

Fall 2019

HUM 101-L21: Writing, Speaking, Thinking I

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Humanities 101-L21:
Writing, Speaking, Thinking
Fall 2019
Tuesday/Thursday 1:00-2:20
Room: FMH 203

Instructor: Roberta Blender

Email: blender@njit.edu

Office Hours: Before or after class when requested

Welcome to HUM 101(Bio Majors).

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.

This course works under the assumption that the best way to become more adept at writing is to write frequently. For this reason, we will engage with writing as a process that involves multiple drafts, brainstorming activities, editing, peer revision, and conferences. I will ask you to do a good amount of writing in class, and to share these exercises with your classmates. You should bring a pen and paper or laptop to each class. Much of this in-class writing will be quick, informal, and experimental. It is intended to help you move forward with the longer, graded essays you will write for this course. You will have multiple and varied ways of sharing your points of view through small group work, class discussion, and peer workshops.

Conceptually, students should:

*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

Practically, students should:

*Compose and revise a minimum of 3 formal, graded writing assignments. These assignments can run anywhere from 3-8 pages in length, depending on the genre. Examples of such assignments include: a personal narrative, an analysis essay of a single text, a synthesis essay of two or more texts, a critique essay, an argument essay, an ethnographic study, a definitional essay.

*Compose and revise 15-20 pages of informal, non-graded writing. Examples include: blog posts, brainstorming activities, concept maps, in or out of class responses to readings, fieldwork notes, reflections, project drafts.

*Present an aspect of their coursework in one in-class oral presentation, including the use of visual elements. Examples include: research posters, PPT presentations, Prezi, videos.

Specific Content/Topics Covered in HUM 101

- What is writing rhetorically?
- How to read rhetorically
- Analyzing the rhetorical situation
- Strategies for prewriting
- Analyzing texts
- Thesis statements and arguments
- Making and supporting claims
- Strategies for invention, planning, and drafting
- Strategies for revising and editing
- Properly citing sources

I. Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

By the end of First-Year Writing at NJIT, students should:

- *Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- *Gain experience reading and composing in several multidisciplinary genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- *Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- *Understand and use a variety of technologies to address a range of audiences
- *Match the capacities of different environments (multi-modal writing) to varying rhetorical situations

II. Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use--whether print texts, photographs, data sets, videos, or other materials--they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

By the end of First-Year Writing at NJIT, students should:

- *Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- *Critically read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- *Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources

*Use strategies--such as interpretation, synthesis, response, critique, and design/redesign--to compose texts that integrate the writer's ideas with those from appropriate sources

III. Processes

Writers use multiple strategies, composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

By the end of First-Year Writing at NJIT, students should:

*Develop a writing project through multiple drafts

*Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing

*Learn to give and to act on productive feedback to works in progress

*Adapt composing processes for a variety of technologies and modalities

*Reflect on the development of composing practices-- especially with respect to questions on how writing practices help us discover and reconsider ideas, both intellectually and socially.

IV. Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

By the end of First-Year Writing at NJIT, students should:

- *Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- *Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- *Gain experience negotiating variations in genre conventions
- *Learn common formats and/or design features for different kinds of texts
- *Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- *Practice applying citation conventions systematically in their own work

V. Effective Oral Presentation Skills

In both one's academic and professional career, it is important to feel comfortable speaking in front of an audience. A piece of writing is not the same as its oral delivery, and it is important to understand the advantages and constraints of both communication methods.

By the end of First-Year Writing at NJIT, students should:

- *Develop organized oral presentations with clear introductions, a central message, conclusions, sequenced material in the body, and transitions
- *Make language choices that are thoughtful, effective, and support the purpose and audience of the presentation
- *Use appropriate delivery techniques for the type, content, and audience of the presentation
- * Create and use appropriate supporting materials (visuals) that establish or support the presenter's credibility/authority on the topic

VI. Information Literacy Skills

Information literacy is the ability to know when information is needed, to locate it efficiently regardless of its location, format or medium, to evaluate its relevance, authoritativeness, and validity, to use it to build new knowledge, and to communicate that knowledge.

