

New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing
Fall 2025

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Class hours: T+TH, 8 a.m. to 9:50 a.m.

Class location: Faculty Memorial Hall 319

Office hours: T+TH 11:30-12:30 p.m. or by appointment via Zoom: <https://njit-edu.zoom.us/j/2979232341?pwd=dkZ2K3BZNVF2TUxsdUh0YXV4dmFaZz09>

Course Description

Writing Weather

What do we talk about when we talk about writing? *Reading, reflecting, brainstorming, outlining, researching, analyzing, editing*; these are a few terms related to the writing process. But there are many others (the list is endless) because writing does not exist in a vacuum. When we write, we write *about* something—ourselves, our friends, our family, our beloved cats (or dogs), our beliefs, our triumphs, our woes, our environment, our social and political landscapes; every piece of writing has a subject.

As we commit to our shared goal of becoming better writers (as well as critical thinkers and researchers) we will read texts that focus on *weather*—a subject that is meant to be interpreted broadly. Merriam-Webster defines weather as:

weather (noun)

1. the state of the atmosphere with respect to heat or cold, wetness or dryness, calm or storm, clearness or cloudiness
2. state or vicissitude of life or fortune
3. disagreeable atmospheric conditions: such as
 - a. RAIN, STORM
 - b. cold air with dampness

weather (verb)

1. to expose to the open air: subject to the action of the elements
2. to bear up against and come safely through
 - a. *weather* a storm
 - b. *weather* a crisis

In keeping with the course agenda listed below, this course will also ask you to consider: What do you already know about weather, and what do you want to learn? How might your major/current interests intersect with the topic of weather (when interpreted broadly)? What storms have you weathered in your own life? How does weather relate

to the act of writing? When is your personal writing forecast *fair* or *good*, and when it is turbulent? And how can we best weather the act of writing—which is an ambitious yet incredibly rewarding process?

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 pdf and word document files provided by the instructor as well as Open Educational Resources (available for free on the Web).

Assignments & Assessment-----

A student's final grade for the course will be divided into the following parts:

Participation and effort

15%

Your participation and effort are essential to your success in our writing process course. Regular attendance is crucial, but it is not enough. Your participation grade can make or break your performance in this course. Your instructor will be looking for your engagement with the material and your efforts in drafting your essays. Class participation includes homework, regular attendance, and engagement in class activities and discussions. Turning assignments in on time

is required to earn full participation points. 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.

Rhetorical analysis essay (2+ pages) Weeks 4-5 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.

Argument (position) essay (4-5 pages) Weeks 6-9 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 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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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. More than six unexcused absences (three weeks of the course) can result in failure of the course.**

We will begin every class with a five-minute “free write” (during which you can write about whatever you want). This “free write” will begin **no later than five minutes** after the start of class. If you miss free write, you will be considered late. Chronic lateness will harm your participation grade.

Regular participation in free write, 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. Activities and workshoping 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 or university athletics should contact their instructor about these dates at the beginning of the semester (per university policy).

All assignments must be submitted on the correct assignment page 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. **I strongly suggest writing your rough drafts in a Google Doc so that you can keep a record of your work.**

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 class 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 homework 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. I am willing to be fair about extensions as long as you approach me in advance. Missing one or two homework assignments will not harm your grade drastically, but they do add up: to perform well on your participation grade, you must have an overall record of prompt and satisfactory work.

Your five major assignments in this course (the essays and presentation listed above) may be turned in late *with penalty*. I will give you ONE one-day grace period for the semester. You may use this one time. Beyond this, for each additional day an assignment is late, I will deduct a letter grade. If you earned an A on an essay that is one day late, your grade becomes a B. If you earned a B, it becomes a C—and so on and so forth.

Technology-----

While you can and should bring your laptop for in-class work, **this is a LAPTOP-FREE classroom unless specified. Students should not use cell phones or laptops during class** unless needed for a specific activity. You are present in this course for only 160 minutes per week—80 minutes at a time. 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.

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.

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.

Chat GPT-----

First-Year Writing (FYW) follows the guidelines from the NJIT University Code of Academic Integrity:

“Artificial intelligence usage is not permitted in this course. The expectation of this course is for students to work through the course without assistance from any type of artificial intelligence to better develop their own skills in this content area. As such, artificial intelligence usage is not permitted throughout this course.”

Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers). Turnitin flags AI-generated text and use of “grammar” assistants that actually rewrite entire sentences. None of these tools are acceptable in student writing in ENGL 101 or ENGL 102. Your plagiarism percentage appears on the submission page for each assignment. **The AI percentage is available only to instructors.** Ask your instructor if you have questions about AI use. Students in violation of the rules of academic integrity will be reported to the Dean of Students who will follow up with a meeting and a final determination of grade and status in the course.

As of Fall 2025, the first-year writing department has adopted the following AI policies:

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/>

Center for Counseling and Academic Services-----

NJIT offers counseling and academic services to students through the Center for Counseling and Psychological Services (C-CAPS). This office aims to improve the quality of lives of students during college—which can be a personally challenging and stressful time. You can learn more about C-CAPS and check out its services by visiting room 205 of Campbell Hall, calling 973-596-3414, emailing counseling@njit.edu, or visiting its website: <https://www.njit.edu/counseling/>



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

This schedule is subject to change

<u>Week 1</u>	<u>Introduction to Class + Literacy Narrative</u> <u>Terms covered:</u> <ul style="list-style-type: none"> • <u>Pomodoro Method</u> • <u>Class Overview</u> • <u>Freewriting</u> • <u>Brainstorming</u> • <u>Literacy Narrative</u> 	Homework due before first class: Reading on freewriting
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Tuesday Sep 2 2025	<u>Syllabus Day</u> Discuss (via Pomodoro Method): (1) Grading (Including Attendance/Participation) (2) AI (3) Freewriting vs. brainstorming worksheets	Homework readings due Thursday: 1. First literacy narrative: Mother Tongue by Amy Tan 2. Reading on personal writing or a masterclass video of some kind 3. Readings on beginnings (of essays)
Thursday Sep 4 2025	Attendance/seating chart, Watch Amy Tan video/read bio, discuss readings (climate is what you expect, weather is what you get), end with brainstorming writing exercises: Write about your journey learning to read, write, or communicate in some way—what power does this give you? How does it make you a member of certain groups? Or define another literacy you have besides being able to read and write in English (for example, a second language, computer literacy, emotional literacy, playing/writing music, numerical literacy). What power does it give you? How does it make you a member of certain groups?	Homework due Tuesday: 1. Read second literacy narrative: Frederick Douglass's "Learning to Read and Write" 2. Write for twenty minutes this weekend. Use the brainstorming exercise from class and expand it. of writing with a rhetorical device (turn in Tuesday)
		Sept 8: Last day to Add/Drop, 100% refund full or partial withdrawal
<u>Week 2</u>	<u>Literacy Narrative</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Literary Devices</u> <ul style="list-style-type: none"> ○ <u>Scene vs. Summary</u> ○ <u>Context</u> ○ <u>Dialogue</u> ○ <u>Structure</u> ○ <u>Circular Narratives</u> ○ <u>Braided Essays</u> ○ <u>Timelines</u> ○ <u>Metaphors</u> 	

	<ul style="list-style-type: none"> ○ <u>Simile</u> ○ <u>Imagery</u> ○ <u>Description</u> ○ <u>Internal vs. External stakes</u> 	
Tuesday Sep 9 2025	Discuss “beginnings;” read another literacy narrative; discuss literary devices; Work one literary device into your narrative	Homework due Thursday: (1) Reading on literary devices (2) Twenty more minutes of writing (3) Rough Draft due EOD Thursday
Thursday Sep 11 2025	Read shitty first drafts in class Asynchronous Class: Rough draft and peer review worksheet due end of day	Due EOD: Rough draft Homework due Tuesday: 1. Read fourth personal essay 2. Reading on editing/revising 3. Twenty minutes of revision
		Sept 15: Last day for 90% refund, full or partial withdrawal
<u>Week 3</u>	<u>Literary Narrative</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Editing/revising</u> • <u>Literary devices (continued)</u> 	
Tuesday Sep 16 2025	Discuss readings/revision; add literary tool 2 into your essay	Homework due Thursday: 1. Twenty minutes of writing/revising
Thursday Sep 18 2025	In class writing day; add third device	Final Literacy Narrative due SUNDAY
<u>Week 4</u>	<u>Rhetorical Analysis/Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Argument</u> • <u>Rhetorical Analysis</u> • <u>Critical Analysis</u> • <u>Rhetorical Situation</u> • <u>Context</u> • <u>Logos</u> • <u>Ethos</u> • <u>Pathos</u> 	

