New Jersey Institute of Technology
ENGL 101
Introduction to Academic Writing

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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) **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.

Rhetorical analysis essay (3-4 pages) **15**
This essay assignment analyzes (breaks down) texts and examines the context and rhetorical strategies used; the rhetorical parts are compared and synthesized using details to form an overall assessment.

Argument (position) essay (4-5 pages) **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.

Research argument essay (5-6 pages) **25**
This essay is focused coherently on your argument and uses 4-5 library sources for support; this work will help prepare you for more extended research writing in ENGL 102.

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	D = 69-60	F = 59-0

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 workshopping 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 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 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 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.

Chat GPT and Generative A.I.

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 (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/

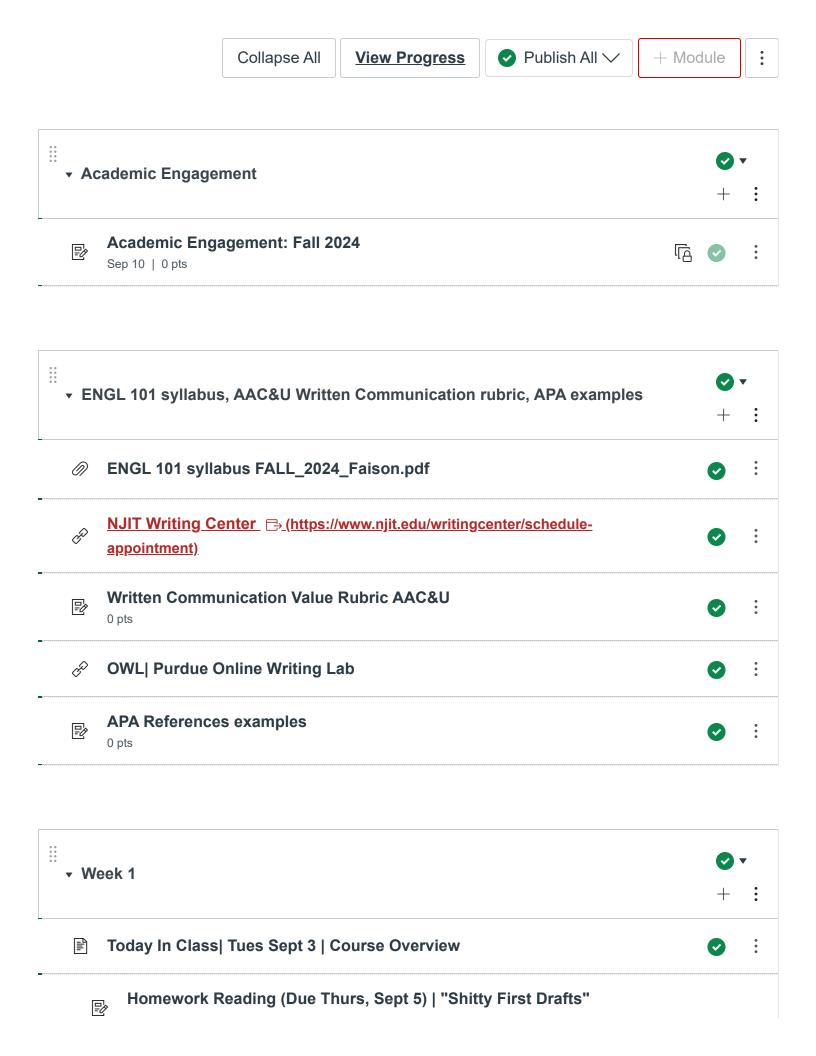**PLEASE REFER TO THE CANVAS MODULES FOR WEEKLY CLASS SCHEDULE**

NEED HELP?
KNOW WHO TO CALL

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

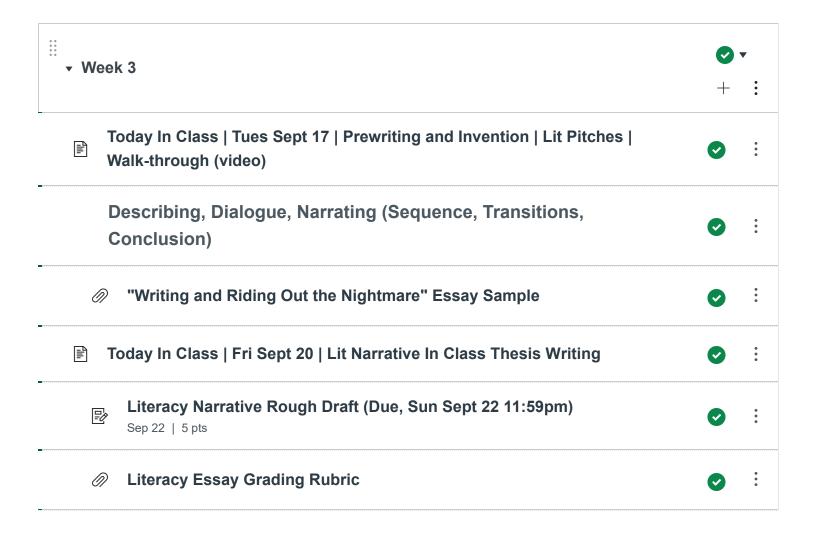| EXTERNAL RESOURCES	AVAILABILITY	CONTACT NUMBER
Suicide Prevention	24 hrs/ 7 days a week	(973) 623-2323 (University Hospital-Newark)
Drug/ Alcohol Addiction	24 hrs/ 7 days a week	(877) 630-8262
Crime Victim Compensation Office	Monday – Friday 8 AM – 8 PM	(877) 658-2221
