

Spring 2019

# HUM 102-058: Writing, Speaking, Thinking II

Debjani Banerjee

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**Humanities 102:  
Writing, Speaking, Thinking**

<b>Professor:</b>	Dr. Debjani Banerjee	<b>Office Hours:</b> Monday 10:00-11:00 AM [by appointment]
<b>Office:</b>	Cullimore 435	
<b>Phone:</b>	201 889 9420	<b>Term:</b> Spring 2019
<b>Email:</b>	banerjee@njit.edu	

**Course Format and Objectives**

**Meeting Times:**

**HUM 102-058: Monday/Wednesday                      11:30 AM – 12:50 PM**

**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

- 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 during my office hours or at another 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.*

**Required Texts & Supplies:** I understand that textbooks are expensive. I have done my best to provide all of the course readings which will be available online or posted on Moodle. You will need access to the following:

**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 **writing instrument that is a color other than red** 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 (please let me know if you don't have a laptop/tablet to bring to class. Writing on a smart phone 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"><li>Attendance, actively engages in discussion, informal and formal class writings, peer review workshops &amp; deadline management. Completes assigned homework by due date.</li></ul>	20%
<b>RESEARCH PROJECT</b>	80%
<ul style="list-style-type: none"><li>Research Proposal</li></ul>	<ul style="list-style-type: none"><li>15%</li></ul>
<ul style="list-style-type: none"><li>Annotative Bibliography/Literature Review</li></ul>	<ul style="list-style-type: none"><li>20%</li></ul>
Progress report	5%
<ul style="list-style-type: none"><li>Oral Presentation with Research e-Poster/Visual</li></ul>	<ul style="list-style-type: none"><li>15%</li></ul>
<ul style="list-style-type: none"><li>Research Report/Project</li></ul>	<ul style="list-style-type: none"><li>25%</li></ul>

#### Grading and Grading Profile

Individual and group work will be evaluated according to NJIT's grading scale:

<b>A = 90-100</b>	<b>B+ = 87-89</b>	<b>B = 80-86</b>	<b>C+ = 77-79</b>	<b>C = 70-76</b>	<b>D = 60-69</b>	<b>F = 0 – 59</b>
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#### Assignments and Learning Outcomes

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

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.

**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 assignment, 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. 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). 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**

If you need to get a hold of me, email is my preferred method. I will respond to your NJIT emails within 48 hours (often sooner). Please plan accordingly. Remain to 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. Please make sure you let me know your class section.

#### **Course Etiquette:**

- **Please come to class in a timely manner.** Tardy students are asked to enter quietly and not interrupt the class. Please do not share the reason you are late with the class. Disruptive members will be asked to leave.
- **Please silence all cell phones and other electronic devices upon entering the classroom. Should you inadvertently forget to silence your cell phone and it rings, please do not answer your cell 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.**
- Please come to class prepared to **participate!**
- Please **do not bring food into the classroom unless you have enough to share** with the entire class. If you need to bring in something to eat for health reasons, please see me.
- You may bring in beverages (no alcohol—college policy). If you spill, make sure you clean it up.
- Please **treat all students and the professor with respect.** It is certainly acceptable to not agree with others, but it is unacceptable to use rude behavior and/or foul language.

#### **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>. Please log into Moodle regularly to make sure you stay up-to-date with our class. Occasionally,

students may get locked out of Moodle. Your professor cannot unlock this for you. Should this happen, please 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](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, 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 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    Developing Arguments    Working Through Drafts    Revising Effectively*  
*Any Level, Any Project, Any Class (including THIS class) ESL Students Welcome*  
*Oral Presentations & Conversation Practice    Personal Statements & Project Proposals*

**This is a free service. 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 it is smarter to hand in a completed draft on time then revise it later. If you are absent, contact 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). **Assignments must be handed in printed on paper (no emailed copies) and/or in Moodle.** Please **number papers & STAPLE pages together.** In the upper left-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 your 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.**

**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, **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 will be revising the Annotated bibliography and Final research paper based on my feedback and peer group feedback. However, in order to make your revision significant, **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 paper but 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:** I have scheduled one set of conferences in the semester. 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 contact me about any writing concern. During Writing Days, I will conduct mini-conferences with students who need extra help in class.

**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. Think of how you would feel if you were the one whose paper wasn't critiqued. 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 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. Take a look at the textbooks you bought for this semester. Notice how many of them are in the first edition. Most published textbooks go through many revisions. If professional writers can revise their work, all of our work can be revised.

