

Fall 2024

ENGL 101-049-065-077: English Composition: Introduction to Academic Writing

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New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing

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Monday and Thursday 10-11am, or by appointment
Cullimore 332

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

This course makes use of books and resources found on <http://library.njit.edu> and other pdf and word document files provided by the instructor as well as Open Educational Resources (available for free on the Web).

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) due September 22 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) due October 20 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) November 7 15

This essay assignment must be completed **in class** on the day scheduled by your instructor. You are required to analyze (break down) a text provided for you for the first time at the beginning of the class period. Read, respond, write. Present as coherently as possible as many of the elements of rhetoric analysis as you can manage in an 80-minute class session. You will be graded on your knowledge of rhetorical devices and your critical thinking in response to how these devices are used by the author. Class time before this in-class essay will consist of practice with these rhetorical devices.

Research argument essay (5-6 pages) due December 11 25

This essay is focused coherently on your original argument and uses 4-5 library sources for support; this work will help prepare you for more extended research writing in ENGL 102. You may use a couple of non-library sources but do so sparingly and be sure to use your information literacy skills to determine credibility.

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	F = 69-0
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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 on Canvas and in conferences as vital steps 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 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 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 your instructor's 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.”

Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers). Turnitin flags AI-generated text and use of “grammar” assistants that actually rewrite entire sentences. None of these tools are acceptable in student writing in ENGL 101 or ENGL 102. Your plagiarism percentage appears on the submission page for each assignment. The AI percentage is available only to instructors. Ask your instructor if you have questions about AI use. Students in violation of the rules of academic integrity will be reported to the Dean of Students who will follow up with a meeting and a final determination of grade and status in the 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 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/>

ENGL 101 Course schedule

Class time may consist of readings, mini lectures, videos, visuals, workshops on writing process, small and whole group activities and reviews of drafts and reflections.

Week 1

Objectives: Give introductions, discuss syllabus, set expectations, present first assignment

Upcoming Dates & Deadlines:

Do:

- *In Class:*
 - Diagnostic essay to assess baseline proficiency
- *Before next Monday:*
 - Read the essays below and answer discussion questions
 - “Living in Tongues” by Lucy Sante
 - “Judy Blume Taught Me What My Parents Wouldn’t” by Kavita Das
 - “How to Tame a Wild Tongue” by Gloria Anzaldua
 - “I Know What I Read That Summer” by Carmen Maria Machado
 - “Tongue Tie” by Maxine Kingston Hong

Week 2

Objectives: Introduce writing process, draft proposal for first assignment, discuss narrative writing, begin to read as writers

Upcoming Dates & Deadlines:

- **9/10** Literacy Narrative Proposal
- **9/15** Literacy Narrative Draft

Do:

- *In class:*
 - Weekly writing prompt
 - Group activity identifying narrative structure
- *Before next Monday:*
 - Read the essays below and answer discussion questions
 - “The Decay of Essay Writing” by Virginia Woolf
 - “The Personal Essay Boom is Over” by Jia Tolentino

Week 3

Objectives: discuss voice and audience, workshop first drafts, practice clarifying purpose and intention

Upcoming Dates & Deadlines:

- **9/22** Literacy Narrative Final Draft
- **9/26** Argument Paper Proposal
- **10/6** Argument Paper First Draft

Do:

- *In class:*
 - Weekly writing prompt
 - Revision Activity
- *Before next Monday:*
 - Read the essays below and answer discussion questions

- “Chat Entertainment” by Sean Michaels
- “‘This Land Is My Land’ Wants to Sell an Indigenous Revenge Fantasy, But Without Any Indigenous Input” by Bayle Giroux
- “The Charms of Wikipedia” by Nicholson Baker
- “The Weaponization of Loneliness” by Hillary Clinton

Week 4

Objectives: Introduce argument essays, analyze argument structure, introduce types of reading

Upcoming Dates & Deadlines:

- **9/26** Argument Position Paper Proposal
- **10/10** Argument Position Paper First Draft
- **10/20** Argument Position Paper Final Draft

Do:

- *In class*
 - Weekly writing prompt
 - Group activity on argument structure
- *Before next Monday:*
 - Perform close analysis activity for both readings for topic
 - Read the essays below and answer discussion questions
 - “Sight into Insight” by Annie Dillard
 - “On Keeping a Notebook” by Joan Didion
 - “When Engineers Were Humanists” by Jessica Riskin
 - “The Nature of Scientific Reasoning” by Jacob Bronowski

Week 5

Objectives: evaluate forms of information, develop original perspectives

Upcoming Dates & Deadlines:

- **10/10** Argument Position Paper First Draft
- **10/20** Argument Position Paper Final Draft

Do:

