Spring 2019

HUM 102-L54: Writing from Research

Judy Hall

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I do not have an office. I am on campus for a limited time. For this reason, I am giving you my cell phone number so you can text me (not call!) questions and to ask when I am available to meet (usually in the writing center). My number is (973) 380-6762. Even if you believe I know it, begin EVERY text with your name and section number, or I will not respond. Example: Hi, this is Judy Hall from your 102:L54 class. Emails to me should be professional and start with a salutation and end with your wishes and name. My email address is jhall@njit.edu.

You do not need a book for this course. You need a laptop, a dedicated notebook for this class alone (I expect you to take notes), preferably with a folder attached. You will need a writing instrument. Unless you have an IEP stating otherwise, you need to take notes in your notebook every class.

I will not spend a lot of time on grammar and mechanics. We assume that you’ve learned that in high school. That being said, if there are consistent problems or ESL issues, please see me or a tutor in the Writing Center and we can help you. Also, please always refer to: https://owl.purdue.edu/owl/purdue_owl.html

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. This semester we have a theme: Helping Humanity. When thinking about your research proposal, consider how it can help humanity. This is purposely broad and vague to allow you the creativity to think through your project.

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 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 through a series of assignments:
Research Proposal (500 words)
Annotated Bibliography (Five peer reviewed sources minimum and up to two non-reviewed sources, in the format you choose [TBD])
Analysis Essay: Analyzing One Peer Reviewed Paper (1000 words)
Analysis Essay: Comparing Two Peer Reviewed Papers (1200 words)
Research Paper (2500 words)
Presentation (5 to 7 minutes)

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

Your grade breakdown is as follows:
Research Project- 80% Total
Research Proposal – 10%
Annotated Bibliography– 10%
Analysis Essay 1: Analyzing One Peer Reviewed Paper – 10%
Analysis Essay 2: Comparing Two Peer Reviewed Papers – 10%
Research Paper – 30%
Presentation – 10%
Class Citizenship- 20% Total
Class participation, including attendance, discussion, and informal class writings, peer review workshops, deadline management, homework assignments other than the ones listed above, professional demeanor. For example, if you frequently come late, that will affect your grade here. If you come late and are disruptive when you come in, that will further affect your grade. If you are unprepared in any way, that will affect your grade.

Peer review enhances your critical reading, writing, and thinking abilities by providing you with feedback on your writing. For each peer review session, you should bring (1) two drafts of your writing and (2) your computer to class.

Individual and group work will be evaluated according to the university’s grading scale.
You MUST get a C to pass this course.

Attendance
As a member of this class, your input is valued, and your regular attendance is expected. In-class writing, discussion, and occasional lectures provide information and processes essential to understanding the texts and writing strong essays. In order to cover any emergencies—illness, family issues, for example, or academic obligations for other classes such as field trips—students are allowed two absences in this class: excuses are neither needed nor accepted. Every absence after the allowed two may affect your final grade as per instructor prerogative. Any student who enters the classroom after class has begun will be marked as late. Coming into class late three times equals one absence. A total of five absences will result in a failing grade for the class. You cannot get credit for contributing to a class discussion or activity if you are not here to participate. If you sleep during class, I will give you one warning and then mark you absent and that will count towards your absences. If you are extremely disruptive, I will ask you to leave and mark you absent. Again, you are expected to come to class prepared for the day's work (readings completed, proper number of drafts, etc.). If you arrive to class without the necessary materials to participate and engage in the learning process, your attendance may not be counted for that day. If there
are severe circumstances, such as a prolonged illness or another serious situation, please let me know as soon as possible, so that I can refer you to the appropriate campus resource for help. Note: I keep excellent records.

*Please contact your classmates for missed work. Do not contact ME because you missed class. Take this moment to get the contact information of three people in this class who you do not know and who look smart so that you can get information.*

**Assignment Submission**

All assignments must be submitted in typed hard copy. *I will not accept emailed work.* All papers are to be in 12 point, Times New Roman font, double spaced and with the pages numbered in the top right-hand corner and stapled in the top left-hand corner. Your name, my name, your course section must appear in the top left-hand corner.

Assignments are due at the beginning of class. Late work will be marked lower. A request for an extension will not be considered if it is made the day the assignment is due.

**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.** I use Dropbox as my cloud service and have found it very useful and it is free. I recommend it highly.

**Technology**

If you need to get a hold of me, texting is my preferred method. For more detailed questions, please email. 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. If you have a specific reason for something otherwise, then discuss it with me (if you have a child or elderly parent who might need to contact you in an emergency situation, for example).

