



New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing

Professor: Kyle Mednick

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Office hours: Thursdays: 4:00 pm - 7:00 pm
or by appointment

Office location: Cullimore 315

Meeting Days: Tuesday & Friday

Meeting Time: 4:00 pm - 5:20 pm

Meeting Location: FMH 205

"I began to realize how important it was to be an enthusiast in life. If you are interested in something, no matter what it is, go at it full speed ahead. Embrace it with both arms, hug it, love it, and above all become passionate about it. Lukewarm is no good. Hot is no good either. White hot and passionate is the only thing to be."

~Roald Dahl

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. 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, 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% of Grade

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 their own that can be applied to most writing tasks.

Literacy Narrative Essay (3-4 pages) Weeks 1-3 15% of Grade

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% of Grade

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% of Grade

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 9-13 25% of Grade

This essay is focused coherently on your 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% of Grade

You will have the chance to present to the class your research findings.

Final Exam

There is NO final exam in this course.

Grading

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

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| A = 100-90 | B+ = 89-87 | B = 86-80 | C+ = 79-77 | C = 76-70 | F = 69-0 |
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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 (some 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. After the third unexcused absence, an alert will be sent by the professor to the student's academic advisor through Navigate. Activities and workshopping 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).

Assignment Submission

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. 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

Class activities and discussions are vital in evaluating students' engagement with coursework and are often graded as part of the participation grade. This also includes attendance and falls under the participation and effort category as it relates to grading.

Late Work

Late work will **not** be accepted (except in the case of an excused absence). Rough drafts will not be accepted after one week of the due date. Final drafts will lose one letter grade within the one week late timeframe, two letter grades within the two week late timeframe, and no credit after two weeks. The course is process oriented; therefore, work will not be accepted en masse at the end. Students should contact their instructor in advance of due dates when having difficulty completing an assignment or seek DOS support with issues of extenuating circumstances.

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 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. Written and visual works are to be completed individually unless otherwise specified.

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.”

FYW 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.

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 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 (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: <https://www.njit.edu/writingcenter/>

ENGL 101
Course schedule

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| Week 1: | <p>Tuesday 9/2:</p> <p><u>Agenda:</u></p> <ul style="list-style-type: none"> ● Introductions ● Syllabus & Course Overview <p><u>Assignment:</u></p> <ul style="list-style-type: none"> ● Complete First Day Questionnaire ● Complete “Academic Engagement” assignment on Canvas <p>Friday 9/5:</p> <p><u>Agenda:</u></p> <ul style="list-style-type: none"> ● In-class diagnostic essay |
| Week 2: | <p>Tuesday 9/9:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Journal & discussion about college writing <ul style="list-style-type: none"> ○ https://www.cmu.edu/teaching/design/teach/instructionalstrategies/writing/poorlyprepared.html ○ Journal (discussion board on Canvas). ● Introduce Literacy Narrative <p><u>Assignment</u></p> <ul style="list-style-type: none"> ● Read: Pages 11-37 of <i>Shop Class as Soulcraft: An Inquiry into the Value of Work</i> (Crawford, 2009). PDF on Canvas. ● Post 2 observations and one question to the forum. ● Discussion leaders will be chosen at the start of class on Thursday. <ul style="list-style-type: none"> ○ DUE: Before class 9/12 <p>Friday 9/12:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Literacy Narrative Overview and review of due dates ● Read sample essays ● Crawford Reading Discussion <p><u>Assignment</u></p> <ul style="list-style-type: none"> ● Continue working on Literacy Narrative Essay <ul style="list-style-type: none"> ○ First Draft DUE: Thursday, 9/18 by 11:59 pm ○ Final Draft DUE: Sunday 9/28 by 11:59 pm |

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| <p>Week 3:</p> | <p>Tuesday 9/16:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • APA Formatting <ul style="list-style-type: none"> ◦ Paper setup & citations • Small Group Activity: “Write a rubric for____” <ul style="list-style-type: none"> ◦ Share / Present • Rubric Overview <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Submit first draft of Literacy Narrative Essay <ul style="list-style-type: none"> ◦ Required in order to earn a grade on the final essay ◦ First Draft DUE: Thursday, 9/18 by 11:59 pm ◦ Final Draft DUE: Sunday 9/28 by 11:59 pm <p>Friday 9/19:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Note about grammar (run on sentences) • Literacy Narrative Peer Review • Reverse Outline Activity <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue working on final draft of Literacy Narrative <ul style="list-style-type: none"> ◦ Final Draft DUE: Sunday 9/28 by 11:59 pm |
| <p>Week 4:</p> | <p>Tuesday 9/23:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Read example personal narrative • In-Class Activity: Thesis statements • Developing a strong and clear thesis statement <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue working on final draft of Literacy Narrative <ul style="list-style-type: none"> ◦ Final Draft DUE: Sunday 9/28 by 11:59 pm <p>Friday 9/26:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Review APA; Formatting Q&A • In-Class Activity: Scoring Sample Essays / What makes an essay successful? • Essay Writing (Introduction through body paragraphs) <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Submit final Literacy Narrative by Sunday 9/28 by 11:59 pm |

