

Spring 2019

HUM 102-038: Writing, Speaking, Thinking II

Ben Apatoff

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Recommended Citation

Apatoff, Ben, "HUM 102-038: Writing, Speaking, Thinking II" (2019). *Humanities Syllabi*. 89.
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Humanities 102: Writing, Speaking, Thinking

Professor: Mr. Ben Apatoff
Office Phone: 973-596-3266
Email: Apatoff@njit.edu

Term: Spring 2019
Office: Cullimore 431
Office Hours: Scheduled by appointment

Course Format and Objectives

Meeting Times:

HUM 102-038: Wednesday/Friday 08:30 AM - 09:50 AM Central King Building 214

Prerequisites: Permission of the Humanities Department required. Entrance is determined by placement score or completion of HUM 101 with a grade of C or better.

Course Description

HUM 102 is an introduction to writing using both primary and secondary sources. While building on the skills you learned and practiced in HUM 101, HUM 102 asks you to develop research questions, find and cite sources, conduct your own primary research, and synthesize elements of research into coherent wholes. To do so successfully, you will be asked to understand and interpret sources and put them in conversation with each other, as well as correctly document and attribute them. Overall, the general purpose of this class is to set you up for research and writing success in your future courses, both inside and outside of your major.

Course Goals

During this course, you will:

- Explore and refine research topics
- Find, evaluate and choose sources effectively
- Practice writing from primary and secondary research, developing different types of research projects that use fieldwork, library, and online research methods
- Demonstrate knowledge of the conventions of bibliographic citation
- Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work.
- Draft, review, and revise multiple versions of a single writing project

Assignments & Assessment

Your work in this course will be assessed for each piece of your large (10-12 page) research project. Early individual parts of this project (proposal, annotated bibliography/literature review, and progress report) may be revised if you check in with me.

- Go to the Writing Center to review the graded draft with a Writing Center Consultant. You are responsible to make the appointment with the Writing Center. Slots fill up quickly, so plan accordingly—"I couldn't find a time slot" is not an excuse. Make time for your classwork.
- Meet your deadlines—the original assignment—including drafts for in-class workshops—needs to be turned in on time.

Additionally, you will receive grades for class participation, informal class writings, and presentations as the class progresses.

If, at any point in the semester, you would like additional feedback from me, you can email me or meet me at my Cullimore 431 office. I have semi-flexible hours at my office job, so reach out beforehand to make sure I'll be there.

Additional Instructional Points:

I'm not one of those "spelling and grammar don't count" teachers. At this level, it is assumed that you have a basic understanding of grammar, sentence structure, spelling and punctuation. We will expand those skills to develop a more precise proficiency in constructing arguments and conducting research. Working closely with these formats, we will gain important insights into how ideas and knowledge are currently generated, organized and disseminated within our society. If your basic understanding of grammar, sentence structure, spelling and punctuation needs improvement, set up meetings with a Writing Center consultant to work on any/all of these areas. It's a great source, and costs nothing.

Required Texts & Supplies: I'm not asking you to buy any overpriced textbooks. But reading online is still reading, and I'm counting on you to go through the readings as thoroughly as you would a great book. I'll provide course readings online and in Moodle, as well as some handouts. I may ask you to print readings to bring to class as well.

The Purdue Writing Lab (formally the Purdue OWL): <https://owl.purdue.edu/>

A free *NY Times* e-subscription (available from the NJIT Library homepage)

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** to make notes on peer response papers

A **stapler (& staples)** to staple hard copy pages of assignments together to hand in

A **laptop computer/tablet** to work on writing drafts or doing research on select days in class (let me know if you don't have a laptop/tablet to bring to class. Writing on a smartphone poses difficulties for most writers).

A **variety of research resources that you will find on your own** via NJIT's databases and library resources to complete your individual research paper.

Assignments & Assessment: your grade breakdown is as follows:

Assignment	Assessment
Class Participation <ul style="list-style-type: none">Attendance, actively engages in discussion, informal class writings, peer review workshops & deadline management. Completes assigned homework by due date.	10%
RESEARCH PROJECT	90%
<ul style="list-style-type: none">Research Proposal	<ul style="list-style-type: none">15%
<ul style="list-style-type: none">Annotative Bibliography/Literature Review	<ul style="list-style-type: none">20%
<ul style="list-style-type: none">Progress Report	<ul style="list-style-type: none">15%
<ul style="list-style-type: none">Oral Presentation with Research e-Poster/Visual	<ul style="list-style-type: none">10%
<ul style="list-style-type: none">Research Report/Project	<ul style="list-style-type: none">30%

Grading and Grading Profile

Individual and group work will be evaluated according to NJIT'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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Assignments and Learning Outcomes

Participation, Punctuality and Attendance

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, just as it cannot happen at your jobs. 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 and how well you do.

