New Jersey Institute of Technology

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Spring 2024

ENGL 102-H06: Introduction to Research Writing

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ENGL 102 Honors
Section: H06
Time: Monday and Thursday
Location: GITC 2315A
Spring 2024

Instructor: Jake Slovis
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Office: Cullimore 115 D
Office Hours: Tuesday/Thursday 5:30 – 6:30 and by appointment

Prerequisites – Successful completion of ENGL 101 with a grade of C or better.

Course Description – ENGL 102 takes a multidisciplinary approach to research writing which 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 general purpose of this class is to prepare students for university-level writing and to establish a writing process that will be useful in their professions as well.

Course Goals – During this course you will:
- Approach research from multidisciplinary and interdisciplinary perspectives
- Review the writing process and its non-linear nature
- Explore and refine research topics using secondary sources
- Find, evaluate and choose sources effectively, building on rhetorical analysis and information literacy skills from ENGL 101
- Draft and revise a research essay through either a discipline-specific or interdisciplinary lens
- Create multimodal assignments supported by increasingly more complex research
- 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

Required Texts:
- Articles and links available on Canvas.

Assignments:
Assignments are due on the date indicated on the reading schedule. Papers which are up to one week late will be penalized by up to a full letter grade; papers over one week late will receive a failing grade. All assignments should be typed and proofread for grammar and spelling errors. Every assignment **must** follow APA format or the format appropriate for your academic discipline. Missing class is not an excuse for a late assignment.

In-class Writing Assignments and Participation:
In-class writing assignments, both graded and ungraded, will be used to help you develop your skills as a writer throughout the various stages of the writing process. There will be frequent in-class writing assignments designed to help you develop skills in constructing a thesis statement, creating a clear focus on your paper's argument through strong topic sentences, working on paragraph development, effectively using textual support, writing introductory or concluding paragraphs, and editing for grammatical errors.

Participation will be evaluated based on your active involvement in class discussions and your submission of low-stakes writing assignments. Low-stakes writing assignments will not receive a formal letter grade. Instead, they will be evaluated based on the following criteria:

- *Satisfactory* work demonstrates a thoughtful response to writing prompts and is turned in on time. You will receive full credit for satisfactory work.
- Work that is *Marginal* is submitted on time but is either seriously underdeveloped or only responds to part of the prompts. You will receive half credit for Marginal work.
- *Unacceptable* work ignores instruction or is submitted well after the due date of the assignment.

Please be aware that low-stakes assignments and participation combine to make up 10% of your final grade. It is therefore imperative that you demonstrate consistency in these assignments and submit them on time. Late assignments will be assessed as follows:

- Work submitted within one week of the due date will be evaluated for partial credit.
- Work submitted over a week late will receive no credit.

Attendance:
Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You are permitted three absences—for each additional absence you may be penalized a half letter grade. Six or more absences may result in a failing grade. Classes will start on time – two late arrivals (more than ten minutes late) will count as one absence. Arrivals more than twenty minutes late will be marked as an absence. Students who expect to miss class for religious observances must submit to me a written list of dates that will be missed by the end of the second week of class.

Technology:
Canvas is NJIT's learning management system. In First-Year Writing (FYW) instructors and students use this system for all activities including submitting essays, sharing course materials, creating discussions, and grading assignments. 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.

Artificial Intelligence:
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."

Student Accommodations:
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 Student Disability Services at 973-596-3420.

The Writing Center:
 The Writing Center (Central King Building G17) is available for 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 and help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit http://humanities.njit.edu/writingcenter.

Grading:
Students need a "C" to pass this course. You must submit all your assignments to pass the course. The following is a brief overview of your assignments. See Canvas for additional specifics and full prompts.

> **In-Class Writing Assignments and Participation** (10%)
> There will be several minor writing assignments, including drafts, outlines and in-class assignments. I will require you to post these assignments to Canvas to keep record of your work throughout the semester.
>
> **Professional or Academic Problem Statement** (5%)
> This assignment asks you to identify a possible research topic and consider how this topic might transfer to your professional or academic interests.
>
> **Blog Post or Digital Zine** (10%)
> Pick two objects from our excursion to the Metropolitan Museum of Art and explore the ways in which they provide opportunities for interdisciplinary research and analysis.
>
> **Research Proposal and Reference Pages** (15%)

This proposal will outline a fundamental question about your topic that you would like to answer. It should also outline the main argument of your paper. The proposal will be accompanied by a list of sources that connect to the thematic focus of the paper.

Academic Research Paper (35%)
The semester is built around the production of a 10-15 page research paper that addresses an interdisciplinary or discipline-specific topic related to your professional, academic, or personal interests.

Oral Presentation/Honors Poster Showcase (15%)
You will give a brief presentation of your research paper near the end of the semester. This presentation will highlight the main points of your final paper, as well as explain your research process. You will also create a research poster to serve as a visual aid for your presentation.

Visual Argument (10%)
The goal of this assignment is to teach a non-expert audience about the topic of your research topic using a visual medium. For this project, you may either develop a comic, infographic, or video essay.

Final grades are evaluated according to the following grading scale:

A = 100-90.00	B+ = 89.99-87.00	B = 86.99-80.00	C+ = 79.99-77.00	C = 76.99-70.00	F = 69.99-0

All work must be submitted by the last day of class. Makeup work will not be accepted after final grades have been submitted.

