

## **Honors English 102**

### **Introduction to Research Writing**

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| <b>Catalog</b>       | Fall 2025 ENGL102-H05  |
| <b>Instructor</b>    | Drew Ciccolo   |
| <b>Room</b>          | GITC 2315A   |
| <b>Meeting Times</b> | Tuesdays & Thursdays, 4:00-5:20pm  |
| <b>Email</b>         | <a href="mailto:djc85@njit.edu">djc85@njit.edu</a> – subject line ENGL 102H:05 – or via Canvas |
| <b>Office</b>        | Cullimore 115F (first door on right when you enter the 115 suite)                              |
| <b>Office Hours</b>  | Tuesdays and Thursdays by appt. in-person and via Zoom at mutually convenient times            |
| <b>Course Notes</b>  | Available near the top of our Canvas homepage.   |

### **Course Description**

ENGL 102H takes an interdisciplinary approach to research writing and emphasizes information literacy. While building on the skills learned and practiced in ENGL 101, students will develop an academic research question, research, analyze and synthesize various types of evidence and write a research report accompanied with multimodal visual arguments, practicing university-level interdisciplinary research and writing and continuing to develop process writing and communication skills.

### **Prerequisites**

By placement, or with English 101 completed with a minimum grade of C. Students must receive a C or better to pass English 102.

### **Course Goals**

- Approach research from multidisciplinary and interdisciplinary perspectives
- Review the writing process and its non-linear nature
- Explore and refine research topics using secondary sources

- Find, evaluate and choose sources effectively, building on rhetorical analysis and information literacy skills from ENGL 101
- Draft and revise a research essay through either a discipline-specific or interdisciplinary lens
- Create multimodal assignments supported by increasingly more complex research
- Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work
- Demonstrate knowledge of formatting for American Psychology Association (APA) citation style

## 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    | D/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.

### Critical Analysis of an Artifact

20%

An analysis of an artifact from the Metropolitan Museum of Art (3-4 pages) explicitly using at least two specific papers from different disciplinary perspectives to **inform or complicate** observations on the artifact. Your project will bring humanities disciplines into conversation with STEM disciplines, practicing **observation, critical reflection,**

**information literacy, secondary research, and interdisciplinary reasoning.**

**Mid-Semester  
Proposal and  
Presentation**

10%

A written proposal (1-2 pages), defended verbally, explaining how your research brings humanities and STEM topics into conversation to address a problem affecting your community. We will review your proposal as you present and question you on it, helping you develop **presentation** and **rhetorical** skills.

**Research Narrative**

20%

A description of your research process that culminates in a metacognitive reflection on your development as a researcher. This assignment will help you practice **observation, critical reflection, metacognition, information literacy, secondary research, inference, and interdisciplinary reasoning.**

**Research Report**

30%

A research report (12-15 pages) bringing a humanities discipline into conversation with a STEM topic to investigate a real-world problem affecting a community you care about. Your conclusions should be actionable, and you should present a proposal based on them.

**Poster Presentation**

10%

## **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.

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.

## **Student Absences for Religious Observations**

NJIT is committed to supporting students [observing religious holidays](#). Students must notify their instructors in writing of any conflicts between course requirements and religious observances, ideally by the end of the second week of classes and no later than two weeks before the anticipated absence. When properly notified in writing two weeks in advance, I will provide academically reasonable accommodations, allowing students to complete missed assignments, exams, quizzes, or other coursework within the term.

## **Written Assignments**

There are four graded written assignments.

- For your main research paper/report, you 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.
- **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 case of excused absences). Students in need of extensions should contact the instructor **before** the work is due.

## **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.

## **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.

You may not use generative AI composition assistance unless **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 via 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.

### **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<br>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)<br>(973) 596-3120 (Non-Emergency) |
| Dean of Students<br>(TITLE IX – Sexual Misconduct<br>Report/Response) | Monday – Friday<br>8:30 AM – 4:30 PM | (973) 596-3466   |
| Counseling and Psychological<br>Services (CAPS)                       | Monday – Friday<br>8:30 AM – 5 PM    | (973) 596-3414   |
| Student Health Services (SHS)   | Monday – Friday<br>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

Day 1: Syllabus. Discussing research interests. Interdisciplinarity. STEM vs. STEAM. Visiting the MET.

