

**New Jersey Institute of Technology**  
**ENGL 102**  
**Introduction to Research Writing**

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Office: Cullimore 115H

Office hours: Monday 11:30-12:30; Wednesday 1:30-2:30 or by arrangement

See link in announcements to schedule an appointment during office hours.

Virtual (Zoom) conferences available by appointment. Email to schedule a Zoom conference.

**Course Description**

ENGL 102 takes a multidisciplinary approach to researching and writing in various genres while emphasizing information literacy. While building on the skills learned and practiced in ENGL 101, students will research and write about issues in their disciplines in various genres, investigating a wide range of sources, crafting arguments, and proposing solutions. To reinforce the arguments in these written works, students will create visual arguments with the course culminating in oral presentations of these written and visual works. Students will immerse themselves in various types of research and information gathering and make appropriate choices in genre, format, development, and style to create their own original texts geared toward existing publications or organizations. The purpose of this class is to prepare students for research and writing in various genres in their majors, and, ultimately, for communication (written, visual, oral) in their professional work.

**Course Goals**

During this course students will:

- Review the writing process and its non-linear, recursive nature.
- Research, draft, revise and edit various genres on topics of your choice.
- Find, evaluate, and choose sources effectively, building on rhetorical analysis skills from ENGL 101.
- Create multimodal visual arguments supported by your research on your chosen topics.
- Demonstrate an understanding of academic integrity in the creation of your own original written and visual work for all assignments.
- Demonstrate knowledge of formatting for American Psychology Association (APA) citation style.

**No required text**

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

**Helpful websites**

- [Canvas](#)
- [NJIT Library Research Guide](#)
- [The Writing Center](#)
- [Purdue OWL](#)

## Assignments & Assessment

A student's final grade for the course will be divided into the following parts:

<b>Participation</b>	<b>10%</b>
Includes attendance AND your consistently active presence in class, submission of all assignments on time and satisfactory completion of drafts, in-class mini-writing activities, and discussion boards	
<b>Job description</b>	<b>5%</b>
Written job description of the job you wish to have someday, addressed to professional colleagues, and a first sketch of a researchable problem or issue in the field (500 words)	
<b>Museum critical review presentation</b>	<b>10%</b>
Visit a local museum, conduct research, and present a critical review of the artwork or exhibit that you have researched (3-5 minute presentation with images)	
<b>References pages and proposal for written work</b>	<b>10%</b>
One References page of 14+ sources for the White Paper and General Audience Paper, and Voice memo audio proposal	
<b>White paper and infographic</b>	<b>35%</b>
Research content and targeted audience to write a 7-10 page document presenting a problem and proposed solution	<b>30</b>
Infographic for white paper	<b>5</b>
<b>Written work for a general audience and video essay</b>	<b>25%</b>
Research content and targeted publications for a 5-7 page written article	<b>20</b>
Video essay on article	<b>5</b>
<b>Oral and visual presentation</b>	<b>5%</b>
Present an overview of your research project, including either your video essay (general audience) or your infographic (white paper).	

### University grading scale:

All assignments and other required work will be graded using the following 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:**

### **How to Succeed**

Your level of success is determined in part by how much effort you put into the class. I expect you to be thoughtful in your work, ask questions when you are unsure, and show respect to everyone in the classroom. Be prepared to discuss ideas in class. PLEASE NOTE that all assignments must be submitted to pass the class. You cannot elect to “miss” a writing assignment. Any missed assignments will earn a zero.

### **Participation and Attendance**

Attendance and participation are critical to your success in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support and discussion board writings. Students need to attend AND participate in class with regularity 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 writings (often in discussion boards and graded) as well as regular workshopping in which students apply the day’s lesson to their writing in progress. We will also politely do peer and class reviews. Level of engagement with the material is often correlated with success on assignments. Classroom activities are designed to aid in students’ developing a writing process of their own that can be applied to most writing tasks.

