

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

Name: Josh English  
Email: jbe6@njit.edu  
Office hours: Thurs: 1:00-2:30pm by appt  
Office location: Culm 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%**

This category is accumulative, which means that you do not start out with a 100% and lose points for not participating, you start out at 0% and gain points for participating. The key areas to focus on for participation are: 1. Engagement with the readings/key concepts – The easiest way to demonstrate this is by talking in class. There are also written assignments and any in-class quizzes. 2. Timeliness – This includes 1) being on time for class and 2) turning assignments in on time. 3. Peer Review – We will discuss peer review, but I take peer review particularly seriously. It is the portion of the course where your primary responsibility is not simply to yourself, but to your classmates. I expect everyone to show up (both physically and earnestly) for peer review. 4. Best effort – Participation isn't based on quality; it's based on effort. Put in your genuine best effort for full participation marks.

### **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.

### **Rhetorical analysis essay (2+ pages) Weeks 4-5** **15**

This essay assignment must be completed **in class**. 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 an argument about the interaction of multiple elements of rhetoric analysis 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.

### **Argument (position) essay (4-5 pages) Weeks 6-8** **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.

### **Research argument essay (5-6 pages) Weeks 9-13** **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 Week 14-15** **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
------------	------------	-----------	------------	-----------	----------

### **Late Work**

Late work will be penalized 5 point per day that is late **unless permission has been given for an extension**. You must request an extension **before** the assignment is due. I will be strict about this.

Peer Review comments cannot be submitted late because they are designed to be useful to the student whose work you are commenting on.

### **Expectations for Readings**

What it means to have “completed” the reading is less straightforward than it might appear. There is a standard of “complete” that simply means “read until the end,” but as we all know, we can read the words without actually processing any of it. On the other hand, I don’t expect you to have developed a nuanced, holistic, and multifaceted understanding of a text through reading it one or even twice. Here is what I do expect:

1. Have a reaction. If you get to the end of a text and you have no reaction to it whatsoever, you didn’t really read it. Your reaction can be almost anything (you can find it interesting, or frustrating, or entertaining, or confusing, or offensive, or belittling, or disappointing, or hit and miss etc.). The hardest reaction to deal with is boring, and we will probably discuss this throughout the semester. The difficulty with boring is that it doesn’t promote critical reflection. If a reading is frustrating we can discuss what is frustrating about it and what it’s trying to accomplish and how we might engage that frustration. But boring tends to produce a shrug of the shoulders. In general, though, I will start most discussions with “what did you all think of this one” before moving on to more direct questions/discussion. Be able to say something.
2. Do some analytical work. I’m not expecting you to break down every moment in the text and close read it. What I am saying is that you should be able to identify passages that seem to you to be worth thinking about. It’s ok if you find some part confusing, but try to identify the part you find confusing and, ideally, why. Try to locate some specific ideas, events, language choices, images, metaphors etc that are interesting, frustrating, confusing etc. Take notes.
3. Give the author/text the benefit of the doubt. I’m not saying you have to think everything’s brilliant, but start from a position of assuming it’s brilliant and try to understand it from there. If an idea or passage seems pointless, unintelligent, or whatever, start by assuming it's not and see if you can make sense of why it might be written the way that it is. Basically, don’t dismiss anything. You can argue with it or disagree, but don’t dismiss it.

### **Expectations for Writings**

I don't expect you all to come in as excellent writers. If I did, we'd just have a test at the beginning of the semester and call it a course. The purpose of this class is improvement, and wherever you are with your writing, you can improve. Take your writing seriously. Try to be accurate, try to be interesting, try to be useful, try to be kind. If you're ever struggling with an assignment, please reach out to me and I will do my best to help.

### **Expectations for Discussions and Peer Review**

Treat peers and their ideas with respect. Take an interest in your classmates' work and accept constructive feedback on your own. We may have readings about sensitive issues. I ask you to always keep two things in mind: First, your words impact other people. Keep those other people in mind when speaking. Second, we are all talking off-the-cuff. People say things they don't mean; they say things that aren't fully thought through, and they word things poorly and even offensively without meaning to. While I'm not asking you to ignore these things, I am asking you to use them as opportunities to open conversations, not to close them down. We're here to learn and to think and to get better at communicating with each other.

## **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 workshoping in class as part of the writing process cannot be made up. These sorts of practices are a significant part of your engagement in the process of writing.

Students who expect to miss class for religious observances should contact their instructor about these dates at the beginning of the semester (per university policy).

**All assignments must be submitted on Canvas** (which automatically assesses for plagiarism and AI-generated text using Turnitin as well as grammar or translation apps). Please follow the specific instructions for each assignment.

### **AI Use**

It is not allowed to use AI to write any portion of your assignments for you. This includes using products like Grammarly to rewrite portions of your prose, or to use AI to revise pieces of writing that you have already written. Much of what we are trying to learn in this class becomes impossible to pay attention to if we have AI do it for us.

We will discuss ways in which AI can be a useful tool in the research process, but do not simply turn to AI to do your research for you. Similarly, you are allowed to use AI to summarize a text that you are struggling to understand, but your job is to read the reading assignments, and reading an AI summary of them is *not* reading them. I expect you to read the assigned texts in this class.

### **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 of each essay (except the Rhetorical Analysis) 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 me on Canvas or during my office hours. Anyone is welcome to come to my office hours to discuss a draft, or to discuss the written feedback I give. Drafts will also be reviewed in small peer groups during class time. The paper is, ultimately, your work, and the task for revision is not simply to do what I say. You will get feedback from at least 3 people, one of which is me. You should synthesize, analyze and think about that feedback you receive and develop a revision strategy based on it.

**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).

### **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!

### **Artificial Intelligence Use**

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.

AI use to create written work or to assist in revision is not permitted.

If a draft is shown to be partially AI generated, a penalty of up to 30 points for that draft can be assessed. If a draft is found to be 40-100% AI-generated or assisted written work, the work may 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.

### **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.

**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.

### Week 1 – Week of 9/1

Introductions; discuss syllabus  
In-class diagnostic essay

### Week 2 – Week of 9/8

#### Day 1 – Writing and AI

##### Readings

What Students are Saying About Using AI for Schoolwork -

<https://www.nytimes.com/2025/05/08/learning/what-students-are-saying-about-using-ai-for-schoolwork.html>

<https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/writing/poorlyprepared.html>

## Day 2: Introduction to Literacy Narratives

### Reading

Johanna Schmertz – A Review of Literacy Narratives

<b>Week 3 – Week of 9/15</b>
------------------------------

## Day 1 Literacy Narrative Examples

### Reading

Alexander Chee – The Writing Life and Annie Dillard

<https://themorningnews.org/article/annie-dillard-and-the-writing-life>

Helen Keller - Chapter VII (Link is the whole book. Just read Chapter 7)

<https://www.gutenberg.org/files/2397/2397-h/2397-h.htm#link2HCH0007>

## Day 2

Peer Review

**Due: Draft 1 of Literacy Narrative Due**

<b>Week 4 – Week of 9/22</b>
------------------------------

## Day 1

**In Class** - Introduction to Rhetoric and Rhetorical analysis. Assignment expectations carefully reviewed.

**Thinking about Writing:** How much of an argument is formal? What are the risks of responding too much to the “ideas” in an essay? In what ways do we get “convinced” by an essay’s structure? What is the relationship between “convincing” and “true”?

