Fall 2018

HUM 101-067: Writing, Speaking, Thinking I

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“We drown in information but we hunger for knowledge.” – Jonah Goldberg

Writing, Speaking, Thinking HUM 101:067

Section 1: General Information
Professor Judy Hall
TR Location:

While I do not have a campus phone, I encourage you to text (but never call me) on my cell: (973) 380-6762. You must say your name and course (101:067 for example) at the start of each text or I will not respond. I teach at more than one school and this is the fastest way to get in touch with me. I will respond usually right away but within 24 hours for sure. My email is jhall@njit.edu and should be used for longer questions or conversations.

Textbook:

*Signs of Life in The USA, 9th edition (make sure you get 9th ed!)*

If you chose to get it through Amazon:

*Signs of Life in the USA: Readings on Popular Culture for Writers 9th Ed.*

Oct 6, 2017
by Sonia Maasik and Jack Solomon

Paperback

$26.69* 26 69 to rent
$67.23* 67 23 to buy
Exclusively for Prime Members
Available to ship in 1-2 days

*you can get prime free as a student!

You also need a dedicated notebook JUST for this class. Please do not squeeze me in with Calculus or Biology. I’d be so uncomfortable.

Section 2: Course Overview—What Is a Writing Workshop?

Course description:
Students will produce essays in a variety of rhetorical modes (such as argumentation or exposition) and genres, using writing to explore ideas, observations and experiences. Students will share their writing with their peers, receive feedback on drafts, and revise as they progress through process-driven writing.

A workshop course is one in which the main activity sharing drafts of your writing, discussing these drafts, and revising them. There is a strong emphasis on revision in this course. At times, you will be asked to do very rough exploratory writing—just to or begin thinking about a topic.
or to test ideas. Some of this writing may grow into drafts of papers. Some of those will get
extended and revised. All along the way, you’ll share your writing, discuss it, and get
feedback—both from your fellow classmates and from your instructor. You will be graded not
just on the quality of your final drafts but on your engagement in all steps of the writing
process.

Be prepared to do a lot of writing in this course. You will complete at least twelve pages of
workshopped, reviewed, and revised writing. You will do at least three times that amount of
rough or unedited writing.

HUM 101 is a required course for all NJIT students. You must receive at least a “C” or better
in this course to pass. If you do not receive at least a C, you will need to repeat the course.
Plagiarizing, failing to turn in assignments on time, and lack of participation in class
demonstrates low effort, and may result in an “F” grade, which does affect your GPA.

Objectives:
To enable students
to:
  a. Understand fundamental standards of college writing
  b. Develop expository essays exhibiting a coherent structure and, as appropriate,
     integrating research
  c. Discuss, revise and edit multiple drafts of an essay
  d. Utilize feedback from instructors and classmates to develop their writing and
     their writing process.
  e. Use writing-to-learn strategies (such as journals, writing logs, brainstorming) to
     develop their understanding of course content and to think critically about that content
  f. Understand and consider the importance of audience

Outcomes:
By the completion of this course, students will:
  a. Demonstrate fundamental standards of college writing.
  b. Develop expository essays exhibiting a coherent structure and, as appropriate,
     integrating research.
  c. Develop revision and editing skills to be applied to multiple drafts of their essays
  d. Apply feedback from instructors and classmates to develop their writing and their
     writing process
  e. Develop writing-to-learn strategies (such as brainstorming, free-writing, and reading
     logs) to develop their understanding of course content and to think critically about
     that content.
  f. Identify effective writing strategies to address a variety of audiences

Your assignments are due the day they are assigned at the start of class. Homework questions
will only be assigned on Moodle (maybe – tbd). On workshop days, you will be required to
bring two copies of your draft. Your final draft, with my comments, must be kept for the final
portfolio and turned in at the end of the semester with a revision of paper 1 and 2.

Attendance Policy:
Because this is a workshop course requiring regular attendance and participation, my policy is that students may not have more than five absences in the case of classes that meet twice a week, or three absences in the case of classes that meet once a week. If you have more absences than this, you will automatically receive an “F.” No distinction will be made between “excused” or “unexcused” absences. Students are strongly advised to save absences in case of an emergency. I will attempt to inform you when you are getting close to five, but you are adults and need to keep track of this yourselves.

