

Fall 2019

HUM 101-075: Writing, Speaking, Thinking 1

Paloma Yannakakis

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Hum 101- 055 Writing-Speaking- Thinking I

T-R, 1:00-2:20 pm, FMH 205
Fall 2019

Instructor: Paloma Yannakakis
Office Hours: by appointment in King
Study Lounge
Email: yannakak@njit.edu

Campus Mailbox: Cullimore Hall 435

What is this course about?

HUM 101 is an introduction to college-level writing. In this course, you will be introduced to *writing's rhetorical dimensions*; they are asked to consider the *purpose, audience, occasion, and genre* that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on the writing processes, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback.

Writing and reading go hand-in-hand, so you will be asked to read challenging articles, essays, and prose, and to consider paintings, films, or other visual compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings serve as both models of effective communication and as beginning places for your own arguments and analyses.

Why is this course important?

Written works address essential questions and allow us to learn about other subjects, times, people, and places we might otherwise never have access to, giving us a richer understanding of ourselves and the world we live in. Specifically, this course

helps you become more aware of yourselves as readers and writers. By becoming a more perceptive reader of rhetoric, you will be able to: better navigate texts in other disciplines; recognize different points of view; and think more critically in new environments you encounter.

What should you be able to know and do by the end of this course?

You will be able to...

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

What We Will be Reading*

NJIT Custom Textbook- Available at the campus bookstore

Selected Readings - Available on your class Canvas site

Access to The OWL at
owl.english.purdue.edu

How are you graded?

Breakdown:
Participation: 20%

In-class work + Presentations (1): 25%
Essay #1: 15 %
Essay #2: 20%
Essay #3: 20 %
Final reflection: pass/fail

Need help?

Great, come and see me during office hours! Or, you can visit: the Writing Center (G17 Central King), Counseling Services (see below).

Policies

For a full list of policies, please see **Appendix A**.
For Grading Rubrics, please see **Appendix B**.

✓ **Handing Work In:**

- Written work is due in class in the form of a hard copy *and* on Canvas unless otherwise specified (**Times New Roman, 12 pt font, 1" margin**).
- For *Late Work*: I will accept any 2 essays up to one week late. Any other work that is handed in late will only qualify for 60% of the original points/letter grade.
- You are expected to submit assignments on time, even when you miss a class.
- If you need accommodations, please let me know as soon as possible.

✓ **Attendance**

Two absences are fine, no-questions-asked. **(If you are absent six times or more, it will result in a failing grade.)** In the event that unforeseen circumstances arise that cause you to miss class for several weeks, the instructor may suggest that you withdraw from the course. Students who expect to miss class for religious observances must submit to me a written list of dates that will be

missed by September 11, 2019 (per university policy).

✓ **Participation:**

I encourage you to come to class with a positive attitude, prepared to engage in discussion, and ready to listen to your classmates' opinions. Avoid using cell phones & headphones in class, which can prevent others from learning.

✓ **What will help your grade:**

Since this class develops your skills as readers, showing up and participating are essential to this course. That also means doing the reading! For each semester hour credit, expect to spend two hours per week preparing for class. (3 credits = 6 hrs/wk)

✓ **Plagiarism:**

Copying material from online websites, journals, classmates, or downloading essays, is a serious academic offense. It will receive zero credit.

APPENDIX A

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.

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 (G17 Central King) is available for 45-minute individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you 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. To make an appointment, please visit <https://njit.mywconline.com>

Nondiscrimination in the Classroom

New Jersey Institute of Technology reaffirms its commitment to a policy of non-discrimination on the basis of race, sex, sexual orientation, age, religion, ethnic origin, handicap or veterans' status in its employment policies, educational programs and activities under university control.

Electronic Communication Students are responsible for official correspondences sent to their NJIT email address and must use this address for all communication.

Resources:

Counseling: (973) 596-3414
<http://www.njit.edu/counseling/gethelp/>
 NJIT Public Safety: (973) 596-3111
 Sexual assault: (877) 733-CARE, 2273
 Student Accessibility: (973) 596-5417

APPENDIX B

Letter Grading Rubric:

A	94-100%	A-	90-93%	B+	87-89%
B	83-86%	B-	80-82%	C+	77-79%
C	73-76%	C-	70-72%	D+	67-69%
D	63-66%	D-	60-62%	F	59% and below

Informal Writing Assignments

- ✓ - minus: Little elaboration of opinions or points; or only minimally addresses the assignment prompt.
- ✓ : Basic - good exposition and choice of supporting material.
- ✓ +: Very good - Excellent observations, thoughtfully connected and expressed.

