

English 101

Introduction to Academic Writing

Catalog	Fall 2025 ENGL101-070
Instructor	Drew Ciccolo
Room	GITC 2315A
Meeting Times	Tuesdays & Thursdays, 11:30am–12:50pm
Email	djc85@njit.edu – subject line ENGL 101:070 – or via Canvas
Office	Cullimore 115F (first door on right when you enter the 115 suite)
Office Hours	Tuesdays and Thursdays by appt. in-person and via Zoom at mutually convenient times
Course Notes	Available near the top of our Canvas homepage.

Course Description

English 101 is an introduction to college-level writing. In this process-oriented composition course, students are introduced to writing's rhetorical dimensions and taught to develop information literacy, written communication, oral communication, and critical analysis and reasoning by moving from careful observation and reflection to rhetorical analysis and critical textual evaluation, concluding with applied argumentation and communication using all the skills developed throughout the semester. Expect to read and write.

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.

No required textbook.

This course makes use of books and resources found on <https://library.njit.edu> and other files provided by the instructor, as well as Open Educational Resources (available free on the Web).

Course Goals

- Gain knowledge of the rhetorical dimensions of writing
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, inventing, revising, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argumentative skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

Assignments & Assessment

Graded assignments will be graded by rubric (based on the Written Communication Value Rubric) and assigned a grade between 50 and 100. Unsubmitted assignments will receive 0. Your final grade will be based on total grade points on the following scale:

A 100-90	B+ 89.99-87.0	B 86.99-80
C+ 79.99-77	C 76.99-70	F <70

Preparedness and Participation (10%) Includes regular attendance, preparing for class meetings, doing readings and writing drafts in advance, and fully participating in class exercises and investigations.

Personal Observation 15% In this short first-person (3-4 page) essay, you will document a personal observation, analyze it, reflect upon it, and narrate

it, developing skill in **observation, inference, critical reflection, and metacognition.**

Rhetorical Analysis
20%

In this short academic (3-4 page) essay, you will analyze the rhetorical methods a single text uses to persuade its audience. You will be provided with the text and a short summary of its claims; you need not summarize its arguments in depth, only analyze how the text presents the arguments as persuasive, citing examples from the text and explaining how they operate rhetorically, practicing **close reading, textual and argument analysis, and metacognition.**

Critical Review
20%

In this 4-6 page academic essay, you will describe and evaluate a pair of papers or essays at the edge of your current comprehension. You should explain the rhetorical context of the papers or articles, describe and evaluate their arguments, and bring them into conversation with each other and your own knowledge to assess their contributions to the subject, practicing **critical thinking, textual and argument analysis, and evaluation.**

Refutation
25%

In this 4-6 page academic essay, you will explain and refute a generative AI-created bad-faith argument that calls into question your entire career trajectory, practicing **critical thinking, argument analysis, and argument.**

Oral Presentation
10%

Using PowerPoint or comparable presentation software, **present** a concept, method, or idea that you learned in this class to **teach us something** about observation, analysis, reasoning, or campus life.

Preparedness, Participation, and Attendance

Participation is required for all in-class activities, including drafting, revising, discussions, peer support, and informal writing. Students must actively and regularly participate in all class activities, including reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Additionally, there will be informal class writing activities, as well as regular workshops and peer review sessions.

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.

You may miss two classes without penalty. Every subsequent unexcused absence may result in the deduction of participation points. In order to gain participation points, you must participate regularly in class activities and workshops. More than six unexcused absences can result in course failure. Activities and workshoping as part of the writing process cannot be made up, and not participating in these classes often leaves students' skills underdeveloped.

Written Assignments

There are four graded written assignments.

- Students must submit an initial 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.
- By default, the instructor will deliver verbal and written feedback in a one-on-one **student grading conference**, during which you will take notes; you will then email a revision plan to the instructor. Student grading conferences allow students to actively participate in their evaluation process, entering active cognitive apprenticeship with their instructor. If you opt out of student grading conferences in writing, you will only receive written feedback.

- **Follow instructor feedback while drafting and revising;** engagement in this process is part of your graded participation. We will peer review your papers during selected classes.
- Revisions must be submitted using track changes, or underlining changed text for ease of grading, and explaining what changed in a brief note showing how you applied instructor feedback. You may submit revisions at any point in the term, but realistically, you will need to revise promptly to stay on track in the course.

Late Work

Late work will not be accepted (except in the case of excused absences). Students in need of extensions should contact the instructor **before** the work is due.

Technology Policy

Canvas is NJIT's learning management system. In First-Year Writing (FYW) instructors share course materials, grade assignments, give feedback on drafts, participate in discussions while students read course material, view assignments, submit essays, write and create in discussion boards. There are no written exams in FYW.

In this class, we are piloting the use of generative AI as a training partner to train your unassisted human composition skills. You may not use any additional generative AI composition assistance except **as specifically directed by your instructor**. Except with explicit instructor permission, all generative AI use is forbidden, including use of Grammarly or Undetectable or similar tools to rewrite sentences.

All assignments must be submitted on Canvas, which automatically assesses for plagiarism and AI generation using Turnitin. Unauthorized use of generative AI is a violation of the Code of Academic Integrity. 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.

Students should use their NJIT email as the primary method of communication and maintain an appropriate tone. Include an appropriate subject line and name in all emails for more efficient correspondence. Cell phones should be silent in class, and if you must



answer a call or check your phone, please do so outside the classroom. Active engagement leads to much better outcomes. Laptops should only be used to draft, research, take notes, or participate in class activities.

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. All projects and homework assignments are to be completed individually unless otherwise specified.

