

New Jersey Institute of Technology
ENGL 101:35
Introduction to Academic Writing

Prof. Ashley Bockholdt (AB)
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Class Location + Times

Central King Building (CKB) – 212 | Tuesdays/Fridays 2:30 PM – 3:50 PM

Office Hours

Mon/Weds Online or In-Person 11:30 AM - 12:50 PM

Thur Online only 2:30 - 3:30 PM

Must make an appt on the [Fall 2025 - Office Hours Sign-Up Sheet](#)

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.

COURSE FOCUS

In this course we will be learning how to critically engage, interrogate, and analyze texts by **EXPLORING THE AUTHENTIC, PROJECTED, AND VIEWED SELF** through a series of sequenced assignments such as readings, low-stakes writing practices, formal and informal in-class essays, and formal out of class essays. Each building upon the other and asking questions about: **originality**, how harmonious and/or individualistic can the self be capable of today, **perception**, how does our perception of the self and others affect the way we interact with the world around us, and confronting the intersectional nature of society's two-way mirror of **voyeurism**; culminating into practices of introspection and speculation on the importance of **empathy** for future humanity that can be articulated through the construction of well-informed, sophisticated, and logical essays.

AI USE

Along with the above focuses, this course will spend a significant amount of time discussing the impact and ethics of AI in the world at large. While the course will engage with topics and, at times, low-stake assignments **using AI, unless explicitly given permission to do so, any use of AI or AGI, is against the academic integrity policy of the University and will be reported. SEE FURTHER DETAILS BELOW**

REQUIRED TEXTS

All readings can be found on Canvas under Files ~ Readings are subject to possible change

You must bring a printed copy of the reading(s) to class for class discussions

(As per NJIT's commitment to students, there are *no* required texts that must be purchased. 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)

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

CLASS EXPECTATIONS

Your active engagement in the classroom is highly encouraged (and required). ***To be actively engaged in the classroom means being on time, prepared for discussion with all necessary materials, and most of all CURIOUS.*** In order to meet this requirement, you must contribute to class, peer review, group work, and all other class activities thoughtfully and meaningfully. Your success in the class is dependent on both of us, I am here to teach and advocate for your ideas, opinions, and create a safe space for learning; you are here to learn, grow, and be unafraid to push yourself. Your participation is what will make our classroom meetings dynamic, interesting, and illuminating.

Class Etiquette:

1. Our course is all about communication, power, knowledge, and empathy. There is zero tolerance for bigotry of any kind in or outside of the classroom.
2. Use each other's name when addressing one another.

Class Participation:

1. Peer review and conversation is a key aspect of this course. Therefore, your attendance and participation grades are not guaranteed just by showing up. Along with your notebook, your daily participation is necessary and expected.
2. **Electronic devices are NOT permitted**, unless otherwise notified during class.

If you need to use a laptop or other electronic device to take notes, please reach out to me; however, if your engagement suffers from using these devices you will not be permitted to continue taking notes this

way. *Texting or consulting your cellphone or laptop takes you out of the class and negates participation for the day. Habitual disregard of this rule can result in an absence.*

AI Use:

1. While we will be discussing, looking at, and occasionally using AI in class, **AI GENERATION OF WORK IN ANY FORM IS NOT PERMITTED**, unless otherwise notified (any AI use or allowance will be *explicitly* stated by me).

AI-GENERATED TEXT

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.”

AI-POLICY

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.

GRAMMARLY USE

Students will be expected to submit a “works cited” page with each paper denoting corrections made to your paper using Grammarly.

Corrections that should be noted are:

- Any changes that alter more than two words in a sentence
- Any changes that alter the meaning of a sentence

Students will be provided an example of the required “Grammarly Citations” page at the beginning of the course. **ALL FORMAL PAPERS MUST INCLUDE A GRAMMARLY CITATION PAGE IF USING GRAMMARLY**

GRAMMARLY'S "ENHANCE YOUR IDEAS" FEATURE IS NOT PERMITTED IN THE CLASSROOM AND FALLS UNDER UNPERMITTED AI USAGE

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 must be submitted on Canvas and GoogleDrive (which automatically assesses for plagiarism and AI-generated text using Turnitin as well as grammar or translation apps). 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 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 not be accepted (except in the case of an excused absence designated by the Dean of Students). Students should contact their instructor in advance of due dates when having difficulty completing an assignment.

