

Fall 2019

HUM 101-009: Writing, Speaking, Thinking I

Calista McRae

Follow this and additional works at: <https://digitalcommons.njit.edu/hum-syllabi>

Recommended Citation

McRae, Calista, "HUM 101-009: Writing, Speaking, Thinking I" (2019). *Humanities Syllabi*. 209.
<https://digitalcommons.njit.edu/hum-syllabi/209>

This Syllabus is brought to you for free and open access by the NJIT Syllabi at Digital Commons @ NJIT. It has been accepted for inclusion in Humanities Syllabi by an authorized administrator of Digital Commons @ NJIT. For more information, please contact digitalcommons@njit.edu.

HUM 101: WRITING, SPEAKING, THINKING

Instructor: Calista McRae

mcrae@njit.edu / 973-596-5726

Office: 408 Cullimore

Office Hours: Wednesday, 1:00-2:20 and by appointment (email me)

0. Course Description

HUM 101 is an introduction to college-level writing. In this course, students are introduced to writing's rhetorical dimensions; they are asked to consider the purpose, audience, occasion, and genre 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 students are 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 students' own arguments and analyses.

1. Course Goals

During this course you will:

- 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 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

2. Prerequisites

Permission of the Humanities Department is required. Entrance is determined by placement score or completion of HUM 099 with a grade of C or better.

3. Required Books/Equipment

1: The first-year-writing program requires that each student purchase *Humanities 101: Introduction to Academic Writing, 2019-2020*, and you'll be assigned readings from it pretty regularly. If you need a digital copy due to a documented need, please contact Disability Services. If you cannot purchase the textbook due to financial constraints, please contact Megan O'Neill (oneill@njit.edu) directly. The textbook is also on reserve at the library. 2: A laptop might make writing easier; if you prefer or need to write by hand, keep a notebook and collect photos of your work, so you can get credit for it.

4. Assignments & Participation

<i>Diagnostic essay</i> , due at the end of the first class	0 %
Essay 1: The literacy narrative (Sept. 25)	15 %
Essay 2: Ethnography of a discourse community (Oct. 23)	20 %
Essay 3: Analysis of technical and general writing (Dec. 16)	20 %
Presentation (early December)	20 %
<i>Participation (including all your informal writing, due Dec. 16 too)</i>	25 %

You will get instructions for each essay and the presentation in advance.

Participation is a massive part of this class. To receive a high grade for participation, you will attend consistently, show up on time, do any reading in advance and have it in front of you in class, speak up regularly and thoughtfully in discussion, be a considerate and useful peer reviewer if asked, submit rough drafts when assigned, and respond thoughtfully to your colleagues' presentations. If you are uncomfortable talking in class, you're welcome to submit short (150-word) responses before the day's class, instead (this would be in addition to any other informal out-of-class writing). Contact me if you want this option. Participation grades will go up on Canvas approximately every three weeks; check there to see how you are doing. If you come to class but do not participate verbally or in writing, expect a participation grade around a low C at most.

Your final grade for participation will also include all the informal (ungraded) writing you do, mainly before and in class. Hold onto all your written work until the end of the semester.

5. Grading

Work will be evaluated according to the university's grading scale. If you are concerned about your grade, **email me as soon as possible**. If it's not too late in the semester (up to December 11), rewrites are possible—I will average out your original grade & the new grade—but essays need to show significant improvement. If you want to revise an essay, please make at least one appointment with the Writing Center, to discuss revisions, before you submit the rewrite.

A = 100-90 (superior)	B = 86-80 (very good)	C = 76-70 (acceptable)	F = 59-0 (inadequate)
B+ = 89-87 (excellent)	C+ = 79-77 (good)	D = 69-60 (minimum)	

6. Attendance/Lateness Policies

If you cannot make a section due to illness, an academic commitment, or a major extracurricular event, and if you want to have the absence excused, ask the Dean of Students (Campus Center, Room 255) to review the request. It lets you deal with all your professors at once.

You may miss up to two classes for any reason without penalty; if you miss a class, contact a classmate to find out what was covered. Every subsequent unexcused absence (that is, an absence without a Dean's note) will reduce your participation average by about three points.

According to university policy, students who expect to miss classes because of religious observance must submit to their instructors, by the end of the second week of classes, a written list of dates that will be missed. Similarly, athletes should submit a list of events.

Occasional lateness is completely understandable but frequent lateness will start to bring down your participation grade.

7. Submitting Work

Submit essays as .doc files, through Canvas (for some assignments, I'll ask for hard copies as well). Include your name, and use reasonable margins & spacing, so that there's room to write comments.

8. Late Work

If you know in advance that you are having trouble completing an assignment, please see me as soon as possible. Extensions are possible, but require 24 hours' notice. Otherwise, the grades of late work will go down by five points per day (e.g., from a 90 to an 85), until the work hits a grade of 65. Please back up your work frequently. Computers die. Dropbox and Google Docs are your friends.

9. Plagiarism

As per NJIT admins:

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

What this means for HUM 101:

If your work uses the idea or language of any other person (in a paper, informal writing, presentation, or any other work that's being evaluated), make that use clear to your reader by citing clearly and thoroughly. **If you borrow somebody's wording, put it in quotation marks (always!).** If you borrow an idea or a fact, give the source credit. An essay that involves plagiarized portions usually get a zero; it may involve meeting some deans.

In addition: do not use student essays found online as sources, and do not use Wikipedia as a source in papers (Wikipedia can be a great starting place but you need to track down the original source of whatever useful material you find there). Student-essay sites are often dead wrong, boring, or prone to oversimplifying.

10. Special Needs

If you are a student with a documented disability, please see me at the beginning of the semester to discuss accommodations. You can also contact Student Disability Services at (973) 596-3420.

11. 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>

Please ask the writing tutor (aka writing consultant) to fill out a Writing Center report and send it to me, so that I know you are going and give you credit. Please bring the assignment, so the consultant can see how you'll be graded.

12. Basic Schedule (subject to change; schedule to come)

September 4 (Wednesday): In-class diagnostic essay.

September 9-23: readings, discussion, drafts, and informal writing leading up to Essay 1

September 25 (Wednesday): **Due: Essay 1.**

September 30-October 23: work leading up to Essay 2

October 28 (Monday): **Due: Essay 2.**

October 28-November 20: work leading up to Essay 3

November 25: discussion of presentations

December 2-11: presentations

December 16: **Due: Essay 3, and final portfolio of all informal writing** (*submit essay and portfolio online, no need for hard copy*)

September 4, 2019: In-class writing prompt

Many observers of our society claim that modern people, immersed in materialism, are “owned by their objects.”¹ Yet many of us have objects that we treasure not just for their material value but for a variety of other reasons. Describe one object that is important to you. Explain what values it represents, and comment on those values.

Instructions: You can hand-write or type this essay. Hand it in by the end of today’s class.

The essay isn’t graded, but a strong response will not just name an object but also describe it in some detail, and the essay will not just identify the values represented but also explain and comment on them, their nature, and their source. A strong essay will be clear, literate, and orderly, despite occasional minor errors of spelling/grammar.

¹ For example, the Brad Pitt character in *Fight Club* (1999) makes a similar claim:

