

Fall 2023

ENGL-102 (029): Introduction to Research Writing

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ENGL102-029-Intro to Research Writing

John Esche [309 Cullimore Hall; eschetic@live.com] Fall 2023

Syllabus - READ, KEEP & FOLLOW THESE INSTRUCTIONS

Office Hours: Tuesdays 3:00 – 4:00pm and by Appointment

ENGL 102-029 in CKB G-17A

Mondays & Wednesdays

11:30pm – 12:50pm

ENGL 102 takes a multidisciplinary approach to research writing and emphasizes information literacy. While building on the skills learned and practiced in ENGL 101, students will develop a research question of their own choosing, research, analyze and synthesize evidence and create several multimodal assignments. To do so successfully, students will immerse themselves in various types of readings to inform and support their writing. Overall, the purpose of the class is to prepare students for university-level research and writing and to continue to hone their process writing skills for transfer to the professions.

COURSE GOALS

During this course students will:

Review the writing process and its non-linear nature

Create multi-modal assignments supported by increasingly more complex research

Explore and refine research topics using academic primary and secondary resources

Find, evaluate and choose sources effectively, building on rhetorical analysis skills from ENGL 101

Draft and revise two research papers from two different disciplinary lenses

Demonstrate an understanding of intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work

Demonstrate knowledge of formatting for American Psychology Association (APA) citation style

NO REQUIRED TEXT

This course makes use of books and resources found on <http://library.njit.edu> and certain other links to external sites such as:

https://drive.google.com/drive/folders/1vyfn_uhvfi9S2PT8KbPifN6GoYfgHMRJ?usp=sharing and other pdf and word document files and resources provided by the instructor as well as Open Educational Resources (available for free on the Web).

We will be using the following electronic book from our university library which is available to all students (no need to download the book): Glasman-Deal (2010). Science research writing for non-native speakers of English. Imperial College press. At <http://njit.library.edu> choose "Books" and then type in the title of the book. Choose online availability and "read online."

ASSIGNMENTS & ASSESSMENT

Students' grades will be calculated as follows on a 100-point scale:

PART 1 - RESEARCHING, PRE-WRITING, DRAFTING

Preparation includes attendance AND your consistently active presence in class, submission of assignments on time and satisfactory completion of the following in-class mini-writings (completed on discussion board):

- 1) Question based on assigned reading (week 2)
- 2) 2 Annotated bibliography entries (week 7)
- 3) Thesis Formation (week 8)
- 4) Transitioning between paragraphs (week 10)
- 5) Writing a title (week 11)
- 6) Writing an abstract (week 11)
- 7) Writing a discussion/summary (week 12) **15% of final grade**

Explanation of your (proposed) job in your major addressed to friends and family (week 3)
(250 words) **5% of final grade**

Research proposal - oral presentation with 2-lens approach to your research idea (2 minutes)
(week 4) **10% of final grade**

PART 2 - MULTIDISCIPLINARY WRITING IN PEER-REVIEWED JOURNAL ARTICLE FORMAT; MULTIMODAL PROJECTS

Major project - Peer-reviewed journal articles:

Two References Pages (APA style) for two five page research papers with a **250 word statement** for each revealing how 5 sources will support your thesis. **10% of final grade**

Two 5-page research papers, same topic/content, 2 lenses or approaches (weeks 7-11)
Draft and revise two research papers of five pages each, same topic, different lenses; structured like the introduction, argument and literature review in a peer-reviewed research journal article (appearing before the Methodology section). **20% of final grade EACH**

Choose one of the two 5-page research papers and complete with Title, **Abstract, Keywords, Discussion/conclusion** (weeks 11-13) **5% of final grade**

Poster and presentation **10% of final grade**

Visual argument from research work

In the form of: (1) Graphic novel scene or (2) Public Service Announcement (PSA) or (3) an Infographic **5% of final grade**

Grading scale:

Assignments and other required work will be graded using the following scale:

A - 100-90 B+ - 89-87 B - 86-80 C+ - 79-77 C - 76-70 D - 69-60 F - 59-0

FIRST-YEAR WRITING PROCEDURES FOR STUDENT SUCCESS:

Participation and Attendance

Attendance and participation are critical to your success in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support and discussion board writings. Students need to attend AND participate in class with regularity in all class activities including reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Additionally, there will be informal class writings (often in discussion boards and graded) as well as regular workshopping in which students apply the day's lesson to their writing in progress. We will politely do peer and class reviews. Level of engagement with the material is often correlated with success on assignments. Classroom activities are designed to aid in students' developing a writing process of their own that can be applied to most writing tasks.

Attendance

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence will result in 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 result in further deductions. More than six unexcused absences (three weeks of the course) will result in failure of the course: activities and workshopping as part of the writing process cannot be made up, and not participating in these classes often leaves a student 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.

Research Papers

There are 2 formal 5-page research papers (and additional parts written for one of these 5-page papers to complete it as a peer-reviewed journal article).

Student 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 will not 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 the 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 Work

Late work will not be accepted (except in the case of an excused absence). Students should contact their instructor in advance of due dates when having difficulty completing an assignment.

Technology

Canvas is NJIT's learning management system. In First-Year Writing (FYW) instructors share course materials, grade assignments, give feedback on drafts, participate in discussions while students read course material, view assignments, submit papers, write and create in discussion boards. There are no written exams in FYW. Participation on discussion boards or other short papers 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 and maintain an appropriate tone. Include an appropriate subject line (**STARTING with your complete class number**) and name in all emails for more efficient correspondence.

