

**New Jersey Institute of Technology**  
**ENGL 101**  
**Introduction to Academic Writing**

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Class: **Wednesday, Friday – 8:30-9:50 am (FMH 412)**

Office hours: By Appointment

Office location: CULM 332

**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 alone is not enough to earn a passing participation grade.** I am looking for your engagement with the material and your efforts in drafting your essays. **I expect students to speak up (e.g. ask or answer a question, share a thought or observation, volunteer a draft for review etc.) at least once every class.** Turning assignments in on time is required to earn full participation points. Class participation includes regular attendance, regular engagement in 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 in-class discussions and writing exercises, drafting, revising, peer and class reviews.

### **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 Essay (4-5 pages) Weeks 4-6 20%**

This essay extracts academic arguments from 2 assigned readings/sources and presents a claim that may be supported or disputed by those sources.

### **Rhetorical Analysis Essay (2+ pages) Weeks 7-8 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 Essay (5-6 pages) Weeks 9-15 25%**

This essay is focused on a topic of your choosing and in which you will formulate an original argument using at least 5 academic sources for support. This work will help prepare you for more extended research writing in ENGL 102.

### **Oral Presentations Weeks 14-15 10%**

You will have the chance to write and share an abstract of your research paper and present your research findings to the class via PowerPoint.

**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

### PARTICIPATION AND ATTENDANCE:

Attendance and participation are critical to your success in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support and discussion board writings. Students need to attend AND participate in class with regularity in all class activities including reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Additionally, there will be in-class writings as well as regular workshopping in which students apply the day's lesson to their writing in progress. We will also politely do peer and class reviews. Level of engagement with the material is correlated with success on assignments. Classroom activities are designed to aid in students' developing a writing process of their own that can be applied to most writing tasks.

### ATTENDANCE:

**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 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 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** (which automatically assesses for plagiarism, AI generation, and the use of grammar assistants). Please follow the specific instructions for each assignment.

### ESSAYS:

There are 4 written assignments for this course: a literary narrative, an in-class rhetorical analysis, an argument essay, and a research essay.

**Students must submit at least one rough draft and a final draft to be considered for a grade for that assignment. All writing assignments require submission of a rough draft. If a final draft is submitted without a rough draft, the final draft will automatically receive a score of zero. This is a firm policy without exception. Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.**

Students will receive written 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 engagement in 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 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. **Rough drafts will always be due by 8:29 am the morning of a peer review class. Final drafts will be due by 11:59 pm on their designated due date.**

I do not confer with your other professors; meaning there may be weeks during the semester when you have multiple assignments for different courses due at a time. I understand that life happens and you may feel overwhelmed with your courseload. As such, if you are having difficulty completing an assignment, you should contact me well in advance of the due date.

### **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.

**ChatGPT:**

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 of papers). Turnitin allows flags AI-generated text and use of “grammar” assistants that actually rewrite entire sentences. Your plagiarism percentage appears on the submission page for each assignment. The AI percentage is available only to instructors. **You may not use ChatGPT, Grammarly, or any other AI tool for any of the course assignments in ENGL 101.** 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.

**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.**

**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:**  
Fall 2025  
Wednesday + Friday – 8:30-9:50 am (FMH 412)

**\*Schedule subject to change**

**Readings and assignment instructions can be found on Canvas**

WEEK	WEDNESDAY	FRIDAY
Week 1: September 2 – 5	<b>9/3:</b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Introductions</li> <li>- Course and syllabus overview</li> <li>- Class discussion</li> <li>- Writing exercise</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>- Read <b>BEFORE</b> class: <ul style="list-style-type: none"> <li>• <a href="https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/writing/poorlyprepared.html">https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/writing/poorlyprepared.html</a></li> </ul> </li> <li>- Watch the following at home: <a href="https://www.youtube.com/watch?v=V1pnpL8295E&amp;t=4s">https://www.youtube.com/watch?v=V1pnpL8295E&amp;t=4s</a></li> </ul>	<b>9/5: The writing process + Literacy narrative introduced</b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- Class discussion</li> <li>- Small groups: Choose a genre and write rules for composing personal narratives <ul style="list-style-type: none"> <li>• Genres: <a href="https://twp.duke.edu/twp-writing-studio/resources-students/genres">https://twp.duke.edu/twp-writing-studio/resources-students/genres</a></li> </ul> </li> <li>- What is a literacy narrative?</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>- Read <b>BEFORE</b> class: <ul style="list-style-type: none"> <li>• Ted Chiang, “Why A.I. Isn’t Going To Make Great Art”</li> </ul> </li> </ul>
Week 2: September 8 – 12	<b>9/10: Literacy Narratives</b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- Discussion of literacy narratives</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>- Read <u>one</u> of the literacy narratives below <b>BEFORE</b> class: <ul style="list-style-type: none"> <li>• Malcolm X, “Learning to Read”</li> <li>• David Sedaris, “Me Talk Pretty One Day”</li> </ul> </li> </ul>	<b>9/12: Literacy Narrative first draft due FRIDAY SEPTEMBER 12 at 8:30 am (required to receive a final grade)</b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- In-class peer review of literacy narrative draft using writing rubric <ul style="list-style-type: none"> <li>• A PDF of the Written Communication Value Rubric AAC&amp;U can be found on Canvas under the first course module</li> </ul> </li> </ul>
Week 3: September 15 – 19	<b>9/17: Introduction to the writing process and concepts</b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- Overview of research-writing unit: <ul style="list-style-type: none"> <li>• Argumentative writing</li> <li>• Rhetorical analysis</li> <li>• Researched essay</li> <li>• Oral Presentation</li> </ul> </li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>- Read <b>BEFORE</b> class: <ul style="list-style-type: none"> <li>• Anne Lamott, “Shitty First Drafts”</li> </ul> </li> </ul>	<b>9/19: Literacy narrative final draft due by 11:59pm FRIDAY SEPTEMBER 20 (15%)</b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- In-class writing</li> <li>- Library presentation</li> </ul>

