

Spring 2024

ENGL 102-022, 054, 089, 094, 095: Introduction to Research Writing

Grisele Gonzalez

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New Jersey Institute of Technology
ENGL 102
Introduction to Research Writing
English 102-089 Mondays and Wednesdays 11:30am-12:50 pm in FMH 314

Instructor: Professor Grisele Gonzalez-Ledezma
Office: Cullimore 115G
Office Hours: Mondays and Thursdays 4-6pm or by appointment
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Course Description

ENGL 102 takes a multidisciplinary approach to researching and writing in various genres while emphasizing information literacy. While building on the skills learned and practiced in ENGL 101, students will research and write about issues in their disciplines in various genres, investigating a wide range of sources, crafting arguments and proposing solutions. To reinforce the arguments in these written works, students will create visual arguments with the course culminating in oral presentations of these written and visual works. Students will immerse themselves in various types of research and information gathering and make appropriate choices in genre, format, development and style to create their own original texts geared toward existing publications or organizations. The purpose of this class is to prepare students for research and writing in various genres in their majors, and, ultimately, for communication (written, visual, oral) in their professional work.

Course Goals

During this course students will:

- Review the writing process and its non-linear, recursive nature.
- Research, draft, revise and edit various genres on topics of your choice.
- Find, evaluate and choose sources effectively, building on rhetorical analysis skills from ENGL 101.
- Create multimodal visual arguments supported by your research on your chosen topics.
- Demonstrate an understanding of academic integrity in the creation of your own original written and visual work for all assignments.
- 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 other pdf and word document files and resources provided by the instructor as well as Open Educational Resources (available for free on the Web).

Assignments & Assessment

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

Participation

10%

Includes attendance AND your consistently active presence in class, and satisfactory completion of in-class mini-writing activities

Job description and oral presentation

5%

Written job description of the job you wish to have someday, addressed to professional colleagues, and a first sketch of a researchable problem or issue in the field (500 words)

Oral presentation in class (2 minutes)

Museum visit and critical review

10%

Visit a local museum, conduct research and write a critical review of one exhibit and its significance (4-5 pages)

References pages and proposal for written work

10%

Two References pages on two disciplinary lenses and 500-word proposal

Written work for a general audience and video essay

35%

Research content and targeted publications for 8-10 page written article

30

Video essay on article

5

White paper and infographic

25%

Research content and targeted audience to write a 5-6 page document presenting a problem and proposed solution

20

Infographic for white paper

5

Oral and visual presentation

5%

Present either your video essay (general audience) or your white paper (targeted audience)

University grading scale:

All 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	F 69-0
First-Year Writing Procedures for Student Success:					

Finals:

For this course, **we do not have a final**. We will be presenting research posters and submitting final projects in the last week of classes.

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 workshoping in which students apply the day's lesson to their writing in progress. We will also 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 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).

Attendance is mandatory. If you know in advance that you will miss class, please contact me to arrange an alternative solution.

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 written assignments (a job description, a proposal with 2 References pages, an article written for a general audience and a white paper).

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 written 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 engagement in 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 (10% of their overall grade for the course).

Visual arguments

In conjunction with the written assignments, students will create a video essay or journal-like layout with visuals for their writing for a general audience. The white paper will be accompanied by an infographic or other substantial visual effort.

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.

Late assignments lose **10% of points daily**.

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 essays, write and create in discussion boards. 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 and maintain an appropriate tone. Include an appropriate subject line 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 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 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 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. 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 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 (**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 an essay or multimedia project, for classes, personal statements, etc. For more information or to make an appointment, please visit <https://www.njit.edu/writingcenter/>.



NEED HELP?