Rape Care Center	24 hrs/ 7 days 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

⠿   ▾ **Academic Engagement**   ✓ ▾

                                                                    + ⋮

📝   **Academic Engagement: Fall 2024**   🔒 ✓ ⋮
      Sep 10 | 0 pts

⠿   ▾ **ENGL 101 syllabus, AAC&U Written Communication rubric, APA examples**   ✓ ▾

                                                                    + ⋮

🔗   **ENGL 101 syllabus FALL_2024_Faison.pdf**   ✓ ⋮

🔗   **NJIT Writing Center** ↪ **(https://www.njit.edu/writingcenter/schedule-appointment)**   ✓ ⋮

📝   **Written Communication Value Rubric AAC&U**   ✓ ⋮
      0 pts

🔗   **OWL| Purdue Online Writing Lab**   ✓ ⋮

📝   **APA References examples**   ✓ ⋮
      0 pts

⠿   ▾ **Week 1**   ✓ ▾

                                                                    + ⋮

📄   **Today In Class| Tues Sept 3 | Course Overview**   ✓ ⋮

📝   **Homework Reading (Due Thurs, Sept 5) | "Shitty First Drafts"**

Sep 5 | 0 pts

@ **Shitty First Drafts.pdf**

📄 **Today In Class | Fri Sept 6 | Rhetorical Appeals | Coates | Writing Experiences | In Class Writing (Diagnostic Essay)**

📝 **In Class Diagnostic Essay**
Sep 8, 2023 | 0 pts

📝 **Homework Reading: Why are students coming into college poorly prepared to write CMU**
Sep 9 | 0 pts

@ **Homework Reading: Why are students coming into college poorly prepared to write CMU.pdf**

⋮⋮

▾ **Week 2**

✓ ▾

+ ⋮

📄 **Today In Class | Tues Sept 10 | Writing Process | Intro to Lit Narrative**

📝 **Literacy narrative definition and prompts Georgia Tech**
0 pts

📝 **Homework Reading Due Thurs Sept 14: Superman and Me by Alexie**
Sep 12 | 0 pts

@ **Superman and Me by Alexie.pdf**

📄 **Today In Class | Fri Sept 13 | Understanding the Literacy Narrative Essay | "I Am a Writer"**

