

New Jersey Institute of Technology

ENGL 101-062-Introduction to Academic Writing - Fall 2025

Name: Professor J. Lozauskas

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Class Days/Time: M/W 1:00pm-2:20pm

Class Location: CKB-207

Office hours: M/W 7:15-8:30 am, FMH 404; 11:30-1:00pm CKB-207

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>

Links to an external site.

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 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 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 **10/1**

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 6-8
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 9-12
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 w/ slideshow on research argument Week 13-14
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 = | B+ = | B = 86-80 | C+ = | C = 76-70 | F = 69-0 |
| 100-90 | 89-87 | | 79-77 | | |

Please note:

I use conventional rounding for course averages. For example: 86.4 is a B but 86.6 is rounded to a B+. **Do not ask me to use any other form of rounding for grades!**

First-Year Writing Procedures for Student Success:

Attendance and participation

You may miss up to one week of class (or two classes) without penalty. These two "freebie" classes will be added at the end of the semester. 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 workshops 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. If there is an excused absence, and the assignment can be performed individually, then the student can make the missed class work up within five calendar days.

Students who expect to miss class for religious observances should contact me about these dates at the beginning of the semester (per university policy). Students who have to miss class for **school sporting events, or other school sanctioned activities**, need to discuss this with me, in advance, and be reminded to submit work, in advance, of the departure. Time management is important with balancing these activities with coursework.

All assignments must be submitted on Canvas (which automatically assesses for plagiarism and AI-generated (or modified) text using Turnitin).

Per First Year Writing Department Policy, only Google Docs is permitted for major writing assignments. For all major writing assignments, invite me to your Google document and upload a copy to the assignment as a PDF. Please follow the specific instructions for each assignment.

Please note: any assignment submitted, as a comment attachment, will automatically receive a zero without being read as this is purposefully done to subvert the due date time OR plagiarism checker.

Essays

There are 4 formal essays completed in ENGL 101:

Literacy narrative, rhetorical analysis, argument (position), and research argument.

Students must submit **at least one rough draft** to receive a score on the final draft of essay assignments excluding the rhetorical analysis essay. **If this is not completed, the final draft will automatically receive a 0, and no submission is necessary. If a final essay is still submitted, it will go unread and receive a 0.**

You are allowed **1 revision of a final paper draft from either the literacy narrative OR the argument position essay**. If you would like to revise either of these papers for a higher score, you must attend one Writing Center Appointment, inform the Writing Center consultant to email me regarding your session, and you will be allowed to submit one, final revised draft. This isn't applied to papers that were never submitted. This doesn't apply to our in-class Rhetorical Analysis essay or Final Argumentative Research Essay.

Any approved revision must be submitted by Dec. 10, 11:59 pm; the sooner the better!

No approved revisions can be submitted beyond this date!

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, and in conferences, as vital steps in the writing/revision process. These guiding comments should be followed 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.

Class activities and discussion are evidence of your 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 designated by the Dean of Students or an extenuating circumstance at my discretion).

This is nonnegotiable. Students should contact me in advance of due dates when having difficulty completing an assignment to discuss issues, but extensions will not be granted without an excused absence on the due date or extenuating circumstance at my discretion. If an excused absence has been granted, students should meet with me during office hours to discuss a reasonable due date (usually within a week).

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.

Technology 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>

[Links to an external site.](#)

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.

NJIT First Year Writing AI Policy

If a participation/smaller assignment is found to have over 20% AI generated or assisted work, that assignment will be scored 0.

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.

End of Semester Grading

Outside of approved revisions, there are no chances for "extra credit" or submitting missed assignments at the end of the semester. Also, the grades are calculated using the scale listed above. Please do not "haggle" for a higher grade than your work/participation has provided. Emotional manipulation ("you're making me lose my scholarship because I don't have (insert grade of choice) in your class"), begging ("Can't you round up more so that I can have an A, please?"), etc., will not change the grade that you have rightfully earned. Please do not do this. This isn't fair to your classmates, as well as to me and my emotional wellbeing. These types of emails/communications will not receive a reply from me, but they will be forwarded/reported to both our Writing Director, as well as the Dean of Students, immediately. **This is nonnegotiable.**

If there is a legitimate discrepancy (keyed incorrect number on an assignment, an assignment is missing a grade, for example), please email me right away so that we can rectify the situation.

Policy for Letters of Reference/Recommendations

Please submit all requests at least two weeks before you need the letter. If the request is less than two weeks before the due date, I cannot accommodate the request. **This is nonnegotiable.** Also, please put all necessary information about the letter in your

request. This prevents a delay in my response.. Please note: My email is checked infrequently during winter break and summer. Please plan accordingly.

Accessibility Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see during office hours (not at the end of class for privacy) 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/>

[Links to an external site.](#)

There is an assignment to attend at least one Writing Center Appointment during the semester for participation credit. This session must be for work related to our class. It is your responsibility to take a screen shot of your appointment summary and upload it to the Writing Center Appointment assignment.

