

**New Jersey Institute of Technology**  
**Course name and section: ENGL 101 - 068**  
**Introduction to Academic Writing**

**Meeting days, times, location:** M/W, 11:30-12:50pm, FMH321

**Course Instructor Name:** Carol Bruzzano

**Email:** Bruzzano@njit.edu

**Office Hours:** by request, online or onsite (M/W)

### **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. Class participation includes regular attendance, engagement in class activities and discussions, reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions, submitting assignments on time, and responding to one another in discussions. 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.

**AI detection in a submitted draft:**

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.

Individual and group work will be evaluated according to the FYW 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. 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. **NOTE: 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 checks for plagiarism and AI-generated text using *Turnitin* as well as grammar or translation apps. Please follow the 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. The rhetorical analysis is completed in class in one draft. Without engaging in the writing process throughout the semester students cannot pass the course. Students will receive feedback from instructors on Canvas, in google docs or Word files, during reviews and during 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 or discussion with the instructor in advance of due dates when encountering difficulties.

### 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>.

Please note that it is your instructor's professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at [dos@njit.edu](mailto:dos@njit.edu). NOTE: 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.

### AI-Generated Text

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.

### 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/>

## ENGL101 Course schedule

### Week 1:

**Sept 3:** Introductions and ice breaker; syllabus review; In-class diagnostic essay.

### Week 2

**Sept 8:** Literacy narrative introduced, prewriting activity and shared reading discussion activity.

**Sept 10:** Literacy narrative continued - **writing process and concepts** activity; review of expectations for the literacy narrative. [Resource: Writing process animation](#). Discussion and reflection on writing preparation.

### Week 3

**Sept 15:** Shared reading from [Carnegie Mellon University](#). *Shared close reading activity (critical thinking/reading strategies applied)*: 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>

**Sept 17:** Pre-writing and developing a central idea. Peer reviews/revisions using the writing rubric in Canvas.

### Week 4

**Sept 22: *Writing process (constructing an essay) and genres activity – small groups.***

**Resources:** [Berkeley prewriting resource](#) and [UNC prewriting resource](#); Literacy narrative review: Definition, prompts, samples: Genres resource [from Duke](#); Resource from [Georgia Tech](#); Literacy narrative resource [from CUNY](#); Literacy narrative samples from [blogspot.com](#); Additional resources: [Academic Discourse and Literacy Narratives as Equipment for Living](#); [Additional Samples](#) from ENGL101 essays.

**Sept 24: *Writing process activity:*** Developing a strong, clear and focused thesis statement. Essay analysis activity using the Association of American Colleges and [Univ Writing Rubric](#):

**Literacy narrative first draft due (counts toward final grade)**

### Week 5

**Sept 29:** peer reviews and revisions activity. **Writing:** Literacy narrative final draft due 15%. [Additional resource/visual](#): [Resource for dev.& support, topic sentences](#); [Resource for revision](#); [Resource on Transitions](#).

**Oct 1: Argument (position) essay** introduced and expectations reviewed. Choosing paired readings and shared close reading activity – small groups. In-class prewriting activities for organization of a position essay.

### Week 6

**Oct 6:** APA citation review and activity. Building arguments activity. [Resource on reporting verbs from MIT](#). Speaking/debating activity – taking a positions on a reading,

**Oct 8: Argument (position) essay** rough draft due (counts toward final grade). Peer and/or class review of drafts using AAC&U Written Communication rubric.

### Week 7

**Oct 13:** information literacy activity and whole group revisions activity. **Research and information literacy resources:** Finding and evaluating sources: <https://library.njit.edu/>. NJIT Databases for exploration: EBSCO, Proquest, ebooks central, Science Direct, JStor: open resource: APA style at [apa.org](http://apa.org). [NJIT citations resource](#).

**Oct 15: Rhetorical analysis** introduced, and expectations reviewed. Analysis activity – whole group and small group. Article link: <https://www.pbs.org/newshour/science>. **Reading:** Rhetorical analysis essay structure, terms and appeals [success.uark.edu](http://success.uark.edu) and <https://acrobat.adobe.com>.

### Week 8

**Oct 20:** writing a rhetorical analysis and **whole group analysis/discussion** of published texts.

**Oct 22: Argument (position) essay** final draft due 20% - final peer reviews/revisions

### Week 9

**Oct 27:** In-class **rhetorical analysis and close reading** activity - whole group and small group reading and analysis of a text for writing 2-3 page rhetorical analysis 15%.

**Oct 29: Research argument** introduced/expectations reviewed. Reading & research: working with sources.

### Week 10

**Nov 3:** Resource: [Elements of Academic Argument, Harvard](#). APA citation style activity and argument activity.

**Nov 5: Research:** Refining list of sources, making connections, identifying themes:

### Week 11

**Nov 10: Prewriting and drafting.** Information literacy activity.

**Nov 12: Research** argument essay rough draft due (counts toward final grade). Peer and whole group reviews of research argument essay using writing rubric in Canvas.

### Week 12

**Nov 17:** Revisions of argument drafts. **Writing process activity:** Development & transitions (using lit narrative).

**Nov 19: Writing process activity:** Grammar, mechanics, punctuation; citations through editing and proofreading; Resource: <https://owl.purdue.edu/>.

