Spring 2019

HUM 102-040: Writing, Speaking, Thinking II

Jon Curley

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HUM 102(040): Writing, Speaking, Thinking II

Cullimore 111
T/F 1:00-2:20

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Office hours: Wednesdays, 3-5 or by appointment

(Nota Bene: This syllabus is provisional and subject to minor alteration)

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

HUM 102 builds and extends academic reading, writing, and presentation skills learned and practiced in HUM 101.

HUM 102 is an introduction to writing from research.

Students should engage in a multi-stage inquiry project that leads them through the practices of university-level research that will be central to their success at NJIT and beyond. In addition to practicing research skills by searching for and collecting primary and secondary sources, students will practice synthesizing elements of research into coherent wholes. Successful synthesis of research requires that one understand and interpret one’s sources and put them in conversation with each other. This work also emphasizes correctly documenting and attributing one’s sources.

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 an 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

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*  
*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.

**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.

**Please contact your classmates for missed work.**

If you are absent, find out what you missed from a classmate:
Assignment Submission
All assignments must be submitted in typed hard copy. *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.

Assignments are due at the beginning of class. Late class work and homework will only be accepted if your absence is excused.

Critical Research Paper

In HUM102, the Critical Research Paper should be a well-written, analytical, researched, and documented paper based on some convergence of science, technology, and/or engineering with a pressing contemporary and local issue: the revitalization of the City of Newark. **How can your concentration help improve conditions here?**

This research should reflect a close, careful reading of strategic sources and demonstrate thorough critical analysis. This project should also contain some evidence of fieldwork. The final paper should be roughly 12-15 pages in MLA or APA format and contain 5-6 sources (primary and secondary). An [annotated bibliography](https://www.mla.org/style) is required.

Continued…and Regarding Other Formal Writing Assignments

In addition to the Critical Research Paper, three critical essays will be assigned. The second half of the course will be organized around one major research project and its online and in-class presentation. Topics, guidelines and expected word counts will be provided for each separate paper well in advance of the deadline. Students will be expected to use the available time to develop each essay project properly, a process that includes formal planning, thesis construction and at least one full draft for revision. Essay drafts will serve as a prerequisite to the final submitted copy; therefore, if drafts are not submitted, then the final assignment will not be accepted. This course relies on the process of reviewing drafts via peer review (in class and online) and, as such, students should expect to share their work, and to provide constructive feedback to fellow students for the duration of the course. Final versions should be submitted in accordance with the MLA style sheet as laid out in the most recent edition of the *MLA Handbook*. 
for Writers of Research Papers OR in APA format. The correct use of sources and their documentation remain important factors in the grading schema.

**Late Penalty**: All assignments are to be submitted on or before the specified deadline. The standard late policy is 5 per cent per calendar day. I reserve the right to refuse any assignment submitted more than two weeks late.

**Online Course Resources: MOODLE**

Access to all assignments, readings and class forums will be provided via the course Moodle site, located at [http://njit2.mrooms.net/](http://njit2.mrooms.net/)

**Electronic Course Portfolios**

Students should save all written assignments and drafts of their work, assembling them in an electronic portfolio. The portfolio software we will be using is the Google Sites Platform access to which is gained through either Google or a direct link via Moodle. At the end of the semester, the student and the instructor should discuss the portfolio, taking note of the progress that has been achieved and the challenges that remain as the student moves forward to the next Humanities course.

**Course Sources**

*We will be enjoying recourse to sundry online sources, including essays first published in The Best of the Best American Science Writing.*

***We will also be weekly using *The New York Times* for source material. You can sign up for a FREE subscription here: [http://researchguides.njit.edu/nytimes](http://researchguides.njit.edu/nytimes)*

Please also consult [www.njitwrc.pbworks.com](http://www.njitwrc.pbworks.com) for useful writing and grammar guidance.

**Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Online/Written Assignments</td>
<td>10</td>
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<tr>
<td>(includes writing journal)</td>
<td></td>
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<tr>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Essay One</td>
<td>10</td>
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<tr>
<td>Essay Two</td>
<td>10</td>
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<tr>
<td>Essay Three</td>
<td>10</td>
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<tr>
<td>Critical Research Paper</td>
<td>30</td>
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(Final Paper is worth a total of 20 points; proposal; working works cited page; outline; self-reflection writing; peer review workshop reflection all worth 2 points each)

| Total                             | 100    |

**Grading and Grading Profile**
All grading will be done numerically. For instance, if an assignment is worth 10%, it will receive a grade from 1 to 10. These grades will then be added at the end of the semester for the final grade.

A = 90-100  C+ = 75-79

B+ = 85-89  C = 70-74

B = 80-84  D = 60-69

F = 0-59 (But this is not a grade to which we will aspire to…)
Spring 2019 CALENDAR

Week 1 [1/22 – 1/25]
Course Introduction
Writing About Writing: What is it?

In-Class Diagnostic Essay (“Writing about Writing”)

Week 2 [1/29 – 2/1]
Topic: What Are We Reading For? What Are We Living For? What Are We Writing For?
Readings: Sheryl Gay Stolberg, “The Biotech Death of Jesse Gelsinger”
          New York Times article

Topic: What is Research Writing?

Week 3 [2/5 – 2/8]
Topic: Science, Society & the Ethical Ideal
Readings: Freeman J. Dyson, “Science, Guided by Ethics, Can Lift Up the Poor”
          New York Times article

Topic: How to Read Research

Peer Editorial Workshop Analysis of Essay 1 (2/8)

Week 4 [2/12 – 2/15]
Topic: Science, Society & the Ethical Ideal II
          New York Times article

Essay 1 Due 2/12

Week 5 [2/19 – 2/22]
Topic: Echoes of Mortality & Innovation
Readings: Danielle Ofri, “Common Ground”
Floyd Skloot, “The Melody Lingers On”

Topic: Concept Mapping

Critical Research Paper In-Class Brainstorm I (10/5)

Topic: *Framing Your Research Questions*

**Week 6 [2/26 – 3/1]**

Roundtable Discussion/Workshop (10/10)

Topic: *Writing Proposals*

Reading: Jerome Groopman, “What’s Normal”

Amy Harmon, “Facing Life with a Lethal Gene”

**Peer Editorial Workshop of Essay 2 (3/1)**

**Week 7 [3/5 – 3/8]**

**Essay 2 Due 3/8**

**Final Research Paper Proposal (Provisional) Due 3/5**

Information Literacy Session with NJIT Librarian Davida Scharf, 3/5

Topic: *What Are Research Methodologies?*

**Week 8 [3/12 – 3/15]**

Critical Research Paper In-Class Brainstorm II

Topic: *Searching and Evaluating Sources*

**Week 9  ***Spring Recess 3/16 >>>>>>> 3/24 NO CLASSES***

**Week 10 [3/26 – 3/29]**

Topic: Science, Society and the Ethical Ideal III

**Final Research Paper Working Work Cited Page Due (3/29)**

**Peer Editorial Workshop of Essay 3 (3/29)**
Reading: Lawrence Altman, “The Man on the Table Was 97, But He Devised the Surgery”

*New York Times* article

**Week 1** [4/2 – 4/5]

Film screening (T.B.A.)

**Essay 3 Due 4/2**

Topic: *Writing Research*

**Week 12** [4/9 – 4/12]

Workshops, Updates, Catch Ups

Creative Assignment

Out of line **Outline of Final Research Paper Due (4/9)**

**Week 13** [4/16 – 4/19]

Oral Presentations

**Week 14** [4/23 – 4/26]

Oral Presentations

**Week 15** [4/30 – 5/3]

Rough Draft of Critical Research Paper Due (at least 6 pages—4/30)

Oral Presentations

**Week 16** (5/7)

LAST DAY OF CLASS

Last Roundtable Discussion

**Final Draft of Critical Research Paper Due by 6 pm Friday, 5/10 at 409 Cullimore along with self-reflection writing and peer review workshop reflection**