Fall 2018

HUM 101-L21: Writing, Speaking, Thinking I

Carol Bruzzano

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Instructor: Carol Bruzzano  
Email: Bruzzano@njit.edu

Times and Days: T/Fr 2:30pm-3:50pm  
Office Hours: by request, onsite or online

Location: FMH 404

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. Writing and reading go hand-in-hand, so students are asked to read challenging articles, essays, and prose, and to consider paintings, films, or other visual 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

Learning Outcomes
By the end of this course you will:

1. Academic and Rhetorical Writing Conventions (ARC)

   ARC.SLO 1: understand genre and audience awareness for identifying purposes for writing.
   ARC.SLO 2: respond to the needs of different audiences for different purposes.
   ARC.SLO 3: apply genre conventions for organizing, presenting, and formatting compositions.
   ARC.SLO 4: use conventions of format and structure appropriate to rhetorical situations.
   ARC.SLO 5: use stylistic conventions specific to disciplines and assignment tasks.
   ARC.SLO 6: understand that genres shape reading, writing, and other forms of communication.

2. Critical Thinking and Analysis (CTA)

   CTA.SLO 1: use writing and reading for inquiry, learning, thinking, and communicating.
   CTA.SLO 2: integrate their own ideas with the ideas of others in compositions.
   CTA.SLO 3: understand composing as a recursive process requiring multiple revisions.
   CTA.SLO 4: apply strategies for generating, revising, editing and finalizing drafts.
   CTA.SLO 5: understand the social and collaborative processes involved in composing.
   CTA.SLO 6: understand the purpose for and apply critique to your own and others’ work. CTA.SLO 7: use a variety of writing techniques for different purposes and audiences.
3. Information Literacy (IL)

IL.SLO 1: understand the purpose for locating and working with primary and secondary sources.
IL.SLO 2: understand how to use source information effectively for intended purposes.
IL.SLO 3: use source information selectively for intended purposes.
IL.SLO 4: understand the ethical, legal, and responsible uses of source information. IL.SLO 5: use source information ethically, legally, and responsibly.

Required Textbooks and Additional Resources
This course uses an Open Affordable Textbook (OAT) and other open educational resources (OER). All resources are listed on the course schedule and posted to Moodle.

Required Materials
Notebooks, pens, highlighters, folders, laptops optional, but encouraged

Assignments and Grading

<table>
<thead>
<tr>
<th>Participation and Citizenship</th>
<th>30%</th>
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<tbody>
<tr>
<td>Formal Assignments</td>
<td>65%</td>
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<tr>
<td>- Formal Essay Assignment 1</td>
<td>- 20%</td>
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<td>- Formal Essay Assignment 2</td>
<td>- 20%</td>
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<tr>
<td>- Formal Essay Assignment 3 (w/ multimodal presentation)</td>
<td>- 25%</td>
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<tr>
<td>Final Reflection on Progress (with Student learning Outcomes)</td>
<td>5%</td>
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Letter grades with point conversion

<table>
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<tr>
<th>A Superior 95-100</th>
<th>B+ Excellent 87-94</th>
<th>B Very good 80-86</th>
<th>C + Good 77-79</th>
<th>C Acceptable 70-76</th>
<th>D Minimum 60-69</th>
<th>F Inadequate 59 &amp; below</th>
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Participation and Attendance

Be present and participate in discussions and activities. Missed sessions and lack of participation during sessions may lead to a lowered final grade.

NJIT attendance policy page: [http://catalog.njit.edu/undergraduate/academic-policies-procedures/](http://catalog.njit.edu/undergraduate/academic-policies-procedures/)

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 2 classes without penalty. Every subsequent unexcused absence may result in a deduction of participation points. More than six unexcused may result in the automatic failure.
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 (per university policy). Students are expected to make up missed work within a week.

Core Groups: The Buddy System - Ask 3 then me.

Name: ___________________________________ Phone: ___________________
Email: _____________________________________________________________

Name: ___________________________________ Phone: ___________________
Email: _____________________________________________________________

Name: ___________________________________ Phone: ___________________
Email: _____________________________________________________________

Assignment Submission
All assignments are submitted through Moodle. Work will not be accepted through email. Specific formatting guidelines will vary according to assignments. Explicit guidelines will be reviewed in class and posted to Moodle throughout the semester.

