

Fall 2018

HUM 101-051: Writing, Speaking, Thinking I

Ben Apatoff

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Humanities 101: Writing, Reading, Thinking, Speaking

Professor: Mr. Ben Apatoff

Phone: (973) 596-3000

Email: Apatoff@njit.edu

Office Hours: MW 10:00 AM - 11:00 AM, by appointment

Office: Central King Building G17 (Writing Center)

Term: Fall 2018

Meeting Times:

HUM 101-051: Monday/Wednesday 8:30 AM – 9:50 AM Faculty Memorial Hall 409

Course Description

HUM 101 is an introduction to college-level writing. In this course, students are introduced to *writing's rhetorical dimensions*; they are asked to consider the purpose, audience, occasion, and genre that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on the writing processes, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback. As Stephen King says, "If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." Thus, students are asked to read challenging articles, essays, and prose, and to consider paintings, films, music or other compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings serve as both models of effective communication and as beginning places for students' own arguments and analyses.

Prerequisites

Permission of the Humanities Department is required. Entrance is determined by placement score or completion of HUM 099 with a grade of C or better.

Course Goals

During this course you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

Required Texts

This course uses an OAT (Open Affordable Textbook).

About OpenTextbook: An "**open**" textbook means that its authors have made it free to own, share, and adapt for non-commercial purposes. Instead of having to buy it, you can just read it online, download it to an electronic device (like a computer or e-reader), or print out some or all of it. The book for this course is [Writer's Handbook](#).

REQUIRED AND/OR SUPPLEMENTAL COURSE MATERIALS

- Open textbook or Open Educational Resources (OER) will be used for this course. Electronic links to all OER are on the Moodle course page.
- **There is no traditional textbook for this course.** All course materials (readings, videos, podcasts, images, etc.) will be available via web link or by download from the course Moodle page.
- Open textbook or Open Educational Resources (OER) will be used for this course and are provided on the weekly assignments schedule.
- No textbook is required for this course, see list of online resources below.
- A college-level **dictionary/thesaurus** (can be a free downloaded app)
- A **notebook and writing instrument (pen/pencil)** to take notes in class
- A **writing instrument that is a color other than red** to make notes on peer response papers
- A **stapler to staple your assignments together**
- You can bring your laptop/tablet on days where we write in class.

Assignments & Assessment

Your grade breakdown is as follows:

Attendance /Participation /HW	15%
Essay 1	25%
Essay 2	25%
Essay 3	25%
Oral Presentation	10%

Individual and group work will be evaluated according to the university's grading scale.

A = 100-90	B+ = 89=87	B = 86-80	C+ = 79-77	C = 76-70	D = 69-60	F = 59-0
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Participation, Punctuality and Attendance

You must be present to win—please make every effort to attend class. All students are expected to attend all regularly scheduled classes. See the NJIT attendance policy: <http://www.njit.edu/registrar/policies/attendancepolicy.php>.

Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You may miss up to one week of class (2 classes) without penalty. Every subsequent unexcused absence will result in a deduction of participation points. More than six unexcused absences (three weeks of the course) will result in the automatic failure of the course.

Students who expect to miss classes because of religious observance must submit to their instructors a written list of dates that will be missed by the end of the second week of classes, September 11, 2018 (per university policy). Students are expected to make up missed work within a week.

Attendance on workshop days is mandatory. If you know in advance that you will miss one of these days, please meet with me to arrange an alternative solution. **If your group does not complete reviewing everyone's paper, you must find a time outside of class in which to meet to review each other's drafts.**

Please contact your classmates for missed work. Take 5 minutes to meet 3 people and get their contact information.

Name: _____ Phone: _____
Email: _____

Name: _____ Phone: _____
Email: _____

Name: _____ Phone: _____
Email: _____

Please Note: All assignments, readings, etc., must have been prepared prior to class meetings on due dates. You must have your drafts printed to participate in workshops. Revisions of work must be accompanied, when submitted for evaluation, by all prior drafts.