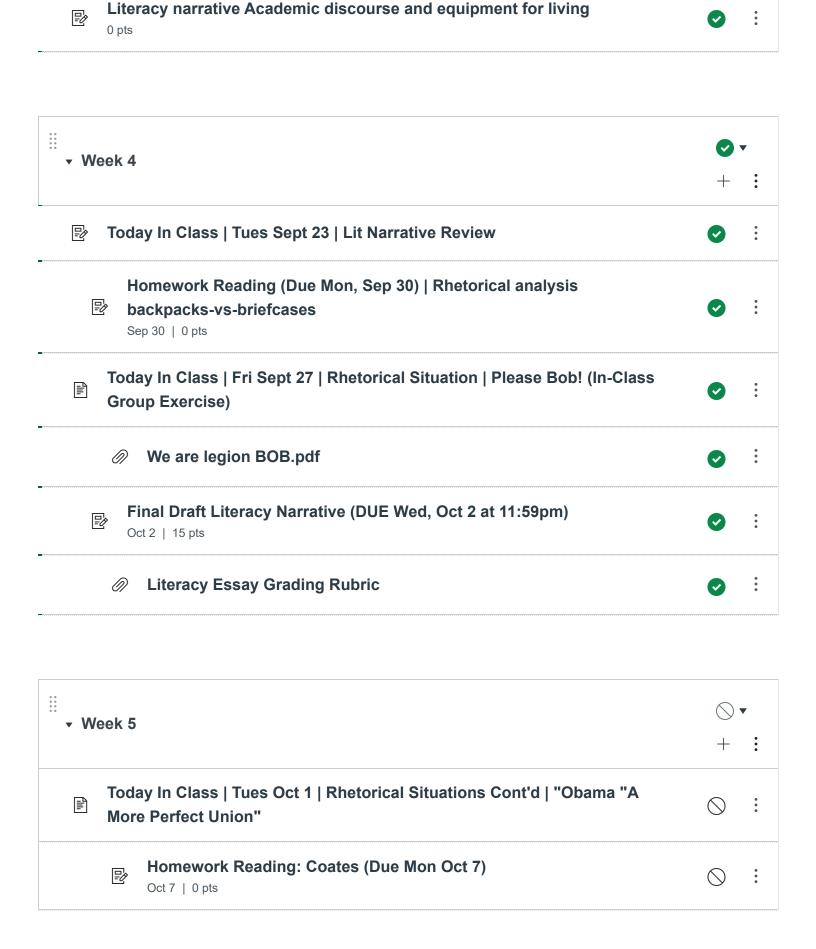@ **"I Am a Writer" MFA as Lit Narrative.pdf**

📝 **Homework Due Tues Sept 19: Drop Your Lit Narrative Topic**
Sep 23 | 0 pts ✅ ⋮

⋮⋮ ✅ ▾
▾ **Week 3** ➕ ⋮

📄 **Today In Class | Tues Sept 17 | Prewriting and Invention | Lit Pitches | Walk-through (video)** ✅ ⋮

Describing, Dialogue, Narrating (Sequence, Transitions, Conclusion) ✅ ⋮

📎 **"Writing and Riding Out the Nightmare" Essay Sample** ✅ ⋮

📄 **Today In Class | Fri Sept 20 | Lit Narrative In Class Thesis Writing** ✅ ⋮

📝 **Literacy Narrative Rough Draft (Due, Sun Sept 22 11:59pm)**
Sep 22 | 5 pts ✅ ⋮

📎 **Literacy Essay Grading Rubric** ✅ ⋮

⋮⋮ ✅ ▾
▾ **Literacy Narrative Essay resources** ➕ ⋮

📝 **Literacy narrative assignment instructions**
0 pts ✅ ⋮

📝 **Literacy narrative examples CUNY**
0 pts ✅ ⋮

📝 **Literacy narrative The Art of Eating Spaghetti**
0 pts ✅ ⋮

📝 **Literacy narrative Academic discourse and equipment for living**
0 pts

▾ Week 4

📝 **Today In Class | Tues Sept 23 | Lit Narrative Review**

📝 **Homework Reading (Due Mon, Sep 30) | Rhetorical analysis backpacks-vs-briefcases**
Sep 30 | 0 pts

