Spring 2019

HUM 102-L58: Writing, Speaking, Thinking II

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Office Hours: by appointment
Classroom: Central King Building 315
Meeting Times: Mon/Wed 8:30-9:50

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 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

Prerequisites: Successful completion of HUM 101 with a grade of C or better.

Required Texts

Fister, Barbara and Diana Hacker. *Research and Documentation in the Digital Age*. Bedford/St. Martins, 2015.

Additional readings will be posted on moodle.

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, and progress report) may be revised if you:
- 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 will quickly fill up, so plan accordingly).
- 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, I will be happy to meet with you at a mutually agreeable time.

Additional Instructional Points:

At this level, it is assumed that you have a basic understanding of grammar, sentence structure, spelling and punctuation. Hence, we will use these skills to expand and 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, it is to your benefit to set up regular meetings (outside of class) with a Writing Center consultant to work on any/all of these areas.*

Your grade break down is as follows:

Final Course Portfolio- 80%

- Research proposal   15%
- Annotated bibliography   15%
- Progress report   10%
- Research report   30%
- In class presentation   10%

Class Participation and time management 20%

- Class participation, including attendance, discussion, and informal class writings 5%
- Participation in 2-3 peer review workshops 5%
- Draft(s) of research paper 10%

You must turn in all formal writing assignments to earn a passing grade for the course

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) a draft your writing uploaded it to MOODLE before class, and (2) your computer to class.

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

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

Attendance

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 without penalty. Every subsequent unexcused absence will result in the deduction of participation points. If you are absent for legitimate reasons (family emergency, illness) you must provide a doctor's note or a note from your dean.

Attendance on workshopping 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.

Assignment Submission

All assignments must be submitted in typed hard copy and uploaded to Moodle. Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets.

Formal assignments are due at the beginning of class. The standard late policy is 5% per calendar day. I reserve the right to refuse any assignment submitted more than two weeks late. Overdue class work and homework (informal assignments) will only be accepted if your absence is excused.

Technology
If you need to get a hold of me, email is my preferred method. 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

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

Moodle (or Learning Management System to be used)
Access to all assignments, readings and class forums will be provided via the course Moodle site, located at moodle.njit.edu.

NJIT University Code on Academic Integrity
NJIT is dedicated to the pursuit of knowledge through teaching and research. We expect out 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.

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 (Central King Building G17) is available for one-hour individual and group appointment with professional writing tutors both onsite and online. This resource is indented 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. For more information, please visit http://humanities.njit.edu/writingcenter.

Detailed Syllabus

Week one
Jan. 23   Introduction and diagnostic writing

Week two
Jan. 28   Research-based writing as a conversation
Jan. 30   Problem-based research and critical reading
Reading   *Research and Documentation part 1*

Week three
Feb. 4   Identifying potential research topics
Feb. 6   Navigating key sources/journals in your field to develop potential topics
Assignment   Concept map and research question

Week four
Feb. 11   Concept mapping
Feb. 13   Developing a research question

Week five
Feb. 18   Developing a research strategy
Feb. 20   Moving from a research question to a research proposal
Reading   *Research and Documentation part 2 and 3*
Assignment   Research proposal

Week six
Feb. 25   Drafting a research proposal and peer review
Feb. 27   Analyzing and evaluating secondary sources – news stories

Week seven
Mar. 4   Analyzing and evaluating secondary sources – peer reviewed journals
Mar. 6   Analyzing and evaluating primary sources – research studies

Week eight
Mar. 11   Conducting your own primary research – interviews and surveys
Mar. 13   Compiling an annotated bibliography
Assignment   Annotated bibliography

Week nine
Mar. 18-20   **Spring break**

Week nine
Mar. 25   Developing an original researched argument
Mar. 27   Organizing and drafting the research paper
Assignment   Progress report

Week ten
Apr. 1   Evaluating the research paper
Apr. 3   Peer review workshop
Assignment   Draft of research paper

Week eleven
Apr. 8   Analyzing and developing visual arguments
Apr. 10   Visual rhetoric
Assignment   Visual analysis

Week twelve
Apr. 15   Revision and editing techniques
Apr. 17   Source integration

Week thirteen
Apr. 22   Comparing citation methods
Apr. 24   Student conferences
Reading   *Research and Documentation parts 5 and 6*
Assignment   Second draft of research paper due at conference

Week fourteen
Apr. 29   Peer review workshop
May 1   In class presentations

Week fifteen
May 6   In class presentations
Assignment   Final research paper due