By the end of First-Year Writing at NJIT, students should:

*Determine the extent of information needed. Be able to identify the types of information or sources needed to define concepts or answer research questions

*Evaluate information and its sources critically. Be able to evaluate and choose a variety of information sources using basic criteria, such as relevance to the research question and currency

*Use information effectively. Be able to communicate and organize information from sources for a specific purpose

*Access and use information ethically and legally. Be able to correctly use the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; distinguishing between common knowledge and ideas requiring attribution.

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.

Required Texts

NJIT Custom Textbook- Available at the campus bookstore

Selected Readings- From the text *Identity: A Reader for Writers* by Scenters-Zapico published by Oxford University Press

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

Assignments & Assessment

Your grade break down is as follows:

Attendance /Participation /Response	20%
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Journals/Drafts	
Personal Narrative Essay	20%
Rhetorical Analysis Essay	25%
Argumentative Essay	25%
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, 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.** 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 ***I will not accept solely 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.

Late Work

Late work will not be accepted (except in the case of an excused absence). Should you know in advance that you have having trouble completing an assignment, please see me.

Technology

If you need to reach me, email is my preferred method. I will respond to your emails within 24 hours. My cell phone number is listed on the first page of the syllabus. Feel free to call or text me; however, be sure to identify yourself in the text. 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.

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>

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. Suspected violations of this code will be reported directly to the Dean of Students for adjudication.

The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Student Accommodations

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 contact Student Disability Services at 973-596-3420.

Required Texts: Scenters-Zapico, John. *Identity: A Reader for Writers*, Oxford University Press in addition to the required textbook, a custom, NJIT specific rhetoric textbook from Fountainhead Press.

HUM 101 L21 Course Schedule

Subject to change at the instructor's discretion

CT stands for custom text, the readings are all from *Identity: A Reader for Writers*.

		In Class Topic/Work	Work/Readings Due
9/3 ----- 9/5		Introduction/ Syllabus/Brainstorming Activity for Essay What Are Academic Literacies?/Diagnostic Essay	----- CT Chapter 1: Academic Literacies
9/10 ----- 9/12		What are narratives? ----- Free-Writing	CT Chapter 2: Literacy Narratives ----- Read: "Home at Last" by Mengestu and "Rhode Island"

			by Lahiri
9/17 ----- 9/19		How to Read Critically Assign Narrative Essay Theme readings	Read: “Mother Tongue” by Tan and “I Just Want to Be Average” by Rose
9/24 ----- 9/26		Drafting strategies Narrative Essay Peer Review	----- --- DUE: First Draft of Narrative Essay
10/1 ----- 10/3		What is the Rhetorical Situation? Analyzing Texts	CT Chapter 3: Reading Rhetorical Situation DUE: Narrative Essay ----- - Read: Fifteen Years on the Bottom Rung” by De Palma
10/8 ----- 10/10		What is Rhetorical Analysis? Understanding the writing process Assign Analysis Essay	CT Chapter 4: Analysis Read: “Why Americans Hate This Immigration Debate” by Meyer and “Deconstructing America” by Buchanan

10/15 ----- 10/17		Thesis statements and claims Arguing analytically	
10/22 ----- 10/24		Using sources to support claims Revision strategies	CT Chapter 5: Framing Argument
10/29 ----- 10/31		How to properly cite sources Analysis Essay Peer Review ----- Take Home Assignment	----- DUE: Google Scholar Articles by 11:59 on 10/31
11/5 ----- 11/7		Understanding other academic genres Assign Essay 3 Argumentative Essay	Due: Rhetorical Analysis Essay -----
11/12 ----- 11/14		Reading and analyzing examples of (report, review, critique)	Read: “Working Identity” by Carbado and Gulati and “We Are Not All Created Equal: The Truth About the American Class System” by Marche
11/19 ----- 11/21		Using multiple sources to make an argument	

11/26 ----- 11/28		Oral presentation skills Essay 3 Peer Review Thanksgiving Holiday	----- No Class
12/3 ----- 12/5		Presentations	
12/10 ----- 12/12		Presentations	DUE: Essay 3 in both an essay form and a multi-media format.

HUM 101 | Essay 1: Literacy Narrative[1]

The purpose of this assignment is to get to know yourself better as a student. As Malcolm X argued, awareness gives you power and purpose: the more you know about yourself, the more control you will likely have over these processes.