NOTE: Assignment submission times posted on the Moodle assignment pages are NOT negotiable as a group. However, individual circumstances are taken into consideration, when necessary.

Late Work
Late assignments will be accepted through Moodle for a maximum of two days with each day resulting in a 30% decrease in the total possible points; this is before scoring. Summary assignments submitted late earn a 0.

Technology
Communication with the instructor: If you need to reach me, email Bruzcano@njit.edu. Remember to maintain an appropriate tone in all school-related correspondence and 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 in class: 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 and other devices: Laptops should be brought to all class sessions.

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](http://www.njit.edu/education/pdf/academic-integrity-code-pdf).

**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**

**Location:** Central King Building—Room G-17

The Writing Center is available for **FREE one-hour individual and group appointments** with professional writing consultants both onsite and online. This resource is intended to help you to improve your communication and writing skills. Consultants can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs.
### Things to know:

This schedule is subject to changes. All assignments due are identified here and identified on Moodle in the corresponding weeks. Conferences, both one-to-one and small group, are required; missed conferences count as missed classes.

| Unit One |  
| --- | --- |  
| **Week 1**  
9/4 and 9/7 | Introduction to course and each other – core groups set up; in-class writing; shared reading and application of reading strategies. **In Class Writing:** (narrative) describe an experience with formal academic writing that contributes to your current perspective on “your abilities and desire to write.” Then, compare and contrast a social writing situation to the experience described. How are they similar? How are they different? **On your own - reminder:** Locate & save “The Joy of Texting” by Lynn Truss and “2b or Not 2b” by David Crystal and **read** “Preface to Students” and “Ch. 1 Writing to Think and Writing to Learn” |  
| **Week 2**  
9/11 and 9/14 | Writing as a process; reverse outlining and organization; writing developments in published pieces; rhetorical knowledge – analyzing audience and purpose; pre-writing to first full draft – developing a thesis and writing developments (cause/effect and analysis); reflection writing – what is it and why do it? **On your own - reminder:** continue drafting – refer to class notes; **Read** “Ch. 2: Becoming a Critical Reader” and “Ch. 4: Joining the Conversation” |  
| **Week 3**  
9/18 and 9/21 | The five analytical moves; responding to readings; shared reading and application of active reading strategies; comparing author’s styles and selecting and citing source information for elaboration and support; integration of source information; reflection writing. **On your own - reminder:** complete revisions to draft, save as “last name draft 3 assignment 1” and read “Ch. 11: Academic Writing” |  
| **Unit Two** |  
| **Week 4**  
9/25 and 9/28 | Annotating a reading; identifying author’s purpose for writing; navigating the NJIT online library – scavenger hunt activity; exploring problem/solution and cause and effect developments. **Moodle Submission:** Draft 2, assignment 1 |  
| **Week 5**  
10/2 and 10/5 | Scavenger hunt swap - process writing; standard conventions in documentation styles; applying a specific documentation format for the final draft of assignment 1; peer critiques; reflection writing. **On your own - reminder:** Locate, save and read Exploring Identity in the Virtual World- Is that REALLY you” and “Virtual vs. Real Life Communication: What Do Workers Prefer?” Annotate and bring hard copies to the next class session; **read** Read “Ch. 5: Planning,” |  
| **Week 6**  
10/9 and 10/12 | Self-assessment - evaluating developments, organization, writing conventions, style; in-class shared reading and annotating the readings for responding to authors’ arguments; pre-writing activity – brainstorming with mind maps - narrowing a topic and developing a thesis; completing the first full draft – review of openings, closings, and transitions; integrating a source for support. **In-class pre-writing – mind mapping, drafting:** Co-existing in both virtual and physical realities **On your own - reminder:** complete first draft of assignment 2 (as reviewed in class - typed and save as “last name draft 1 assignment 2.” Bring to session 2 this week– e-file and hard copy). Bring hard copy and e-file to conferences next week. **Read** “Ch. 6: Drafting” **Moodle Submissions:** Self-assessment, week 6 (if not submitted after activity in class); Summary 1, week 6: first draft assignment 2. |  
| **Unit Three** |  
| **Week 7**  
10/16 and 10/19 | Writing conferences. **On your on – reminder:** **Moodle Submissions:** draft 2, assignment 2 (bring hard copy and electronic copy to the next class session, week 8). |
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<th>Week 8</th>
<th>10/23 and 10/26</th>
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<td>Revising for support &amp; development - research writing and working with primary and secondary information; locating sources for a specific purpose and evaluating secondary sources for reliability, relevance, and credibility (peer composing, written and audio – 120 analysis). <strong>On your own - reminder:</strong> submit 120 analysis if not submitted at the end of group work; <strong>Read</strong> Strunk and White, <em>The Elements of Style</em> pp 34-65 (Moodle link). <strong>Moodle Submissions:</strong> Response to reading, week 8; final draft assignment 2 (Bring e-file to session 1, week 9).</td>
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<th>Week 9</th>
<th>10/30-11/2</th>
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<td>Peer reviews – rotations for editing – elements of style application. Self-assessment activity <strong>On your own - reminder:</strong> <strong>Read</strong> “Ch. 8: Revising” <strong>Moodle submissions:</strong> Self-assessment assignment; Summary 1, week 9; optional – additional revision to assignment 2 applying style revisions (save as ‘last name final draft with style revisions).</td>
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**Unit Four**

