

Fall 2019

HUM 101-045: Writing, Speaking, Thinking I

Christopher Impiglia

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FALL 2019 SEMESTER SCHEDULE

PROF. CHRISTOPHER IMPIGLIA

Office: by appointment

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HUM101

Tuesday/Thursday, 10–11:20 AM—Classroom: Faculty Memorial Hall ROOM 413

(Subject to change)

Please check email and Canvas regularly for announcements and changes.

For assigned readings: WH = *Writer's Handbook*

Unit One: Getting Critical

Week 1	Tues Sep 3	Course Overview In class: Introductions, expectations, review of syllabus and course requirements. Diagnostic Essay Assignment. HW: Bring in book/article/essay + read: " Ch. 2: Becoming a Critical Reader, Section 2.2 + 2.3 " (WH)
	Thurs Sep 5	In class: discuss literature brought to class + Ch. 2 (WH) HW: read Lessner and Craig's " Finding Your Way In. " + " Writing Advice from Gabriel Garcia Marquez "
Week 2	Tues Sep 10	In class: Reading to write: reading critically/rhetorically. Freewriting sessions. HW: Read: Dasbender's " Critical Thinking in College Writing " + Branson's " First-Year Comp " (pp. 18–23) Suggested fun reading: " How the Reader Became the Writer " by Todd Cronan
	Thurs Sep 12	In class: Reading to write: thinking critically. Writing assignment, workshop and discussion. HW: Read: " Say 'I' " by Maddalena + " The String Theory " by David Foster Wallace. Suggested fun reading: " Beyond the Breach " by Wright Thompson
Week 3	Tues Sep 17	In class: Reading to write: Critical reading, analyzing texts, starting with DFW. How does he use "I"? What is the purpose of this piece? What does DFW do well? What does DFW do badly? Is it enjoyable? Writing assignment. HW: Read: " Ch. 11: Academic Writing " (WH) + " Ego and Impulse " by Rosselini. Questions to consider: How does Rosselini <i>harness</i> an academic subject? How does she make it readable? What is her thesis? Is her argument clear?
	Thurs Sep 19	In class: Discuss Rosselini and writing assignment. HW: Read: " Ch. 4: Joining the Conversation " (WH) + " Deuce Bigalow Review " and " Toy Story Review " by Roger Ebert + WATCH: Film. Be prepared to write about the film, i.e. "read" it critically—jot down thoughts, outline, etc.
Unit Two: Getting Comfy		

Week 4	Tues Sep 24	<p>In class: Write film review and discuss: what research did you need to do besides watching the film? How did reading the other reviews help? How are you “joining the conversation?”</p> <p>HW: Read: “Ch. 5: Planning” (WH) + “NY to Manchuria” by Impiglia” Questions to consider: How does Impiglia use his background and approach his subjects of interest? How does he talk about them? How does he attempt to make this story universal and understandable?</p>
	Thurs Sep 26	<p>In class: Discuss Impiglia + write a response: even if you’re taking on an academic subject, how can you make it interesting to yourself? How is he joining the discussion?</p> <p>HW: Read: “Ch. 7: Research” (WH) + “History Tells Us...” by Tobias Stone. Questions to consider: what type of research is Stone conducting? How does he use this research to wield an argument? Is it convincing? Are there holes in his argument? Why was this so “viral”?</p>
Week 5	Tues Oct 1	<p>In class: Discuss the Stone and Essay Project 1: Review: 3–5 pages of your choice—review (art, music, film).</p> <p>HW: Read: Lamott’s “Shitty First Drafts” + “What Writers Really Do” by George Saunders + Write: Have initial topic and plan ready to discuss for next class.</p>
	Thurs Oct 3	<p>In class: Discuss the realities of the writing process. Editorial roundtable: pitch your essay idea and plan and peer review—critically engage—and use feedback for draft.</p> <p>HW: Read: “Ch. 6: Drafting” (WH) + “Ch. 15: Sentence Building” and Write: Draft Essay</p>
Week 6	Tues Oct 8	<p>Due: Review, First Draft.</p> <p>In class: Discuss the drafting process + workshop 1: pair up, read each other’s essays, annotate them with a focus on the thesis.</p> <p>HW: Read: “Ch. 8: Revising” (WH) + Murray’s “Making Meaning Clear” Write: Start revisions</p>
	Thurs Oct 10	<p>Due: Review, Second Draft (w/ tracked changes)</p> <p>In class: workshop 2: focusing on various other aspects of message, voice, tone, attitude</p> <p>HW: Read: “Ch. 16 Sentence Style” + Moxley’s “Provide Metalinguage to Highlight Your Organization” + Write: Finish revisions</p>
Unit Three: Getting Personal		
Week 7	Tues Oct 15	<p>Due: Review, Final draft</p> <p>In class: Discuss final draft—how did you approach revisions? How did you critically engage with peer criticism? How did you critically engage with your own work? Do you think your work improved? Have same peer read to see.</p> <p>HW: Read: Zinsser’s “On Writing Well” + Kolbert “Why Facts...” (emailed/canvas)</p>
	Thurs Oct 17	<p>In class: Discuss reading + avoiding clutter.</p> <p>HW: Read: “The Distracted State...” by Joshua Cohen. Consider How is the changing landscape effecting our research and writing? How can we distinguish true from false? What is our responsibility for disseminating information? WRITE: Edit/rewrite cluttered piece</p>