- *In class*
 - Weekly writing prompt
 - Writing exercise on sources and evidence
- *Before next Monday:*
 - Watch video on civil discourse in higher education
 - Read the essays below and answer discussion questions
 - “If Black English Isn't a Language, Then Tell Me, What Is?” by James Baldwin
 - “Politics and the English Language” by George Orwell

Week 6

Objectives: consider your audience, distinguish between debate and discourse

Upcoming Dates & Deadlines:

- **10/10** Argument Position Paper First Draft
- **10/20** Argument Position Paper Final Draft

Do:

- *In Class:*
 - Weekly writing prompt
 - Whole class discussion on types of speech and academic institutions
- *Before next Monday:*

- Read essays for workshop and complete letters

Week 7

Objectives: clarify ideas from first to second draft, identify blind spots through peer-review

Upcoming Dates & Deadlines:

- **10/20** Argument Position Paper Final Draft
- **11/7** In-Class Rhetorical Analysis Essay

Do:

- *In Class:*
 - Weekly Writing Prompt
 - Peer Review session
- *Before Next Monday*
 - Read the essays below and answer discussion questions
 - “The pandemic has eroded Americans’ trust in experts and elected leaders alike” by Christine Chung and Carly Olson
 - “Reframing climate change as a story of human evolutionary success” by Adam Frank
 - “Delegitimizing Censorship” By Allison Jennings-Roche
 - “Meme Makes Misleading Comparison to Cast Doubt on Climate Change” by Saranac Spencer
 - “Qualitative analysis of antiabortion discourse used in arguments for a 6-week abortion ban in South Carolina” by Victoria Lambert

Week 8

Objectives: Introduce rhetorical analysis, compare message versus medium, discuss how context changes over time

Upcoming Dates & Deadlines:

- **11/7** In-Class Rhetorical Analysis Essay
- **11/14** Research Essay Proposal

Do:

- *In Class:*
 - Weekly Writing Prompt
 - Group activity: 1 message, 4 mediums
- *Before Next Monday:*
 - Read the essays below and answer the discussion questions:
 - The Truth in Journalism Fact-Checking Guide
 - Ethical Guidelines for Peer Reviewers
 - “The Downfall (and Possible Salvation) of Expertise” by Rose Jacobs
 - “Why do our brains believe lies” by Richard Sima
 - Rhetorical Fallacies

Week 9

Objectives: understand rhetorical strategies, discuss misinformation and trust, develop media literacy skills

Upcoming Dates & Deadlines:

- **11/7** In-Class Rhetorical Analysis Essay
- **11/14** Research Essay Proposal
- **11/24** Research Essay First Draft

Do:

- *In Class:*

- Weekly Writing Prompt
- Social Media rhetorical analysis activity
- *Before Next Monday:*
 - Find an example of an argument you disagree with but the structure and format of the argument are well executed

Week 10

Objectives: develop techniques for efficient writing, evaluate rhetorical analysis skills

Upcoming Dates & Deadlines:

- **11/7** In-Class Rhetorical Analysis Essay
- **11/14** Research Essay Proposal

Do:

- In Class
 - Exam prep with outlining and review
- *Before Next Monday:*
 - Read and answer the discussion questions
 - *Blockchain Chicken Farm* by Xiaowei Wang, excerpts
 - *The Kissing Bug* by Daisy Hernandez, excerpts
 - “Medical Inequality” by Linda Villarosa, *The 1619 Project* pg 56-57
 - “How Math Has Changed the Shape of Gerrymandering” by Mike Orcutt
 - Sign up for oral presentations

Week 11

Objectives: introduce research essay, distinguish between types of research, analyze types of essay structures

Upcoming Dates & Deadlines:

- **11/13** Research Essay Proposal
- **11/24** Research Essay First Draft

Do:

- *In Class:*
 - Weekly Writing Prompt
 - Group activity with proposals
- *Before Next Monday*
 - “On misogynoir: citation, erasure, and plagiarism” by Moya Bailey & Trudy

Week 12

Objectives: learn methods for incorporating research into writing, discuss citations and review APA format

Upcoming Dates & Deadlines:

- **11/24** Research Essay First Draft
- **12/2-12/9** Oral Presentations
- **12/11** Research Essay Final Draft

Do:

- *In Class:*
 - Weekly Writing Prompt
 - Group discussion on plagiarism and intellectual property
- *Before Next Monday*

Week 13

Objectives: wrap up semester,

Upcoming Dates & Deadlines:

- **12/2-12/9** Oral Presentations
- **12/11** Research Essay Final Draft

Do:

- *In Class:*
 - Weekly Writing Prompt

Week 14

Oral Presentations

Week 15

Oral presentations



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