Tuesday Sep 23 2025	Class reading: personal essay with an argument; Discussion: Overview of rhetorical analysis—rhetorical situation; return to essay with argument and discuss rhetorical situation	Homework due Thursday: <ul style="list-style-type: none"> • Reading on logos, ethos, and pathos
Thursday Sep 25 2025	In-class analysis of article; rhetorical situation + logos, ethos, and pathos	Homework due Tuesday: <ul style="list-style-type: none"> • Read about logical fallacies
		Sept 29: Last day for 50% refund, full withdrawal
<u>Week 5</u>	<u>Rhetorical Analysis/Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Logical Fallacies</u> • <u>Rhetorical Situation, Logos, Ethos, Pathos, continued</u> • <u>Outlining</u> • <u>APA Format</u> 	
Tuesday Sep 30 2025	Discuss essay OUTLINE, plus logos, ethos, and pathos, rhetorical situation, and logical fallacies	Work on group analyses
Thursday Oct 2 2025	APA Format	Wellness Day Work on group analyses
	<u>Rhetorical Analysis/Argument</u> <u>In-Class Presentation and Essay Week</u>	
Week 6	Rhetorical Analysis/Argument	
Tuesday Oct 7 2025	Present group analyses	Prepare for essay
Thursday Oct 9 2025	In-class rhetorical analysis essay	In-class rhetorical analysis due today; For homework, read over potential argument essay topics on Canvas
Week 7	<u>Rhetorical Analysis/Argument</u>	

	<u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Deductive vs. Inductive Reasoning</u> 	
Tuesday Oct 14 2025	Discuss argumentative essay assignment	Hw: Brainstorming for your essay
Thursday Oct 16 2025	Reading Day: Bring a highlighter	Hw: Outline your essay
		Oct 20: Last day for 25% refund, full withdrawal
Week 8	<u>Rhetorical Analysis/Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Organization</u> • <u>Focus</u> 	
Tuesday Oct 21 2025	Argument essay outlines due; discuss organization	Continue working on rough draft
Thursday Oct 23 2025	Work on rough drafts in class	Argumentative rough draft due EOD; Bring printed draft for Tuesday
Week 9	<u>Rhetorical Analysis/Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Editing</u> 	
Tuesday Oct 28	Peer Review	Keep working on your paper
Thursday Oct 30	In-class example work discussion; final questions	Keep working on your paper
Week 10	<u>Researched Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Topics</u> • <u>Research</u> • <u>Key Words</u> • <u>Multidisciplinary and Interdisciplinary Research</u> • <u>Research Proposal</u> 	Sunday, Nov. 2nd: Final argumentative essay due by midnight

	<ul style="list-style-type: none"> • <u>Reference Pages/Bibliography/Works Cited</u> 	
Tuesday Nov 4	Assignment basics	Brainstorm your topics (in-depth)
Thursday Nov 6	Choose a topic; begin researching; presentation on how to research	Begin finding sources; bring two printed sources to class
		Nov 10: Last day to withdrawal
Week 11	<u>Researched Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Research Proposals</u> 	
Tuesday Nov 11	In-class reading day; bring a highlighter	Work on your proposal
Thursday Nov 13	Discuss organization; research; deductive and inductive reasoning; read example essays	Proposal due tonight; work on rough drafts
Week 12	<u>Researched Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Research Proposals</u> 	
Tuesday Nov 18	Discuss organization; research; deductive and inductive reasoning; read example essays	Work on rough drafts
Thursday Nov 20	Work on rough drafts	Researched Argumentative Essay Rough drafts due Sunday, Nov. 24th; bring printed version for peer review
Week 13	<u>Researched Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> • <u>Research Proposals</u> 	
Tuesday Nov 25	Peer Review	Thursday classes meet
Thursday Nov 27	No Class	Thanksgiving break; work on your paper

Week 14	<u>Researched Argument</u> <u>Terms Covered:</u> <ul style="list-style-type: none"> <u>Research Proposals</u> 	
Tuesday Dec 2	Work on rough drafts; questions	Work on your paper
Thursday Dec 4	Work on rough drafts; questions	FINAL PAPERS DUE SUNDAY DECEMBER 8
Week 15	Presentations	
Tuesday Dec 9	Presentations	
Thursday Dec 11	Presentations	