

**New Jersey Institute of Technology**  
**ENGL 101**  
**Introduction to Academic Writing**  
**Section 78 | MR 2:30pm – 3:50pm | FMH 314**

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Office hours: Monday 10:30am to 11:30am, Thursday 10:30am to 11:30am

Office: Cullimore 315

### **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, and visual assignments. This course 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 instructor, peer and class feedback. Academic writing begins with 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. ENGL 101 students must receive a C or better to pass the 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, research, 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 and effort

15%

Your participation and effort are essential to your success in our writing process course. Regular attendance is not enough. Your instructor will be looking for your engagement with the material and your efforts in drafting your essays. Turning assignments in on time is required to earn full participation points. 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 usually correlated with success on assignments. Classroom activities are designed to aid in students' understanding and development of a writing process of your own that can be applied to most writing tasks.

### Literacy narrative essay (3-4 pages)

15%

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%

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%

This essay assignment must be completed **in class** on the day scheduled by your instructor. You are required to analyze (break down) a text provided for you for the first time at the beginning of the class period. Read, respond, write. Present as coherently as possible as many of the elements of rhetoric analysis as you can manage in an 80-minute class session. You will be graded on your knowledge of rhetorical devices and your critical thinking in response to how these devices are used by the author. Class time before this in-class essay will consist of practice with these rhetorical devices.

### Research argument essay (5-6 pages)

25%

This essay is focused coherently on your original argument and uses 4-5 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 credibility.

### Oral presentation with slides 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
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## 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) 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 in class 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, even handwritten assignments done in class, must be submitted on Canvas** (handwritten assignments can be submitted as images). Please follow the specific instructions for each assignment. Assignments turned in by hand or by email will not be graded.

### Essays

There are 4 formal essays completed in ENGL 101: **Literacy narrative, argument (position), rhetorical analysis, and research argument**. Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.

**Students must submit at least one rough draft and a final draft of the literacy narrative, argument-position essay, and research argument paper to receive a grade for those assignments.** The rhetorical analysis is completed in class, so it is only one draft.

Students will receive feedback from instructors on Canvas and in conferences as vital steps 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 the 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 evidence of students' engagement with coursework and are often graded as part of the participation grade (15% of the overall grade for the course).

### Late Work

Late work will be accepted for 1 week after the due date. Assignments will lose 2 points per day they are late.

Rough drafts have a 2-day grace period from their initial due date. After this time, rough draft submissions on Canvas will close and will no longer be accepted.

### **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. 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. Set your 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 at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>

Please note that it is your instructor's 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](mailto: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. 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 your instructor 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 (G17 Central King) is available for individual and group appointments with professional and peer 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/>

## ENGL 101 Course schedule

Class time may consist of readings, mini lectures, videos, visuals, workshops on writing process, small and whole group activities and reviews of drafts and reflections. Students are expected to actively participate in class discussions and group assignments.

### Week 1

#### Topics:

- Course overview: discuss syllabus, course policies, and expectations

#### In-class assignments:

- Course Policy Quiz
- Diagnostic essay/literacy narrative brainstorming

### Week 2

#### Topics:

- **Literacy Narrative** introduced: How do we write a narrative?
- Understanding genre and audience
- Introduction to writing process: focus on pre-writing and drafting
- Rough draft vs. final draft expectations

#### In-class assignments:

- Group writing process outline and informal presentations
- Small group genre activity
- Independent writing process reflection

### Week 3

#### Independent Assignments (completed outside of class):

- Literacy Narrative ROUGH DRAFT – Due MONDAY

#### Topics:

- Review of writing process: focus on revision and editing
- Constructing an essay: structure, organization, flow, and paragraph development
- Thesis statements

#### In-class assignments:

- Topic sentences and paragraph development worksheet
- Craft a clear, arguable, and specific thesis statement
- Peer review of literacy narratives using writing rubric

#### Week 4

##### Topics:

- Analyzing texts and forming arguments
- Paraphrasing, patchwriting, and plagiarism
- APA formatting, references, and in-text citations
- Deeper look at thesis statements

