procedures for Student Success:

Attendance and participation: 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) are 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 leave 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 and AI generation using Turnitin). Please follow the specific instructions for each assignment.

Essays: There are 4 formal essays completed in ENGL 101: Literacy narrative, argument (position), rhetorical analysis, and research argument.

Students must submit at least one rough draft and a final draft to be considered for a grade for that assignment. The rhetorical analysis is completed in class in only one draft. Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.

Students will receive 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 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 (15% of their overall grade for the course).

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 and students use this system for all activities including submitting essays, sharing course materials, creating discussions, and grading assignments. 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. Maintain an appropriate tone in all school-related correspondence. Include an appropriate subject line and your 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. Students should practice professional, focused behavior now to enhance preparation 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 **http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf**

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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 zero on the assignment, a failing grade of F for the course, 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. Written and visual works 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 and purchasing of papers). 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 or ENGL 102. Your plagiarism percentage appears on the submission page for each assignment. The AI percentage is available only to instructors. Ask your instructor if you have questions about AI use.

There may be specific assignments that the use of AI as a resource will be permitted as per my instructions. For example, AI may be used for brainstorming ideas for specific writing assignments or utilized to narrow topics to ensure a focused paper. This will be discussed in class to be sure that everyone is clear about the policy. However, 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. I cannot determine your need for accommodations, you must go through OARS as noted above.

The Writing Center

The Writing Center (G17 Central King) is available online for individual and group appointments with professional writing tutors. This resource helps you to improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. The Writing Center is not simply a grammar fix or editing service. For more information, please

visit:http://www5.njit.edu/writingcenter/schedule-writing-center-appointment

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ENGL 101 Sections: 021 Reading/Assignment Schedule
Subject to change at the instructor's discretion
Readings are indicated with the corresponding link. In addition, there will be discussion board posts that will be assigned by your instructor.
Literacy Narrative 2.5 weeks
Rhetorical Analysis 2.0 - done in class
Position Paper - 4 weeks
Argumentative Research Paper - 6 weeks

9/4 Class Meeting/Assignment
Introduction/ Syllabus Discussion/Student Questionnaire(Complete in class) -
Writing Process Animation Video Response
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9/8 Class Meeting/In-Class Diagnostic Essay
Diagnostic Essay Due at the end of class and done on paper, not a text box entry
"Accumulating Literacy" Discussion Post** - Due 9/7 @11:59 pm.
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9/11Class Meeting/Assignment
Initial Idea for Literary Narrative Due on the 14th @ 11:59
Key features of literacy narratives:
https://writingcraft.commons.gc.cuny.edu/literacy-essay-examples/
Definition and prompts for literacy narratives:

1. *Literacy Narrative* – A literacy narrative is a reflective document in which a writer composes a story regarding their **process and growth** in developing different forms of literacy, including reading, writing, viewing, interpreting, etc. The literacy narrative does not have to define literacy generally, but rather should consist of an exploration and re-definition of literacy in the context of a single individual's **experiences**. University instructors in education and other fields often assign literacy narratives in courses as a way to help prospective teachers re-examine their own experiences, lenses, beliefs, and perspectives on literacy and raise questions about what it means to be literate prior to their embarking on a career supporting and guiding students in their individual journeys toward literacy.

2. **What are narratives? Use of sensory details and descriptive elements in writing a narrative. (Simon and Garfunkel)**

3. **Academic Literacy through the use of song assignment due on the 11th…**

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9/15 Class Meeting/Assignment**First Draft of the Literacy Narrative** Due 9/21 @ 11:59

Read "Shitty First Drafts" by Annie Lamott in class..Complete a discussion post… Relate what Lamott is saying to your own experiences and include in your discussion post.

**Discussion Post on Lamott due on 9/16 @11:59

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9/18 Class Meeting/Assignment-Working on the first draft in class with comments while working through the process.

https://writingcenter.unc.edu/tips-and-tools/revising-drafts/#:text=What%20does%20it%20mean%20to,your%20presentation%2C%20reviving%20stale%20prose.

