



# New Jersey Institute of Technology

**ENGL 102: Introduction to Research Writing**  
**Wed. & Fri. @ 8:30-9:50 AM**  
**Room: FMH 321**

**Dr. Nathalie Fouyer**  
**Email:** Nathalie.fouyer@njit.edu  
**Office hours:** Tuesdays @1:30 PM

## 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 Objectives

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).

## Assignments & Assessment

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

### Participation

**10%**

Includes attendance, effort and timeliness and your consistently active presence in class, submission of all assignments on time and satisfactory completion of in-class writing activities

<b>Job description and oral presentation</b>	<b>5%</b>
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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 ( <b>500 words</b> )
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<b>Museum visit and critical review</b>	<b>10%</b>
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Visit a museum or artistic or architectural site and research one artifact or element to synthesize a 3-minute oral critique; present a coherent collection of 5-10 photos or slides (not a PowerPoint)
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<b>References pages and proposal for written work</b>	<b>10%</b>
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Two References pages ( <b>8+ sources each</b> ) on two disciplinary lenses and <b>500-word</b> proposal
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<b>White paper and infographic</b>	<b>35%</b>
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Research content and targeted audience to write a <b>7-10 page</b> white paper presenting a problem and proposed solution	<b>30</b>
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Infographic for white paper	5
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<b>Written work for a general audience and video essay</b>	<b>25%</b>
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Research content and targeted publications for a <b>5-6 page</b> general audience article	<b>20</b>
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Video essay on article	5
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<b>Oral and visual presentation</b>	<b>5%</b>
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Present either your video essay (from your general audience paper) or your infographic (from your white paper)
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**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

### 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 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. 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 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, AI generation and grammar assistants using Turnitin). Please follow the specific instructions for each assignment.

### **Essays**

There are 5 written assignments:

- 1) a job description,
- 2) a critical museum review,
- 3) a proposal with 2 References pages,
- 4) a white paper and,
- 5) 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 that assignment. Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.**

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 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**

In conjunction with the written assignments. The white paper will be accompanied by an infographic or other substantial visual effort. 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). Students should contact their instructor in advance of due dates when having difficulty completing an assignment.

### **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!

### **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](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. All projects and homework assignments 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 of papers). Turnitin allows 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 and ENGL 102. 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 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/>.

### Email

Please allow your instructor to respond to students' emails within 24-48 hours.

## Tentative Course Schedule

### Week 1

1. Introductions; discuss syllabus
2. (Re) introduce our online library and discuss research essay ideas
3. Introduction to mind-mapping

### Week 2

#### *Research and Information Literacy*

1. Review ENGL 101/102 NJIT library guides
2. Discover ENGL 102 library modules on Canvas
3. (Re) visit NJIT's online library <https://library.njit.edu>

Explore Academic Search Premier (EBSCO), Science Direct, and other databases and reference materials; explore online books.

3. Begin to explore topics for white paper assignment.

#### *Research*

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

Introduction to 2 major writing projects, white paper and researched essay for a general audience. Begin research exploration.

#### *Writing assignment*

Write a **job description (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 for use in course writing requirements.

### *Written job description*

5%

### Week 3

#### *Museum critique oral presentation and slides*

Museum visit and critical review preparation: Choose and research an exhibit and museum and synthesize into your original critique; analyze the exhibit from multidisciplinary and/or interdisciplinary lenses.

**Research proposal and References lists** assignment introduced and assignment expectations carefully reviewed.

#### *Research*

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

#### Week 4

##### *Reading/research*

Continue collecting sources, discussing topics, narrowing down and taking an argumentative stance for 2 major writing assignments.

#### Week 5

##### *Discussion*

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.

Students can record at least 5 minutes of their thoughts and planning for their white paper and general audience paper topics and include a review of their research. This is to replace the written proposal and is submitted with their References page.

**The voice memo and References page should be submitted together and graded at 10%.**

**Museum critique oral presentations with slides (3 minutes)**

**10%**

#### Week 6

##### *Writing assignment*

One References page and The voice memo graded at

**10%**

##### *Research*

Continue research and begin planning and prewriting your white paper.

#### Week 7

##### *Writing assignment*

Continue prewriting activities (researching, note taking, making connections to publications and current research).

##### **First draft of white paper due (required)**

Engage in peer and class reviews; find more sources and revise as needed.

#### Week 8

##### *Visual argument*

Create an infographic to enhance your white paper.

#### Week 9

##### *Writing Assignment*

**Final draft of white paper due (7-10 pages)**

**30%**

Edit for refinement of grammar, mechanics, citations

Infographic embedded in white paper

**5%**

**Week 10***Writing assignment/research*

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.

**Week 11****First draft of researched essay for a general audience due (required)**

Class and peer reviews

**Week 12***Visual argument*

Create a video essay on your researched essay/article for a general audience. **5%**

**Week 13-14***Writing assignment and visual argument***Final draft of researched essay for a general audience due (5-6 pages)**

**20%**

Final editing for grammar, mechanics, citations

**Video essay (5-6 minutes)**

**5%**

**Weeks 14-15**

*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.