New Jersey Institute of Technology
ENGL 101_090
Introduction to Academic Writing

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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:

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	F = 69-0

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.

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 workshopping 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.

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.

The instructor will grade what is submitted by the deadline. It is your responsibility to ensure that you have submitted the correct file. Internet/computer problems will not warrant an extension. It is the sole responsibility of the student to ensure that files are submitted correctly—in the right format, in the right place, on time, following all directions, and verified.

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.

Please be sure to bring your laptop to each class for in-class work. 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.

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.   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.

Grade Acceptance Policy
All grades in this class are considered to be earned, not given. As the instructor of this course is an expert in the field of study, students who complete the course accept that the grades entered are based on the objective standards of the professor. Furthermore, continued enrollment in the course (i.e., not withdrawing from the course) represents tacit and implicit acceptance that the grading policies are not arbitrary, prejudiced, or capricious. Grade disputes are only to be raised if there is a clerical error (e.g., miscalculation/mis-entry of scores) and no disputes about instructor judgment of student proficiency will be entertained nor considered.

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.

Week 1: September 2, 2025

Introductions
Discuss course syllabus
In-class diagnostic essay
Begin literacy narrative assignment

Week 2: September 9, 2025

Writing: **Literacy narrative** introduced and assignment expectations carefully reviewed

Writing process:
Introduction to writing process and concepts

Suggested:
https://www.youtube.com/watch?v=V1pnpL8295E&t=4s
Writing process animation
CIS*2050*DE

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/designteach/teach/instructionalstrategies/writing/poorlyprepared.html

Critical thinking/reading:
In class, do a close reading of an assigned academic text chosen by your instructor.

Example reading:
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: September 16, 2025

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*Writing***: Literacy narrative first draft due on September 21, 2025, at 11:59 p.m. (required in order to receive a final grade)**

Peer and/or class review using writing rubric on September 18, 2025

Writing process:
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: Definition, prompts, samples

Suggested visuals, readings:
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

ENGL 101 literacy narrative example essays (only to be shared in class)
https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8a79fd03-7891-3a11-b443-3431a0aa925d

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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.

Week 4: September 23, 2025

Writing: **Literacy narrative final draft due on September 28, 2025, at 11:59 p.m.** **15%**

Writing process:
Developing a strong, clear and focused thesis statement

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

Suggested visuals:
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%20stale%20prose.

Transitions:
http://guidetogrammar.org/grammar/transitions.htm

Week 5: September 30, 2025

October 2, 2025: NJIT Wellness Day-NO THURSDAY CLASS

Writing: **Argument (position) essay** introduced and assignment expectations carefully reviewed

Choose 1 set of paired readings on Canvas (A, B, C, D…) for the argument (position) essay.

In-class prewriting activities for organization of argument (position) essay

Citation: APA style

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

Speaking:
Discussion or debates in class, taking positions on a reading

Week 6: October 7, 2025

*Writing***:**
Argument (position) essay rough draft due on October 12, 2025, at 11:59 p.m. (required in order to receive a final grade)

Peer and/or class review of drafts using AAC&U Written Communication rubric on October 9, 2025

Research and information literacy:

Finding and evaluating sources:

https://library.njit.edu/	EBSCO	Proquest
ebooks	Science Direct	JStor
Open access sources	Google	Google Scholar

APA citation style
https://apastyle.apa.org/

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

Week 7: October 14, 2025

Writing: **Rhetorical analysis** introduced and assignment expectations carefully reviewed

Analyze rhetorical strategies in various readings chosen by your instructor; readings from the argument position essay are one option.

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

Reading:
Rhetorical analysis essay structure, terms and appeals

Suggestions:
https://success.uark.edu/get-help/student-resources/rhetorical-analysis.php

https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6086be0a-b9a5-31ca-ac1c-7094b61ace6b

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Week 8: October 21, 2025

Writing: **Argument (position) essay final draft due on October 26, 2025, at 11:59 p.m. 20%**

Writing: **In-class rhetorical analysis on October 23, 2025;** read a new text (to be provided in class) and write a 2-3 page rhetorical analysis in one 80-minute class period   **15%**

Week 9: October 28, 2025

Writing: **Research argument essay** introduced and assignment expectations carefully reviewed

Reading/research:
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

APA citation style reviewed

Week 10: November 4, 2025

Research:
Refining list of sources, making connections
Prewriting and drafting
Information literacy

Week 11: November 11, 2025

Writing: **Research argument essay rough draft due on November 16, 2025, at 11:59 p.m. (required in order to receive a final grade)**

Peer and/or class review of research argument essay using writing rubric on November 13, 2025
Revision of research argument essay drafts

Writing process:
Development and transitions (review from literacy narrative week)

Week 12: November 18, 2025

Writing process:
Grammar, mechanics, punctuation; citation

Editing and proofreading:
https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topics_editing_proofreading_new.html

Speaking:
Prepare oral presentation and PowerPoint for assigned class period.

Week 13: November 25, 2024

November 27: Thanksgiving Day-NO THURSDAY CLASS

Writing: **Final draft of research argument due on November 30, 2025, at 11:59 p.m.   25%**

Suggestion:
In-class discussion board reflection on research writing process

Week 14: December 2, 2025

Oral presentations on research argument essay   **10%**

Week 15: December 9, 2025

Oral presentations on research argument essay

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