ASSIGNMENTS AND ASSESSMENTS

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) Weeks 1-3 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) Weeks 4-7 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) Weeks 8-9 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) Weeks 10-15 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 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
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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.

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.

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/>

Week 1: September 2 - September 5

<i>Class 1</i>	<i>Class 2 - Return Diagnostics</i>
Brief Introduction Diagnostic	Review Syllabus Intro to Daily Free Writes Intro Out of Class (OOC) Paper 1 Standpoint Activity
Reading: “The Future of Originals,” Alexander Provan (stop before “Cultural Memory”) + Syllabus	Reading: Finish “The Future of Originals,” Alexander Provan
Homework: Reading + Getting Started (see syllabus)	Homework: Reading + Ensure google folder is set up!

Week 2: September 8 - September 12

<i>Class 3</i>	<i>Class 4</i>
DFW - HANDWRITTEN Discuss Provan → Set up hypothesis account Lateral Reading: “The ChatGPT Lawyer Explains Himself”	DFW Handwritten Discuss reading and standpoint → Debate: Student stance Close Reading: “Learning to Read”
Reading: “Negotiating Identity in the age of Chatgpt,” Hengzhi Hu, Qing Zhou, and Harwati Hashim	Reading: Essay Dos and Donts Packet (this will help RD!)
Homework: Entire reading + Upload picture of today's DFW and expand using textual evidence from HW	HW: OOC 1 RD due Class 5 (2 pgs) (Make sure to incorporate feedback/writing practices we've discussed)

Week 3: September 15 - September 19

<i>Class 5 - OOC 1 RDs Due</i>	<i>Class 6 - Return OOC 1 RD Feedback</i>
DFW Class Discussion Dos and Donts/Helpful essay Docs Essay norming - Examining the rubric Peer review RDs	DFW Discuss readings from unit so far Intro OOC 2 Rhetorical appeals → Peer work: Close read “Consider the Lobster”
Reading: “Human Dignity,” Francis Fukuyama (canvas)	Reading: NA / Finish Consider the Lobster
HW: Entire reading	HW: OOC 1 Final due Class 7 (make sure to include all drafts and anything with peer comments!)

Week 4: September 22 - September 26

<i>Class 7 - OOC 1 Due</i>	<i>Class 8</i>
DFW Transitioning Units/ Class Discussion Mind Maps Stasis Theory	DFW Class Discussion Annotated Bibliographies Practice → Research Practices
Reading: “Human Dignity in the Digital Age” (Canvas) READING IS LONG! → Discussed Class 9 MUST PRINT READING	Reading: “Human Dignity in the Digital Age” (Canvas) READING IS LONG! → Discussed Class 9 MUST PRINT READING
HW: Finish Stasis Theory for OOC 2	HW: Complete 2 annotated bibliographies (1 per source)

Week 5: September 29 - October 3

<i>Class 9 - Return OOC 1 Final</i>	<i>Class 10 - OOC 2 RDs Due</i>
DFW Discuss reading Toulmin's Model prep for debate Debate: Take a Stance	DFW Discuss reading Peer Review
Reading: " Alexa How Will You Change Us? " (also on canvas)	Reading: Freedom versus Belonging 493 - 504 (stop at core complex in contemporary politics) (Canvas - Must Print)
HW: OOC 2 RD Due Class 10 (3 pgs) (Make sure to incorporate feedback/writing practices we've discussed)	HW: Under your photo of today's DFW, rewrite and expand on your original thoughts based on today's class discussion. Include at least 2 pieces of evidence along with analysis

Week 6: October 6 - October 7

<i>Class 11</i>	<i>Class 12 - Return OOC 2 RD Feedback</i>
DFW Discuss reading New Unit Introduction: Two-way Mirror of Voyuerism Ship of Theseus / <i>The Rehearsal</i>	DFW Discuss Readings Intro OOC 3 Close Reading Theory of the Leisure Class
Reading: Freedom versus Belonging 504 - 507, 512 - end	Reading: Theory of the Leisure Class pgs 88 - 93 (canvas)
HW: Reading	HW: Reading

Week 7: October 13 - October 17

<i>Class 13</i>	<i>Class 14 - OOC 2 Due</i>
DFW Close-Reading/Discussion Practice Active Reading Evaluating Sources: Misinformation Campaign	DFW Discuss Reading Peer Work: Practice Rhetorical Analysis: " The Devil's Bait " Introduce OOC 4 for Library Day
Reading: Finish ToLC Reading	Reading: Society of the Spectacle, Spearation Perfected pay close attention to parts 4, 5, 10, 16, 17, 25, 26, 28, 33, and 34
HW: OOC 2 Final due Class 14 (make sure to include all drafts and anything with peer comments!)	HW: In-Class Essay Class 15!