#### Sample Writer's Memo

TO:

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. 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. 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 Written Notification)

Week 1	W 1/23	Introduction/Syllabus
Week 2	M 1/28	Reading: <a href="https://www.newyorker.com/magazine/2007/04/09/whats-normal">https://www.newyorker.com/magazine/2007/04/09/whats-normal</a> <a href="https://www.npr.org/templates/story/story.php?storyId=123544191">https://www.npr.org/templates/story/story.php?storyId=123544191</a> Discussion: Sample Research proposal
	W 1/30	What is Research Writing? Brainstorm Research Topics What is Your Passion? Read: <i>The Craft of Research</i> Ch. 3 (posted on Moodle) Working on a concept map.
Week 3	M 2/4	From Research Topic to a Question Read: <i>The Craft of Research</i> Ch. 4-5 (posted on Moodle) Bring 2 sources to class, Summarize, paraphrase, quote
	W 2/6	Thinking Tool: Choosing a Topic (Assign proposal) CRAP test for evaluating sources <b>Written research question due on Moodle by end of day</b>
Week 4	M 2/11	<b>Start collecting research articles/literature for your literature review as you write your proposal</b> Start writing the proposal <b>Writing day</b>
	W 2/13	Getting Started with NJIT Library Research Guides
Week 5	M 2/18	<b>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.</b>
	W 2/20	<b>PROPOSAL ASSIGNMENT DUE</b> (late papers severely penalized). Please STAPLE your assignment in the following order: 1. Final Draft of proposal 2. Writer's Memo 3. Round Robin Draft with Peer Comments <b>Please post your Final Draft &amp; Writer's Memo on Moodle.</b> Reading Research Articles – How to read a research article and evaluate it <b>Annotated bibliography assigned</b> <b>Homework: Search for sources for annotated bibliography</b>
Week 6	M 2/25	Developing the thesis: <a href="https://2012books.lardbucket.org/books/writers-handbook/s10-drafting.html">https://2012books.lardbucket.org/books/writers-handbook/s10-drafting.html</a>
	W 2/27	Argument and Counter argument workshop: <a href="https://writingcenter.fas.harvard.edu/pages/counter-argument">https://writingcenter.fas.harvard.edu/pages/counter-argument</a> Stuart Greene: "Argument as Conversation" (Reading to be posted on Moodle)

Week 7	M 3/4	Read: <a href="https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html">https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html</a> <a href="https://guides.library.cornell.edu/annotatedbibliography">https://guides.library.cornell.edu/annotatedbibliography</a>  In class: Annotated bibliography workshop
	W 3/6	<b>WRITING DAY to work on your Annotated bibliography</b> In class: Learning to cite sources (APA/MLA) Work on introduction of annotated bibliography
Week 8	M 3/11	<b>First draft of annotated bibliography due as print outs in class. Peer Workshop</b>
	W 3/13	<b>Final copy of annotated bibliography due</b> Readings: TBA
		<b>3/17-3/24: SPRING BREAK—NO CLASSES!!!</b>
Week 9	M 3/25	Assign final research paper Workshop: Quoting, Paraphrasing, Summarizing Reading: Bruce Ballenger The Curious Researcher Chapter 3 <a href="http://engl498-vonmorze.wikispaces.umb.edu/file/view/Ballenger+-+Curious+Researcher+chapter+3.pdf">http://engl498-vonmorze.wikispaces.umb.edu/file/view/Ballenger+-+Curious+Researcher+chapter+3.pdf</a>
	W 3/27	Conferences based on Abib
Week 10	M 4/1	Conferences based on Abib
	W 4/3	Develop research paper—emphasis on organization, introduction, conclusion. Readings: TBA
Week 11	M 4/8	<b>** LAST DAY TO WITHDRAW FROM CLASSES WITH AN 'W' **</b> How to craft a strong conclusion Read: <a href="https://writingcommons.org/open-text/writing-processes/organize/organize-structure/397-how-to-write-a-compelling-conclusion">https://writingcommons.org/open-text/writing-processes/organize/organize-structure/397-how-to-write-a-compelling-conclusion</a>
	W 4/10	<b>Research paper, draft 1 due.</b> In class: Reverse outlines Purdue Owl <a href="https://owl.purdue.edu/owl/general_writing/the_writing_process/reverse_outlining.html">https://owl.purdue.edu/owl/general_writing/the_writing_process/reverse_outlining.html</a>
Week 12	M 4/15	Conferences on research paper draft 1
	W 4/17	Conferences on research paper draft 1
Week 13	M 4/22	Research Poster & Visual Arguments—Work with examples
	W 4/24	<b>Research paper, draft 2 due Peer Workshop</b>
Week 14	M 4/29	<b>Presentations</b>
	W 5/1	<b>Presentations</b>
Week 15	M 5/6	<b>Presentations/Course Wrap-Up: All final papers due</b> <b>THERE IS NO FINAL EXAM IN THIS COURSE!</b>