

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

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Sections: 083, 065, 067
Location: CKB 220, FMH 314 & 412
Days/Time: M/R (10:00am, 1:00pm & 2:30pm)
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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 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.

Argument (position) essay (4-5 pages) Weeks 4-7 **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.

Rhetorical analysis essay (2+ pages) Weeks 8-9 **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 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:

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|------------|------------|-----------|------------|-----------|----------|
| 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. 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, 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-generated text using Turnitin as well as grammar or translation apps). Please follow the specific instructions for each assignment. Submit your written papers as a Google document.

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 conferences 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 work 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.

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.

Artificial Intelligence (AI) Policy

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.

Details of FYW AI Policy

- **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

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.

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| Week 1: 09/04 (Thurs.) |
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Introductions; discuss syllabus
In-class diagnostic essay

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| Week 2: 09/08, 09/11 |
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09/08: The Writing process

Introduction to the writing process and concepts

Suggested:

<https://www.youtube.com/watch?v=V1pnpl8295E&t=4s>

Writing process animation

CIS*2050*DE

Constructing an essay: prewriting; genre knowledge

Prewriting

Suggested visuals for lecturing/discussion:

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

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

Genre

Suggested visual and activity:

<https://twp.duke.edu/twp-writing-studio/resources-students/genres>

Small groups: Choose a genre and write rules for composing.

***Literacy narrative** introduced, and assignment expectations carefully reviewed

Suggested Activity: Choose one prewriting method for your literacy narrative.

9/11: The Literacy Narrative: Definition, key features, samples

Suggested readings, visuals:

Georgia Tech

<https://narwol.lmc.gatech.edu/purpose-and-scope/#:~:text=Literacy%20Narrative%20%E2%80%93%20A%20literacy%20narrative,%2C%20viewing%2C%20interpreting%2C%20etc>

Key features of literacy narratives:

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

Professional examples of literacy narratives:

<https://gwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html>

Academic Discourse and Literacy Narratives as Equipment for Living

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:418c1a01-9df3-30b9-b8b7-014b5689a9e3>

Suggested activity:

In class, using a discussion board in Canvas: Tell a brief story or develop a concept that might serve as the central idea for your literacy narrative.

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| Week 3: 09/15, 09/18 |
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09/15: Introduction to Critical/Close Reading

For general class reading & discussion:

Discussion of students' preparedness for college writing:

Why are students coming into college poorly prepared to write? Carnegie Mellon University
<https://www.cmu.edu/teaching/design/teach/teach/instructionalstrategies/writing/poorlyprepared.html>

Small-group Activity: In class, do a close reading of an assigned academic text.

Example:

Snell, D. & Gekara, V. (2022) Re-examining technology's destruction of blue-collar work. *New Technology, Work and Employment*, 1–19. <https://doi.org/10.1111/ntwe.12259>

09/18:

Literacy Narrative Draft Review & Writing process

***Literacy narrative first draft due (required in order to receive a final grade) on Canvas.**

In-class Peer and/or general review using writing rubric

Required:

Association of American Colleges and Universities Writing Rubric:

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

Writing process: *Thesis, Topic sentence, Revision, Transitions*

Developing a strong, clear and focused thesis statement

Suggested reading:

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

Development and support, topic sentences:

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

Revision:

<https://writingcenter.unc.edu/tips-and-tools/revising-drafts/#:~:text=What%20does%20it%20mean%20to,your%20presentation%2C%20reviving%20s,tale%20prose.>

Transitions:

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

Suggested Class Activity (Individual): Review thesis, topic sentences and use of transitions in your draft literacy narrative.

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| Week 4: 09/22, 09/25 |
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09/22: The Argument(position) Essay

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

Choose **one topic (theme)** that includes **a set of paired readings** from the topic groups listed on Canvas (A, B, C, D...etc.) for your argument (position) essay.

Suggested class activity: Begin reading/reviewing the theme articles.

09/25: Library Workshop

- I. Library Workshop (preferred) OR
- II. Individual preliminary research into chosen themes and authors.
- III. Start prewriting the Argument (position) essay

NOTE: You are expected to complete the paired readings (for your specific theme) outside of class.

****Written Paper 1: Literacy narrative final draft due on Canvas, 9/25**

15%

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| Week 5: 09/29, *10/02 |
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09/29: Library Workshop (if not held on 9/25—Week 4) OR

Discussion Board Activity (if no library workshop): Post 3-4 key arguments (summarized) from your Argument (position) essay readings. Comment on peers' postings.

Continue drafting the Argument (position) essay.

Research and information literacy:

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/>

Reporting verbs:

https://emedia.rmit.edu.au/learninglab/sites/default/files/Reporting_verbs_2014_Accessible.pdf

NJIT ebook:

Hacker, D., & Sommers, N. (2022). *A pocket style manual, apa version*. Bedford/Saint Martin's

***10/02: Wellness Day, no class)**

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| Week 6: 10/06, 10/09 |
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10/06: Peer/Class Review of Argument (position) essay**Argument (position) essay rough draft due (required to receive a final grade).**

In-class peer and/or class review of drafts using AAC&U Written Communication rubric.