Week 8	Tues Oct 22	<p>In class: Discuss Cohen + write a critical response + Essay Project 2: Personal Essay: 3–5 pages.</p> <p>HW: Read: “The Sea of Crisis” by Brian Philips. Questions to consider: how is this piece merging what we’ve learned, i.e. research, personal narrative, argument, footnotes? How should we approach it critically?</p>
	Thurs Oct 24	<p>In class: discuss reading + write a critical response to it + editorial roundtable: pitch your essay idea and plan and peer review—critically engage—and use feedback for draft.</p> <p>HW: Read “To Invigorate the Literary Mind” (emailed) by Joyce Carol Oates + Go for a run + Write: Personal Essay Draft 1</p>
Week 9	Tues Oct 29	<p>Due: Personal Essay, Draft 1</p> <p>In class: Discuss reading and writing workshop: pair up, read each other’s essays, annotate them, and discuss them. How/where can they improve? What’s working well? Is there a clear thesis?</p> <p>HW: Read: “Out of the Cell” by Pico Iyer + “True Crime” by Bartels. Consider: how can we use personal narrative to form a compelling argument and make a powerful statement? WRITE: how each essay is structured considering the three “layers” of the personal essay. Have idea about own personal essay</p>
	Thurs Oct 31	<p>Due: Personal Essay, Draft 2 (w/ tracked changes)</p> <p>In class: Discuss readings + writing workshop 2</p> <p>HW: Read: “Mother Tongue” by Tan. Consider: how do we approach language? Write: Final draft</p>
Week 10	Tues Nov 5	<p>Due: Personal Essay, Final Draft (w/ tracked changes)</p> <p>In class: Reflect on final draft—how did you approach revisions? How did you critically engage with peer criticism? How did you critically engage with your own work? Do you think your work improved? + Discuss reading (building exercise)</p> <p>HW: Read: “On Being Young” by Angela Chen</p>
Unit Four: Let’s Argue		
Week 10	Thurs Nov 7	<p>In class: Discuss reading (building exercise) + Rhetorical analysis assignment</p> <p>HW: Read: Speech of choice for Write: Rhetorical analysis assignment</p>
Week 11	Tues Nov 12	<p>Due: Rhetorical analysis assignment</p> <p>In class: discuss rhetorical analysis + Essay Project 3: Argumentative essay on topic of choice, 4-6 pages</p> <p>HW: Read: “How Trump Won” and “Lost” Reelection (emailed). Questions to consider: how can we argue something that’s not yet come to pass? How can we approach the same subject with two different outcomes? + Write: Essay idea</p>
	Thurs Nov 14	<p>In class: Discuss taking a stance and editorial roundtable</p> <p>HW: Read “Tech Won’t Fix...” by Toyama + Write: essays</p>

Week 12	Tues Nov 19	Due: Argumentative Essay Draft 1 In class: Discuss readings and workshop HW: Read " Against School " by Gatto Write: Essays
	Thurs Nov 21	Due: Argumentative Essay Draft 2 (w/ tracked changes) In class: Discuss readings + workshop 2 HW: Read: " Ch. 9: Designing " " Ch. 10: Publishing "
Week 13	Tues Nov 26	Due: Argumentative Essay Final Draft (w/ tracked changes) In class: Discuss presentations HW: Work on presentations
	Thurs Nov 28	[THANKSGIVING NO CLASS] HW: Workshop presentations
Week 14	Tues Dec 3	In class: Presentations
Week 14	Thurs Dec 5	In class: Presentations
Week 15	Tues Dec 10	In class: presentation reflection
	Thurs Dec 12	In class: final essay return + writing session

Assignments & Assessment

Your grade breakdown is as follows:

Attendance /Participation /HW	30%
Essay 1	20%
Essay 2	20%
Essay 3	20%
Oral Presentation	10%

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

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

Attendance is critical to your success in this class. Participation in in-class activities, discussions is 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, i.e. two classes. Every subsequent unexcused absence will result in the deduction of participation points. Students who expect to miss class for religious observances must submit to me a written listshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absence of dates that will be missed by September 11, 2018 (per university policy). More than six unexcused absences (three weeks of the course) can result in the automatic failure of the course.

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.

Assignment Submission

All assignments must be submitted in typed hard copy AND through Canvas. Certain exceptions for emailed submissions—contact me. 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. Drafts of written assignments are essential components, and must be submitted on time or points will be deducted from class participation and the paper's final grade.

Late Work

Late work (including drafts) will be subjected to a 10% penalty for each day that passes past the deadline. Should you know in advance that you have having trouble completing an assignment, please see me.

Technology

If you need to get a hold of me email is my preferred method. 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. I will not respond to emails that do not include the sender's name.

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

Laptops should only be open when we are drafting. For discussions and presentations they should remain closed.

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>