

Spring 2021

## HUM 102-020: Writing, Speaking, Thinking II

Carol Bruzzano

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### Recommended Citation

Bruzzano, Carol, "HUM 102-020: Writing, Speaking, Thinking II" (2021). *Humanities Syllabi*. 456.  
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**New Jersey Institute of Technology**  
Spring 2021  
Writing, Speaking, Thinking II - HUM102-020 (Synchronous)

**Instructor:** Carol Bruzzano

**Email:** Bruzzano@njit.edu

**Synchronous Location:** NJIT Canvas Conferences

**Office Hours:** Canvas Online, by request

**Days and Times:** Mondays and Thursdays 9 am-10:20 am

**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: apply genre and audience awareness for identifying purposes for composing.

ARC.SLO 2: respond to the needs of different audiences for different purposes.

ARC.SLO 3: apply genre conventions for organizing, formatting, and publishing/presenting compositions

ARC.SLO 4: utilize conventions of format and structure appropriate to rhetorical situations.

ARC.SLO 5: apply stylistic conventions specific to disciplines and assignment tasks.

ARC.SLO 6: demonstrate understanding that genres shape the different 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: engage in the recursive process of writing requiring multiple revisions.

CTA.SLO 4: apply strategies for generating, revising, editing, and finalizing drafts.

CTA.SLO 5: collaborate with peers throughout different stages of the composing process.

CTA.SLO 6: critique 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: identify purposes for locating and working with primary and secondary sources.

IL.SLO 2: demonstrate understanding of how to use source information effectively for intended purposes.

IL.SLO 3: use source information selectively for intended purposes.

IL.SLO 4: demonstrate understanding of the ethical, legal, and responsible uses of source information.

IL.SLO 5: use source information ethically, legally, and responsibly.

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**Required Textbook:** Top Hat subscription – see your NJIT emails for the invitation (The Top Hat purchase allows access to the chapter readings from the following textbook: O’Neill, Megan. *Humanities 102: Introduction to Academic Research*, Fountainhead Press. 2019)

**Required Materials:** internet-enabled 1:1 device **Recommended materials:** notebook, pens, pencils, highlighters.

**Assignments and Grading**

<b>Participation (including synchronous activities) and Citizenship</b>	<b>15%</b>
Discussion boards	
Canvas Collaborations in google docs	
Self-assess/Canvas quizzes	
Unit assignments 1 through 7 and Top Hat activities	
<b>Formal Assignments</b>	<b>85%</b>
Final Research Paper (including multiple drafts)	
e-poster	
Reflection on progress	

Letter grades with point conversion

A Superior 90-100	B+ Excellent 87-94	B Very good 80-86	C + Good 77-79	C Acceptable 70-76	D Minimum 60-69	F Inadequate 59 & below
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**Converged, Synchronous and Asynchronous Online Policies**

**Participation & Attendance (Synchronous & Asynchronous)**

**Converged sessions:** Attendance will be voluntary and a survey will be conducted before the start of the semester to assess students’ interest in converged onsite attendance or online synchronous session attendance. **Synchronous Course.** Be present and participate. All activities require active participation. Missed sessions and lack of participation may impact the final grade, since most activities require a submission or post in Canvas. These earn points in the "participation" grading category. **Asynchronous Course.** Attendance and participation is evident in the contributions to the collaborative assignments, discussion boards, and assignment submissions throughout each week. *Students who expect to miss classes because of religious observance* can be excused from participation assignments the week of the religious observance if the student notifies me through email. Notification is required before the end of the second week of classes (**per university policy**). See the [\*\*NJIT attendance policy page\*\*](#) for more information regarding attendance

**Assignment Submissions**

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 they do not open in Canvas. 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.** Also, late submissions lose 10 points/percent daily.

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**Communication**

**Communication with the instructor:** If you need to reach me, email [Bruzzano@njit.edu](mailto:Bruzzano@njit.edu) or message me through Canvas messages (click "inbox" in the global Canvas menu to the far right of an open Canvas page). Remember to maintain an appropriate tone in all school-related correspondence and include a SUBJECT line, your course, and your name.