Reflections on the peer review exercise: Questions/concerns/Areas of strength, weakness
Begin revision based on peer/class feedback.

10/09:**Speaking:**

Discussion or mini debates in class, taking positions on reading(s)

Post-debate reflections/debriefing and connections to writing the final essay draft.

Week 7: 10/13, 10/16**10/13: Argument (Position) Essay—Editing & Proofreading of final draft**

Resources:

(i) Research and information literacy:

Finding and evaluating sources:

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

ebooks

Open access sources

EBSCO

Science Direct

Google

Proquest

JStor

Google Scholar

(ii) APA citation style

<https://apastyle.apa.org/>

(iii) NJIT ebook:

Hacker, D., & Sommers, N. (2022). *A pocket style manual, apa version*. Bedford/Saint Martin's.

(iv) Revision:

<https://writingcenter.unc.edu/tips-and-tools/revising-drafts/#:~:text=What%20does%20it%20mean%20to,your%20presentation%2C%20reviving%20s,tale%20prose>

Student-Instructor in-class meetings

10/16: Rhetorical analysis introduced: definition, appeals, and strategies

Rhetorical analysis assignment introduced, and expectations carefully reviewed

Class activity: Identify rhetorical appeals and strategies in speech, advertising, written media

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| Week 8: 10/20, 10/23 |
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10/20: Rhetorical analysis –***In-class practice: Written analysis of selected texts***

Analyze rhetorical strategies in various readings chosen by you/your instructor; readings for the argument position essay may also be used.

Suggested reading for small-group discussion/writing:

Bolin Carrol, L. *Backpacks vs. Briefcases: Steps toward Rhetorical Analysis*

https://njit.instructure.com/courses/31400/pages/rhetorical-analysis-backpacks-vs-suitcases?module_item_id=1447105

10/23: Rhetorical analysis – Written (individual practice) exercise

Sample article for rhetorical analysis in-class writing:

<https://www.pbs.org/newshour/science/to-rake-or-not-to-rake-expert-tips-for-eco-friendly-autumnal-lawn-care>

****Written Paper 2: Argument (position) essay final draft due on Canvas, 10/23** **20%**

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| Week 9: 10/27, 10/30 |
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10/27: **Written Paper 3: In-class rhetorical analysis essay—

Read the text provided and write a 2–3-page rhetorical analysis essay in one 80-minute class period. Post on Canvas. 15%

10/30:

Research argument essay introduced, and assignment expectations carefully reviewed

Class Activities to generate and confirm research topics:

- i. Discuss current researchable issues/argument topics in small breakout major groups
- ii. Assess research questions (individually) for feasibility: are they too broad, too narrow/limited, or appropriate?
- iii. Check your library (online resources) for available research articles

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| Week 10: 11/03, 11/06 |
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11/03: Research argument essay—Reading/Research

Reading:

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>

Research:

Information literacy: find, evaluate, effectively use sources

Refine your list of sources, making connections

Begin prewriting and drafting the research essay

11/06: Continue drafting the argument research essay. Review the Assignment prompt
Review Assignment prompt and APA citation style (examples on Canvas).

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| Week 11: 11/10, 11/13 |
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11/10: Research argument essay—Complete the draft*Writing process:*

Rethink/revise thesis for clarity, effectiveness

Revise arguments for clarity and strength: are claims substantial?

Review development and transitions (from literacy narrative week)

11/13: Research argument essay--Peer/Class review

Peer and/or class review of research argument essay using writing rubric

Reflect on/respond to peer feedback

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| Week 12: 11/17, 11/20 |
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11/17: Revision--Final draft of Research argument essay*Writing process:*

Thesis, claims, counterclaims, evidence

Transitions, Grammar, mechanics, punctuation; citation

Editing and proofreading:

https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topics_editing_proofreading_new.html

Student/Instructor (one-on-one) meetings

11/20: Oral Presentations—Lecture & Practice**Speaking:**

- i. Lecture/Presentation
- ii. Review of Oral Presentation Assignment & expectations
- iii. Student oral presentation practice

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| Week 13: 11/24, *11/27 |
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11/24: Final reflections/Work on Oral presentations

Activities:

- I. In-class discussion board reflection on research writing process
- ii. Work on oral presentations
- iii. Student/Instructor meetings

*****Written Paper 4: Final draft of research argument due on Canvas, 11/24*** **25%**

****11/27 – Thanksgiving break***

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| Week 14: 12/01, 12/04 |
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| Oral presentations on research argument essay | 10% |
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| Week 15: 12/08, *12/11 |
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| Oral presentations on research argument essay |
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*12/11: Last day of classes



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 |