Fall 2019

HUM 101-094: Writing, Speaking, Thinking I

Gabriella Wilson

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Humanities 101: Writing, Speaking, Thinking

Gabriella Wilson
Office Hours: By appointment

You must schedule yourself for a time slot through Google docs
E-mail address: gwilson@njit.edu

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 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 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.

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.

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 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

Required Texts
Readings available via Canvas
Access to The OWL at owl.english.purdue.edu
Assignments & Assessment
Your grade break down is as follows:

<table>
<thead>
<tr>
<th>Attendance /Participation /Response Journals</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narrative Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Analysis Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 |

Please Note: Students need a "C" to pass a writing course.

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. 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, 2015 (per university policy). More than six unexcused absences (three weeks of the course) can result in the automatic failure of the course.

Please contact your classmates for missed work.

Assignment Submission
All assignments must be submitted through email and Canvas. Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets. All assignments should be typed and proofread for grammar and spelling errors. All essays must be stapled.

Late Work
Essays are due on the date indicated. Papers which are one class late will be lowered half a letter grade; papers that are one week late will be lowered one full letter grade. A paper that is over one week late will receive a failing grade. All work must be submitted, however, in order to pass this course.
Extensions: If you need an extension on a paper, I allow every student one extension (the length of which will be determined through a discussion) during the semester. However, only 5 students will be permitted an extension per essay. This means, that if you realize you are falling behind on the work for a particular essay—email me right away.

Revisions
Students can revise one essay. In order to revise an essay you must schedule a conference with me or the writing center. You need to do more than merely respond to my comments or corrections; you must re-conceptualize your presentation (e.g. the logic, sufficiency, and clarity of your argument and the sources you cite). Revision can improve your grade; 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! Additionally, you must submit a one page paper on how/what/why you revised. All revisions will be due 12/2

Journals, Quizzes, and Participation: You will be required to keep a reading journal for this course in which you will free write about each of the assigned readings. A sufficient response will receive a “check” (100%); if your response is too short, or is not fully developed, you will receive a “check minus” (50%); if you do not turn it in on time, you will receive no credit (0%). If you are absent on the day a journal assignment is due, be sure to email the assignment.

Class participation, quizzes, peer-editing, and drafting will be “graded” in the same manner.

Technology
If you need to get a hold of me email is my preferred method. I will respond to your emails within 24 hours. Please plan accordingly. 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.

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 out 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.
Students with Disabilities
Usability, disability and design: I am committed to creating a course that is inclusive in its design. If you encounter barriers (this includes mental, emotional, or physical), please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the disability resource office to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students. (https://www.atu.edu/disabilities/docs/Syllabus_Statement.pdf)

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. For more information, please visit https://njit.mywconline.com

Classroom Decorum and Safe Space
This will be a collaborative environment where you will be required to share your work with others. Therefore, throughout this class I expect every student to contribute to an inclusive and respectful culture. We will be discussing controversial topics that may be sensitive to some. Rude comments or remarks will not be tolerated. Everyone will be treated with respect. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our classroom. (http://www.fctl.ucf.edu/teachingandlearningresources/DiversityAndInclusion/)

Land Acknowledgement: This course takes place on land which has long served as a site of meeting and exchange amongst indigenous peoples, including the Lenni-Lenape people. Lenni-Lenape literally translates to “Men of Men” but is taken as “Original People.” (https://nanticoke-lenape.info/history.htm)
Class Schedule

Reading Schedule (Tentative)

Wednesday, September 4
Introduction to the course. Introductions. Take diagnostic
Homework: Look over syllabus. Come prepared with questions to next class. Read “Girl”

Monday, September 9
Diagnostic follow up.
Discuss “Girl”
Analyzing the author’s argument/audience workshop
Homework: Read “Academic Literacies” pgs. 1-15. Journal diagnostic comments

Wednesday, September 11
Discuss “Academic Literacies” pgs. 1-15
Summary vs. Analysis workshop
Homework: “Academic Literacies” pgs. 16-29. Analysis sheets

Monday, September 16
Discuss “Academic Literacies” pgs. 16-29
Rhetorical Devices workshop
Writing for an audience workshop
Peer review analysis sheets
Homework: Read “Letter to Whole Foods.” Outline

