

Fall 2024

ENGL 101-073-078-080: English Composition: Introduction to Academic Writing

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English 101 - 78

English Composition: Introduction to Academic Writing

Professor: Jennifer Fischl-Kruger

Class Location: Faculty Memorial Hall 321

Email: fischlkr@njit.edu

Meeting times: Tue/Thurs. 10:00-11:20

Office Hours: Mond/Wed 10:30-11:30 and by appointment

Office Location: Central King Bldg. G17

Course Description and Objectives

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

Required readings and assignments

This course makes use of books and resources found on <http://library.njit.edu> and other pdf and word 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 effort**15%**

Consistent participation and effort are essential to your success in our writing process course. Regular attendance is not enough. I will be looking for your engagement with the material and your efforts in drafting your essays. 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 your work on these short assignments and in workshops is included in your participation grade. Level of engagement with the process and materials is usually correlated with success on assignments. Classroom activities are designed to aid in students' understanding and development of a writing process of your own that can be applied to most writing tasks.

Literacy narrative essay (3-4 pages) Weeks 1-3 15

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

Argument (position) essay (4-5 pages) Weeks 4-7 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 (2+ pages) 15

This essay assignment must be completed in class on the day scheduled. 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 during the 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) 25

This essay is focused around a coherent 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 one or two 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.

Note on final examination: This course will emphasize writing as a process, focusing on taking a paper from initial brainstorming work through a final draft; therefore, a written exam is not required. The final presentation, given orally during the last week of class, is required in lieu of a final exam.

Individual and group work will be evaluated according to the university's grading scale. Each of the required essays must be completed in order to pass this course.

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 is required to earn participation points. 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. Topics, guidelines and expected word counts will be provided on canvas in advance of the deadline.

Students must submit at least one rough draft and a final draft to be considered for a grade for that assignment. The one exception is the rhetorical analysis, which is completed in class in only one draft. 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 evidence of students' engagement with coursework and are often graded as part of the participation grade (15% of the overall grade for the course).

Late Work

Late work will not be accepted (except in the case of an excused absence designated by the Dean of Students). 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. 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. Set your 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.”

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/>

Class schedule

Writing a Literacy Narrative

Week one

Sept. 3: Course introduction and syllabus review

Sept. 5: Diagnostic writing and introduction to the literary genres

Writing: Diagnostic writing

Reading assignment: *Why are Students Coming to College Poorly Prepared to Write?*

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

Week two

Sept. 10: Discussion of *Why are Students Coming to College Poorly Prepared to Write?* Introduction to the literacy narrative, and discussion of writing as a process

Sept. 12: Prewriting and developing a concept map

Reading assignment: *Shitty First Drafts* by Anne Lamott [1-Shitty First Drafts.pdf](#)

Writing: Concept map

Week three

Sept. 17: Discussion of *Shitty First Drafts* and drafting a literacy narrative

Sept. 19: Organizing a narrative, review of sample literacy narratives

Reading: *The Art of Eating Spaghetti* <https://gwrtings.blogspot.com/2013/09/the-art-of-eating-spaghetti.html>

Writing: Literacy narrative draft due

Week four

Sept. 24: Discussion of *The Art of Eating Spaghetti*; developing and supporting a thesis statement

Sept. 26: Revision techniques and group workshoping, rubric discussion

Writing: Literacy narrative final draft (15% of final grade)

Reading: Revising drafts <https://writingcenter.unc.edu/tips-and-tools/revising-drafts/#:~:text=What%20does%20it%20mean%20to,your%20presentation%2C%20reviving%20stale%20prose> and Association of American Colleges and Universities Writing Rubric: <https://acrobat.adobe.com/link/review?uri=urn%3Aaid%3Aasc%3AUS%3A69dbba7d-bd05-3b65-8080-83fa67094d19>

Taking a Position

Week five

Oct. 1: Components of an academic argument and topic exploration

Oct. 3: Genre expectations for general interest and peer reviewed sources, articulating a position

Reading: Reading in group A or B

Group A: Generative AI, educations, students' voices: [Reflection on whether Chat GPT should be banned by academia from the perspective of education and teaching](#) and [Students' voices on generative AI: perceptions, benefits, and challenges in higher education](#)

Group B: Blue collar work: [Shop Class as Soulcraft](#) and [Automation and the future of work: A social shaping of technology approach - Howcroft - 2023](#)

Writing: Position statement

Week six

Oct. 8: Rhetorical analysis: the tools you need to prove or disprove a position

Oct. 10: Rhetorical appeals and terminology with discussion of PBS article; essay structure

Reading: <https://www.pbs.org/newshour/science/to-rake-or-not-to-rake-expert-tips-for-eco-friendly-autumnal-lawn-care> and *What is a Rhetorical Analysis* <https://success.uark.edu/get-help/student-resources/rhetorical-analysis.php>

Week seven

Oct. 15: In class rhetorical analysis (15% of final grade)

Oct. 17: Applying rhetorical strategies to your argumentative essay sources; small group source analysis

Writing: Revised position statement

Week eight

Oct. 22: Structuring an argument

Oct. 24: Addressing opposing positions

Writing: Rough draft of argumentative essay

Week nine

Oct. 29: Concluding the argumentative essay: APA style and revision work

Oct. 31: Crafting a research argument: finding academic sources in a research library

Writing: Final draft of argumentative essay (20% of final grade)

Reading: APA style intro <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles>

Writing a Research Argument

Week ten

Nov. 5: Prewriting; entering an academic conversation

Nov. 7: Compiling a list of sources and analyzing source evidence for potential bias

Writing: Topic statement and source list

Reading: Students' library sources for research argument

Week eleven

Nov. 12: Proving a researchable claim

Nov. 14: Organizing and drafting a research argument

Writing: Research argument draft

Reading: Elements of an Academic Argument

<https://acrobat.adobe.com/link/review?uri=urn%3Aaaid%3Aascds%3AUS%3Afb9ee585-1e12-31ea-a9e7-61da46ed575f>

Week twelve

Nov. 19: Synthesizing information

Nov. 21: Incorporating source evidence and effective quotation

Reading: *Effective quotation* <https://writingcenter.unc.edu/tips-and-tools/quotations/>

Week thirteen

Nov. 26: Revision work and workshopping, with attention to fine points of grammar and mechanics

Nov. 28-Dec. 1 Thanksgiving recess

Week fourteen

Dec. 3: Presenting research orally

Dec. 5: Oral presentations on research argument

Writing: Final research argument draft due (25% of final grade)

Oral Communication

Week fifteen

Dec. 10: Oral presentations on research argument (10% of final grade)