**Week 13**

**Nov 24:** Peer reviews/google docs reviews and revisions. In-class sharing and critiques; discussion board reflection on research writing process ***Speaking activity:*** Preparation for oral presentation with PowerPoint.

**Nov 26:** no class – Frida classes meet on this date. **Final draft of research argument due 25%.**

**Week 14:**

**Dec 1:** Oral presentations on research argument essay with peer critiques

**Dec 3:** Oral presentations on research argument essay with peer critiques

**Week 15:**

**Dec 8:** Oral presentations on research argument essay with peer critiques

**Dec 10:** Oral presentations with peer critiques

**10%**

**Final exams Dec 14-20. There are no final exams for ENGL101.**

**ENGL101 Course schedule**

**Week 1:**

Session 1: Introductions and ice breaker; syllabus review; In-class diagnostic essay.

Session 2: literacy narrative introduced, prewriting activity and shared reading discussion activity.

**Week 2:**

*Session 1: Literacy narrative continued - writing process and concepts activity; review of expectations for the literacy narrative. Resource: [Writing process animation](#). Discussion and reflection on writing preparation.*

*Session 2: Shared reading from [Carnegie Mellon University](#). Shared close reading activity (**critical thinking/reading strategies applied**): 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>*

**Week 3:**

Session 1: Pre-writing and developing a central idea for the literacy narrative. Peer and class reviews and revisions using the writing rubric in Canvas.

Session 2: ***Writing process (constructing an essay) and genres activity – small groups.***

**Resources:** [Berkeley prewriting resource](#) and [UNC prewriting resource](#); Literacy narrative review: Definition, prompts, samples: Genres resource [from Duke](#); Resource from [Georgia Tech](#); Literacy narrative resource [from CUNY](#); Literacy narrative samples from [blogspot.com](#); Additional resources: [Academic Discourse and Literacy Narratives as Equipment for Living](#); [Additional Samples](#) from ENGL101 essays.

**Literacy narrative first draft due (counts toward final grade)**

**Week 4:**

*Session 1: Writing process activity:* Developing a strong, clear and focused thesis statement. Essay analysis activity using the Association of American Colleges and [Univ Writing Rubric](#):

Session 2: peer reviews and revisions activity. ***Writing: Literacy narrative final draft due 15%***

***Additional resource/visual:*** [Resource for development and support, topic sentences](#); [Resource for revision-UNC](#); [Resource on Transitions](#).

**Week 5:**

Session 1: **Writing: Argument (position) essay** introduced and expectations reviewed. Choosing paired readings and shared close reading activity – small groups. In-class prewriting activities for organization of a position argument essay.

Session 2: APA citation review and activity. Building arguments activity. [Resource on reporting verbs from MIT](#). Speaking/debating activity – taking a positions on a reading,

#### Week 6

Session 1: **Writing: Argument (position) essay rough draft due (counts toward final grade)**. Peer and/or class review of drafts using AAC&U Written Communication rubric.

Session 2: information literacy activity and whole group revisions activity.

**Research and information literacy resources:** Finding and evaluating sources: <https://library.njit.edu/>.

NJIT Databases for exploration: EBSCO, Proquest, ebooks central, Science Direct, JStor: open

Resource: APA citation style at [apa.org](http://apa.org). [NJIT citations resource](#).

#### Week 7:

Session 1: **Writing: Rhetorical analysis** introduced, and expectations reviewed. Analysis activity – whole group and small group. Article link: <https://www.pbs.org/newshour/science>. **Reading:** Rhetorical analysis essay structure, terms and appeals [success.uark.edu](http://success.uark.edu) and <https://acrobat.adobe.com>.

Session 2: writing a rhetorical analysis and **whole group analysis/discussion** of published texts.

#### Week 8:

Session 1: **Writing: Argument** (position) essay final draft due 20% - final peer reviews/revisions

Session 2: In-class **rhetorical analysis and close reading** activity - whole group and small group reading and analysis of a text for writing 2-3 page rhetorical analysis 15%.

#### Week 9

Session 1: **Writing: Research argument essay** introduced, and assignment expectations reviewed. **Reading and research activity:** *working with sources* to create a research argument.

Session 2: Resource: [Elements of Academic Argument, Harvard](#). APA citation style review/activity and argument development activity.

#### Week 10:

Session 1: **Research:** Refining list of sources, making connections, identifying themes:

Session 2: **Prewriting and drafting.** Information literacy activity.

#### Week 11:

Session 1: **Research argument essay rough draft due (counts toward final grade)**. Peer and whole group reviews of research argument essay using writing rubric in Canvas. Session 2: Revisions of research argument essay drafts. **Writing process activity:** Development and transitions (review from literacy narrative)

#### Week 12:

Session 1: **Writing process activity:** Grammar, mechanics, punctuation; citations through editing and proofreading: Resource: <https://owl.purdue.edu/>.

Session 2: **Speaking activity:** Preparation for oral presentation with PowerPoint.

#### Week 13:

Session 1: **Writing: Final draft of research argument due 25%**. Peer reviews/google docs reviews and revisions

Session 2: In-class sharing and critiques; discussion board reflection on research writing process.

#### Week 14:

Session 1: Oral presentations on research argument essay with peer critiques  
 Session 2: Oral presentations with peer critiques **10%**

**Week 15:**

Session 1: Oral presentations on research argument essay with peer critiques  
 Session 2: Oral presentations with peer critiques **10%**



## 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