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. **NOTE: if you are sick with the flu and/or something contagious and/or running a fever, DO NOT COME to class and get everyone sick. Let me know, we'll try to work something out. You will need a doctor's note.**

Students who expect to miss classes because of religious observance must submit a written list of dates that will be missed by the end of the second week of classes. This is university policy. Students are expected to make up missed work within a week.

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

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: _____

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. Unless otherwise stated, I do not accept emailed work. Specific formatting guidelines will vary according to each assignment, so 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**). 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

I will respond to your emails as soon as possible, usually under 24 hours. Plan accordingly. Maintain an appropriate tone in all school-related correspondences. 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. Make sure you let me know your class section.

Course Etiquette:

- **Come to class in a timely manner.** Tardy students need to enter quietly and not interrupt the class. Do not share the reason you are late with the class. Disruptive classmates will have to leave.
- **Silence all phones and other electronic devices upon entering the classroom. Should you forget to silence your cell phone and it rings, do not answer your phone in class.**
- **Laptops should only be open when we are drafting. For discussions and presentations, they should remain closed.** You will retain more information in your notes if you hand write them. While snapping a photo with your phone is an easy way to capture what is on the board, studies show that there is a connection between your physically writing and remembering.
- **You may not audio or videotape any part of any class without prior written permission from your instructor.**
- Come to class prepared to **participate**.
- **Do not bring food into the classroom.** If you need to bring in something to eat for health reasons, see me.
- **Respect your peers.** You're entitled to your opinions, and it's fine to disagree. Be polite about it. You're reviewing peers' writing, not their opinions. Ad hominem, bigotry, etc. are not opinions.

Online Course Resources

Moodle (our Learning Management System)

Access to all assignments, some readings, and class forums will be provided via the course Moodle site, located at <http://moodle.njit.edu>. Log into Moodle regularly to make sure you stay up to date with our class. If you get locked out of Moodle, contact the Help Desk at **973-596-2900** or try to reset your password at: https://mypassword.njit.edu/cgi-bin/upr/passchange_default.php.

Academic Integrity

NJIT 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.

NJIT's Academic Integrity Code 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 are to be completed individually unless otherwise specified.

The full text of the NJIT's Academic Integrity Code is available for your review at <http://www.njit.edu/doss/code-student-conduct-article-11-university-policy-academic-integrity/>

Special Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, 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 at NJIT, Central King Building—Room G-17

Spring 2019 hours: M-Th 10-7, F 11:30-4; <http://www5.njit.edu/writingcenter>

The Writing Center is available for **FREE 40 minute individual and group appointments** with professional and peer writing consultants both onsite. This resource is intended to help you to 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.

*Generating Ideas
Effectively*

Developing Arguments

Working Through Drafts

Revising

Any Level, Any Project, Any Class

ESL Students Welcome

Oral Presentations & Conversation Practice

Personal Statements & Project Proposals

For more information on how to sign up for appointments, see the Writing Center's website: <http://www5.njit.edu/writingcenter/> or stop by.

Writing Assignments: Since this is a composition course, you are required to write an annotated bibliography/review of the literature, research proposal, progress report, and researched report/project which each student will present with a poster/visual. **Assignments must be handed in on time. Late assignments will drop 1 letter grade for each DAY (NOT CLASS) they are late. Assignments more than one week late will not be accepted.** You must revise papers in this course, so hand in completed drafts on time and revise them later. If you are absent, contact me and arrange to have someone hand in your work on time and post your work on Moodle.

FORMAT: All assignments must be typed/word processed, double-spaced, no "weird" margins/fonts (1 inch margins; 12 point Times New Roman). Yes, I went to grade school too and I know the "14 point" trick. **Assignments must be handed in printed on paper (not emailed) and in Moodle. Number papers and staple pages together.** In the upper left-hand corner, put your name, course name, section, professor's name, and date. All papers must have a creative title that gives your audience an idea about your subject matter. Spell check and proofread your work. Check for grammatical mistakes.

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.

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. 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, 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, **any difficulties you had** while writing the assignment, **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, etc. If any part of **your writing process** changed/alterd 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: You may revise your early assignments (Research Proposal, Annotative Bibliography/Literature Review, and Progress Report) if you would like to improve your grade (there won't be time for your Final Research Report/project and e-Poster/Visual). However, in order to have your revision accepted, **you need to do more than merely respond to my comments or corrections; 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 rethinking along with rewriting. For revisions to count, make an appointment at the Writing Center and/or set up a conference with me.**

Conferences: If you have questions about your assignments, ask me. If office hours are not convenient, we can reschedule. During Writing Days, I will have short conferences with you individually.

PEER GROUP WORKSHOPS: You will be placed into small groups (3-4 students) for peer response. You will meet with your peer groups during class to discuss the drafts of the papers you will write for this course. Good 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: I'm not sure how you can make it through high school without getting a decent sense of peer etiquette, but if you have any questions you can ask me. 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. You know how to

divide 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 think you've finished early, use the extra time to go back and look at the drafts again.