9/22 Class Meeting/Assignment

Peer Review of the First Draft of the Literacy Narrative

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9/25 Class Meeting/Assignment
Read: "Mother Tongue" by Amy Tan

http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf

Read and discuss in class: "Achievement of Desire" by Richard Rodriguez
https://openlab.citytech.cuny.edu/fywpd/files/2019/01/rodriguez-achievement-of-desire.pdf
Discuss the numerous themes illustrated in the reading and how content is documented.

Position Paper Argument essay introduced and discussed
ENGL 101 Argument (Position) essay Fall 2025.docx

Choose 1 set of paired readings from the list discussed in class.
Respond to a discussion post regarding the position chosen.

Final Draft Narrative Essay Due @11:59 pm on 9/28
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9/29 Class Meeting/Assignment
Developing a strong thesis statement powerpoint:
https://www.mtsac.edu/eops/tutoring/Developing_a_Thesis-Statement.pd
Position Paper Annotated Bibliography- Due 10/1@ 11:59
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10/2 Class Meeting/ Assignment
Writing process: Development and support, topic sentences:
http://guidetogrammar.org/grammar/paragraphs.htm
Reading your chosen articles- take notes on the stance of the authors…What are the similarities/differences/claims made???
Thesis statements and claims-Begin framing your argument

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10/6 Class Meeting/Assignment
Writing process:
Development and support, topic sentences:
http://guidetogrammar.org/grammar/paragraphs.htm
Writing process:

Reading your chosen articles- take notes on the stance of the authors…What are the similarities/differences/claims made???
Thesis statements and claims-Begin framing your argument
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10/09 Class Meeting/Assignment-
Initial Draft Due 10/9 @ 10:00 am
Writing: Work on the first draft of the position paper in class
Citation: APA style
Using the sources to support claims in the argument

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10/13 Class Meeting/Assignment
**In your first draft be sure to have all the sections needed in the final paper. Each section does not have to be fully completed, but it needs to be visible and placed appropriately.
First Draft of Position Paper Due 10/13 @ 10:00am
Peer Review of Draft One

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10/16 Class Meeting/Assignment
**In-class revision and editing based on the comments in the peer review and instructor's in-class conferencing. Sample essays used to illustrate the concepts and the necessary format.

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10/20 Class Meeting/Assignment
**In-class revision and editing based on the comments in the peer review and instructor's in-class conferencing. Sample essays used to illustrate the concepts and the necessary format.
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10/23 Class Meeting/Assignment
Argument (position) essay final draft due (20% of final grade) by 10/22@11:59 PM
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In - class discussion board reflection on argument essay and the use of rhetorical strategies (logos, pathos, ethos, kairos) as well as the Birk and Birk strategies. .
Rhetorical analysis paper introduced.
Read as a class "Deconstructing America" by Pat Buchanan and compare it to Herbert Meyer's "Why Americans Hate the Immigration Debate" and Read: Fifteen Years on the Bottom Rung" by De Palma
https://www.nytimes.com/2005/05/26/us/class/15-years-on-the-bottom-rung.html-
Determine what rhetorical strategies are being used in these articles- Discuss in class.

Choose two media outlets as illustrated in class and determine how these news outlets utilize the rhetorical strategies to persuade their audience. Complete the assignment regarding the "Why?" of your choice.
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10/27 Class Meeting/Assignment
Using the articles chosen in the previous class create a cohesive analysis of the rhetorical strategies utilized to persuade the reader and clearly illustrate the position of the writer. Utilize the next two classes to write the first draft of this rhetorical analysis with input from in-class conferencing.
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10/30 Class Meeting/Assignment
Rhetorical analysis essay structure, terms and appeals:
First Draft of the rhetorical analysis is due on the 30th @ 10:00 AM.
 Peer Review of Draft OneDue 10/30 @ 11:59 PM.