Week 8: October 20 - October 24

<i>Class 15</i>	<i>Class 16 - Library Day</i>
In-Class Essay (Paper 3)	Library Day! Start researching for your OOC 4
Reading: Society of Spectacle, The Commodity as Spectacle - pay close attention to: 36, 37, 43, 45, 49, 50, 51	Reading: NA
HW: Finish Stasis Theory for OOC 2	HW: What might you want to write your OOC 4 on? Bring in a list of 5 ideas (make sure to give reasoning for each)

Week 9: October 27 - October 31

<i>Class 17</i>	<i>Class 18 - Return IC Essay Paper 3 / OOC 2</i>
DFW Discuss reading Peer Work: Reviewing Outlines Introducing Foucault: From Spectacle to Spectator	DFW Review OOC 4: Introduce Oral Component Discuss reading How to Become a Tyrant: Crush Your Rivals <i>If time, close read Foucault</i>
Reading: Foucault, Panopticism stop before functional inversion of the disciplines (MUST PRINT)	Reading: Finish Foucault
HW: Annotated reading and bring in 2 questions	HW: Using either the Toulmin's Model or Stasis Theory create a possible outline for what you want your paper 4 to be

Week 10: November 3 - November 7

<i>Class 19</i>	<i>Class 20</i>
DFW Class Discussions Overlap of advertisements, trends, and surveillance of bodies OOC 4 Prep: → Discuss potential topics / themes of the class → Mind Maps / Begin Research	DFW Freedoms Discussions → Close Read TOS Activity (Online Freedoms) Vs Privacy paradox (Physical Freedoms) OOC 4 Research
Reading: Informatized Body pgs 28 - 40	Reading: Informatized Body pg 41 - 48
HW: NA (OOC 4 Paper Topic Approval by EOW 11)	HW: Annotated bibs for at least 2 sources for OOC4

Week 11: November 10 - November 14

<i>Class 21</i>	<i>Class 22- No Class</i>
DFW (10 mins) Discuss Reading (15 mins) Research Day for OOC 4 (to end of class) → Need to have working thesis and possible sources by EOW	OOC 4 Paper Topic Approvals by End of Week
Reading: No Reading	Reading: NA
HW: Working thesis of OOC 4 by EOW	HW: Finalize outline including evidence from sources

Week 12: November 17 - November 21

<i>Class 23</i>	<i>Class 24</i>
Peer Work / Individual Work OOC 4 Work on Rough Draft for OOC 4 (due class 25)	OOC 4 Peer Work (Explaining annotated bibs) OOC 4 Independent Work Outlines
Reading: NA	Reading: NA
HW: Finish Annotated Bibliographies for rest of sources	HW: OOC 4 RD due Class 25

Week 13: November 24 - Nov 26 | Classes Change: Tues, Nov 25 = Thurs / Weds, Nov 26 = Fri

<i>Class 25</i>	<p><i>Thanksgiving Break!</i> November 27 - 30 <i>Enjoy Break!</i></p>
Peer Review RDs	
Reading: “No Reading” (See Homework)	
HW: Over break, choose a podcast, youtube documentary, or other media to review with a partner. (See further instructions on Canvas)	
	HW: Make sure to do partner work over break!

Week 14: December 1 - December 5

<i>Class 26</i>	<i>Class 27</i>
Oral Presentation Practice through Peer Work Peer Review RDs/Working on OOC 4 Final <i>Oral Presentations Begin Next Class!</i>	<i>Oral Presentations</i>
Reading: NA	Reading: NA
HW: OOC 4 Final Due by Dec 7th (Sunday 11:59 PM) / ORAL PRESENTATIONS BEGIN CLASS 27	HW: OOC 4 Final Due by Dec 7th (Sunday 11:59 PM) / ORAL PRESENTATIONS END CLASS 28

Week 15: December 8 - December 11

<i>Class 28</i>	<p><i>Semester End!</i> December 11 <i>Enjoy Break!</i></p>
<i>Oral Presentations</i>	
Reading: No Reading	
HW: NA	

End of Semester

Final Grades will be input by December 22nd