Assignment Submission

All assignments must be submitted in typed, hard copy (printed) AND through Moodle by the time class begins on the day it is due. This means you must arrive with your assignment printed, stapled, and ready to hand in. *I will not accept emailed work.* Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment

sheets. **All assignments must contain your full name, course name and section/time, have pages numbered and placed in the right order, and stapled together.**

Late Work

Late work will be severely penalized (one grade per day—not class—late). If you are having difficulty completing an assignment, please see me prior to its due date. It is better to hand in an assignment you may not be happy with and revise it later than to hand it in late.

Technology

E-mail me—Apatoff@njit.edu. Under normal circumstances, I will respond to your emails within 24 hours. Please plan accordingly. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate SUBJECT line and your NAME in all emails. I will not respond to emails that do not include the sender's name.

Cell phones should not be used during class unless needed for a specific activity. Please set them to silent as a courtesy to your classmates and instructor.

Laptops should only be open when we are drafting. For discussions and presentations they should remain closed.

NJIT University Code on Academic Integrity

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

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.

The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Note: ***“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”***

Special 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 Student Disability Services at 973-596-3420.

The Writing Center

The Writing Center (G17 Central King Building) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is indented 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/>

Writing Assignments: Since this is a composition course, you are required to write three formal essays and an oral presentation. **Essays must be handed in on time! Late papers will drop 1 letter grade for each DAY [NOT CLASS] they are late.** You must revise papers in this course, so it is smarter to hand in a completed draft on time then revise it later. If you are absent, contact me and arrange to have someone hand in your work on time.

FORMAT: All papers must be typed/word processed, double-spaced, no “weird” margins/fonts (1 inch margins; 12 point Times New Roman). Papers must be handed in printed on paper (no emailed copies) and in Moodle. Please number papers & STAPLE pages together. In the upper right-hand corner, please put your name, course name, time, section, professor’s name, and date. All papers must have a creative title that gives your audience a clue about your subject matter. Make sure you spell check and proofread your work. Check for grammatical mistakes.

Please keep all drafts to hand in at the end of the term so you and I can monitor your progress. **Do NOT discard ANY work from this course! Keep you drafts in a safe place. Never hand in the only copy of an assignment. Always keep a copy for your files in case something happens and an assignment is misplaced. This way you will always have a copy of something as important as a college assignment. If you work in Google Docs, you should be able to access your work from any computer/mobile device. Additionally, Google Docs automatically saves the document for you. In a pinch, you can access a Google Doc on a mobile device, even during a power outage.**

Out of class assignments must be word processed. Make sure you save your work on at least 2 places (hard drive/cloud/flash drive) so you always have a copy of your work. **Make a print out of your paper before you turn off your system so if something goes wrong you only have to retype what you’ve written rather than going through the entire writing process again. Email a copy of your paper to yourself so you can access it from the writing center and other computer labs. Update your computer virus protection weekly and do weekly virus scans of your computer.**

Writer’s Memo: When you hand in your final drafts—and any subsequent revisions—of your papers, you MUST include a **brief [one page typed] business-like memo, addressed to me, which reflects how your writing process developed through the writing of the particular assignment.** Memos done for revisions must discuss **why you changed what you did and how peer groups, instructor comments, new research, etc. helped you revise** your work. You should also discuss

- **What you learned** from writing each paper?
- **If you had any difficulties you had** while writing the paper.
- **What you thought about the assignment?** (e.g. if you could change it, how would you do so?)

- How peer grouping/Round Robin helped/hurt you?
- How did you use your in-class writing time?
- Did you access the Writing Center? How was that experience?
- If any part of **your writing process** changed/altered while working on the paper, you should also comment about that in your memo.

Failure to include your writer's memo with your final drafts will drop your grade one letter per paper! This memo is a way for us to communicate without requiring that you see me in a conference for each paper. Of course, you are welcome to set up a conference with me **in addition to writing the memo.** (See sample at end of syllabus.)