ENGL 101-Fall

Course Activity 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. **I reserve the right to change this schedule, and CANVAS modules will reflect any changes/ contain the most recent, updated information.**

Day 1 (9/3)

Course Introduction; discuss syllabus and course policies

In-class writing sample (if absent, **must** be made up ASAP)

Week 1 (9/8 - 9/10)

Monday-

Introduction to writing process and concepts

<https://www.youtube.com/watch?v=V1pnpL8295E&t=4s>

[Links to an external site.](#)



Literacy narrative introduced; assignment expectations carefully reviewed

Class Discussion: The Art of Eating Spaghetti

In-Class Brainstorming: Concept Maps

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper>

[Links to an external site.](#)

<https://writingcenter.unc.edu/tips-and-tools/brainstorming/>

[Links to an external site.](#)

Wednesday-

Class Discussion of HW Reading: I Had a Stroke at 33

Organizing Important Details/Description PPT

Reviewing core parts of the narrative essay

Key features of literacy narratives

<https://writingcraft.commons.gc.cuny.edu/literacy-essay-examples/>

[Links to an external site.](#)

Week 2 (9/15 – 9/17)

Monday-

Class Discussion of HW Reading: "Own your Story So It Doesn't Own You"

Development and support, topic sentences

<http://guidetogrammar.org/grammar/paragraphs.htm>

[Links to an external site.](#)

In Class Review of Student Sample Essay

Wednesday-

Reviewing Grading Rubric

Peer Review/Discussions of Progress

Continued Work for Literacy Narrative

Week 3 (9/22-9/24)

Monday –

Literacy narrative first draft due by 9/22, 11:59pm

Introduction to Rhetorical Analysis

Discussion of “Backpacks Vs. Briefcases”

[Rhetorical Analysis | Student Success | University of Arkansas \(uark.edu\)](#)

[Links to an external site.](#)

Assignment expectations explained

Analyze rhetorical strategies in various situations (advertisement/commercial)

Wednesday-

Rhetorical Analysis Continued –

Structure, terms, and appeals

In-class discussion of “Cleaning: The Final Feminist Frontier”

Discussion of a sample rhetorical analysis based on “Cleaning: The Final Feminist Frontier”

Week 4 (9/29-10/1)

Monday-

Prep for in class rhetorical analysis

Review of key components for rhetorical analysis and discussion of reading material

[Reporting Verbs \(rmit.edu.au\)](#)

[Links to an external site.](#)

Transitions:

<http://guidetogrammar.org/grammar/transitions.htm>

[Links to an external site.](#)

Key points from commentary of rough draft of Literacy Narratives reviewed

[Revising Drafts – The Writing Center • University of North Carolina at Chapel Hill \(unc.edu\)](#)

[Links to an external site.](#)

Wednesday-

In Class Rhetorical Analysis Essay 10/1

(If absent, you must have an excused absence to be able to make this up! This is nonnegotiable!)

Week 5 (10/6-10/8)

Monday-

Literacy narrative final draft due by 10/6, 11:59pm

Introduction to Argument (Position Paper) with full explanation of assignment

Introduction to eligible departmental paired readings assigned:

Pair 1: Fast Fashion

Pair 2: Neuroplasticity, mental illness and aging

Pair 3: AI and Medical Diagnostics

Association of American Colleges and Universities Writing Rubric:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:69dbba7d-bd05-3b65-8080-83fa67094d19>

[Links to an external site.](#)

Wednesday-

Class discussion of each choice

Reviewing APA style citations for readings (crafting Reference Pages)

In Class writing assignment regarding thesis statement

Taking a position/crafting a thesis from the readings

<https://opentextbc.ca/writingforsuccess/chapter/chapter-5-putting-the-pieces-together-with-a-thesis-statement/>

[Links to an external site.](#)

Structuring the argumentative position essay (PPT)

Week 6 (10/13-10/15)

Monday-

Outlining evidence/essay

Considering a counterargument/rebuttal (worksheet)

Group Brainstorming (regarding counterargument/rebuttal) for the three paired readings

Wednesday-

Peer Review of Argument Position essay

Writing Workshop

Week 7 (10/20-10/22)

Monday-

Argument (position) rough draft due by 10/20, 11:59pm

Research Argument Essay Introduced

Considering worthwhile research topics (novel topics emphasized)

What does PEER REVIEWED sources mean? Academic sources?

Misinformation Discussion/Brief Video

Discussion of Wakefield study

Wednesday-

Continued research for topics

C.R.A.P Review

Discussion of misinformation/example sites

Research and information literacy:

Finding and evaluating sources:

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

In Class writing activity of potential topic ideas

Week 8 (10/27-10/29) Research Week

Monday-

Research day/collection in class

Conferencing about chosen topics (1/2 class)

Library Tools

Wednesday-

Research day/collection in class

Conferencing about chosen topics (1/2 class)

Library Tools

Week 9 (11/3-11/5)

Monday-

Argument (position) essay final draft due by 11/3, 11:59 pm

Read and sort through articles to create a coherent research argument

Elements of Academic Argument, Harvard:

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

[Links to an external site.](#)

Reviewing in class sample argumentative research essays

Outlining and organizing collected research (bring found research to class)

Considering the counterargument and rebuttal paragraphs

In Class writing activity (loose outline)

Begin drafting research argument rough draft

Wednesday-

In class writing activity focused on the opening paragraph: titles, hooks, connecting information, and thesis statements

Considering necessary background/history paragraph

Considering counterargument/rebuttal paragraphs

Continue drafting working

Week 10 (11/10-11/12)**Monday-**

Peer review of progress on Research Argument essays

Open workshopping/Conferencing after

Wednesday-

Open workshopping day to finish rough drafts

Research argument essay rough draft due by 11/10, 11:59pm

Week 11 (11/17-11/19) ***Monday:**

Beginning to discuss presentations

Effective slideshow creation techniques/Speaking considerations

Selection of Presentation Dates (in-class, absent will be assigned randomly)

Wednesday-

Discussion of major concerns from rough drafts

Workshopping revision of research arguments/Beginning to create slideshow presentations

Editing and proofreading

Week 12 (11/24 only)**Monday-**

Last workshopping day for final drafts of argument

Optional Peer Review of Presentation Ideas-

Final draft of research argument due by 11/24, 11:59pm

Week 13 (12/1 -12/3)

Oral presentations on research argument essay

Week 14 (12/8-12/10)

Oral presentations on research argument essay

Remote Make Ups on 12/10 for excused absences-

Last day to submit any approved revisions: Dec. 10th