

New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing

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Office location: TBA

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. Students must receive a C or better to pass this 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 attendance**15%**

There are two different types of participation: out of class participation and in class participation.

Out of class participation includes Perusall readings/annotations and mini writing assignments. Out of class Participation is worth 10%.

Your participation and attendance grade includes attendance AND your consistently active presence and performance in class and submission of all assignments on time. 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 often correlated with success on assignments. Classroom activities are designed to aid in students' understanding and developing a writing process of their own that can be applied to most writing tasks. In-Class Participation is worth 5%.

Literacy narrative essay (3-4 pages)**15%**

This essay focuses on a notable moment or aspect of your becoming literate; it's written in the first person and tells a story with a plot and descriptive imagery.

Rhetorical analysis essay (3-4 pages)**15%**

This essay assignment analyzes (breaks down) two texts and examines the context and rhetorical strategies used; the two sets of parts are compared and synthesized using details from each source to form an overall assessment.

Argument (position) essay (4-5 pages)**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)**25%**

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.

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 (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 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 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 are vital in evaluating students' engagement with coursework and are often graded as part of the participation grade (15% of their overall grade for the course).

Late Work, Extensions, and Revisions

Late work will be docked 1/3rd of a letter grade per day late, and **late work will not be accepted at all after two weeks.**

I understand that you are juggling multiple responsibilities and that you might need an extension on an assignment. If you do need an extension for a paper, **you must request the extension at least 48 hours before the due date** (note that late rough drafts cannot participate in peer review, and not participating in peer review will count as an absence). **Late papers without an approved extension will be docked a third of a letter grade per calendar date late (i.e. from an A to an A-).** **Late papers will no longer be accepted two weeks after the due date.** I aim to return papers within one week and I will take no later than two weeks to grade and respond to assignments.

You are welcome to revise your papers for a better grade. To revise a paper, send a revision proposal via email within one week of receiving your returned and graded essay. The revision proposals must include: 1) What specific changes you want to make to your paper, and 2) Why you want to make those changes and how these changes will improve your original paper. Note that for a revision to be accepted, substantial changes must be made to the paper (i.e., proofreading and light editing does not count as a revision). After I approve your revision proposal (via email), you will have one week to revise and submit for a new grade. Note that revising your paper does NOT guarantee a higher grade.

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.

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.”

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: <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. Course schedule is subject to change.

Week	Day	Class Activities	Homework
One	Sep 4 (R)	Introductions; Diagnostic Essay	
Two	Sep 8 (M)	Syllabus and Course Policies; Introduction to academic writing	Do: Read the syllabus and come to class with at least 2 questions Read: Lumen Texts (Canvas)
	Sep 11 (R)	Introduction to Narrative and the Writing Process Essay 1 Assigned	Read: Lamott, “Shitty First Drafts” and Vuong, “Surrendering” on Perusall: respond to at least one question and create at least one annotation of your own per reading
Three	Sep 15 (M)	Imagery and Descriptive Writing	Read: Moore, “How to Be an Other Woman” (Perusall); Tan, “Fish Cheeks” (Perusall)
	Sep 18 (R)	Story Structures	Read: Lorde, “Fourth of July” (Perusall)
Four	Sep 22 (M)	Peer review and Draft Consultations	Write: Essay 1 Rough Draft (Bring 2 copies to class)
	Sep 25 (R)	Editing Workshop and Draft Consultations	
Five	Sep 29 (M)	Essay 2 Assigned; Introduction to Rhetorical Analysis	Read: Lumen Texts Write: Essay #1 Final Draft Due 11:59 PM
	Oct 2 (R)	Wellness Day: No Class	
Six	Oct 6 (M)	Taking Apart Arguments	Read: Emanuel, “Why I Hope to Die at 75” (Perusall)
	Oct 9 (R)	Analysis as Genre: Thesis Statements and PIE	Read: Lumen texts (Canvas)
Seven	Oct 13 (M)	In-Class Rhetorical Analysis Essay	Read: Text Assigned for Rhetorical Analysis (TBA)

	Oct 16 (R)	Essay 3 Assigned Building your own arguments: Argument Structure	Read: Lumen Texts; Fish, “What Should Colleges Teach” (Perusall)
Eight	Oct 20 (M)	They Say / I Say; Quoting, Paraphrasing and Summarizing	Read: Introduction to They Say/I Say (Perusall); Young, “Should Writers Use They Own English” (Perusall)
	Oct 23 (R)	Thesis Statements and Paragraph organization	Read: Lumen Texts
Nine	Oct 27 (M)	Peer Review	Write: Essay 3 Rough Draft (due class time: bring 2 printed copies to class and post to Canvas)
	Oct 30 (R)	Draft Consultations	
Ten	Nov 3 (M)	Editing Workshop	
	Nov 6 (R)	Essay 4 assigned; Introduction to Research	Read: Lumen Texts Write: Essay 3 Final Draft (11:59 PM)
Eleven	Nov 10 (M)	Finding and Evaluating Sources	Read: Lumen Texts
	Nov 13 (R)	Thesis Workshop and Essay Organization	Write: Canvas Journal (due class time)
Twelve	Nov 17 (M)	Peer Review	Write: Essay 4 Rough Draft (due class time: bring 2 printed copies to class and post to Canvas)
	Nov 20 (R)	Editing Workshop	
Thirteen	Nov 24 (M)	Draft Consultations	
	Nov 27 (R)	Thanksgiving Recess - No Class	
Fourteen	Dec 1 (M)	Introduction to Public Speaking/Presentations; End of Semester Reflections	Write: Essay 4 final draft (11:59 PM)
	Dec 4 (R)	Presentations	Presentations due: Send your slides via email the day you present

Fifteen	Dec 8 (M)	Presentations;	Presentations due: Send your slides via email the day you present
Sixteen			



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