📄 **Today In Class | Fri Sept 27 | Rhetorical Situation | Please Bob! (In-Class Group Exercise)**

🔗 **We are legion BOB.pdf**

📝 **Final Draft Literacy Narrative (DUE Wed, Oct 2 at 11:59pm)**
Oct 2 | 15 pts

🔗 **Literacy Essay Grading Rubric**

▾ Week 5

📄 **Today In Class | Tues Oct 1 | Rhetorical Situations Cont'd | "Obama "A More Perfect Union"**

📝 **Homework Reading: Coates (Due Mon Oct 7)**
Oct 7 | 0 pts

📎 **Coates_You Left Out the Part About**

📄 **Today in Class | Fri Oct 4 | Ads and Images | Gladwell "McDonald's Broke My Heart"**

🔗 [**70 Rhetorical Analysis Essay Topics** ⤷
(https://lindsayannlearning.com/70-rhetorical-analysis-essay-topics/)](https://lindsayannlearning.com/70-rhetorical-analysis-essay-topics/)

🔗 [**American Rhetoric Online Speech Bank** ⤷
(https://americanrhetoric.com/speechbank.htm)](https://americanrhetoric.com/speechbank.htm)

📝 **Homework Assignment| Find a "Text" for Rhetorical Analysis (Due Monday Oct 12th)**
Oct 14 | 2 pts

▾ Week 6

📄 **Today In Class | Tues Oct 8 | Critical Thinking | Rhetorical Analysis Essay Walkthrough and Pitches**

📄 **| Today in Class | Fri Oct 11 | Coded Essay Walkthrough | In Class Drafting**

📄 **Rhetorical Questions | Video and Images**

📄 **Rhetorical Questions| Podcasts**

📝 **Rhetorical Analysis Essay Rough Draft (Due Sat Oct 12th 11:59pm)**
Oct 12 | 0 pts

▾ Rhetorical analysis essay assignment (3-4 pages) 15% of total grade

📝 **Rhetorical essay assignment instructions**
0 pts

📝 **Rhetorical analysis Texas A&M guide**
0 pts

📝 **Rhetorical analysis backpacks vs briefcases**
0 pts

▾ Rhetorical Analysis Resources Module

📄 **Rhetorical Analysis Walkthrough**

📄 **Rhetorical Questions | Video and Images-2**

📄 **Rhetorical Questions| Podcasts**

🔗 **6 Proven Steps to Writing a Rhetorical Analysis Essay** ⤷
(https://writersperhour.com/blog/steps-writing-rhetorical-analysis-essay-effectively)

📎 **Prof Faison Partial Rhetorical Analysis Essay.pdf**

📎 **Sample Rhetorical Analysis of a Text Sample 1**

📎 **Rhetorical Analysis Sample 2 (Juul)**

▾ Week 7

Debatable, Reasonable Topic supported by Evidence

📄 **Today In Class | Tues Oct 15 | Rhetorical Analysis Rough Draft Review | Entering into Argument | Kidney Argument**

💬 **Homework Discussion (Due Wed, Oct 7th) | Analyze an Argument (Literally!)**
Oct 7, 2020 | 2 pts

📄 **Today In Class | Fri Oct 18 |**

📎 **Rhetorical Analysis Essay Grading Rubric.pdf**

📝 **Rhetorical Analysis Essay Final Draft (Due Friday Oct 25 11:59pm)**
Oct 25 | 15 pts

