Fall 2019

HUM 102-031: Writing, Speaking, Thinking II

Carol Bruzzano

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Instructor: Carol Bruzzano
Email: Bruzzano@njit.edu
Days and Times: Mondays and Wednesdays, 10 am - 11:20 am
Office Hours: by request
Location: FMH 403

Prerequisites: Entrance is determined by placement score or completion of HUM 101 with a grade of C or better.

Course Description: HUM 102 is an introduction to writing using both primary and secondary sources. While building on the skills you learned and practiced in HUM 101, HUM 102 asks you to develop research questions, find and cite sources, conduct your own primary research, and synthesize elements of research into coherent wholes. To do so successfully, you will be asked to understand and interpret sources and put them in conversation with each other, as well as correctly document and attribute them. Overall, the general purpose of this class is to set you up for research and writing success in your future courses, both inside and outside of your major.

Course Goals: During this course, you will:
1. Explore and refine research topics
2. Find, evaluate and choose sources effectively
3. Practice writing from primary and secondary research, developing different types of research projects that use fieldwork, library, and online research methods
4. Demonstrate knowledge of the conventions of bibliographic citation
5. Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one’s own work.
6. Draft, review, and revise multiple versions of a single writing project

Learning Outcomes: By the end of this course, you will be better able to …

1. Academic and Rhetorical Writing Conventions (ARC)
   ARC.SLO 1: understand genre and audience awareness for identifying purposes for writing.
   ARC.SLO 2: respond to the needs of different audiences for different purposes.
   ARC.SLO 3: apply genre conventions for organizing, presenting, and formatting compositions.
   ARC.SLO 4: use conventions of format and structure appropriate to rhetorical situations.
   ARC.SLO 5: use stylistic conventions specific to disciplines and assignment tasks.
   ARC.SLO 6: understand that genres shape reading, writing, and other forms of communication.

2. Critical Thinking and Analysis (CTA)
   CTA.SLO 1: use writing and reading for inquiry, learning, thinking, and communicating.
   CTA.SLO 2: integrate own ideas with the ideas of others in compositions.
   CTA.SLO 3: understand composing as a recursive process requiring multiple revisions.
   CTA.SLO 4: apply strategies for generating, revising, editing and finalizing drafts.
   CTA.SLO 5: understand the social and collaborative processes involved in composing.
   CTA.SLO 6: understand the purpose for and apply critique to your own and others’ work.
   CTA.SLO 7: use a variety of writing techniques for different purposes and audiences.

3. Information Literacy (IL)
   IL.SLO 1: understand the purpose for locating and working with primary and secondary sources.
   IL.SLO 2: understand how to use source information effectively for intended purposes.
   IL.SLO 3: use source information selectively for intended purposes.
   IL.SLO 4: understand the ethical, legal, and responsible uses of source information.
   IL.SLO 5: use source information ethically, legally, and responsibly.
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Textbooks and Materials


Required Web Resource: Subscription to New York Times (From your Pipeline, access link through the library homepage)

Required Materials: Notebooks, pens, pencils, highlighters, folders

Recommended Materials: laptop; usb

Assignments and Grading (This information is also available on your Canvas grading page)

<table>
<thead>
<tr>
<th>Participation and Citizenship</th>
<th>15%</th>
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<tbody>
<tr>
<td>Summary assignments (6 submissions – on your own)</td>
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<tr>
<td>Rhetorical Analysis (1 submission – in-class activity and on your own)</td>
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<td>Source Evaluation/120 Analysis (1 submission- in-class activity)</td>
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<tr>
<td>Library Sources/Scavenger Hunt (1 submission – in-class activity and on your own)</td>
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<td>Journals Exploration activity (1 submission – in-class activity)</td>
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<td>Concept Map &amp; research questions (2 submissions – in-class activity)</td>
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<td>Fieldwork and Visuals assignment (1 submission – in-class activity and on your own)</td>
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<tr>
<td>Attendance (see canvas attendance page for monitoring your attendance percentage)</td>
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<tr>
<th>Formal Assignments</th>
<th>80%</th>
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<tbody>
<tr>
<td>Annotated Bibliography</td>
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<td>Proposal (purpose, methodology, literature review)</td>
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<tr>
<td>Findings</td>
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<td>Discussion</td>
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<tr>
<td>Limitations</td>
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<tr>
<td>Implications</td>
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<tr>
<td>Final References list</td>
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<td>E-poster</td>
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<tr>
<td>Final Copy of Research Paper (with all of the required sections)</td>
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<tr>
<td><strong>Final Reflection on Progress</strong> (using course goals and SLOs [1 assignment in this category])</td>
<td>5%</td>
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Letter grades with point conversion