Chat GPT and Generative AI

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, including AI-generated content. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers). **Turnitin also flags AI-generated text and use of “grammar” assistants that actually rewrite sentences.** None of these tools are acceptable in student writing in ENGL 101 or ENGL 102. Plagiarism percentage appears on the submission page for each assignment. The AI percentage, meanwhile, 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.

Additional info. on plagiarism in case of any confusion:

Plagiarism is defined as:

Using or attempting to use written, oral, or graphic work which was authored or prepared by another and submitting it as one’s own without appropriate citation or credit. Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

- n Copying from a source without quotations or appropriate documentation.
- n Copying from a source and altering a word or phrase to avoid exact quotation.
- n Paraphrasing from a source without attribution.
- n Cloning someone else’s ideas without attribution.
- n Having someone else write a paper for you.
- n Utilizing an image for a paper without proper attribution.

While unauthorized generative AI usage is not permitted in this course, we will be reading about and engaging with generative AI together in authorized, ethical ways. The goal is to enable students to think critically about generative AI and to learn how to use it with discretion in ethical ways. We will be using Google Gemini in class in

concert with selected readings in order to develop an understanding of any potential advantages and limitations involved in using generative AI to understand assigned content, and to emphasize the value of our human capacity to read and think critically. What, we will ask, happens to us when we offload cognition to AI, and, since it is only growing more popular, how can we use generative AI with maximum discretion so as to avoid negative effects on our cognition?

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 (Central King Building G17) is available for in-person and virtual sessions. This resource is free and intended to help you improve your skills with tutors who can help you plan assignments, improve your writing, or refine essays or projects, for classes, personal statements, and more. For more information, or to make an appointment, visit <https://www.njit.edu/writingcenter/>.



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

Schedule of Classes (please note: this schedule is subject to modification as we proceed)

Week One: September 2-5

- **Assigned: Personal Observation Essay**

Day 1: Rhetorical reading.	Read: Course syllabus
Day 2: The writing process. Close reading. Summary vs. analysis.	Read: ITaTaL Goat Essay. Read: Student Examples. Complete: Qualitative Pretest

Week Two: September 8-12

Day 1: Basic argument structure. The narrative paragraph.	Read: Kashmir Hill, "They Asked an AI Chatbot Questions. The Answers Sent Them Spiraling." Read: A. R. Chow, "ChatGPT May Be Eroding Critical Thinking Skills." CNN: "Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task"
Day 2: Reading complex texts. Discussions reflection post. Given-new and cohesion (if time).	Read: Chow, "ChatGPT May Be Eroding Critical Thinking Skills, according to an MIT Study." Work w/ in class: Kosmyna et al., "Your Brain On ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task."

Week Three: September 15-19

- **Due: Personal Observation Essay** on September 14

Day 1: *Class canceled for one-on-one grading conferences with instructor.*

Day 2: *Class canceled for one-on-one grading conferences with instructor.*

Week Four: September 22-26

Day 1: Close reading and rhetorical analysis	New York Times, "Unsettled Science" Union of Concerned Scientists, "Global Warming FAQ"
Day 2: Guided rhetorical analysis workshop	James Delingpole, "It's No Wonder the World is Cooling on Climate Change"

Week Five: September 29-October 3

- **Assigned: Rhetorical Analysis**

Day 1: Rhetorical analysis, essay paragraph structure. Discussions reflection post.	S. Fred Singer, "Climate Change Deniers Are Giving Us Skeptics a Bad Name"
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Day 2: NJIT Wellness Day – no class, I believe.

Week Six: October 6-10

- **Due: Rhetorical Analysis** on October 5

Day 1: *Class canceled for one-on-one grading conferences with instructor.*

Day 2: *Class canceled for one-on-one grading conferences with instructor.*

Week Seven: October 13-17

Day 1: Argument structure, modes of reasoning	Philosophy Tube, "Logic" Brooke Gladstone, "The Great Refusal"
Day 2: Premise and paradigm	Samantha Applin, "Priming Students For Foundational Learning by Investigating Foundational Assumptions"

Week Eight: October 20-24

- **Assigned: Critical Evaluation Essay**

Day 1: Workshop to identify Introduction to NJIT Library resources
texts worth evaluating and frame
worthwhile questions to ask

Day 2: Winnow to three texts for evaluation. Summary, synthesis, framing, evaluation.

Week Nine: October 27-31

- **Due: Critical Evaluation Essay** on October 26

Day 1: *Class canceled for one-on-one grading conferences with instructor.*

Day 2: *Class canceled for one-on-one grading conferences with instructor.*

Week Ten: November 3-7

Day 1: Debrief Critical Evaluation Essay

Day 2: Discussion: How can we argue for the truth in a world of empty rhetoric?
Self-metacognition and self-analysis. AI-generation of personal adversarial essay.

Week Eleven: November 10-14

- **Assigned: Refutation Essay**

Day 1: Read AI-generated essays Personal AI-generated adversarial essay
to refute

Day 2: Design refutations.

Refutation and rebuttal.

Week Twelve: November 17-21

- **Due: Refutation Essay** on November 16

Day 1: *Class canceled for one-on-one grading conferences with instructor.*

Day 2: *Class canceled for one-on-one grading conferences with instructor.*

Week Thirteen: November 24-26

Day 1: Discuss topics, design presentations

- Complete: Qualitative Post-test

Week Fourteen: December 1-5

- **Due: Oral Presentation** by December 1

Day 1: *Five-minute student presentations*

Day 2: *Five-minute student presentations*

Week Fifteen: December 8-11

- **Due: Participation and Preparedness** by December 11

Day 1: Metacognitive review and retrospective on the semester