

New Jersey Institute of Technology

ENGL 102-021-Introduction to Research Writing - Fall 2025

Name: Professor J. Lozauskas

Email: jlozausk@njit.edu

Class Days/Time: M/W; 8:30-9:50am

Class Location: FMH 404

Office Hours: M/W 7:15-8:15 am; FMH 404

11:30-12:45pm; TBD

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> , other pdf/word document files, resources provided by the instructor, as well as Open Educational Resources (available for free on the Web).

Assignments & Assessment

Students' grades will be calculated as follows based on a 100-point scale:

Participation 10%

Includes attendance, effort, timeliness and your consistent, active presence in class, groupwork, peer reviews, and satisfactory completion of in-class writing activities.

Job description 5%

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**).

This assignment is written in class on 9/10.

Museum visit and critical review 10%

Visit a museum, artistic, or architectural site and research one artifact or element to synthesize an oral critique; present a coherent collection of 5-10 slides with photos.

References page and voice memo proposal for written work 10%

Reference page (**15+ sources**) on two disciplinary lenses and **verbal** proposal

White paper and infographic 35%

Research content and targeted audience to write a **7-10 page** white paper presenting a problem and proposed solution (30%)

Infographic for white paper (5%)

Written work for a general audience and video essay 25%

Research content/targeted publications for a **5-6 page** general audience article (20%)

Video essay on article (5%)

Oral and visual presentation 5%

Present either video essay or infographic to the class (end of semester)

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

Please note:

I use conventional rounding for course averages. For example: 86.4 is a B but 86.6 is rounded to a B+. **Do not ask me to use another form of rounding for grades!**

First-Year Writing Procedures for Student Success:

Attendance and participation

You may miss up to one week of class (or two classes) without penalty. These two "freebie" classes will be added at the end of the semester. 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 workshops 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. If there is an excused absence, and the assignment can be performed individually, then the student can make the missed class work up within five calendar days.

Students who expect to miss class for religious observances should contact me about these dates at the beginning of the semester (per university policy). Students who have to miss class for **school sporting events, or other school sanctioned activities**, need to discuss this with me, in advance, and be reminded to submit work, in advance, of the departure. Time management is important with balancing these activities with coursework.

All assignments must be submitted on Canvas (which automatically assesses for plagiarism and AI-generated (or modified) text using Turnitin).

Per First Year Writing Department Policy, only Google Docs is permitted for major writing assignments. For all major writing assignments, invite me to your Google document and upload a copy to the assignment as a PDF. Please follow the specific instructions for each assignment.

Please note: any assignment submitted, as a comment attachment, will automatically receive a zero without being read as this is purposefully done to subvert the due date time OR plagiarism checker.

Major Assignments

There are 4 written assignments -- a Job Description, Reference Page with Voice Memo, a White Paper and an Essay/Article for a General Audience.

Students must submit at least one rough draft and a final draft to be considered for a grade for the two major assignments: white paper and general audience paper. Without engaging in the writing process throughout the semester on these assignments, students cannot pass the course.

IMPORTANT NOTE:

If you fail the White Paper, you cannot continue to submit work for the class. Failing the White Paper (30%) means that you will automatically fail the class. Please make sure to plan accordingly!

Students will receive written 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 engagement in this process will be assessed as part of students' participation grade. Drafts will be reviewed in small peer groups during class time.

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

In conjunction with the written assignments. The white paper will be accompanied by an infographic. Students will create a video essay for their writing for a general audience.

Late Work

Late work will not be accepted (except in the case of an excused absence designated by the Dean of Students or an extenuating circumstance at my discretion). **This is nonnegotiable.** Students should contact me in advance of due dates when having difficulty completing an assignment to discuss issues, but extensions will not be granted without an excused absence on the due date or extenuating circumstance at my discretion. If an excused absence has been granted, students should meet with me during office hours to discuss a reasonable due date (usually within a week).

Importance of Rough Drafts on Major Assignments

Students must submit **at least one rough draft** to receive a score on the final draft of the White Paper and General Audience Papers. **If this is not completed, the final draft will automatically receive a 0, and no submission is necessary. If a final essay is still submitted, it will go unread and receive a 0.**

Students should contact their instructor as soon as they are having difficulty with an assignment, as well as take advantage of our Writing Center and office hours.

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/technology 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!

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>

Links to an external site.

. 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.

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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.

NJIT First Year Writing AI Policy

If a participation/smaller assignment is found to have over 20% AI generated or assisted work, that assignment will be scored 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.

End of Semester Grading

Outside of approved revisions, there are no chances for "extra credit" or submitting missed assignments at the end of the semester. Also, the grades are calculated using the scale listed above. Please do not "haggle" for a higher grade than your work/participation has provided. Emotional manipulation ("you're making me lose my scholarship because I don't have (insert grade of choice) in your class"), begging ("Can't you round up more so that I can have an A, please?"), etc., will not change the grade that you have rightfully earned. Please do not do this. This isn't fair to your classmates, as well as to me and my emotional wellbeing. These types of emails/communications will not receive a reply from me, but they will be forwarded/reported to both our Writing Director, as well as the Dean of Students, immediately. **This is nonnegotiable.**

If there is a legitimate discrepancy (keyed incorrect number on an assignment, an assignment is missing a grade, for example), please email me right away so that we can rectify the situation.