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<thead>
<tr>
<th>A</th>
<th>Superior</th>
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<tbody>
<tr>
<td>95-100</td>
<td>B+ Excellent</td>
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<tr>
<td>87-94</td>
<td>B Very good</td>
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<tr>
<td>80-86</td>
<td>C + Good</td>
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<tr>
<td>77-79</td>
<td>C Acceptable</td>
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<tr>
<td>70-76</td>
<td>D Minimum</td>
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<tr>
<td>60-69</td>
<td>F Inadequate</td>
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<td>59 &amp; below</td>
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Participation and Attendance

Be present and participate in discussions and activities. Missed sessions and lack of participation during sessions may impact the final grade for the course. See the NJIT attendance policy page: http://catalog.njit.edu/undergraduate/academic-policies-procedures/ for more information. Remember - attendance is critical to your success in face-to-face classes. More than 2 missed classes may impact your final grade. More than six unexcused absences will result in automatic failure. **Students who expect to miss classes because of religious observance must submit to their instructors a written list of dates that will be missed by the end of the second week of classes** (per university policy).

Assignment Submissions (through Canvas only)

All assignments are submitted through Canvas. Only Word and PDF files are accepted for uploads of typed documents. **Pages and other word processing program docs will earn a 0.** If a student is unable to upload a Word or PDF file, a link to an open access google doc is acceptable; if a link to a google doc is password protected, the assignment is scored a 0.
Late Work

Late submissions lose 10 points daily; 10 days late results in a 0.

Technology

*Communication with the instructor:* If you need to reach me, email Bruzzano@njit.edu. Remember to maintain an appropriate tone in all school-related correspondence and include a SUBJECT line, your course section number, and your NAME.

*Cell phones:* 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 and other devices:* Laptops should be brought to all class sessions.

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.

Student Disability Services

The goal of Student Disability Services is to work in partnership with the faculty and the student to provide accommodations and supportive services to qualified students with disabilities. It is the responsibility of the person with a disability to identify himself/herself and request appropriate accommodations. Students currently attending NJIT or accepted to NJIT can accomplish this by scheduling an appointment with the Coordinator of Student Disability Services located in Kupfrian Hall 2nd floor, Room 201. Self-identification initiates the process for receiving accommodations. If you are a student with a documented disability, please contact Student Disability Services at 973-596-3420 for arranging accommodations for all of your classes (information from http://www.njit.edu/counseling/services/disabilities.php#general).

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

Extra Credit Opportunities

Students with total point averages below 70 percent (see the Canvas grading page to monitor average) can request extra credit. In order to qualify for extra credit (in addition to a total average below 70%) students must meet the following criteria:

1. All formal assignments (due prior to the time of the request) are submitted through Canvas.
2. Participation score is above 90% (see Canvas grading page).
3. Request is made before the 12th week of the semester.
Daily Schedule of Activities

NOTE: Any changes to this schedule will be posted to Canvas and assignments due in class or through Canvas are highlighted.