**Read:** Course syllabus

**Research Narrative:** Create Google Doc and take notes on research experience and interests

Day 2: MET website; observation and inquiry; summary vs. analysis.

### Week Two: September 8-12

- **Visit the Metropolitan Museum of Art** between September 8 and September 14 – Sept. 13th and 14th are recommended.

Day 1: What is Visual Literacy (video). Identifying different kinds of evidence. How to find and use evidence.

**Read before class:** “The Hobbyist Restorer who Rocked the Art World with an AI Innovation” and any of the other

articles in the Week 2 module on Canvas that strike your fancy.

Day 2: Discussing interdisciplinarity and relations between humanities and STEM. QFT activity.

### Week Three: September 15-19

Day 1: Post-MET discussion of artifacts.

- Notice key features
- Describe with specific, representative de-abstractified language
- Generate followup questions

**Read before class:** A Social History of Hieratic Graffiti in Eighteenth Dynasty

Day 2: Follow up observations with research. Consider intention, reception, encoding/decoding, applications.

**Research Narrative:** Connect research topic(s) to artifact(s)

### Week Four: September 22-26

- **Due: Draft of Critical Analysis** by September 22

Day 1: Find the internal narrative of your project. Discuss argument structure.

Day 2: Information literacy training to follow up on ideas not fully developed.

### Week Five: September 29-October 3

- **Due: Critical Analysis of an Artifact** by midnight, Sept. 28th

Day 1: TBA (unsure if we should do in-person grading conferences – will let you know).

Day 2: NJIT Wellness Day – no class, I believe.

**Research Narrative:** How has writing the critical analysis changed your approach?



### Week Six: October 6-10

- **Due: Mid-Semester Proposal & Presentation** by October 6

Day 1: Review student papers from previous semesters. Discuss affordances of the research report format. Identify your research topic, rough out proposed approach, develop proposals.

Day 2: Pitch session. Classmate proposals.

**Research Narrative:** Your research topic and proposed approach

### Week Seven: October 13-17

Day 1: Analyze methodology used in sample scientific papers. Discuss critical textual research and other methods.

Day 2: Further develop your method. Discuss rules for summary and synthesis, quotation, paraphrase, and citation.

**Read before class:** The 60-Year-Old Scientific Screwup That Helped Covid Kill

**Read before class:** How did we get here: what are droplets and aerosols and how far do they go? A historical perspective on the transmission of respiratory infectious diseases.

**Read:** Parachute use to prevent death and major trauma related to gravitational challenge: systematic review of randomised controlled trials

**Read before class:** Triangulation supports agricultural spread of the Transeurasian languages

**Read before class:** Artificial Intelligence-Based Chatbots for Promoting Health Behavioral Changes: Systematic Review

**Read before class:** From egg & sperm to reconceiving medical education: Why teaching about metaphor is essential to remedy injustice

**Research Narrative:** Analyze research methods. Propose a critical textual research method

### Week Eight: October 20-24

Day 1: *Library research. Return to update instructor.*

Day 2: *Library research. Return to update instructor.*

**Research Narrative:** Compile research

### Week Nine: October 27-31

Day 1: Interview peers for weaknesses and shortcomings in their data & analysis.

Day 2: Explain what your peers are doing, discussing implications and gaps.

### Week Ten: November 3-7

- **Research Report** drafts due by November 3

Day 1: Reverse outline and peer review Research Report drafts, focused on methods and results

**Research Narrative:** What do you now believe, on the basis of what evidence?

Day 2: Reverse outline and peer review Research Report drafts, focused on conclusions

### Week Eleven: November 10-14

- **Due: Research Report** by November 10

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 Twelve: November 17-21**

Day 1: Discussion: Visual presentations.      Poster drafts assigned.

Day 2: Discussion: Poster draft design.      Poster drafts due before class.

### **Week Thirteen: November 24-26**

- **Assigned: Research Narrative**

Day 1: Metacognitive review. Review Research Narrative notes and discuss overarching story, skill acquisition, revision plans.

### **Week Fourteen: December 1-5**

- **Due: Research Poster** by December 5
- **Research Poster Showcase Presentation** on December 5

Day 1: Poster Presentations

Day 2: Poster Presentations

### **Week Fifteen: December 8-11**

- **Due: Research Narrative** by December 10
- **Due: Participation and Preparedness** by December 10, submission optional

Day 1: Final review and course evaluation.