Revision: All papers that do not earn the grade of “B-” or higher **MAY** be revised by the end of the semester and put in your portfolio with the original, graded draft. If you do not see a way to improve your paper other than to “fix” the grammatical errors I indicate, your revision will not receive a higher grade than the original. **You need to do more than merely respond to my comments or corrections; you must re-conceptualize your presentation (e.g. the logic, sufficiency, and clarity of your argument and the sources you cite). Revision can improve your grade; putting in the commas where I said they go does not constitute a revision. Revision means re-seeing and re-thinking along with re-writing!**

Conferences: If you have questions about your assignments, please come see me to talk about them. If office hours are not convenient, let me know and we’ll work out another time to meet. You are welcome to visit me about any writing concern.

PEER GROUP WORKSHOPS: What is a Peer Group? You will be randomly placed into small groups (3-4 students) called peer response groups. You will meet with your peer groups during class (and occasionally outside of class) to discuss the drafts of the papers you will write for this course. Why? Most writers can benefit from some honest feedback from readers, and often writers form support groups to read and react to one another's work. Hearing reactions to your writing from more than one reader will help you judge the effectiveness of your work. Additionally, responding to the work of other writers will help develop your ability to read and revise your own writing. **Your drafts must be complete drafts in order for you to get credit for the peer group exercise. Peer workshop** days are not the time to brainstorm; rather, it is the time to have peers reflect on what you have already written and to help you progress to the next stage of writing—revision. This stage cannot be done if your paper is incomplete. If your paper is not finished on a peer group day, you will receive one absence for the class period. **It is critical that everyone be present and ready to participate on peer group days.**

PEER GROUP ETIQUETTE: There are no real rules to peer group workshops, but there is a certain etiquette. Please be familiar with the following information. You will be asked to find at least 3 items you liked about the paper and 3 items where the author needs improvement (with some suggestions from the group).

1. **Be timely.** That is, make sure that everyone's writing is given equal time. This is done by dividing the number of people in your group by the amount of time we will be spending on a particular

day in our peer groups. If you manage not to respond to everyone's paper, it is the group's responsibility to arrange time outside of class to meet to finish the workshop. If you finish early, please use the extra time to go back and look at the drafts again.

2. **Be quiet when your work is being discussed.** If time permits, you may ask questions of your peers after everyone's work has been discussed. Just listen when your work is "on the floor."

3. **Be honest but POLITE & TACTFUL.** There is no value in demeaning a peer's work or in personally insulting a peer. Do your best to respond tactfully (as you would wish to be responded to by your peers). **Never say, "This sucks, what are you doing in college?" (or the equivalent).** If you can't find anything positive to say, ask your teacher to assist the group.

4. **Do NOT tell a peer that his/her paper is "fine" and s/he does not need to change anything!!!** All writing can be improved upon. Toni Morrison still goes to her editor, and so can you.

Below is a Sample Writer's Memo, which you must include with each final draft of a paper when you hand it in to be graded. Additionally, should you choose to revise the paper for a better grade, then you must include a revised writer's memo informing me what you learned from your revisions and the steps you took to revise your paper.

Sample Writer's Memo

TO: Prof. Apatoff

FROM: David Liu

DATE: October 1, 2018

RE: Paper 1: The Risk of Eating

In this paper, I wrote argumentative essay about the risk most people take every day: eating. With all of the news about the dangers in the food supply, the risk of consuming too much trans fat, the American obesity problem and the like, my paper focuses on why Americans eat too much and argues that the government should NOT step in to ensure that Americans are healthier by passing all these laws. My audience is anyone who has experienced anger when the government steps in and decides that one cannot eat something because it is bad for you. I tried to use humor in my essay, along with many details, to explain my points.

I began my writing process by first jot listing, then clustering. I like clustering since it lets me just write whatever comes to mind. It's much "freer" than the outlining we did in high school. From the clustering, I did some free-writing and wrote about three drafts before I brought in what I had for the round robin.

The round robin exercise proved beneficial to me because I received feedback on the parts of my paper, which needed better clarification. My peer group, however, did not work as well with me. My paper's thesis angered some of the students in the group. I would like to be switched into another group, please. My paper, it appears, did not receive as much time as the others in my group (Student A, B, & C).

To make up for my peer group's lack of assistance, I conferenced with you and we weeded out unnecessary sections and tightened up my essay. Thanks for the extra help! Then I took your advice and

went to the Writing Center where I learned where commas should go (more or less). The consultant (Patrick) was quite helpful. I am still uncertain as to what exactly a comma splice is. Can you please take some more class time to go over this area? I also need help with subject/verb agreement.