▾ Argument (position) essay assignment Topics Cache

📝 **Argument (position) essay instructions**
0 pts

📝 **Group A Gender, homophobia, conversion therapy**
0 pts

📝 **Group B ChatGPT, ethics, court**
0 pts

📝 **Group C Multiverse, string theory**
0 pts

Group D Generative AI, education, students' voices
0 pts

Group E Barbie, objectification
0 pts

Group F AI ethics, apocalypse, technology
0 pts

Group G Blue and white collar work, cognition, automation
0 pts

Group H Urban decline, success, labor unions
0 pts

Group I Neuroplasticity, aging and mental illness
0 pts

Group J Enlightenment, reason
0 pts

Group K Reparations, human rights, education
0 pts

Group L Fast fashion
0 pts

Group M Public and scientists' view on science and society
0 pts

Group N Hybrid intelligence
0 pts

Group O STEM education
0 pts

Group P AI and medical diagnostics
0 pts

Group Q Declining birth rates
0 pts

Group R Climate change, Gen Z, mental health, peace
0 pts

Group S AI, music and creativity
0 pts

▾ **Week 8**

Today In Class | Tues Oct 22 | Critical Thinking | Dissoi Logo (dialexeis): CRISPR

Anatomy of Argumentative Essay.pdf

Homework Reading: How Gene Editing Could Ruin Human Evolution ▤ (https://time.com/4626571/crispr-gene-modification-evolution/)

Can Gene Editing Actually Do That? ▤ (https://www.nytimes.com/interactive/2017/08/04/science/crispr-gene-editing.html?smid=pl-share)

Today In Class | Fri Oct 25 | Critical Thinking | Dissoi Logoi A.I. | Claims and Counter Claims

Homework Readings on AI in College Academics (Due Thurs, Oct 24)
Oct 24 | 0 pts

ENGL 101 102 Students' readings Reflection on Chat GPT and education (1).docx

Students' readings Students' voice on generative AI.docx

Week 9

Put the YOU in YOUR Argument; Essay Styles

📄 Today In Class | Tues Oct 29 | Argument Essay Walkthrough | In Class Drafting

📎 Thesis Statement Examples 2023.pdf

📄 Today In Class | Fri Nov 1 | Argument Essay Walkthrough |Trolley Probelm In-Class Exercise

📎 Argument Essay Autism Sample.pdf

📎 Sample_argument_paper_6_Hacker-Zhang-MLA.pdf

📝 Argumentative Essay First Draft (Due Sat Nov 2 @11:59pm)
Nov 2 | 0 pts

Week 10

📄 Tues Nov 5 | Argumentative Essay Redux | Understanding Research Argument Essay Remote Assignment

📄 Today In Class | Friday Nov 8 |

📎 Reliable sources.pdf

📎 Crafting research questions.pdf

📝 Argumentative Essay Final Draft (Due Tues Nov 12@11:59pm)

Nov 12 | 15 pts

Week 11

📄 **Today in Class | Tues Nov 12 | Developing a Paragraph| The Trolley Problem**

📎 **Homework Reading: NFG Guide to Writing Arguments (Due Wed Nov 18 @7am)**

📎 **Sample Argument Paper**

📎 **How to Write a Paragraph.pdf**

📎 **Trolley Problem.pdf**

📄 **Today in Class | Friday Nov 15 |**

📎 **Claims & Counterclaims.pdf**

📄 **Bank of Genome Resources**

📄 **Bank of Self-Driving Car Resources**

Research argument essay assignment (5-6 pages) 25% of total grade

📝 **Research argument essay instructions**
0 pts

Harvard Elements of Academic Argument
0 pts

▾ **Week 12**

📄 **Today in Class | Tues Nov 19 |**

📄 **Today In Class | Fri Nov 22 |**

🔗 **Model_Argument_Paper.pdf**

🔗 **Sample Argumentative Paper.pdf**

▾ **Week 13**

📄 **Today in Class | Tues Nov 26 | WED CLASSES MEET**

📄 **MEET WED NOV 27 NO CLASS FRIDAY**

Research Argument Rough Draft (Due Fri Dec 6@11:59pm)
Dec 6 | 5 pts

▾ **Week 14**

📄 **Today in Class | Tues Dec 3 | Presentations**   🚫 ⋮

📄 **Today in Class | Fri Dec 6 |Presentations**   🚫 ⋮

📝 **Final Research Poster (Due Sun Dec 1 @11:59pm)**   🚫 ⋮
Dec 1 | 10 pts

📝 **Research Argument Final Draft (Due Fri Dec 20@11:59pm)**   🚫 ⋮
Dec 20 | 25 pts

