

Fall 2023

ENGL-101 (051-089): Introduction to Academic Writing

Quassan Castro

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New Jersey Institute of Technology
ENGL 101-051
Introduction to Academic Writing

Name: Quassan Castro
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Office hours: 2 hours per week
Office location: TBA
Class Meeting Time: M,W 8:30-9:50
Class Location: Faculty Memorial Hall 205

Course Description

ENGL 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 writing processes, asking students to brainstorm topics, collect ideas and research, write drafts, and revise their writing based on writing's disciplinary rules, on self-reflection and on peer and class feedback. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Students are asked to read challenging articles, essays, and prose (and to consider visual and spoken compositions) which serve as both models of effective communication and as beginning places for students' own arguments and analyses.

Prerequisites

Entrance is determined by assessment results. Students who have successfully completed ENGL 099 are admitted to this class. Students must receive a C or better to pass this course.

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

No required text

I will provide all required texts.

Assignments & Assessment

A student's final grade for the course will be divided into the following parts:

Participation and attendance**15%**

Your participation and attendance grade includes attendance AND your consistently active presence and performance in class and submission of all assignments on time. Class participation includes regular attendance, engagement in class activities and discussions, reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Participation is required for all in-class activities, including drafting, revising, discussions, peer and class reviews. Class time may consist of **discussion board writings**, short writing assignments which may include responses to assigned readings, topic exploration, prewriting activities including brainstorming and outlining, writing to learn, developing, organizing, transitioning and reflecting on the writing process. All of your work on these short assignments and in workshops is included in your participation grade. Level of engagement with the process and materials is often correlated with success on assignments. Classroom activities are designed to aid in students' understanding and developing a writing process of their own that can be applied to most writing tasks.

Literacy narrative essay (3-4 pages)**15**

This essay focuses on a notable moment or aspect of your becoming literate; it's written in the first person and defines and develops your approach to language use and genre.

Argument (position) essay (4-5 pages)**20**

This essay extracts academic arguments from 2 assigned readings/sources and presents a claim that may be supported or disputed by those sources, by real-world examples and by your own academic knowledge.

Rhetorical analysis essay (3-4 pages)**15**

This essay assignment analyzes (breaks down) two texts and examines the context and rhetorical strategies used; the two sets of parts are compared and synthesized using details from each source to form an overall assessment.

Research argument essay (5-6 pages)**25**

This essay is focused coherently on your argument and uses 4-5 library sources for support; this work will help prepare you for more extended research writing in ENGL 102.

Oral presentation and Powerpoint on research argument**10**

You will have the chance to present to the class your research findings.

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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First-Year Writing Procedures for Student Success:

Attendance and participation

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence will result in the deduction of participation points. Regular participation in class activities and workshops (many are graded) is required to earn participation points. Not participating in the writing process will be met with further deductions. More than six unexcused absences (three weeks of the course) can result in failure of the course: Activities and workshoping as part of the writing process cannot be made up, and not participating in these classes often leaves students disconnected from the practical skills needed for each genre.

Students who expect to miss class for religious observances should contact their instructor about these dates at the beginning of the semester (per university policy).

All assignments must be submitted on Canvas (which automatically assesses for plagiarism and AI generation using Turnitin). Please follow the specific instructions for each assignment.

Essays

There are 4 formal essays completed in ENGL 101:

Literacy narrative, argument (position), rhetorical analysis, and research argument.

Students must submit at least one rough draft and a final draft to be considered for a grade for that assignment. Without engaging in the writing process throughout the semester on required assignments, students cannot pass the course.

Students will receive feedback from instructors as a vital step in the writing/revision process. These guiding comments should be followed by students in the drafting process, and this process will be assessed as part of students' participation grade. Drafts may also be reviewed in small peer groups during class time or in whole-class review (when students volunteer their drafts to be improved by the class).

Class activities and discussion are vital in evaluating students' engagement with coursework and are often graded as part of the participation grade (15% of their overall grade for the course).

Late Drafts/Papers

You are allowed to submit one late final paper without the deduction of points. Thereafter, 7 points will be deducted for each day a final piece is not submitted.

Technology

There are no written exams in FYW. Participation on discussion boards or other short essays or responses are regularly completed on Canvas and will count toward students' participation grade.

Students use their NJIT email as the primary method of communication. Maintain an appropriate tone in all school-related correspondence. Include an appropriate subject line and your name in all emails for more efficient correspondence.

Students should not use cell phones during class unless needed for a specific activity. Resist the distraction and focus on one thing at a time - classroom lessons, activities and discussion. Active engagement in class leads to better outcomes in grading. Everyone should set phones to silent as a courtesy.

Laptops should only be used when we are drafting, researching, note taking or otherwise engaging in classroom activities. Students should practice professional, focused behavior now to enhance preparation for the work world!

NJIT University Code on Academic Integrity

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:
<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. Written and visual works are to be completed individually unless otherwise specified.

Chat GPT

First-Year Writing (FYW) follows the guidelines from the NJIT University Code of Academic Integrity:

“Artificial intelligence usage is not permitted in this course. The expectation of this course is for students to work through the course without assistance from any type of artificial intelligence to better develop their own skills in this content area. As such, artificial intelligence usage is not permitted throughout this course.”

Accessibility 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 the Office of Accessibility Resources and Services at 973-596-5417.