I am glad this paper is finished! This accomplishment makes me feel more at ease about being in college. Writing is hard work (but rewarding)! I hope my papers become easier to write as the semester progresses.

<p>Prof. Apatoff HUM 101 SEMESTER SCHEDULE (Subject to change)</p> <p>Please check email and Moodle regularly for announcements and changes. For assigned readings: WH = <i>Writer's Handbook</i>, MDL = Moodle</p>		
<p>Unit One: Introduction to College Writing</p>		
<p>Week 1</p>		
	<p>W 9/5</p>	<p>Course Overview In class: Introductions, expectations, review of syllabus and course requirements. Moodle tutorial. Due: (Reading): "Preface to Students" and "Ch. 1 Writing to Think and Writing to Learn" (WH). (Writing): Assign Paper 1; Diagnostic Essay written in class (not graded but you must make this up if you miss the in-class essay.)</p>
<p>Week 2</p>	<p>M 9/10</p>	<p>Due: (Reading): "Preface to Students" and "Ch. 1 Writing to Think and Writing to Learn" (WH). (Writing): <u>HW 1.</u> https://2012books.lardbucket.org/books/writers-handbook/s04-preface-to-students.html</p>

	W 9/12	Due: (Reading): “Ch. 2: Becoming a Critical Reader” (WH). (Writing): HW 2.
Week 3	M 9/17	Due: (Reading): “Ch. 4: Joining the Conversation” (WH). (Writing): HW 3.
	W 9/19	Due: (Reading): “Ch. 11: Academic Writing” (WH). Lessner and Craig’s “Finding Your Way In” (MDL). (Writing): HW 4.
Unit Two Topic: Readings About Writing		
Week 4	M 9/24	Due: (Reading): Dasbender’s “Critical Thinking in College Writing” (MDL). (Writing): HW 5.
	W 9/26	Due: (Reading): Maddalena’s “I Need You to Say I” (MDL). (Writing): HW 8. In class: Discussion of Essay Project 1
Week 5	M 10/1	Due: (Reading): Lamott’s “Shitty First Drafts.” (MDL) and “Ch. 5: Planning” (WH). (Writing): HW 9; Essay Project 1- exploratory draft due in class. In class: Peer review

	W 10/3	Due: (Reading): “Ch. 6: Drafting” (WH). (Writing): <u>HW 10</u> ; Essay Project 1- middle draft due
Week 6	M 10/8	In class: Writing workshop
	W 10/10	Due: (Reading): “Dead Man Laughing” by Zadie Smith (Writing): <u>HW 11</u> ; Final copy of Essay Project 1 due.
Unit Three: Unit Three: Personal Essays/Narratives		
Week 7	M 10/15	Due: (Reading): “Expand Your World, Go to the Beach in Alabama” by W. Kamau Bell (Writing): <u>HW 12</u> .
	W 10/17	Due: (Reading): “The Books” by Alex Chee (Writing): <u>HW 13</u> .

Week 8	M 10/22	Due: (Reading): “When Things Go Missing” by Kathryn Schulz (Writing): HW 14. In class: Discussion of Essay Project 2.
	W 10/24	Due: (Reading): “Ch. 3: Thinking through the Disciplines” (WH). (Writing): HW 15; Essay Project 2- exploratory draft due.
Week 9	M 10/29	Due: (Reading): “Ch. 8: Revising” (WH). Murray’s “Making Meaning Clear” (MDL). (Writing): HW 16.
	W 10/31	Due: (Writing): Essay Project 3- middle draft due in class In class: Peer review
Week 10	M 11/5	Due: (Reading): “Coming to An Awareness of Language” by Malcolm X. (Writing): HW 17. Final copy of Essay Project 2 due.
Unit Four: Language and Identity		
Week 10	W 11/7	Due: (Reading): “How to Tame a Wild Tongue” by Gloria Anzaldúa. (Writing): HW 18.