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11/3 Class Meeting/Assignment
Review of the Rhetorical Analysis paper

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11/6 Class Meeting/Assignment
Introduce the research argument essay based on the position paper
Introduce the research argument essay based on the position paper
Research argument essay introduced:
Elements of Academic Argument, Harvard:
Harvard Elements of Academic Argument.docx
Sample analyses discussed in class

Find an additional four sources for the Argumentative Research Essay- Place on a discussion board post illustrating the stance of the new sources and their relationship to the initial sources used in the position paper.
**Revised Final Draft of the Rhetorical Analysis Paper- Due 11/6 @ 11:59
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11/10 Class Meeting/Assignment
Argumentative Introductory and Concluding Paragraph with Sources

In class- Indicate below your introductory and concluding paragraph and then list the 6 sources you will be using for this paper. You can certainly refer back to your introduction and conclusion paragraphs used in your position paper.

Indicate which sources you plan to use as the "pro"(supporting your position) and as the "con"(the counterargument)

Be sure to use the complete citation in APA and place it in alphabetical order as it would be seen on a References Page.

Contact me with any questions...

Sample:

   When you take a look at the world around you, you suddenly realize how far the advances of technology have come. Technology has advanced so rapidly that self-driving cars and facial recognition, along with many other advancements, have become normal to society. Through the exponential advancement of technology, opposing views have been created on whether technology has had a positive or negative influence on the human race. Some argue that AI and digital technology are detrimental to human society. However, these technologies provide a wide range of significant advantages that override any negatives. Modern technology and AI are without a doubt significantly beneficial to the human race.

Kurzweil, R. (1999). The Coming Merging of Mind and Machine. Scientific American, (2), 56-61. -Pro

Lodge, J. M., & Harrison, W. J. (2019). The Role of Attention in Learning in the Digital Age. The Yale journal of biology and medicine, 92(1), 21–28. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6430174/

Mitić, V. (2019). Benefits of artificial intelligence and machine learning in marketing. In *Sinteza 2019-International scientific conference on information technology and data related research* (pp. 472-477). Singidunum University.- Pro

O'Keefe, C., Cihon, P., Garfinkel, B., Flynn, C., Leung, J., & Dafoe, A. (2020, February). The windfall clause: Distributing the benefits of AI for the common good. In *Proceedings of the AAAI/ACM Conference on AI, Ethics, and Society* (pp. 327-331).- Pro

Sunarti, S., Rahman, F. F., Naufal, M., Risky, M., Febriyanto, K., & Masnina, R. (2021). Artificial intelligence in healthcare: opportunities and risk for future. *Gaceta Sanitaria*, *35*, S67-S70.- Con

Yeasmin, S. (2019, May). Benefits of artificial intelligence in medicine. In *2019 2nd International Conference on Computer Applications & Information Security (ICCAIS)* (pp. 1-6). IEEE.-Pro

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11/13 Class Meeting/Assignment

Prewriting and organizing research argument essay
Use samples to illustrate the format as well as following a template

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11/17 Class Meeting/Assignment
In-class writing of Draft One
Answer any questions or concerns while you are working…

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11/20 Class Meeting/Assignment
Academic Research Argument Draft One
Peer Review
Research Argument Draft One Due
Peer and/or class review of research argument essay using writing rubric
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11/24 Class Meeting/Assignment
In class conferencing and individual focus on the academic argument essay
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11/25 Class Meeting/Assignment
Revise research argument essay
Grammar, mechanics, punctuation; citation
Editing and proofreading:
https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topic
s_editing_proofreading_new.html

12/1 Class Meeting/Assignment
Final Draft of the Research Argumentative Essay Due @ 11:30 pm on 12/4

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12/4
Multi-media presentations
12/8 - 12/11 Last Class Meeting/Assignment
Multi-media presentations
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