The Writing Center

The Writing Center (G17 Central King) is available online or in-person for individual and group appointments with professional writing tutors. This resource helps you to 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. The Writing Center is not simply a grammar fix or editing service. For more information, please visit: <http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

Week 1

W 9/6

Syllabus/Introductions

Diagnostic Essay

Week 2

M 9/11

Writing Process

<https://www.youtube.com/watch?v=V1pnpL8295E&t=4s>

Writing process animation

Reading Due: Why are students coming into college poorly prepared to write?

Carnegie Mellon University

<https://www.cmu.edu/teaching/design/teach/instructionalstrategies/writing/poorlyprepared.html>

W 9/13

Assign Literacy Narrative

Definition and prompts for literacy narratives:

Georgia Tech

<https://narwol.lmc.gatech.edu/purpose-and-scope/#:~:text=Literacy%20Narrative%20%E2%80%93%20A%20literacy%20narrative,%2C%20viewing%2C%20interpreting%2C%20etc>

Key features of literacy narratives:

<https://writingcraft.commonscuny.edu/literacy-essay-examples/>

Week 3

M 9/18

Revisit Literacy Narrative Assignment

Prewriting/Brainstorming

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/you-start-writing-paper>

<https://writingcenter.unc.edu/tips-and-tools/brainstorming/>

Reading Due: Frederick Douglass, "Learning to Read and Write"

[Learning to Read and Write](#)

W 9/20

Literacy Narrative Examples

<https://gwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html>

Reading Due: Professional examples of literacy narratives:

<https://gwritings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html>

Reading Due: James Baldin, "Notes of a Native Son"

[Notes of a Native Son](#)

Week 4

M 9/25

"Developing a strong, clear thesis statement"

<https://opentextbc.ca/writingforsuccess/chapter/chapter-5-putting-the-pieces-together-with-a-thesis-statement/>

Reading Due: John Holt, "How Teachers Make Children Hate Reading."

[How Teachers Make Children Hate Reading](#)

W 9/27

What are your central ideas for your literacy narratives?

Writing rubric:

[Written Communication Value Rubric AAC&U.docx](#)

Reading Due: Lynda Barry, "The Sanctuary of School."
[The Sanctuary of School](#)

Week 5

M 10/2

Grammar/Paragraphs

Peer Review

First Draft 1 Due of Literacy Narrative Due

Reading Due: Development and support, topic sentences:

<http://guidetogrammar.org/grammar/paragraphs.htm>

W 10/4

Studio Time (Whole Class Feedback)

Week 6

M 10/9

Assign Argument (Position)

Choose 1 set of paired readings (A, B, C, D, E, F, G, H, I, J or K) from the list provided below (some sets have additional resources):

A Gender, homophobia, conversion therapy

B ChatGPT, ethics, court

C Multiverse, string theory

D Generative AI, education, student's voices

E Barbie, objectification

F AI Ethics, Humans, Apocalypse, Technology

G Blue and white collar work, cognition, automation

H Urban decline, success, labor unions

Final Draft of Literacy Narrative Due

W 10/11

Revisit Argument Position Paper

Revision:

UNC:

<https://writingcenter.unc.edu/tips-and-tools/revising-drafts/#:-:text=What%20does%20it%20mean%20to,your%20presentation%2C%20reviving%20stale%20prose.>

Transitions:

<http://guidetogrammar.org/grammar/transitions.htm>

Reading Due: Sameer Pandya, “Superhero and Slacker”
[The Picture for Men: Superhero or Slacker - Pacific Standard](#)

Week 7

M 10/16

Organization of Argument Essay/Thesis

Reading Due: Stephen Babich, “The Fall of the Female Protagonist in Kids Movies.”
[the fall of the female protagonist in kids' movies – The Sæntinel](#)

W 10/18

Peer Review

Draft 1 of Argument Position Paper Due

Week 8
M 10/23

Developing Ideas/Voice/Clarity of Prose
Draft 2 of Argument Position Paper Due

Reading Due: Elizabeth Dwoskin, “Why Americans Won’t Do Dirty Jobs.”
[Why Americans won't do dirty jobs](#)

W 10/25 Studio Time

Week 9
M 10/30 Studio Time

W 11/1
Assign Rhetorical Analysis Paper

Rhetorical analysis essay structure, terms and appeals:
Texas A&M

<https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Rhetorical-Analysis>

Reading due:

Rhetorical analysis essay structure, terms and appeals:

<https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Rhetorical-Analysis>

Week 10

M 11/6

Continue prior lesson

Revisit Rhetorical Analysis Paper

Reading Due: Mike Rose, “Blue Collar Brilliance.”
[Blue-Collar Brilliance](#)

Final version of Argument Position Paper Due

W 11/8 Studio Time

Week 11

M 11/13

Peer Review

Draft 1 of Rhetorical Analysis Due

W 11/15

Draft 2 of Rhetorical Analysis Due

Reading Due: Amy Reiter, "Why Being a Jerk at Work Pays."

[Email Etiquette: When Being Impolite at Work Pays](#)

Week 12

M 11/20

Revising and Editing

Reading Due: Michael Erard, "What I Didn't Write."

[What I Didn't Write About When I Wrote About Quitting Facebook - The Morning News](#)

W 11/22

Research Argument Essay Assigned/Presentation

Elements of Academic Argument, Harvard:

[ENGL 101 102 Harvard Elements of Academic Argument.docx](#)

Week 13

M 11/27 No Class

W 11/29

Studio Time

Final Draft of Rhetorical Analysis Due

Week 14

M 12/4 Studio Time

W 12/6 Oral Presentation (Research Argument Essay)

Week 15

M12/11 Oral Presentation (Research Argument Essay)

W 12/13 Oral Presentation (Research Argument Essay)