### **Attendance**

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. Unexcused absences may include occasional illness, family emergencies, transportation issues, work responsibilities, or other issues that come up in daily life. Refer to the [Dean of Students website regarding Absence Verification](#). Note that receiving verification from the Dean’s office DOES NOT mean it is an excused absence. Excused absences are determined on a case by case basis. **More than six unexcused absences (three weeks of the course) can result in failure of the course.**

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. 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 written assignments (a job description, an audio proposal with 2 written References pages, an article written for a general audience and a white paper).

**Students must submit at least one rough 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.**

Students will receive feedback from instructors as a vital step 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 students' 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 vital in evaluating students' engagement with coursework and are often graded as part of the participation grade (10% of their overall grade for the course).

### **Visual arguments**

This class will address using multi-modal methods of delivering content. The museum visit will yield a visual presentation of your exhibit and research. In conjunction with the written assignments, students will create a video essay for their writing for a general audience, and the white paper will be accompanied by an infographic or other substantial visual effort.

### **Late Work**

**Work submitted after the assignment due date will be considered late.** Generally, no extensions will be given and the late policy will be in effect beginning the day following the submission due date. Work submitted within one week (7 days) of the assignment due date will incur a penalty of one full letter grade (10% of the grade). Work submitted 8-14 days after the due date will incur a penalty of two letter grades (20% of the grade). Work will not be accepted more than two weeks after the due date and will be marked zero. Students should contact their instructor in advance of due dates when having difficulty completing an assignment.

### **Revisions**

Major assignments will be eligible for revision. To revise a paper, students must notify the instructor and complete a revision plan, as well as submit a summary of revisions. **No late work will be eligible for revision to improve the grade.**

### **Technology**

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. 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 and maintain an appropriate tone. Include an appropriate subject line and 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. Everyone should set phones to silent as a courtesy.

Laptops should only be used when we are drafting, researching, note taking or otherwise engaging in classroom activities requiring them. Students that practice professional, focused behavior now will be more prepared for the work world!

For technical assistance, including computing equipment or help with internet access, contact the office of the Dean of Students and Campus Life <https://www.njit.edu/dos/>

### **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: [NJIT Academic Integrity Code](#).*

*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](mailto: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**

This policy prohibits the use of AI in this course, including but not limited to narrow, general, or super generative AI, LLMs, or wordsmithing tools such as Grammarly and Quillbot. 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 similarity 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.

### AI Academic Integrity Grading and Reporting Protocol

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 (OARS) at 973-596-5417.



## 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

**ENGL 102**  
**Course Schedule**

Subject to change at instructor's discretion.

All assignments are due on Canvas at 11:59 pm unless otherwise instructed

<b>Week 1</b>	<b>9/1-9/7</b>
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***Class Participation***

- Introductions; review syllabus
- (Re) introduce our online library and discuss research essay ideas
- Multidisciplinary and Interdisciplinary approaches to research
- Planning a museum visit

***Writing and Research***

- Overview and begin working on Job Description assignment
- Overview and begin working on Museum Critical review assignment
- Embracing the Writing Process (Canvas Discussion)

<b>Week 2</b>	<b>9/8-9/14</b>	<b>Due: Embracing the Writing Process; Job Description draft</b>
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***Class Participation***

- Introduction to 2 major writing projects, white paper and researched essay for a general audience. Begin to explore topics.
- Begin library modules
- Continue discussion of Museum Critical review, including museum selection
- Outline/drafting of job description

***Writing and Research***

- Interdisciplinary and multidisciplinary research for museum critical review

<b>Week 3</b>	<b>9/15-9/21</b>	<b>Due: White paper model; Job Description (final)</b>
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***Class Participation***

- Presentation of job description
- Continued discussion on multidisciplinary and/or interdisciplinary lenses, application to museum presentation and research papers
- Continue library modules, research methods, reading research articles

***Writing and Research***

- Continue to read and explore for two major writing projects
- References and Proposal assignment introduced and assignment expectations reviewed
- ***Job Description Assignment (500 words)*** about the job you may have one day: Introduce the basics as if you are speaking to professional colleagues who don't know much about your field; explore a question/problem in your field.
- ***Oral presentation of job descriptions and topic*** (2 minutes) **(5%)**

<b>Week 4</b>	<b>9/22-9/28</b>	<b>Due: Museum presentations; Annotated Biblio Discussion</b>
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***Class Participation***