Section 4: Assignments and Deadlines
You can expect to do some kind of writing for homework each and every class. Much of the time, these will be short bursts of unedited writing—maybe no more than a page or two. But about every two weeks, you will turn these into rough drafts of at least three pages. About every three to four weeks, you will submit a revised and edited draft to me along with rough work and notes on the feedback that you received in your writing groups. I will give you word counts for what I expect in homework assignment and paper assignments. All assignments MUST be in 12 point, Times New Roman font and double spaced. I only accept assignments as a .doc or .docx document.

Section 5: Grading

Paper One, having turned in all drafts: 15%
Draft One – 500 words; Draft Two – 700 words; Final Draft 1,100 words
Paper Two, having turned in all drafts: 15%
Draft One – 500 words; Draft Two – 700 words; Final Draft 1,300 words
Paper Three, having turned in all drafts, including multimodal presentation 25%
Draft One – 500 words; Draft Two – 700 words; Final Draft 1,500 words
Presentation: 5 – 7 minutes long
Portfolio (revisions papers 1 and 2 and class reflection): 25%
Homework: 10%
Course Citizenship: 10%

Many students believe that grading is subjective and, to a small degree, they are right. However, I have been doing this a long time and have attended many norming sessions on how to grade (we will discuss what that means because WE will do that as well!), so I think it is less subjective than it is objective. I have developed a rubric which will be available called The Four Bases of Writing. We will discuss this ad nauseum in class. It is based on the concepts of: Unity, Support, Coherence and Mechanics. Many people put undue pressure on mechanics and there are probably some “rules” you need to unlearn – and I will unteach them. I am interested in your IDEAS about the TEXTS. A homonym error here or their (see what I did there?) will not make or break you. Lack of an argument? That will break you. But we will talk about this until you wish I’d just shut up.

Each paper requires two drafts to be done before the final paper. Although the drafts get no grade, the final paper will not be graded without the draft completed and posted to Blackboard. Homework is graded 1 – 10. I will drop ONE homework grade per semester. Smurfs happen. I
get that. I give a daily notation about in my book about your attendance and participation. There are other ways into my heart. Say you are a fantastic writer who is painfully shy – I will give you the chance to lead a study group out of class with weaker writers and that will go towards your citizenship grade. Say you are a weak writer who is also painfully shy? I will give you the chance to go all the time to the tutoring center and also to ask to meet with me and that will show me how serious you are and that goes towards course citizenship.

**Course Citizenship:**

Because this is a workshop course, it requires regular participation on your part. This means that you are always prepared with drafts and copies, that you actively engage in group work, and that you participate regularly in class discussions. I should expect to hear from you at least once every class if not more often. I take notes on all my classes. I should be able to know what your voice sounds like. If you are painfully shy, stay after class and talk to me then.

Class participation counts for 10% of your final grade for the course. If you are meeting my expectations for participation, you can expect at least a “C” for this portion of your grade. If you are not meeting them, I will notify you by the eighth week of the course, and we can discuss where you are falling short of my expectations and how you can do better. I am not remotely shy so I WILL let you know if there is an issue.

A good way to brown nose – let’s call a Smurf a Smurf, shall we? – find my spelling errors! I’m dyslexic and make spelling errors on the board all the time. I just learned how to spell necessary last year!

**Section 6: Plagiarism and Ethical Issues**

**Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one’s own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.

There is no research required for this class; resist the temptation to “Google” your way into an argument. I will know.

**A Note on Personal Pronouns**

Personal pronouns are the parts of speech that can take the place of persons or things. They are classified into three persons—first, second, and third—and each can be singular or plural. In class we will often refer to you using the first-person plural (as “we/ours”) and in second-person (as “you/yours”). We will have on-going conversations about which third-person pronouns (as “ze/zirs; per/pers; she/hers; he/his; they/their”) we should use for each other and for the writers that we read in class. If we are using the wrong third-person pronouns to refer to you, please let
us know.

**Message from the Writing Center:**
The Writing Center (Central King Building G17) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you 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. For more information, please visit [http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/](http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/)

Note: I may require you, at times, to go to tutoring, in which case, I need an email from your instructor saying that you attended and when.