**Synchronous Course Session Recordings**

If a course session will be recorded, I'll ask for everyone's consent to do so. If a student has an accommodation requiring recordings, an electronic notice of accommodations must be sent through email during the first week of classes.

**NJIT University Code of 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.

**Student Disabilities 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.

**Netiquette**

Proper interactions within the Canvas site are expected from all members of this learning community. This includes written, spoken, and visual communications. Also, avoid writing in all capitals, which may happen accidentally at times, and be sure to proofread written text before posting to group pages since "tone" is critical when it comes to written communications and word choice will make the difference.

**Technology Requirements & Skills**

**Technology requirements.** for participating in this course, an internet-enabled device with a modern web browser (such as Google Chrome, Firefox, Edge, or Safari [which is the least preferred because of limitations it places on the use of Canvas conferences features]) is required. **Technology skills.** Reviewing the Course Overview module on the home page is recommended during the first week of classes to ensure basic course navigation skills are in place early in the semester.

**Course Units/ Schedule of Activities**

**Unit 1: Research and Writing as a Process**

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**Description:** This unit emphasizes research and writing as processes that “often involve starts, stops, reflections, reconsiderations, adaptations, and additions over long periods of time” (3) introducing learners to the “recursive” and “social” aspects of these processes that are essential understandings for developing research and writing skills.

<b>Activities</b>	
Reading & Top Hat activities	What is First Year Writing, 1-xvi; Chapter 1, Research and Writing as a Process
Viewing/listening Activities	The Writing Process; Pre-writing and planning; 4 Writing Strategies
Discussions	1a: Introductions through shared experiences 1b Considering the rhetorical situation and academic writing
Collaborations	Research Methods: Designing interview questions, Canvas collaborations, Google doc Unit 1
Self-assess/Canvas Quiz	Canvas quizzes 1 (automatic scoring for immediate feedback w/ suggestions for review)
Assignment Submissions	Summary 1, chapter 1 submission

**Goals:** 1, 3, 4, 5

**Student Learning Outcomes:** ARC.SLO 5; CTA.SLO 1, 5, 7; IL.SLO 1, 2

**Unit 1 Dates:** 1/21, 1/25, 1/28

#### Unit 2: Posing Meaningful Questions

**Description:** In unit 2, learners apply questioning strategies related to research interests while experiencing how this approach creates opportunities for meaningful pursuits of intellectual interests allowing students to “capture their own interests and use a disciplinary lens to discover, explore, and learn about ideas from a variety of perspectives” (61).

<b>Activities</b>	
Reading & top Hat activities	Chapter 2, Posing Meaningful Questions
Viewing/listening Activities	How to develop a strong research question (Scribbr) Developing research questions (academic skills, Melbourne Univ)
Discussions	2a. Exploring Issues, Posing Questions, Asking “So What” 2b. Mind mapping and exploring perspectives
Collaborations	Citation Styles: Journal Explorations - Canvas collaborations, Google doc Unit 2
Self-assess/Canvas quiz	Canvas quizzes 2 (automatic scoring for immediate feedback and suggestions for review)
Assignment Submissions	Summary 2 (Chapter 2) submission; Research questions submission

**Goals:** 1, 2, 3, 4, 5

**Student Learning Outcomes:** ARC.SLO 1-6; CTA.SLO 1-5; IL.SLO 3

**Unit 2 Dates:** 2/1, 2/4, 2/8, 2/11, 2/15

#### Unit 3: Reading

**Description:** Unit 3 builds on the previous 2 units requiring students to explore the processes of research and writing combined with the use of questioning strategies for selecting texts and exploring “how to read them” (79).