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<th>Week 10</th>
<th>11/6 and 11/9</th>
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<td>Conducting primary research for a specific purpose (exploring ethnographies as a primary research method); rhetoric in the media – appeals, purpose, and audience; social issues exploration and developing research questions; reflection writing. <strong>On your own – reminder:</strong> Locate 3 visual arguments on the internet and post to collaboration page before the next class. <strong>Moodle Submissions:</strong> Rhetorical Analysis (article) assignment; Social Issues Exploration assignment.</td>
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<th>Week 11</th>
<th>11/13 and 11/16</th>
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<td>Analyzing visual arguments activity – the rhetorical appeals; navigating and locating sources on the web and the NJIT online databases; identifying a focus and developing a thesis; reflection writing. <strong>On your own - reminder:</strong> complete Rhetorical Analysis of Visual Arguments activity if not completed in group. <strong>Moodle Submissions:</strong> Summary 1, Week 11; summary 2 – annotations for an annotated/working bibliography, week 11.</td>
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<th>Week 12</th>
<th>11/20 and 11/21</th>
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<td>Locating and evaluating sources for reliability, credibility and relevance for the intended purpose; comparing sources - group activity; reflection writing. <strong>On your own – reminder:</strong> Complete source activity, if not completed in class. <strong>Moodle submission:</strong> first draft, assignment 3.</td>
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<th>Week 13</th>
<th>11/27 and 11/30</th>
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<td>Individual conferences during class - independent and small group revisions (integrating source information and refuting opposing views); reflection assignment continued. <strong>On your own - reminder:</strong> complete revisions and bring hard copy and e-file to next class. <strong>Read:</strong> “Ch. 9: Designing” and “Ch. 10: Publishing”. <strong>Moodle submissions:</strong> Summary 1, week 13; summary 2, week 13; second draft, assignment 3</td>
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<th>Week 14</th>
<th>12/4 and 12/7</th>
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<td>Peer critiques - rotations; small group conferences for applying revisions. Revising and publishing - final revisions to mml presentation; tech check for presentation days. <strong>On your own – reminder:</strong> <strong>Moodle Submission:</strong> Final Reflection on Progress</td>
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**Unit Five**

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<th>Week 15</th>
<th>12/11 And final exam week</th>
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<tr>
<td>Last Class – Presentations <strong>On your own – reminder:</strong> <strong>Moodle Submissions:</strong> Final Draft, Assignment 3 and Multimodal presentation</td>
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Final Exam Period – Presentations

**NOTE:** Links to textbook, readings and other resources are posted to Moodle announcements (it is the first post of the semester and will remain on the announcement) for student access.