Students should not use cell phones during class unless needed for a specific activity. Resist the temptation 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 requiring them. Students that practice professional, focused behavior now will be more prepared 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 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 result in 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. All projects and homework assignments are to be completed individually unless otherwise specified.

CHAT GPT

First Year Writing (FYW) follows the guidelines from the NJIT 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 (Central King Building G17) is available for in-person and virtual sessions. This resource is free and intended to help you improve your writing and communication skills with tutors who help with planning assignments, improving your writing, refining a paper or multi-media project for classes, personal statements, etc. For more information or to make an appointment, please visit <https://www.njit.edu/writingcenter/>

COURSE SCHEDULE

Week 1

Introductions; discuss syllabus

Introduce online library and discuss research paper ideas

Review how to find peer-reviewed journal articles and ebooks on <http://library.njit.edu>

In-class diagnostic essay

Week 2

Readings:

1) Bear, A., & Skorton, D. (2019). The World Needs Students with Interdisciplinary Education. *Issues in Science and Technology*, 35(2), 60-62.

2) Ebook: Schreibman, S., Siemens, R., & Unsworth, J. (Eds.) (2016) *A new companion to digital humanities*. John Wiley & Sons, Incorporated. pp. 102-106

Writing:

In class write discussion boards on the two readings (above).

Research:

Resources for job descriptions -

1) Collect at least 3 sources to be included in your Reference Page for your Introduction to friends and family.

2) Collect 3-4 sources for each of the 5-page research papers and include with your research proposal oral presentation.

Week 3

Research:

Complete search for job descriptions and other resources.

Writing:

1) Write a brief paragraph about a job you may have one day: introduce the basics as if you were speaking with your friends and family (**5%**)

2) Introduce your research idea with a 2-lens (multidisciplinary) approach.

Week 4

Speaking:

Present your research proposal in class in a 2 minute informal presentation (5%)

Readings:

Extended example of interdisciplinary approach to Hurricane Katria: Frodeman, R., Thompson, Klein, J., Kitcham, C., Tuana, N. (2007) Interdisciplinary studies in science, technology and society, 29, 145-152.

Writing:

In class write discussion board on Technology in Society article above.

Research:

In class explore Hurricane Katrina by searching both <http://library.njit.edu> and Google. Collect more resources in your focused research topic.

Week 5

Reading:

Continue Collecting Sources (**minimum** of 5 sources for **each** of your 5 page research papers).

Research:

Visit Van Houten Library for a class information session [*this session may be shifted*]. Find Academic Search Premier (EBSCO), Science Direct, other reference materials.

Week 6

Reading:

Busse, C. & August, E. (2021). How to Write and Publish a Research Paper for a Peer-Reviewed Journal. *Journal of Cancer Education*, 36(5), 909-913. <https://doi.org/10.1007/s13187-020-01751-z>

Discussion:

Continue exploring your topic through the lens of 2 academic disciplines.

Research:

Continue to research your topic for your final research paper.

Week 7

Reading:

Explore peer-reviewed journal articles you have found to identify genres within: Analyze texts for hypotheses, argument, summary, literature review.

Unit 1 "How to Write an Introduction" in our ebook: Glasman-Deal. (2010). *Science research writing for non-native speakers of English*. Imperial College Press. See p. 24 for a quick summary of required parts of the introduction.

Writing:

Annotated bibliography paragraphs for 2 of your sources. Discuss and workshop how to embed these entries into paragraphs to be used in your research paper(s).

Week 8

Research:

Continue research on your own; meet at library with your class; conduct writing conferences with instructor.

Writing:

- 1) For each of your two disciplinary approaches: write complete your 5 page research paper synthesizing argument, literature review, and summary (following the description of the Introduction and subsequent text before the Methodology section in a peer-reviewed research article) **(Each paper is 20%)**

- 2) Reference pages due for both 5 page Research papers, together with a 250 word statement for each how the 5 sources will support your thesis (may be drawn in part from earlier drafted annotated bibliography entries). **(10%)**

Week 9

Writing:

Following conference, revise your two Research Papers.

Visuals:

Create graphs, charts or other visuals that will supplement and enhance your paper(s). Collaborate in class.

Week 10

Reading:

Unit 4 "Writing the Discussion/Conclusion: in our ebook: Glasman-Deal. (2010). *Science research writing for the non-native speakers of English*. Imperial College Press. See page 179 for a quick summary of Discussion/Conclusion.

Writing: Write Discussion/Conclusion section of your complete research article

Week 11

Reading:

Unit 5 "Writing the Abstract" including Unit 5.6 "Creating a Title" in our ebook: Glasman-Deal. (2010). *Science research writing for the non-native speakers of English*. Imperial College Press.

Writing:

Write Title, Abstract and key words for your completed research article(s).

Week 12

Research:

Locate research poster on campus - present a summary of its content and discuss in class.

Writing and Visual Creation:

Create your poster on www.posterpresentations.com or create your poster as a Powerpoint, print out and affix to a tri-fold poster board

Week 13

Writing:

Final revisions on your completed Research Article AND final editing for grammar, citations, punctuation, mechanics and spelling (use your Class Contacts as peer-editors). Final completed Research Packages(s) due. **(5% for all remaining parts; Title, Abstract, Key Words, Discussion/Conclusion)**

Week 14

Poster sessions (10%)

Week 15

Visual argument presentations - Graphic novel scene, PSA or Infographic (5%)

CLASS ROSTER (as of 6 September 2023)

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