KNOW WHO TO CALL

Please note following important numbers that will come in handy in case of emergency:

EXTERNAL RESOURCES	AVAILABILITY	CONTACT NUMBER
Suicide Prevention	24 hrs/ 7 days a week	(973) 623-2323 (University Hospital-Newark)
Drug/ Alcohol Addiction	24 hrs/ 7 days a week	(877) 630-8262
Crime Victim Compensation Office	Monday – Friday 8 AM – 8 PM	(877) 658-2221
Rape Care Center	24 hrs/ 7 days a week	(877) 733-2273 (Essex County)
Sexual Assault Hotline	24 hrs/ 7 days a week	(800) 656-HOPE (National)
Psychiatric Emergency	24 hrs/ 7 days a week	(973) 924-7416 (Newark Beth Israel Hospital)
NJIT RESOURCES	AVAILABILITY	CONTACT NUMBER
NJIT Public Safety	24 hrs/ 7 days a week	(973) 596-3111 (Emergency) (973) 596-3120 (Non-Emergency)
Dean of Students (TITLE IX – Sexual Misconduct Report/Response)	Monday – Friday 8:30 AM - 4:30 PM	(973) 596-3466
Counseling and Psychological Services (CAPS)	Monday – Friday 8:30 AM - 5 PM	(973) 596-3414
Student Health Services (SHS)	Monday – Friday 8:30 AM - 4:30 PM	(973) 596-3621

English 102 Course Schedule

Subject to change at instructor's discretion

		In Class Topic/Work	Work/Readings Due
Week 1	1.15 1.17	<ol style="list-style-type: none"> 1. Introductions; discuss syllabus 2. What is Research Essay Writing for General Audience and White Paper Project 3. General overview and introduce Written Work for A General Audience and White Paper Project 4. (Re) introduce our online library and discuss research essay ideas 	Assign: Get familiar with the syllabus and course schedule
Week 2	1.22 1.24	<ol style="list-style-type: none"> 1. Review ENGL 101/102 NJIT library guides. Visit NJIT's online library https://library.njit.edu: Explore Academic Search Premier (EBSCO), Science Direct, and other databases and reference materials; explore online books. 2. How to read Research 3. Review MLA vs. APA 4. Reading TBD <p style="text-align: center;"><i>Assign: Job description and oral presentation (5%)</i></p> <p>Write a description (500 words) about the job you may have one day: Introduce the basics as if you are speaking to professional colleagues who don't know much about your field; explore a question/problem in your field for use in course writing requirements. Plus <i>Oral presentation</i> of job descriptions and topic (2 minutes) (5%)</p> <p style="text-align: center;"><i>Research</i></p> <p>Find resources for job descriptions: Collect at least 3 sources to be included in your</p>	<p>Last Day to Add/Drop a class 1/22</p> <p>Due 1/24 @ the end of class <i>Job description and oral presentation (5%)</i> Assign Reading: TBD</p>

		References page for your job description to professional colleagues.	
Week 3	1.29 1.31	<ol style="list-style-type: none"> 1. How to Read Research Part 2 2. Reviewing Critical Skills/Analysis in preparation for the museum exhibit. 3. What are critical museum reviews and how to write one. 4. Practicing being analytical for research with museums visits 5. In Class Writing #1 <ol style="list-style-type: none"> a. Museum visit and critical review preparation: Research a museum of your choice; find an exhibit for critical review; visit and analyze the exhibit from multidisciplinary and/or interdisciplinary lenses. 6. Begin exploring writing projects for a general audience and target publications for Written Work for General Audience Research Essay <p>Assign Museum visit and critical review (10%) Preparation: Research a museum of your choice; find an exhibit for critical review; visit and analyze the exhibit from multidisciplinary and/or interdisciplinary lenses.</p> <p><i>Research</i> Read and explore writing projects for a general audience/Research Essay for General Audience.</p>	<p>Assign Museum visit and critical review (10%)</p> <p>Assign:Short Assignment TBD.</p>
Week 4	2.5/ 2.7	<ol style="list-style-type: none"> 1. Brainstorming Research Topics/ Turning a Topic into a 	