Invention, Research, and Analysis:

Start your narrative by considering your educational history being sure to incorporate reading and writing. Do not make bland generalizations (“I really love to write”), but go into detail about your educational experiences. Mine your memory, thinking carefully about where you have been and where you are as a reader and writer. You might begin by answering questions such as:

How did you learn to write and read?

How much have you enjoyed the various kinds of writing and reading you have done?

What are particularly vivid memories you have of educational activities?

What is your earliest memory of reading and writing?

What sense did you get, as you were learning about the value of education? Where did this sense come from?

What kind of writing or reading do you do most commonly?

What are your current attitudes or feelings towards reading and writing?

Where do you think your feelings about reading or writing come from?

What in your past has made you the reader or writer you are today?

Who are some people in your life that have acted as literacy sponsors?

What are some institutions and experiences in your life that have acted as literacy sponsors?

Drafting:

As you consider what these memories and experiences suggest, you should be looking for an overall “so what?”—a main theme, a central finding, and overall conclusion that your consideration leads you to draw. This main point is what you have learned through the invention process. **Your literacy narrative then explains why you think what you do about the main point.** It will draw in whatever stories, experiences, moments, and descriptions that help explain the main point.

What Makes It Good?

This assignment asks you to carefully think about your history as a reader and writer, to tell a clear story that makes a point, and to write a readable piece. So, be sure your piece 1) makes a distinct, interesting overall point about your literacy development, or educational experiences, 2) tells a story or stories about your literacy/educational history, 3) talks concretely about where you are now as a writer or reader and how your past has shaped your present. This essay should also be clear, organized, interesting, and well-edited. Shoot for around 800 words (about two double-spaced pages).

Preparatory Work: These stages of the draft will count towards your participation grade.

They are designed to give you time to rethink and improve your narrative. At any stage, you can take out, add to, or change material from your initial sketch: it is meant to get you started thinking, not to freeze your thinking. Questions by email or in office hours are welcome at any point.

1) Initial sketch: **one typed copy** due in class **Sept 17**. This can be a rough bulleted or numbered outline, a paragraph, a set of questions, or another form of roadmap/plan that shows your instructor that you're on your way to making a distinct, clear, well-supported point about your history as a reader/writer. Its language is *not* a focus, and does *not* have to be polished: it is supposed to be rough, informal initial work, with the emphasis on ideas, topics, memories, possible structures. It can build on your 9/12 in-class freewriting, or it can take a new direction entirely. (And you do not need to commit to everything you sketch out here: once you begin work on the full draft, you may well change paths again.) Aim for 150 words; if you find you have sketched your full idea in 50 words, you should re-read and think more about the assignment.

2) Opening paragraph: **3 typed copies** due in class **Sept 19**.

For part of the class on the 19th, you will exchange opening paragraphs with one of your classmates: each of you will read each other's work, and discuss each draft's strengths and weaknesses. Where does it seem to you that the writing is not telling you as much as it can? What phrases confuse you, or at least made you read them twice? What interests you most? What

seems more generic? Does the essay seem to be on its way to following the prompt? Word count should not be the point here: write until you feel you have a paragraph that says approximately what you want your first paragraph to say. 100-200 words is probably a good ballpark, but do not pad your writing to get your word count up, and don't stop simply because you reach a certain number. Turn in a paragraph that gives you a good springing-off point for your draft.

3) Full rough draft: **3 typed copies, and ultra-short note** due in class on **Mon. Sept. 26**. Today you bring in your full first draft. Please bring a copy for a classmate and a copy for me. Attach to both of those copies an extremely short note, consisting of one or two sentences saying what you are worried about and where you would appreciate suggestions. Using the Checklist for Peer Review you and a (different) classmate will read one another other's pages and discuss how your essay can be made tighter, more vivid, more persuasive, etc. Are your essays' main points supported by your evidence? This draft should be approximately 800 words; it can be somewhat less or more, but an essay considerably shorter would likely fail to deal adequately with the assignment, and an essay much longer should be especially wary of generalities and repetition.

4) Final draft of Literacy Narrative: due in class, and on Canvas, on **October 1st**. Include a short, informal reflection how this first essay went. (Two or three concise, candid sentences would be fine.)

Additional guidelines for subsequent writing assignments will follow as the assignments approach. These guidelines will be readily available to you on your syllabus.