(9/4): Syllabus review, course introduction, core group set up; rhetorical situations; research and the writing process; NYT registration through the NJIT library page; writing summaries. Homework: Read in textbook pages ix-xvi and 1-6 and submit summary 1 through Canvas by 9/8. Learning Objectives: ARC.SLO 1-6, CTA.SLO 7: Course Goals: 3, 5

(9/9 and 9/11): Issues exploration; summary, analysis and argument writing; pre-writing strategies; citing source information and avoiding plagiarism (quoting, paraphrasing, summarizing). Homework: Read in textbook pages 9-16 and 236-270 and submit summary 2 through Canvas by 9/15. Learning Objectives: ARC.SLO 1-6, CTA.SLO 1-4, IL.SLO 1-2. Course Goals: 1, 3, 4, 5

(9/16 and 9/18): Identifying issues and arguments; responding to other’s arguments; rhetorical appeals review and argument analysis; rhetorical analysis assignment due through Canvas by 9/22. Learning Objectives ARC.SLO 1-6, CTA.SLO 1-4, IL.SLO 3. Course Goals: 1, 2, 3, 5

(9/23 and 9/25): Issue, arguments, and research questions; mind mapping/concept mapping Concept map & Research Questions due through Canvas by 9/27. Homework: Read in textbook pages 7-9 and 43 – 61 and submit summary 3 through Canvas by 9/27; Learning Objectives: ARC.SLO 1-6, CTA.SLO 1-4. Course Goals: 1, 3, 6

(9/30 and 10/2): Journals, citation styles; searching for sources. Homework: read from textbook pages 79-106 and submit summary 4 through Canvas by 10/6; Scavenger Hunt & Journals Exploration assignments due through Canvas by 10/6. Learning Objectives: CTA.SLO 1, IL.SLO. 1-5. Course Goals: 2, 3, 4, 5, 6

(10/7 and 10/9): Evaluating sources and compiling an annotated bibliography; Media bias activity. Homework: Read from textbook pages 131 -154 and submit summary 5 through Canvas by 10/11; Source evaluation/120 Analysis due through Canvas by 10/9. Learning Objectives: ARC.SLO 1-6, CTA.SLO 1 and 2, IL.SLO 3 and 5. Course Goals: 2, 3, 4, 5, 6

(10/14 and 10/16): Research methods; in-class writing conferences. Homework: Continue revising and finalizing the annotated bibliography – final draft due by 10/28 through Canvas. Learning Objectives: ARC.SLO 1-6, CTA.SLO 5-7, IL.SLO 4-5. Course Goals: 3, 4, 5, 6.


(10/28 and 10/30): Proposal continued. Integrating visuals. Optional fieldwork and primary research. Homework: Read from textbook 183-213 and submit summary 6 through Canvas by 11/3. Working bibliography/references list also due through Canvas by 11/3. Learning Objectives: ARC.SLO 1-6, CTA.SLO 1-2 and 7, IL.SLO 3-5. Course Goals: 2, 3, 5, 6

(11/4 and 11/6): Summary and analysis writing; results and discussion. Reminder: Proposal revision due and Fieldwork and visuals due through Canvas by 11/10. Learning Objectives: ARC.SLO 1-6, CTA.SLO 1, 2, 4, 5, 7. IL.SLO 3-5. Course Goals: 3, 4, 5, 6

(11/11 and 11/13): Results and discussion continued; limitations and implications. Reminder: Results and discussion section due through Canvas by 11/17. Learning Objectives: ARC.SLO 1-6; CTA.SLO 1, 2, 4, 5, 7; IL.SLO 3 and 5. Course Goals: 3, 5, 6
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(11/25*): peer reviews continued. In-class writing conferences. **Reminder**: Limitations and Implications revision due through Canvas by 12/1; draft of e-posters due in class on 12/2 Learning Objectives: ARC.SLO 1-6, CTA.SLO 3-7. Course Goals: 5, 6.

(12/2 and 12/4): Completing the e-poster and final research draft; reflection on progress. In-class conferences continued. **Reminder**: Draft of full research paper due through Canvas by 12/8, ARC.SLO 1-6, IL.SLO 1-5, CTA.SLO 5-7. Course Goals: 3, 5, 6

(12/9 and 12/11): e-poster rotations and individual presentations. **Reminder**: Final draft of E-poster and final reflection due through Canvas by 11:59 pm on 12/12. Learning Objectives: ARC.SLO 1-6, CTA.SLO 5-7. Course Goals: 5, 6

*On Wednesday, 11/27, Friday classes meet.  
There is no final exam session for this course