		<p>Question/Concept Mapping/Coming up with a Topic for Research Essay</p> <ol style="list-style-type: none"> How to write a Proposal/MLA /APA Citation Review Searching for Sources General Overview of General Audience Research Essay vs White Paper Workshop Day: One to One meetings <ol style="list-style-type: none"> Begin work on Research Question draft/ Preliminary Topic of Interest for research essay and References pages: Collect 2 sets of references (10+ each) for 2 lenses on the same topic; sort and prewrite (paraphrase, collect quotes, arrange key concepts and begin to outline written work) Begin work on Proposals: 500-word proposal for two lenses and how they will be used in writing assignments for a general audience and white paper for a targeted audience <p><i>Research</i></p> <p>Continue to read and explore writing projects for a general audience/Research Paper for General Audience.</p> <p>Assign: References pages, Proposal (500 words) with revised research question for Written Project for General Audience Essay</p> <p>Two References pages and proposal (500 words) due (APA format with 10+ sources each); one lens to be used for the writing project for a general audience and the other for the white paper writing assignment (or other manageable</p>	<p>Due: Museum visit and critical review essay Sunday, 2/11 @11:59pm (10%)</p>
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		combination or interdisciplinary approach) In addition, a preliminary research question (10%)	
Week 5	2.12/ 2.14	<ol style="list-style-type: none"> 1. Workshop Day: One to One meetings for Proposal (500 words), References & Chosen Topic 2. One to One meetings to provide feedback on Proposals 3. What is research written work for general audience essay 4. Introduction: Using the Synthesis Matrix 5. Different writing structure styles for general audience essays 6. Learning how to find the right writing structure/style for your discipline <p><i>Assign Written Project for General Audience Research Essay Requirements and Video Essay Assignment→ Draft 1 Due Week 8</i></p>	
Week 6	2.19 2.21	<ol style="list-style-type: none"> 1. (Continue) What is a written work general audience essay or research essay 2. Introduction: Using the Synthesis Matrix 3. Difference styles of general audience essays 4. Learning how to find the right writing structure/style for your discipline 5. What are Video Essays? 	Due Tuesday 2/19 @11:59pm References and Proposal (10%)
Week 7	2.26 2.28	<ol style="list-style-type: none"> 1. Finish: Using the Synthesis Matrix 2. Learning how to find the right writing structure/style for your discipline 	

		<p>3. What are Video Essays?</p> <p>4. Workshop Day</p>	
Week 8	3.4 3.6	Workshop Days	<p>Due on Monday 3/4@11:59pm: Written Work for General Audience Rough Draft Due →at least 5 written completed pages</p>
	3.10-3.16	Spring Break	
Week 9	3.18/ 3.20	<p>Workshop Day and Half Lecture Day</p> <p>1. Work on Written Work for General Audience Research Essay Assignment Final draft of writing project for a general audience due; edit for refinement of grammar, mechanics, citations (8-10 pages) (30%)</p> <p>2. What are Visual Video Essays? Video essay: Create a video essay on your writing project for a general audience. (5%)</p>	<p>Due: Final Written Work for General Audience/Research Paper for General Audience Due Sunday 3/24 @11:59pm (30%)</p>
Week 10	3.25/ 3.27	<p>1. What are White Papers?</p> <p>2. What are infographics?</p> <p>3. Begin work on a white paper on your second discipline (or interdisciplinary approach); find publications or other target audiences.</p> <p>Assign White paper and infographic Research content and targeted audience to write a 5-6 page document presenting a problem and proposed solution (20%)</p>	<p>Due: Video Essay: Create a video essay on your writing project/Research Paper for a general audience. Due Tuesday, 3/25 @11:59pm (5%)</p>

		Infographic for white paper (5%)	
Week 11	4.1 4.3	<ol style="list-style-type: none"> 1. If needed, finish “What are White Papers and Infographics?” 2. Workshop Day: Work on a white paper on your second discipline (or interdisciplinary approach); find publications or other target audiences (include a separate paragraph explaining proposed audience). 	Last day to Withdraw is Monday, April 1st White Paper and Infographics Rough Draft Due Sunday @11:59pm → at least 4 written pages
Week 12	4.8/ 4.10	Conferences/Workshop Day/Peer Review Work on White Paper and Infographics	
Week 13	4.15 4.17	<ol style="list-style-type: none"> 1. Conferences/Workshop Day/Peer Review → Work on White Paper and Infographics 2. What Oral Presentations in Research? Assign Oral Presentations Assignment Oral presentations: Choose either your general audience article or your white paper to present. Include your arguments and evidence along with your visual argument (video essay or infographic).(5%) 	
Week 14	4.22/ 4.24	Presentations	Final White Paper Due Tuesday 04/22 @11:59pm (20%) Infographics due before the start of class on 4/22 (5%)

Week 15	4.29	Last Day of Classes 4/30 Presentations Reading days 5/1-5/2	
Week 16		Finals Week-May 3th-May 9th NO FINAL for this Course	