Laptops should only be open when we are drafting. For discussions and presentations, they should remain closed unless you have an IEP which states otherwise. If you see someone with an open laptop and I am not saying anything to them, that means they are allowed. It is not an invitation for you to take out your laptop.

**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. Please note that when I find that you have plagiarized, I retain the right to decide, based on the severity of the issue, to fail you for the course. I will also send this to the Dean so the University can take whatever measures they deem appropriate. I will usually choose fail students who plagiarize.

**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.

If you are having personal issues, talk to me or go to the Advising Success Center and speak to Grace Gangitano. You can email her at glopez@njit.edu. You can CC me or ask me to email her first or go with you – we are invested in your well-being.

**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 “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. I will ask you your pronouns at the start of the semester. My pronouns are she/hers.

**The Writing Center**
The Writing Center (115 Cullimore Hall) is available for one-hour individual and group appointment with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors and help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. If I suggest that you go to the writing center and you do not, your grade will be affected. Going without me making you go will help your course citizenship grade! For more information, please visit: http://humanities.njit.edu/writingcenter
Please sign up for the writing center now. Please note, I work in the writing center and cannot see my own students during writing center hours (although I am happy to make appointments to meet with you outside those hours). There are many excellent tutors and you should make use of their help.

**Moodle**
I hate Moodle and use it to a very small degree. Soon we will all be on Canvas and life will be good.

**Course Schedule**
Subject to change at instructor’s discretion.
Note: This is subject to change at any time. A library trip is coming. TBA
If class is cancelled due to snow, insanity, zombie apocalypse, bears, sun going supernova, there WILL be an assignment emailed to you.
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>In Class Topic/Work</th>
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<tbody>
<tr>
<td>Jan 23</td>
<td>Introduction/ Syllabus</td>
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<tr>
<td>Jan 30</td>
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<tr>
<td>Feb 4</td>
<td>From Topic to Question Monday: Come having read chapters 4&amp;5 of <em>Craft</em> and a clearer understanding of what you want your topic to be. Wednesday: Start writing your proposal – come with your laptops charged and ready to write.</td>
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<tr>
<td>Feb 6</td>
<td>Creating a Research Strategy Writing Proposals – how do I get approved? From Broad to Doable or from Narrow to Doable</td>
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<td>Feb 11</td>
<td>Proposals due (your proposal must be approved, and I will ask you to rewrite until it is approved) Monday Writing Annotated Bibliographies and Research Types/ Searching for Sources Research Process Step 2 handout Who are YOU – MLA, APA, Chicago, IEEE – style guides based on your future</td>
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<td>Feb 13</td>
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<td>Feb 18</td>
<td>Reading your Research Articles – approaches You must have all articles printed out by now.</td>
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<td>Feb 20</td>
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<tr>
<td>Mar 4</td>
<td>Annotated Bibliography due Searching for &amp; Evaluating Sources</td>
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<td>Mar 6</td>
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<td>Mar 11</td>
<td>Analysis Essay 1 due (analyzing ONE of your sources) (Draft due Monday – two hard copies for class Monday and final due Wednesday) HAVE AN EXCELLENT SPRING BREAK NEXT WEEK!</td>
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<td>Mar 13</td>
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<td>Mar 25</td>
<td>Paper 2 Draft Workshop (bring two hard copies and your computer)</td>
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<td>Mar 27</td>
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<td>Apr 1</td>
<td>Analysis Essay 2 Due (Comparing and Contrasting TWO of your sources not yet used) CONFERENCES THIS WEEK – WE WILL MEET ACCORDING TO OUR SCHEDULE (tba) IN THE WRITING CENTER. DO NOT MISS YOUR TIME OR YOU WILL LOSE TWO ABSENCES!</td>
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<td>Apr 3</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
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<tr>
<td>Apr 8</td>
<td>April 8 is the last day to withdraw from class</td>
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<tr>
<td>Apr 10</td>
<td>How do I write this research paper, anyway?</td>
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<td>Apr 15</td>
<td>What Is a Multi-Modal Project? How do you make a visual argument?</td>
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<td>Apr 17</td>
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<td>Apr 22</td>
<td>Working on Presentations</td>
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<td>Apr 24</td>
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<td>Apr 29</td>
<td>Presentations (Schedule TBA)</td>
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<td>May 1</td>
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<tr>
<td>May 6</td>
<td>Presentations</td>
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<td></td>
<td>Final Paper Due</td>
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