2. **Listen when your work is being discussed.** If time permits, ask questions of your peers after everyone's work has been discussed.
3. **Be honest but POLITE & TACTFUL.** There is no value in demeaning a peer's work or in personally insulting a peer. "This sucks" is not a review.
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 has a Nobel Prize and she still employs an editor. Notice how many of your textbooks have had multiple editions. Most published textbooks go through many revisions. If you can write, you can revise.

Sample Writer's Memo

TO: Prof. Apatoff

FROM: David Liu

DATE: February 1, 201

RE: Research Proposal: The Risk of Eating

In this paper, I wrote a research proposal 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 proposal 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 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 proposal, 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 proposal to make the project fit the scope of a semester-long research paper. 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. We discussed how to narrow down the project and to watch that I don't go on a tangent related to another area about dangers of food.

I am glad this proposal is finished, and I hope you will approve it. I am looking forward to starting this research project.

Tentative Syllabus
(Subject to Change with notification)

Week 1	W 1/23	Introduction/Syllabus
	F 1/25	Brainstorm Research Topics in Groups What is Your Passion?
Week 2	W 1/30	What is Research Writing? Read: <i>The Craft of Research</i> Ch. 3 (posted on Moodle)
	F 2/1	From Research Topic to Research Question Read: <i>The Craft of Research</i> Ch. 4-5 (posted on Moodle)
Week 3	W 2/6	Thinking Tool: Choosing a Topic
	F 2/8	Creating a Research Strategy
Week 4	W 2/13	Getting Started with NJIT Library Research Guides
	F 2/15	Writing a Proposal Proposal Assigned (start collecting research articles/literature for your literature review as you write your proposal)
Week 5	W 2/20	WRITING DAY to work on your Proposal—bring laptop or notebook to write in class
	F 2/22	Searching for Sources ROUND ROBIN WORKSHOP : bring one completed copy of your Proposal (in hard copy) to class for a workshop. Failure to bring your completed proposal will earn you an absence.
Week 6	W 2/27	PROPOSAL ASSIGNMENT DUE (late papers severely penalized). STAPLE your assignment in the following order: <ol style="list-style-type: none"> 1. Final Draft 2. Writer's Memo 3. Round Robin Draft with Peer Comments Post your Final Draft & Writer's Memo on Moodle. Reading Research Articles Literature Review Assigned
	F 3/1	Searching for & Evaluating Sources
Week 7	W 3/6	WRITING DAY to work on your Literature Review—bring laptop or notebook to write in class
	F 3/8	Evaluating Sources ROUND ROBIN WORKSHOP : bring one completed copy of your Proposal (in hard copy) to class for a workshop. Failure to bring your completed proposal will earn you an absence.
Week 8	W 3/13	Evaluating Sources WRITING DAY to work on your Literature Review—bring laptop or notebook to write in class
	F 3/15	PEER GROUP WORKSHOP : bring in 4 copies of your REVISED draft to class to share with small groups of students. You need to bring in completed drafts and you need enough for each person to have a copy. If you do not come in with 4 copies of a completed draft, you cannot participate and will be marked absent.
Week 9		3/17-3/24: SPRING BREAK—NO CLASSES
Week 10	W 3/27	Writing Annotated Bibliographies & Citation Styles

	F 3/29	Literature Review Due with Writer's Memo STAPLE your assignment in the following order: <ol style="list-style-type: none"> 1. Final Draft 2. Writer's Memo 3. Round Robin Draft with Peer Comments Post your Final Draft & Writer's Memo on Moodle. Assign Final Research Paper and Assign Progress Reports
Week 11	W 4/3	ROUND ROBIN WORKSHOP: bring one completed copy of your Proposal (in hard copy) to class for a workshop. Failure to bring your completed proposal will earn you an absence
	F 4/5	Progress report due. You do not need a writer's memo with this assignment, since you will cover any issues in the progress report. Staple all pages to hand in and post a copy to Moodle. Assign e-Poster WRITING DAY to work on your Research Paper—bring laptop or notebook to write in class
Week 12	W 4/10	Research Poster & Visual Arguments WRITING DAY to work on your Research Paper—bring laptop or notebook to write in class
	F 4/12	WRITING DAY to work on your Research Paper—bring laptop or notebook to write in class
Week 13	W 4/17	Peer Review Workshop on Final Research Paper: bring in 4 copies of your REVISED draft to class to share with small groups of students. You need to bring in completed drafts and you need enough for each person to have a copy. If you do not come in with 4 copies of a completed draft, you cannot participate and will be marked absent.
	F 4/19	GOOD FRIDAY. No class
Week 14	W 4/24	Presentations
	F 4/26	Presentations
Week 15	W 5/1	Presentations
	F 5/3	Presentations/Course Wrap-Up