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| <p>Week 5:</p> | <p>Tuesday 9/30:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Presentation from Writing Center Staff ● Introduction to Argument Position Essay ● Choose one set of paired readings (posted on Canvas) ● Strategies for prewriting / prewriting work <p><u>Assignment</u></p> <ul style="list-style-type: none"> ● Begin working on Argument Position Essay <ul style="list-style-type: none"> ○ First Draft DUE: Thursday 10/9 by 11:59 pm ○ FINAL Draft DUE: Sunday 10/26 by 11:59 pm <p>Friday 10/3:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● APA citation lesson ● Body paragraph format review ● Thesis statements (Peer Workshop) ● Essay outlines <p><u>Assignment</u></p> <ul style="list-style-type: none"> ● Continue working on Argument Position Essay <ul style="list-style-type: none"> ○ First Draft DUE: Thursday 10/9 by 11:59 pm |
| <p>Week 6:</p> | <p>Tuesday 10/7:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Literary Reading - Why <i>should</i> I have to read the whole paper? ● Body Paragraph Reminders ● 30 Minute Writing Workshop <p><u>Assignment</u></p> <ul style="list-style-type: none"> ● Continue working on Argument Position Essay <ul style="list-style-type: none"> ○ First DRAFT DUE: Thursday 10/9 by 11:59 pm ○ FINAL Draft DUE: Sunday 10/26 by 11:59 pm <p>Friday 10/10</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Mid-Semester Reminders ● Argument Position Essay - Peer Review ● In-class drafting workshop <p><u>Assignment</u></p> <ul style="list-style-type: none"> ● Continue writing Argument Position Essay <ul style="list-style-type: none"> ○ FINAL Draft DUE: Sunday 10/26 by 11:59 pm |

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| Week 7: | <p>Tuesday 10/14:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Essay observations, reminders, and highlights • Introduction to rhetorical analysis • Rhetorical analysis group activity <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue working on Argument Position Essay <ul style="list-style-type: none"> ○ FINAL Draft DUE: Sunday 10/26 by 11:59 pm <p>Friday 10/17</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Rhetorical Appeals recapitulation • SOAPSTone Overview • In-class reading & SOAPSTone • Rhetorical analysis essay structure <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue working on Argument Position Essay <ul style="list-style-type: none"> ○ FINAL Draft DUE: Sunday 10/26 by 11:59 pm |
| Week 8: | <p>Tuesday 10/21:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • In-Class Essay Instruction Review • Rhetorical analysis essay structure • Essay Outline Activity <p>Friday 10/24</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • In-Class: Rhetorical Analysis Essay: Read the provided text and write a 2-3 page rhetorical analysis |
| Week 9: | <p>Tuesday 10/28:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Introduction to Research Argument Essay • Information Literacy: NJIT Library Database • Library Database Exploration • Academic Argument Activity |

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| | <p>Friday 10/31</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Q&A Form • 1-1 Thesis statement conferences <ul style="list-style-type: none"> ○ Concurrently: Workshop <ul style="list-style-type: none"> ■ Goal: Finalize source selection and write outline ■ Feel free to collaborate with your peers! • Q&A (answers) <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue writing Research Argument Essay draft <ul style="list-style-type: none"> ○ First Draft DUE: Monday 11/10 by 11:59 pm |
| Week 10: | <p>Tuesday 11/4:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • POD • Sudbury Valley Information • Essay Workshop <ul style="list-style-type: none"> ○ 1-1 Professor feedback / question / assistance <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue writing Research Argument Essay draft <ul style="list-style-type: none"> ○ First Draft DUE: Monday 11/10 by 11:59 pm <p>Friday 11/7</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • POD • Drafting Reminders / Important Points • Essay Workshop <ul style="list-style-type: none"> ○ 1-1 Professor feedback / question / assistance <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Submit Research Argument Essay first draft <ul style="list-style-type: none"> ○ First Draft DUE: Monday 11/10 by 11:59 pm |
| Week 11: | <p>Tuesday 11/11:</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Peer Review - Research Argument Essay • Continue Essay Workshop <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue writing Research Argument Essay draft <ul style="list-style-type: none"> ○ Final Draft DUE: Sunday 11/30 by 11:59 pm |

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| | <p>Friday 11/14</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Introduce Oral Presentation Assignment • Presentation Signup • Elements of presentations (collaborative activity) • APA Reference Page Instructions & Setup <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue writing Research Argument Essay draft <ul style="list-style-type: none"> ◦ Final Draft DUE: Sunday 11/30 by 11:59 pm |
| Week 12: | <p>Tuesday 11/18</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Presentation Signups • Writing Study using an academic article <ul style="list-style-type: none"> ◦ Thesis, topic sentences, evidence, transitions • Essay Workshop (if time) <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue working on final draft of Research Argument Essay • Begin working on presentation <p>Friday 11/21</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Block Quoting & Level Headers • In-Class Reading “I used to hate writing until I learned there’s a science to it” • Research Argument Essay Workshop <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Continue working on presentations <ul style="list-style-type: none"> ◦ Presentations start on 12/3 and ALL presentation materials must be submitted by 12/2 at 11:59 pm |
| Week 13: | <p>Wednesday 11/26</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Grammar & Style editing review - final elements of essay formatting and reminders for final submission • In-Class Activity: Proofreading <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Submit final draft of Research Argument Essay • DUE: Sunday 11/30 by 11:59 pm |

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| | Friday 11/28 - NO CLASS |
| Week 14: | <p>Tuesday 12/2</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Oral presentations on research argument essay <p>Friday 12/5</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Oral presentations on research argument essay |
| Week 15: | <p>Tuesday 12/9 - Last Day of Class</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Finish oral presentations on research argument essay • Last day reflections <p>This is the <u>LAST</u> day any work will be accepted by 11:59 pm.</p> |



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 |
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| 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 |