📎 **Argumentative Essay Grading Rubric.pdf**   🚫 ⋮

▾ **Week 15**   🚫 ▾
＋ ⋮

📄 **Today in Class |Tues Dec 9 (Last Day Class) | Make Up Presentations**   🚫 ⋮

▾ **Oral presentation of research argument essay 10% of final grade**   🚫 ▾
＋ ⋮

📝 **Oral presentation assignment**   🚫 ⋮
0 pts

▾ **Library of instructors' readings and other resources**   🚫 ▾
＋ ⋮

📝 **Literacy narrative NJIT student essay examples**   🚫 ⋮
0 pts

sample NJIT students' research argument essays
0 pts

sentence starters
0 pts

Sentence rewrite exercise
0 pts

READINGS SHOWN ON KCHEN SYLLABUS:

(week 2) Why are students coming into college poorly prepared to write?
0 pts

(week 2) Writing process animation video (youtube)
0 pts

(week 2) Students' readings Shop Class as Soulcraft
0 pts

(week 2) Students' readings Re-examining technology and destruction of blue collar work
0 pts

(week 3) List of genre types Duke University
0 pts

(week 3) Prewriting Berkeley.edu
0 pts

(week 3) Brainstorming UNC
0 pts

(week 4) Thesis statements and putting the pieces together
0 pts

(week 5) Development, support, topic sentences
0 pts

(week 6) Revising UNC
0 pts

(week 6) Transitions guidetogrammar CCC
0 pts

(week 7) Reporting verbs (RMIT)
0 pts

(week 13) Editing and proofreading
0 pts

INSTRUCTOR AND CLASSROOM PEDAGOGY AND PRACTICE:
0 pts

Bazerman book The Informed Writer
0 pts

Transfer of first year knowledge
0 pts

A Plagiarism Pentimento
0 pts

Genre Knowledge and Writing Development: Results From the Writing Transfer Project
0 pts

Confronting the Challenges of Undergraduates' Argumentation Writing in a "Learning How to Learn" Course
0 pts

From 'Sage on the Stage' to 'Guide on the Side': A Good Start
0 pts

Inventing the University
0 pts

The role of priming in grammatical acceptability judgements for native versus non-native speakers: Effects of intelligibility
0 pts

Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach
0 pts

ADDITIONAL CONTENT/READINGS FOR STUDENT CONSIDERATION:
0 pts

Accommodating Science: The Rhetorical Life of Scientific Facts
0 pts

The Role of Attention in Learning in the Digital Age
0 pts

Randomized-controlled trials are methodologically inappropriate in adolescent transgender healthcare
0 pts

Ethical concerns surrounding sex prediction using noninvasive prenatal screening from pediatric endocrinologists' perspective
0 pts

Students' Fear of Missing Out Predicts In Class Social Media Use
0 pts

Sex Differences in Mathematical Ability: Fact or Artifact?
0 pts

Lancet retracts 12-year-old article linking autism to MMR vaccines
0 pts

Drivers and Inhibitors of Internet Privacy Concern: A Multidimensional Development Theory Perspective
0 pts

Exploring the Genetic and Environmental Causes of Perfect Pitch
0 pts

International society of sports nutrition position stand: caffeine and exercise performance
0 pts

The Coming Merging of Mind and Machine
0 pts

Ocean-Only FAFMIP: Understanding Regional Patterns of Ocean Heat Content and Dynamic Sea Level Change

0 pts

Disrupting Racism and Whiteness in Researching a Science of Reading

0 pts

A Comparison of Ultra-Brief Cognitive Defusion and Positive Affirmation Interventions on the Reduction of Public Speaking Anxiet

0 pts

Effects of social and technology overload on psychological well-being in young South Korean adults: The mediatory role of social network service addiction

0 pts