<b>Activities</b>	
Reading & Top Hat activities	Chapter 3, Reading
Viewing/listening Activities	NJIT Librarian Introduction to Databases (D. Scharf) Tips from a university student on how to read a journal article (T. Nicholas)
Discussions	3a. Choosing what to read and reading critically 3b. Analyzing rhetoric
Collaborations	Searching for Sources: Scavenger Hunt, Canvas collaborations, google doc Unit 3
Self-assess/Canvas Quiz	Canvas quizzes 3 (automatic scoring for immediate feedback and suggestions for review)
Assignment Submissions	120 analysis submission (media recording); Summary 3 (chapter 3) submission

**Goals:** 1, 2, 3, 4, 5

**Student Learning Outcomes:** ARC.SLO 1-6; CTA.SLO 1, 2, 3; IL.SLO 3 and 5

**Unit 3 Dates:** 2/18, 2/22, 2/25, 3/1

#### Unit 4: Choosing and Integrating Evidence

**Description:** In this unit, students refine research questions and use these to continue the research process for answering these questions and developing and supporting claims. In addition to using the academic databases and the general internet, primary methods for researching are explored along with strategies for integrating evidence into their own ideas, legally and ethically.

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<b>Activities</b>	
Reading & Top Hat activities	Chapter 4, Choosing and Integrating Evidence
Viewing/listening Activities	“What’s an Annotated bibliography” Brock University. “How to Improve Your Search Terms,” Brock Univ. through NJIT Library “Basics” page
Discussions	4a. Establishing a clear purpose and plan 4b. Quoting, summarizing, paraphrasing
Collaborations	Research Methods, Observations: Canvas collaborations, google doc Unit 4
Self-assess/Canvas Quiz	Canvas quizzes 4 (automatic scoring for immediate feedback and suggestions for review)
Assignment Submissions	Annotated bibliography; Summary 4 (chapter 4) submission
<b>Goals 2, 3, 4, 5</b>	
<b>Student Learning Outcomes:</b> ARC.SLO 1-6; CTA.SLO 1, 2, 5, 7; IL.SLO 2, 3, 4	
<b>Unit 4 Dates:</b> 3/4, 3/8, 3/11, 3/22	

<b>Unit 5: Synthesizing</b>	
<b>Description:</b> The learning in this unit reveals how synthesis leads to “new understandings” and “new ideas” and often initiates researchers and writers to “revisit former assumptions.” Learners also continue to participate in activities designed to expose them to the “recursive” and “social” processes involved in academic research and writing.	
<b>Activities</b>	
Reading & Top Hat activities	Chapter 5, Synthesis
Viewing/listening Activities	How to Analyze and Synthesize Information (S. Muller). Literature Review, Part 1. (D. Taylor). Literature Review, Part 2. (D. Taylor).
Discussions	5a. Literature Reviews – Synthesizing source information 5b. Putting Together the Proposal
Collaborations	Research Methods: Online Ethnography, Canvas collaborations, Google doc Unit 5
Self-assess/Canvas Quiz	Canvas quizzes 5 (automatic scoring for immediate feedback and suggestions for review)
Assignment Submissions	Research Proposal with works cited/working bibliography; summary 5 (chapter 5) submission
<b>Goals 1, 2, 3, 4, 5, 6</b>	
<b>Student Learning Outcomes:</b> ARC.SLO 1-6; CTA.SLO 1, 2, 4, 5, 6; IL.SLO 3-5	
<b>Unit 5 Dates:</b> 3/25, 3/29, 4/1, 4/5	

<b>Unit 6: Citing Sources</b>	
<b>Description:</b> Unit 6 evolves students’ skills and understanding of citation and the ethical and legal use of sources by working specifically with source evidence to develop sub-claims in conjunction with the application of style conventions appropriate to the rhetorical situation	
<b>Activities</b>	
Reading & Top Hat activities	Chapter 6, Citing Resources
Viewing/listening Activities	Understanding Citation Styles” (Deleplante) “6 Key rules for IEEE Style,” (Nuslibraries) “MLA In-text Citations” (HSAlanguagearts)
Discussions	6a. Exploring and applying standard conventions in different citation styles 6b. Drafting the results and discussion
Collaborations	Citation Styles: Journal Exploration 2, Canvas collaborations, google doc Unit 6
Self-assess/ Canvas Quiz	Canvas quizzes 6 (automatic scoring for immediate feedback and suggestions for review)
Assignment Submissions	Summary 6 (chapter 6) submission; working bibliography (updated list of sources)
<b>Goals: 3, 4, 5, 6</b>	
<b>Student Learning Outcomes:</b> ARC.SLO 1, 2, 3, 4, ,5; CTA.SLO 1, 2, 5; IL.SLO 3, 4, 5	
<b>Unit 6 Dates:</b> 4/8, 4/12, 4/15	