Week 4: September 22 – 26	<b><u>9/24: Argument Essay Introduced</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- Assignment overview</li> <li>- Small group work</li> </ul>	<b><u>9/26: Building Blocks of an Academic Argument</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- What is an abstract and why is it important?</li> <li>- Crafting a strong thesis statement</li> <li>- Reviewing APA citation style</li> </ul>
Week 5: September 29 – October 3	<b><u>10/1: In-class discussion on argument essay readings</u></b>	<b><u>10/3: In-class discussion on argument essay readings</u></b>
Week 6: October 6 – 10	<b><u>10/8: Argument essay first draft due WEDNESDAY OCTOBER 8 at 8:30 am (required to receive a final grade)</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- In-class peer review of argument essay draft using writing rubric <ul style="list-style-type: none"> <li>• A PDF of the Written Communication Value Rubric AAC&amp;U can be found on Canvas under the first course module</li> </ul> </li> </ul>	<b><u>10/10: Catch-up Day</u></b> <ul style="list-style-type: none"> <li>• Please use this day to edit and revise your Argument essay</li> </ul>
Week 7: October 13 – 17	<b><u>10/15: Rhetorical Analysis Introduced</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- Assignment overview</li> <li>- Group work</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>- Read <b>BEFORE</b> class: <ul style="list-style-type: none"> <li>• Yeh et al., (2020). "Parachute use to prevent death..."</li> </ul> </li> <li>- Watch <b>BEFORE</b> class: <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=9s0LqAdqkV0">https://www.youtube.com/watch?v=9s0LqAdqkV0</a></li> </ul> </li> </ul>	<b><u>10/17: Argument Essay final draft due by 11:59pm FRIDAY OCTOBER 18 (20%)</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- In-class writing</li> </ul>
Week 8: October 20 – 24	<b><u>10/22: In-class group rhetorical analysis</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- Group work and presentation</li> </ul>	<b><u>10/24: In-class rhetorical analysis (15%)</u></b>
Week 9: October 27 – 31	<b><u>10/29: Research essay introduced</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- Narrowing your research topic and question</li> <li>- Group work and presentation</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>- Complete <b>Research Essay Worksheet</b> – due in - class <b>FRIDAY OCTOBER 31</b></li> </ul>	<b><u>10/31: In-class essay outlines</u></b>  <b>Agenda:</b> <ul style="list-style-type: none"> <li>- Writing exercise</li> <li>- How to start outlining your paper</li> <li>- Small group work</li> <li>- <b>Sign up for oral presentation in class</b></li> </ul> <b>Research essay worksheet due FRIDAY OCTOBER 31 IN CLASS (required to receive a final grade)</b>

Week 10: November 3 – 7	<b><u>11/5:</u> Oral presentation skills</b>  <b>Agenda:</b> - Class discussion - Oral presentation overview - Abstracts  <b>Assignment:</b> - Watch <b>BEFORE</b> class: <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=fn_9f5x0f1Q">https://www.youtube.com/watch?v=fn_9f5x0f1Q</a></li> </ul>	<b><u>11/7:</u> Catch-up Day</b>  <ul style="list-style-type: none"> <li>Please use this day to edit and revise your research essay</li> </ul>
Week 11: November 10 – 14	<b><u>11/12:</u> Research essay rough draft due <b>TUESDAY NOVEMBER 12 IN CLASS</b> (required to receive a final grade)</b>  <b>Agenda:</b> - In-class peer review of argument essay draft using writing rubric <ul style="list-style-type: none"> <li>A PDF of the Written Communication Value Rubric AAC&amp;U can be found on Canvas under the first course module</li> </ul>	<b><u>11/14:</u> Research Paper Workshop! Day 2</b>  <b>Agenda:</b> - Writing exercise - In-class essay workshopping - Thesis revision - Sources and citations
Week 12: November 17 – 21	<b><u>11/19:</u> Oral presentation + PowerPoint prep</b>  <b>Agenda:</b> - Writing exercise - In-class presentation work	<b><u>11/21:</u> Editing and proofreading</b>  <b>Agenda:</b> - Writing exercise - Paper revision
Week 13: November 24 – 28	<b><u>11/26:</u> Reflecting on the writing process</b>  <b>Agenda:</b> - Writing exercise - Small group work - Class discussion  <b>Final draft of research essay due <b>WEDNESDAY NOVEMBER 26 by 11:59pm</b> 25%</b>	<b><u>11/28:</u> Thanksgiving! No class</b>
Week 14: December 2 – 6	<b><u>12/3:</u> Oral presentations on research essay <b>(10%)</b></b>	<b><u>12/6:</u> Oral presentations on research essay <b>(10%)</b></b>
Week 15: December 9 – 13	<b><u>12/10:</u> Oral presentations on research essay <b>(10%)</b></b>	<b><u>12/13:</u> Oral presentations on research essay <b>(10%)</b></b>



## 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