Please Note:
On occasion, examples of student work will be presented anonymously in class. Student writing is an invaluable resource that is used to illustrate writing strategies. Authors' names are never included on the distributed copies

Midterm and Final:
There is no scheduled midterm or final exam for this class.

Important Dates:

January	16	Tuesday	First Day of Classes
January	22	Monday	Last Day to Add/Drop a Class
January	22	Monday	Last Day for 100% Refund, Full or Partial Withdrawal
January	29	Monday	Last Day for 90% Refund, Full or Partial Withdrawal, No Refund for Partial Withdrawal after this date
February	12	Monday	Last Day for 50% Refund, Full Withdrawal
March	4	Monday	Last Day for 25% Refund, Full Withdrawal

March	10	Sunday	Spring Recess Begins - No Classes Scheduled - University Open
March	16	Saturday	Spring Recess Ends
March	29	Friday	Good Friday - No Classes Scheduled - University Closed
April	1	Monday	Last Day to Withdraw
April	30	Tuesday	Friday Classes Meet
April	30	Tuesday	Last Day of Classes

Reading Schedule:
 This reading schedule is tentative and subject to change. I will add additional readings as the course progresses, depending on the needs of the class. Please rely on Canvas for updates on these materials.

	In Class Topic/Work
Week 1	**Introduction/ Syllabus** Review syllabus. Discuss course expectations, key assignments, and course structure. 1/17: Analyzing jokes exercise.
Week 2	**Developing Meaningful Questions** Explore what makes an effective question/research topic. 1/22: Ashley Bear & David Skorton, "The World Needs Students with Interdisciplinary Education": https://issues.org/the-world-needs-students-with-interdisciplinary-education/ 1/24: John Maguire, "The Secret to Good Writing: It's About Objects, Not Ideas" (Canvas) **Professional and Academic Problem Statement Due**
Week 3	**Gathering Data and Observation** Explore how personal observation can be used as "data." Investigate the importance of specificity for research questions/analysis. 1/29: Walter Isaacson, "The Science Behind Mona Lisa's Smile" (Canvas) 1/31: Exercises in interdisciplinary analysis.

	Visit Metropolitan Museum of Art. Choose two objects for your Blog Post or Digital Zine assignment (date to be confirmed).
Week 4	**Interdisciplinary Analysis and STEM** Reflect on the relationship between excursion and other academic disciplines. 2/5: Joachim Schummer & Tami I. Spector, "The Visual Image of Chemistry: Perspectives from the History of Art and Science": https://repository.usfca.edu/cgi/viewcontent.cgi?article=1025&context=chem_fac 2/7: Analysis of visual texts – photographs, infographics, etc.
Week 5	**Evaluating Sources** Find and evaluate sources for reference page. 2/12: The anatomy of a proposal and source literacy. Brooke Gladstone, "The Great Refusal" (Canvas) 2/14: **Blog Post or Digital Zine Due. Present findings in class.**
Week 6	**Writing Workshop and Proposal Development** Reflect on research and writing process from zine. How might it influence your proposal and research for academic paper? 2/19: Refining research paper topic. 2/21: **Proposal and Reference Pages Due.**
Week 7	**Discipline-Specific Questions vs. Interdisciplinary Questions** Reflect on interdisciplinary versus discipline-specific research. How might these processes impact your research plan? 2/26: Reading TBD (discipline-specific) 2/28: In-class self-assessment.
Week 8	**Research Methodology:** Apply research methodology developed in the proposal to the process of gathering, evaluating, and annotating sources. 3/18: Annotating and evaluating sources. 3/20: Introduction and thesis workshop.
Spring Break	
Week 9	**Research and Paper Drafting Plan** Develop organization plan for body of research paper. 3/4: Integrating and contextualizing sources.

	3/6: Organization strategies and identifying gaps in knowledge.
Week 10	**Paper Development** Create an outline or combine reference page and annotations into a literature review for the final project. 3/25: **Outline or Literature Review Due (low-stakes assignment).** 3/27: From outline to draft, in class discussion.
Week 11	**Writing Abstracts and Conclusions** Create an outline or combine reference page and annotated bibliographies into a literature review for the final project. 4/1: Conclusion development workshop. 4/3: Abstract development workshop.
Week 12	**Writing Workshop and Project Development** Draft research paper and identify gaps in research plan. 4/8: Writing workshop. 4/10: **Complete Research Paper Draft Due.**
Week 13	**Research Posters & Visual Arguments** Evaluate the rhetorical dimensions of visual mediums. Develop research posters and consider the advantages of communicating across disciplines. 4/15: Reading TDB. 4/17: Posters and visual rhetoric overview.
Week 14	**Poster Session, Reflection and Revision** Share posters. Reflect on poster session to identify gaps in research paper. Develop revision plan for research project. 4/22: In-class poster presentations. 4/24: In-class poster presentations. **Poster Showcase (Date to be confirmed)**
Week 15	**Visual Argument Presentation** Present visual arguments. Explore challenges of communicating with audiences outside our discipline. 4/29: **Visual Argument Due.** **Submit Revised Paper by 4/30**