- Continue discussing and narrowing down topic for research papers
- Evaluating sources and effective notetaking during research; working with sources

***Writing and Research***

- Continue research for your two written papers
- Work on your References and proposal
- Annotated Bibliography Discussion

**Museum critical review (3-5 minute presentation)**

**(10%)**

<b>Week 5</b>	<b>9/29-10/5</b>	<b>Due: Museum presentations (con't); References and proposal</b>
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<b>Thursday Oct 2 Wellness Day – no classes</b>
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***Class Participation***

- Museum presentations continued
- Continue exploring your topic for your white paper through the lens of 2 academic disciplines
- Discuss rhetorical strategies used in various types of sources including peer-reviewed journal articles

***Writing and Research***

- **References page and proposal due (APA format with 14+ sources) (10%)**

<b>Week 6</b>	<b>10/6-10/12</b>
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***Class Participation***

- Outlining and drafting of white papers
- Review models of white papers
- Introduce Infographics

***Writing and Research***

- Continue research and begin drafting of white paper

<b>Week 7</b>	<b>10/13-10/19</b>	<b>Due: White Paper draft</b>
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***Class Participation***

- Discussion of white paper drafts; peer and class review
- Revision strategies

***Writing and Research***

- White paper: Continue prewriting activities (researching, note taking, making connections to publications and current research).
- Begin drafting white paper; find more sources and redirect, as needed.

<b>Week 8</b>	<b>10/20-10/26</b>
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***Class Participation***

- White paper draft revision strategies
- Student conferences

***Writing and Research***

- Infographic mock-ups

<b>Week 9</b>	<b>10/27-11/2</b>	<b>Due: White Paper Final</b>
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***Class Participation***

- Differentiating for the general audience paper
- Review of models/publications for general audience paper
- Student conferences

***Writing and Research***

- **Final draft of white paper due (7-10 pages) (30%)**
- **Infographic for white paper (5%)**

<b>Week 10</b>	<b>11/3-11/9</b>
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***Class Participation***

- Reflection on white paper
- Writing in genres
- Overview of Video Essay assignment with class practice

**Writing and Research**

- Begin work on a general audience research paper (interdisciplinary approach)

<b>Week 11</b>	<b>11/10-11/16</b>
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<b>Monday November 10 last day to Withdraw</b>
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**Class Participation**

- Video essay workshopping
- General audience paper outlining

**Writing and Research**

- General audience paper drafting

<b>Week 12</b>	<b>11/17-11/23</b>	<b>Due: Written Work for a General Audience draft</b>
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**Class Participation**

- Review of incorporating sources into the discussion

**Writing and Research**

- Draft of research essay for a general audience due (required)

<b>Week 13</b>	<b>11/24-11/30</b>	<b>Due: Video Essay</b>
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<b>Thanksgiving change of designation of days: Tues follows a Thursday schedule; Wednesday follows a Friday schedule; No Classes Thursday/Friday</b>
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**Class Participation**

- Revision strategies

**Writing and Research**

- Final revisions of general audience paper
- **Video essay (5%)**

<b>Week 14-15</b>	<b>12/1; 12/8</b>	<b>Due: Final General Audience paper; Presentations</b>
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<b>Thursday Dec 11 last day of classes</b>
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- **Oral presentations** Include an overview of your research project along with your visual element (video essay or infographic). **(5%)**
- Final draft of researched essay for a general audience due (5-7 pages) **(20%)**

**Summary of Due Dates:** (assignments due at 11:59 on Canvas unless otherwise indicated)

Job Description Draft	9/11
Embracing the Writing Process discussion	9/12
Job Description (final) & presentations	9/19
White Paper model	9/21
Museum Critical Review presentations	Begin week of 9/22 (see link in Canvas)
Annotated Bibliography discussion	9/28
References and Proposal	10/3
White Paper draft	10/17 <b>In Class</b>
White Paper final	11/2
White Paper Infographic	11/2
Written work for General Audience draft	11/21 <b>In Class</b>
Video Essay	11/26
Written work for General Audience final	12/5
Final Oral Presentations	Begin Week of 12/1 (see link in Canvas)