Policy for Letters of Reference/Recommendations

Please submit all requests at least two weeks before you need the letter. If the request is less than two weeks before the due date, I cannot accommodate the request. **This is nonnegotiable.** Also, please put all necessary information about the letter in your request. This prevents a delay in my response.. Please note: My email is checked infrequently during winter break and summer. Please plan accordingly.

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 help. This resource is free and intended to help you improve your writing and communication skills with tutors who help with planning assignments, improving your writing, refining an essay or multimedia project, for classes, personal statements, etc. For more information or to make an appointment, please visit <https://www.njit.edu/writingcenter/>.

[Links to an external site.](#)

ENGL 102 Course Schedule

(Subject to change at my discretion: always check the weekly modules for the most current dates!)

Week 1: 9/3

Introduction to Course/Syllabus

Briefly introduce the first two assignments

(Re) introduce our online library and ENGL101/102 NJIT Library Guides

Discover ENGL 102 library modules on Canvas

Begin considering potential museum/artistic exhibit for visit!

Week 2: (9/8-9/10)

Introduction to White Paper and General Audience Paper

Continued work on library modules: focus on Job Description Assignment

Find resources for job descriptions: Collect at least 3 sources to be included in your References page for your job description to professional colleagues.

Explore Academic Search Premier (EBSCO), Science Direct, other databases

Begin to explore topics for white paper/general audience paper

Visit the museum/artistic exhibit of your choice!

In-Class Written Job Description (5%)

Write a **job description (around 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, include a "why", and explore a question/problem in your field for

use in course writing requirements. **This will be completed on 9/10, in class! Please plan accordingly!**

Week 3: (9/22-9/24)

Museum visit and critical review preparation: synthesize of notes into your original critique; analyze the exhibit from multidisciplinary and/or interdisciplinary lenses. Analytical discussion about topics related to the art world will be discussed (for ideas for your own analysis)

Voice memo proposal and Reference Page assignment introduced, and assignment expectations carefully reviewed.

Continue to read and explore for the two major writing: white paper and researched essay for a general audience

Begin to look for one white paper and one general audience essay in a similar field related to your own research topics

Week 4: (9/29-10/1)

Mini Conferences- Topics and Issues with Museum Assignments-

Continue collecting sources, discussing topics, narrowing down, and considering the problem/solution stance, carefully.

Continue exploring your topic for your white paper & general audience paper, through the lens of 2 academic disciplines

Begin crafting your Reference Page/organizing ideas for Voice Memo

Submit by 10/1 the white paper and general audience essay/article that will serve as a template for your own assignments.

Organize your key points and photos for Museum presentation

Week 5: (10/6-10/8)

Continue exploring your topic for your white paper & general audience paper through the lens of 2 academic disciplines

Independently work on Reference page and voice memo (due next week!)

In Class Museum Critique Presentations (3-5 minutes) 10%

Half the class will present on 10/6; the other half will present on 10/8

Begin organizing/formatting your Reference Page (15+ sources) and recording your voice memo

Week 6: (10/13-10/15)

Reference page and voice memo due 10/13 10%

Begin drafting your white paper (remember to stick to your found white paper as a template that mirrors our assignment sheet)

Introduction of Infographic for White Paper-discussion of assignment requirements

Week 7: (10/20-10/22)

Continue drafting white paper to complete rough draft

First draft of white paper due (required) 10/22

Continue working on Infographic for White Paper

Begin prewriting/organizing for General Audience Paper

Revisiting template and creative technique for general audiences

Week 8: (10/27-10/29)

Continued work on revision of White Papers

Continued work on White Paper Infographics

Using your white paper topic, find publications for which you could (possibly) submit a general audience essay.

Analyze the publications rhetorically to learn how to approach your final paper

Begin Drafting General Audience Paper

Week 9: (11/3-11/5)

Final draft of White Paper due 11/3 (7-10 pages) 30%

Final Version of White Paper Infographic due 11/3 (uploaded separately) 5%

Continued discussion of best techniques for general audiences

Introduction of Video Essay for the General Audience Paper

Week 10: (11/10-11/12) * Last day to Withdraw from a course is 11/10

Continuing work on general audience papers and video essays

Mini conferences about general audience papers/issues

Week 11: (11/17-11/19)

Peer review of General Audience Paper in class on 11/17

Rough draft of researched essay for a general audience due (required) 11/19

Choice of presentation date picked in class (if absent, randomly assigned)

Continued work on Video Essay

Week 12: (11/24- No Class on 11/26! Follow Friday Class Schedule!) Working Day

Continued revision work on General Audience Paper

Video Essay (5-6 minutes) due 11/24 5%

Week 13: (12/1-12/3) Presentations Begin

Final draft of researched essay for a general audience (5-6 pages) due 12/1 20%

Final editing for grammar, mechanics, citations

Oral presentations: Choose either your infographic from your white paper or your video essay from your general audience essay to present. Include your arguments and evidence along with your visual argument.

Weeks 14: (12/8-12/10) Finishing Presentations

Presentations Conclude on 12/8

Remote Make Ups (with Dean's excusal note) 12/10