Week 11	M 11/12	Due: (Reading): “HERS” by Perri Klass. (Writing): HW 19 .
	W 11/14	Due: (Reading): “Language and Literature from a Pueblo Indian Perspective” by Leslie Marmon Silko. (Writing): HW 20 . In class: Review Essay Writing Project 3 assignment
Week 12	M 11/19	Due: (Reading): Moxley’s “Provide Metalanguage to Highlight Your Organization” (MDL). (Writing): HW 21 ; Essay Project 3- exploratory draft due.
	W 11/21	Thanksgiving Break – no class meeting
Week 13	M 11/26	Due: (Reading): Moxley’s “Provide Metalanguage to Highlight Your Organization” (MDL). (Writing): HW 21 ; Essay Project 3- exploratory draft due.

	W 11/28	Due: (Writing): Essay Project 3- middle draft due. In class: Peer review
Week 14	M 12/3	Due: (Reading): In WH: Ch. 15-20 (quick review). (Writing): Essay Project 3- revised draft due. In class: Discuss presentations/ Writing workshop
Unit Five: Presentations		
Week 14	W 12/5	Due: (Reading): “Ch. 9: Designing” and “Ch. 10: Publishing” (WH). (Writing): HW 22; Final copy of Essay Project 3 due. In class: Presentation workshop
Week 15	M 12/10	Last Class *Presentations in Class*
	W 12/12	FINAL EXAM PERIOD *Presentations in Class*

Readings:

[Writer’s Handbook](#): This is the MAIN TEXTBOOK.

Unit Topic Readings:

Language and Identity

- [“Coming to An Awareness of Language”](#) by Malcolm X
- [“Superman and Me”](#) by Sherman Alexie
- [“How to Tame a Wild Tongue”](#) by Gloria Anzaldúa
- [“The Naturalization”](#) by Natalia O. Treviño
- [“The Classroom and the Wider Culture”](#) by Fan Shen
- [“Mother Tongue”](#) by Amy Tan
- [“Language and Literature from a Pueblo Indian Perspective”](#) by Leslie Marmon Silko
- [“HERS”](#) by Perri Klass

Education and Learning

- [“Why Colleges Shower their Students with A’s”](#) by Brent Staples
- [“From Degrading to De-Grading”](#) by Alfie Kohn
- [“Against School”](#) by John Taylor Gatto
- [“Can Tough Grades be Fair Grades?”](#) by Samuel G. Freedman
- [“Should Teachers and Professors Ban Student Use of Laptops in Class?”](#) by Shannon Doyne
- [“Blue-Collar Brilliance”](#) by Mike Rose
- [“Building Skills Outside the Classroom with New Ways of Learning”](#) by John Hanc
- [“Technology Won’t Fix America’s Neediest Schools”](#) by Kentaro Toyama

Food Culture in America

- [“My Letter to Whole Foods”](#) by Michael Pollan
- [“Prudence or Cruelty?”](#) by Nicholas Kristof
- [“The Ethics of Eating Meat”](#) by Paul Schwenneesen
- [“On Eating Roadkill, the Most Ethical Meat”](#) by Brendan Buhler
- [“No Myths Here: Food Stamps, Food Deserts, and Food Scarcity”](#) by Erika Nicole Kendall
- [“Food’s Class Warfare”](#) by Tracie Mcmillan
- [“The Obesity-Hunger Paradox”](#) by Sam Dolnick
- [“How a National Food Policy Could Save Millions”](#) by Mark Bittman et al.
- [“How Junk Food Can End Obesity”](#) by David H. Freedman
- [“Grocery Stores: ‘The Best Of America And The Worst Of America’”](#) by Laurel Dalrymple
- [“The Truth about Genetically Modified Food”](#) by David H. Freedman

Extra Resources

- [“Finding Your Way In”](#) by Steven Lessner and Collin Craig
- [“Critical Thinking in College Writing”](#) by Gitanjali Dasbender
- [“I need you to say I”](#) by Kate McKinney Maddalena
- [“Shitty First Drafts.”](#) by Anne Lamott
- [“Making Meaning Clear”](#) by Donald Murray
- [“Provide Metalanguage to Highlight Your Organization”](#) by Joe Moxley