##### In Class Assignments: Notetaking and annotation activities

- Paraphrasing and APA citation practice
- “Analysis in Action” in small groups
- Independent revision and review

#### Week 5

##### Independent Assignments (completed outside of class):

- Literacy narrative FINAL DRAFT due | 15% of course grade - Due MONDAY

##### Topics:

- **Argument-position Essay** introduced: How do we approach difficult texts and form an argument?
- Analysis tactics, notetaking, and close reading
- Organizing information and outlining

##### In-class assignments:

- APA Quiz with partner
- Notetaking and annotation: Students choose 1 set of paired readings on Canvas and complete prewriting activities for organization of argument-position essay
- Outlining worksheet

#### Week 6

##### Topics:

- **Rhetorical Analysis introduced:** How do we evaluate texts and media?
- Exploring rhetorical analysis concepts: ethos, pathos, logos, context, genre, evidence
- Media literacy and why it matters

##### In Class Assignments:

- Small group and independent analysis of rhetorical strategies in text, video, and media on Canvas
- Independent writing process reflection

#### Week 7

##### Independent Assignments (completed outside of class):

- Argument-position Essay ROUGH DRAFT – Due MONDAY

**Topics:**

- Exploring rhetorical analysis concepts: evidence, analysis, omission, language, visuals
- Continue analyzing texts and forming arguments
- Peer review

**In Class Assignments:**

- Small group and independent analysis of rhetorical strategies in text, video, and media on Canvas
- Peer review of argument-position rough drafts

**Week 8****Topics:**

- Review revision and editing, general course topics
- Review rhetorical analysis concepts, **prepare for in-class timed essay**
- **Rhetorical Analysis** essay written during class period

**In Class Assignments:**

- APA Quiz (with partner)
- Small group review and rhetorical analysis prep activities
- **THURSDAY OCTOBER 23RD: Rhetorical Analysis In-class Essay | 15% of course grade**  
Students will read a short text and write a 2–3-page rhetorical analysis of it in one 80-minute class period. This is the only timed writing assignment in this course and it must be completed entirely in class. It is your responsibility to notify your instructor or testing accommodations in advance. There will not be an alternate date to complete this assignment.

**Week 9****Independent Assignments (completed outside of class):**

- **Argument (position) essay FINAL DRAFT due | 20% of course grade** – Due MONDAY

**Topics:**

- **Research argument essay** introduced: How do we choose a topic and craft an argument?
- Introduction to research process and evaluating sources
- Review of writing process, thesis statements, and outlines

**In-class Assignments:**

- Finding sources activity in Canvas
- Thesis Statement Quiz with partner

**Week 10****Topics:**

- Refining list of sources
- Determining when to use paraphrases and direct quotations
- Review of in-text citations
- Review of structure, organization, and paragraph development

**In-class Assignments:**

- Submit annotated sources and research notes
- Independent writing process reflection

**Week 11**

**Independent Assignments (completed outside of class):**

- Research Argument Essay ROUGH DRAFT – Due MONDAY

**Topics:**

- Developing flow: transitions, connections, introductions, and conclusions
- Editing, grammar, mechanics, and punctuation

**In-class Assignments:**

- Small groups create concept worksheets
- Peer and self-review of research argument essay using writing rubric

**Week 12**

**Topics:**

- **Oral presentation** introduced: How do we give compelling presentations?
- Open class time for review and individual questions about papers

**In-class Assignments:**

- 2-minute impromptu presentations on topic of your choosing

**Week 13**

**Topics:**

- Semester review
- Open class time for review and individual questions about papers

**In-class Assignments:**

- Independent semester reflection
- Presentation preparation

**Week 14**

**Independent Assignments (completed outside of class):**

- Research Argument Essay FINAL DRAFT due | 25% of course grade – Due MONDAY

**In-class Assignments:**

- Oral presentations | 10% of course grade

Week 15
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**In-class Assignments:**

- Oral presentations | 10% of course grade



## 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