<b>Unit 7: Revising, Peer Reviewing, Conferencing</b>
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<b>Description:</b> Unit 7 explicitly brings students' attention to the recursive and social processes involved in research and writing with activities designed to emerge learners in these "recursive" processes through peer collaborations, critiques, and reviews.	
<b>Activities</b>	
Reading & Top Hat activities	Chapter 7
Viewing/listening Activities	Limitations, Implications, and Next Steps (S. Muller)
Discussions	7a. Limitations and Implications - peer reviews and revisions 7b. Content, Structure, and Organization -peers reviews and revisions
Collaborations	Canvas peer review groups (people tab- refer to course overview for "groups" tutorial video)
Self-assess/ Canvas quiz	Canvas quizzes 7 (automatic scoring for immediate feedback and suggestions for review)
Assignment Submissions	Research Paper Draft Submission
<b>Goals:</b> 3, 4, 5, 6	
<b>Student Learning Outcomes:</b> ARC.SLO 3, 4, 5; CTA.SLO 3, 4, 5, 6; IL.SLO 2, 4	
<b>Unit 7 Dates:</b> 4/19, 4/22, 4/26	

<b>Unit 8: Publishing in Digital Environments</b>	
<b>Description:</b> Learners move into the publishing stage of the writing and research process in unit 8 by considering the changing rhetorical situations involved in finalizing written, visual and audio compositions for publication in digital environments.	
<b>Activities</b>	
Viewing/listening Activities	Student Researcher Perspective – designing an e-poster (Yonis) Science Posters, Good and Bad (@Luckylion youtube.com)
Discussions	8a. Publishing in digital environments 8b. <i>Smart features</i> integration into multimodal compositions
Collaborations	Canvas peer review groups (return to same group area as unit 7 reviews)
Self-assess/ Canvas quiz	Canvas quizzes 8 (automatic scoring for immediate feedback and suggestions for review)
Assignment Submissions	Final research paper; final e-poster; reflection on progress
<b>Goals:</b> 4, 5, 6	
<b>Student Learning Outcomes:</b> ARC.SLO 1-6; CTA.SLO 5, 6; IL.SLO 3, 4, 5	
<b>Unit 8 Dates:</b> 4/29, 5/3	

### Canvas Course Navigation Menu for HUM102, C. Bruzzano

*Our main course menu items with descriptions is provided below*

<b>Home</b>	The "home" link brings you to our modules page. This is where our unit modules are located.
<b>Syllabus</b>	The "syllabus" link brings you to the course syllabus. It also includes a list of active assignments with due dates.
<b>Conferences</b>	"Conferences" is for live video and audio sessions. This link brings to to the page to create or join a conference.
<b>Discussions</b>	"Discussions" is where we post written communication to share ideas and apply new learning during lessons. This is also where we respond to other students' posts and receive instructor's feedback on excerpts from drafts.
<b>Collaborations</b>	The "collaborations" area is for creating collaborative documents and other Google apps for collaboration activities.
<b>People</b>	The "people" link brings you to the list of course members and your Canvas groups, and Canvas group area.
<b>Grades</b>	"Grades" is where you can keep track of your assignment grades and access instructor comments.
<b>Quizzes</b>	The "Quizzes" link brings you to the assessments that are scored automatically in Canvas for this course. This area is used for self-assessment purposes for each unit.
<b>Assignments</b>	This "assignments" link is an alternate route to the assignments linked in each module's "Start here access page."
<b>Announcements</b>	The "announcements" link brings you to the Canvas announcements page. (Whenever an announcement is posted, it is also sent to your NJIT email).
<b>Chat</b>	The "chat" area is a messaging feature in Canvas. We may use this on some days for Q & A sessions, but students can also use it to message other classmates online at the same time.

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<b>Course Evaluation</b>	This "course evaluation" link is the link to the course evaluation that you complete and submit the last week of the course.
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