### Resource:

<https://success.uark.edu/get-help/student-resources/rhetorical-analysis.php>

## Day 2

**Reading:** Backpacks vs. Briefcase: Steps Toward Rhetorical Analysis

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6086be0a-b9a5-31ca-ac1c-7094b61ace6b>

<b>Week 5 – Week of 9/30</b>
------------------------------

**Day 1**

**Reading:** [The Problems with Science Journalism](#), [Teen Vogue: Digital Blackface](#), [Wendell Berry: The Pleasures of Eating Well](#),

**Day 2**

**In-Class: Rhetorical Analysis** – You will read a new text and write a 2-3 page rhetorical analysis in one 80-minute class period 15%

<b>Week 6 – Week of 10/7</b>
------------------------------

**Day 1**

**Literacy Narratives Returned – In Class**

**In-Class:** Workshop for Final Draft of Literacy Narrative

**Day 2**

**Reading - Reporting verbs:**

[https://emedia.mit.edu.au/learninglab/sites/default/files/Reporting\\_verbs\\_2014\\_Accessible.pdf](https://emedia.mit.edu.au/learninglab/sites/default/files/Reporting_verbs_2014_Accessible.pdf)

**Reading:** Joseph Harris – Revision.pdf

**In Class Discussion:** The rhetorical position—how rhetoric can help us think about *taking a position*.

**Argument (position) essay** introduced and assignment expectations carefully reviewed

**FINAL DRAFT OF Literacy Narrative Due By Sunday at Midnight** 15%

<b>Week 7 – Week of 10/14</b>
-------------------------------

**Day 1**

**Reading** – AI Ethics by Coeckelbergh

**Day 2**

**Reading** – Case Study

<b>Week 8 – Week of 10/21</b>
-------------------------------

**Day 1**

Workshop Day

Come to class with at least a ½ draft of your position paper for peer review.

**Day 2**

Due: Argument (position) essay first draft

**Thinking about research:** What does it mean to research? How do different fields define research? Does research mean something different depending on the genre of writing? How does rhetoric help us think about research?

**In Class - Research and information literacy**

**Resources:**

Finding and evaluating sources:

<https://library.njit.edu/>

ebooks

Open access sources

EBSCO

Science Direct

Google

Proquest

JStor

Google Scholar

APA citation style

<https://apastyle.apa.org/>**Week 9 – Week of 10/28**

Day 1

**Research Argument Essay** introduced and assignment expectations carefully reviewed**Reading:** Intro to the Craft of Research.pdf**Reading**NJIT Library on Evaluating Sources - <https://researchguides.njit.edu/eng101-2/evaluate>

Day 2

**In-Class:** Revision Workshop of Argument (Position) Paper**Week 10 – Week of 11/4****Day 1****Writing and Revision:** Structure, Transitions, and Argument**Day 2****In Class:** We will spend the day researching as a group one of our chosen topics from the position paper readings.

**Thinking about Writing:** How does our position inform our research? How does our research inform our argument?

Final Draft of Argument (Position) Paper Due

20%

<b>Week 11 – Week of 11/11</b>
--------------------------------

**Day 1**

Reading – [Making Good Arguments: 10 Salient Sentence Strings](#)

Reading Elements of Academic Argument, Harvard:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:fb9ee585-1e12-31ea-a9e7-61da46ed575f>

**Day 2**

**In Class Research:** Bring a research device (ideally a laptop) to class. Targeting your research and researching while writing

<b>Week 12 – Week of 11/18</b>
--------------------------------

**Day 1**

Half Draft Workshop

Come to class with at least a ½ draft of your research paper for peer review.

**Day 2**

Due: Research Argument Essay first draft

In Class – Introduce Oral Presentation Assignment

<b>Week 13 – 11/25 THANKSGIVING BREAK</b>
---

**Day 1**

In Class – We will look at videos of short presentations and talk about the skills we have, the skills we need, how to address our anxieties, and how to measure success in a short presentation.

**Day 2**

Thanksgiving Break

<b>Week 14 – 12/2</b>
-----------------------

Oral presentations on research argument essay

10%

<b>Week 15 – 12/9 (Day 1 Only)</b>
------------------------------------

Oral presentations on research argument essay

*Writing: Final draft of research argument due*

25%



## 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