Participation Grading Rubric (on scale of 0-4) (Adapted from Univ. of Virginia, Center for Teaching Excellence, Martha L. Maznevski)

0	Absent
1	<ul style="list-style-type: none"> • Present, not disruptive. • Infrequent involvement in discussion.
2	<ul style="list-style-type: none"> • Adequate preparation: offers straightforward information (facts), but without analysis. • Sporadic participation: contributes only when called on.

3	<ul style="list-style-type: none"> • Good preparation: knows facts well, has thought through implications of them. • Offers interpretations of material (more than just facts) to class. • Contributes to class discussion: responds to other students' points, thinks through own points, questions others in a constructive way. • Consistent ongoing and thoughtful involvement.
4	<p>Excellent preparation: has analyzed material well, perhaps relating it to other material (e.g., readings, course material, discussions, experiences.).</p> <ul style="list-style-type: none"> • Keeps analysis focused; offers analysis, synthesis, and evaluation of case material, i.e., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a significant way to discussion. • Ongoing and active involvement.

HUM 101 Course Schedule

Subject to change at instructor's discretion

CT stands for custom text; Links to all other readings can be found on CANVAS

(T): Supplemental Reading due Tuesday; (R): Reading due Thursday

		In Class Topic/Work	Work/Readings Due
Week 1	9/3	Introduction What Are Academic Literacies?	CT Chapter 1: Academic Literacies
	9/5	"Coming to an Awareness of Language", Malcolm X	(R) CT viii- xiv, p. 1-14; "Da Art of Storytelling", Kiese Laymon
Week 2	9/10	What are narratives?	(T) "H is for Hawk", Helen MacDonald
	9/12	Personal narrative cont'd <i>Narrative Essay assigned</i>	(R) CT p. 16-29; "America, Say my Name", Viet Thanh Nguyen + "Speaking in Tongues" p. 32-35, Gloria Anzaldúa
Week 3	9/17	How to Read Critically	(T) Ch. 2, pp. 36-64 "Soup", anonymous
	9/19	How to Read Critically	(R) "Second Sight", Teju Cole
Week 4	9/24	Drafting strategies	(T) Ch 3, pp. 71-77
	9/26	WORKSHOP: Narrative Essay <i>Peer Review</i>	(R) Draft Due , "Coaches Can Read, Too: An Ethnographic Study..." , Sean Branick
Week 5	10/1	What is the Rhetorical Situation? Analyzing Texts <i>Analysis Essay assigned</i>	CT Chapter 3: Reading Rhetorical Situations, pp. 82-95
	10/3	Readings TBD	DUE: Narrative Essay
Week 6	10/8	Analysis overview	(T) CT Chapter 4: Analysis, pp. 97-131
	10/10	Understanding the writing process	(R) "The Flight from Conversation", Sherry Turkle
Week 7	10/15	Thesis statements and claims	(T) CT Ch. 5: Argumentation, pp. 135-142; "Fitness Culture"
	10/17	Arguing analytically; Paraphrasing and Synthesizing	(R) "The Science of Handwriting", Brandon Keim

Week 8	10/22	Using sources to support claims	(T) CT, p. 143-154; "Is Google Making us Stupid?", Nicholas Carr
	10/24	WORKSHOP: Analysis Essay <i>Peer Review</i> Revision strategies :)	(R) Draft of Essay 2 due CT, p. 154-159, "Does the Internet Make You Smarter?", Clay Shirky
Week 9	10/29	How to properly cite sources	(T) "When Bitcoin Grows Up", John Lancaster
	10/31	Revision Strategies cont'd	(R) Bitcoin cont'd DUE: Rhetorical Analysis Essay
Week 10	11/5	Understanding other academic genres, <i>Essay 3 assigned</i>	(T) Read and evaluate review of favorite movie, album, or restaurant
	11/7	Reading and analyzing examples of: report, review, critique	(R) "Why We Crave Horror Movies", Stephen King
Week 11	11/12	Arguing for a Position	(T) "Why Privacy Matters", Daniel Solove
	11/14	Arguing for a Position	(R) Choose Article from NY Times Privacy Project
Week 12	11/19	Using multiple sources to make an argument	(T) "Why Facts Don't Change Our Minds", Elizabeth Colbert
	11/21	Connecting your argument to a community (Discourse community ethnography)	(R) "It Gets Better and Action Makes it Better"
Week 13	11/26	Oral presentation skills WORKSHOP: Essay 3 <i>Peer Review</i>	Draft of Essay 3 Due
	11/28	<i>No class ~ Thanksgiving break</i>	
Week 14	12/3	Digital/Literacy ethnography	(T) Conduct Interview
	12/5	Digital/Literacy ethnography	(R) Frame source material
Week 15	12/10	Presentations	(R) DUE: Argument Essay 3 and short reflection
	12/12	Presentations	