Wednesday, September 18
Thesis Statements and Topic Sentences workshop
Discuss “Letter to Whole Foods”
Peer review outline
Homework: Read “Academic Literacies” pgs. 30-35 & “Digital Literacy Narratives” pgs. 37-57

Monday, September 23
Discuss “Academic Literacies” pgs. 30-35 & “Digital Literacy Narratives” pgs. 37-57
Crafting your argument workshop
Begin rough draft
Homework: Write rough draft. Read “Digital Literacy Narratives” pgs. 58-68

Wednesday, September 25
NO CLASS

Monday, September 30
Discuss “Digital Literacy Narratives” pgs. 58-68
Introductions workshop
Revision and editing workshop
Homework: Revise essay 1. Read “Prudence or Cruelty”

Wednesday, October 2
Final essay 1 revisions
Reverse outline essay 1
Body paragraphs workshop
Discuss “Prudence or Cruelty”
**Homework:** Revise essay 1. Read “Reading Rhetorical Situations” pgs. 71-95

**Monday, October 7**
**Hand in Essay #1**
Discuss “Reading Rhetorical Situations”
Conclusions workshop
Hand out essay 2 prompt
In-class writing: review 4 Instagram accounts
**Homework:** Finish in-class writing assignment. Read “Analysis” pgs. 99-111 & “The Ethics of Eating Meat”

**Wednesday, October 9**
Discuss “Analysis” pgs. 99-111
Discuss “The Ethics of Eating Meat”
Analysis sheets
**Homework:** Analysis sheets. Read “Analysis” pgs. 111-134

**Monday, October 14**
Discuss Analysis” pgs. 111-134
Peer review analysis sheets
Begin outline
**Homework:** Read “Analysis” pgs. 135-143. Finish outline

**Wednesday, October 16**
Discuss “Analysis” pgs. 135-143
Peer review outline
Thesis statements and topic sentences
**Homework:** Read “No Myths Here: Food Stamps, Food Deserts, and Food Scarcity”

**Monday, October 21**
Discuss “No Myths Here: Food Stamps, Food Deserts, and Food Scarcity”
Citing sources and MLA formatting workshop
**Homework:** Read “Analysis” pgs. 143-159. Freewrite rough draft

**Wednesday, October 23**
Discuss “Analysis” pgs. 143-159
Write rough draft
**Homework:** Read “A World Without Wine.” Finish rough draft

**Monday, October 28**
Discuss “A World Without Wine”
Peer review
**Homework:** Revise essay 2. Read “How National Food Policy Could Save Millions”

**Wednesday, October 30**
**Hand in Essay 2**
Discuss “How National Food Policy Could Save Millions”
Hand out essay 3 prompt
**Homework:** Read “The Truth about Genetically Modified Food.” Analysis sheets

**Monday, November 4**
Discuss “The Truth about Genetically Modified Food”
Begin outline
Homework: Read “The Oil We Eat: Following the Food Chain Back to Iraq.” Finish outline

**Wednesday, November 6**
Discuss “The Oil We Eat: Following the Food Chain Back to Iraq”
Thesis statements and topic sentences
Peer review outline

**Monday, November 11**
Discuss “The Animals: Practicing Complexity”
Peer review rough draft
Homework: Finish rough draft. Read “Ethics and the New Genetics”

**Wednesday, November 13**
Discuss “Ethics and the New Genetics”
Peer review rough draft.
Homework: Revise essay 3. Read “Food’s Class Warfare.” Email me 2 paragraphs to provide feedback on by Friday @ 12 p.m.

**Monday, November 18**
Discuss “Food’s Class Warfare”
Homework: Revise essay 3. Read “The Obesity-Hunger Paradox”

**Wednesday, November 20**
Hand in essay 3
Discuss “The Obesity-Hunger Paradox”
Homework: Watch a TED talk & journal on presentation. Read “Teens are Protesting In-Class Presentations”

**Monday, November 25**
Discuss “Teens are Protesting In-Class Presentations”
Presentation workshop
Homework: Prepare presentation. Read “How I conquered my fear of public speaking and learned to give effective presentations”

**Wednesday, November 27**
*No Class*

**Monday, December 2**
Discuss “How I conquered my fear of public speaking and learned to give effective presentations”
Mock Presentations
Presentation workshop
Homework: Prepare presentation

**Wednesday, December 4**
Presentations

**Monday, December 9**
Presentations

**Wednesday, December 11**
Presentations