Note from ME: It is silly not to utilize the writing center! You are paying for it in your fees. It’s like having a gym membership that you don’t use. Occasionally, I will require you to use the writing center and provide me with a signature from your tutor on a draft. If you fail to see a tutor when I have required it, your grade will be lowered by one full letter grade.

Readings are due **ON THE DAY THEY ARE LISTED**

In the event that class is cancelled due to snow, insanity, zombie apocalypse, bears, sun going supernova, there WILL be an assignment either posted to Moodle or emailed to you. **Do it.**

**Week 1**

Sept 4
Introduction and review of the syllabus
Buy or rent your textbook!

Sept 6
In class diagnostic writing assignment

**Week 2**

Sept 11
“What We Are to Advertisers” by Twitchell 163 (if you can’t get your book by this time, there is an online pdf: [https://www.westga.edu/~rmcrae/FYW/WhatWeAretoAdvertisers.pdf](https://www.westga.edu/~rmcrae/FYW/WhatWeAretoAdvertisers.pdf))

Sept 13
“Men’s Men and Women’s Women” by Craig 167 (homework questions due before the start of class)

**Week 3**

Sept 18
“Selling to Children: The Marketing of Cool” by Schor 197
dolls.html?auth=login-email
(homework questions due before the start of class)

Sept 20
“How ‘Empowerment’ Became Something for Women to Buy” Tolentino 180
“Gender Identity vs. Gender Expression” by Riley J. Dennis YouTube:
https://www.youtube.com/watch?v=zzsoMGw7y2g
(homework questions due before the start of class)

Week 4
Sept 25
“The Daily You: How the New Advertising Industry is Defining Your Identity and Your Worth” by Turow 394 (homework questions due before the start of class)

Sept 27
Discussion of how to write a paper: Four Bases of Writing

Week 5
Oct 2
Paper 1, draft one workshop (to be done IN CLASS)/ post to Blackboard after class
Oct 4
Paper 1, draft 2 workshop (come with 2 copies of at least 750 words completed/ posted to Blackboard before class)

Week 6
Oct 9
Paper 1 final draft due on Blackboard and in hard copy by the start of class.
Discussion of Gender Roles and Expectations

Oct 11
“My Selfie, My Self: Identity and Ideology in the New Millennium” Maasik and Solomon 453 - 461
“Gender Role Behaviors and Attitudes” by Devor 474

Week 7
Oct 16
“The Gender Blur: Where Does Biology End and Society Take Over?” by Blum 480

Oct 18
“Straddling Online and Offline Profiles: Millennials Search for Identity” by Lowry 501
“How Did Tech Become So Male Dominated?” by the Atlantic
**Week 8**
Oct 23 “In Living Color: Race and American Culture” by Omi 462

Oct 25
“Get With The Times: Trevor Noah and John Eligon”
[https://www.youtube.com/watch?v=31k4Lg794PkJ&feature=youtu.be](https://www.youtube.com/watch?v=31k4Lg794PkJ&feature=youtu.be)
(This is one hour long – give yourself time)
“White Spaces” by Bouie

**Week 9**
Oct 30
“How Effective is Social Media Activism?” Lee 402
“Why the Upper Middle Class Might Be the Real Target of Today’s Anger” Tankersley 536

Paper 2, Draft to be completed in class.

Nov 1
Paper 2, Draft 2 due -- workshop

**Week 10**
Nov 6
CONFERENCES – Bring Paper 2, final draft to conference – location tbd (no class, only come at assigned time)

Nov 8
CONFERENCES – Bring Paper 2, final draft to conference – location tbd (no class, only come at assigned time)

**Week 11**
Nov 13

Nov 15
Come with a proposal of at least two essays we have already used and two essays that you find in the book, *Signs of Life*. How will you put them together?

**Week 12**
Nov 20
Tuesday is a Friday. Go to your Friday classes. Bye
Week 13
Nov 27
Making a multimodal argument – video and discussion

Nov 29
Working on multimodal presentations

Week 14 – the end draws nigh!
Dec 4 Paper 3 draft 1 due at the start of class/2 copies
Dec 6 Paper 3 draft 2 due at the start of class/2 copies

Week 15 – last week!
Dec 11 Presentations
Dec 13 Presentations
Paper 3 and Portfolio Due