Humanities Syllabi   NJIT Syllabi

Fall 2024

ENGL 101-H03: English Composition: Introduction to Academic Writing

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New Jersey Institute of Technology
ENGL 101 Honors: ENGL 101 H03
Introduction to Academic Writing

TF 8:30—9:50am in FMH 314
Dr. Drew Ciccolo
Email: via Canvas or djc85@njit.edu*
Office hours: Fridays 10am – 12pm and by appointment at mutually convenient times
Office location: Cullimore 115F (first office on the right once you enter the 115 suite)

*Please note that you can email me through our course's Canvas page (recommended) or by using the email address listed above. If you do email me outside of Canvas, though, you want to include in your email the section number of the course you are in. (I teach multiple courses, so I won't automatically know which one you're in.)

A Note on AI usage
This gets repeated later in the syllabus, but it's worth foregrounding here: 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."

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office.

Course Description
ENGL 101 Honors is an introduction to college-level writing. 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, and 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. **There is no final exam for this course.**

Prerequisites
Entrance is determined by assessment results.

Please note: Students must receive a C or above to pass this course. Any final grade below a C will appear as an F.

Course Goals

During this course you will:

- Use writing as a tool for critical thinking and reflection
- Gain knowledge of writing's rhetorical dimensions
- Practice writing as a process by using various brainstorming, prewriting, drafting, revision, and editing strategies
- Write in several genres/forms that require development of skill with reflection, narrative, analysis, critique, and argument
- 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 (see Canvas) as well as Open Educational Resources (available for free on the internet).

Assignments & Assessment

A student's final grade for the course will be divided into the following parts:

Participation, Effort, 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, making sure to have read any assigned readings, 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, and 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. Also, please see below for the first-year-writing policy on attendance and participation.

Personal Narrative Essay (3-5 pages)   15%

This essay allows you to get creative while gaining a deeper understanding of yourself and the world and to work on communicating that understanding; it's written in the first person and develops your approach to language use and genre.

Rhetorical Analysis (approx. 3 pages)   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 and examine the context and rhetorical strategies used. 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.

Argument (Position) Essay (4-6 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 (5-7 pages)   **25%**
This essay involves your own research. You will develop an argument using at least five sources, predominantly from the NJIT library website, 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 distill and present your research findings to the class.
Individual and group work will be evaluated according to the university's grading scale.

A = 90—100	B+ = 87—89.99	B = 80—86.99	C+ = 77—79.99	C = 70—76.99	D = 60—69.99	F = 0—59.99

First-Year Writing Procedures for Student Success:

Attendance and participation
Showing up is very important, in this class and beyond. 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, which may affect your final grade. In order for an absence to be excused, I must receive an Absence Excuse Letter from the Dean of Students. More than six unexcused absences (three weeks of the course) will likely result in failure of the course. Lessons, activities, and workshopping as part of the writing process cannot be made up, and not participating in classes often leaves students disconnected from the practical skills needed for each genre. Regular participation in class activities and workshops is required to earn participation points. Not participating in the writing process will be met with deductions. If you are struggling or having trouble keeping up, see me one-on-one during office hours or by appointment.

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 – ChatGPT, etc. – using TurnItIn). Please follow the specific instructions for each assignment. **Refer to course schedule (below) and/or Canvas for all due dates.**

Essays

There are 4 formal essays completed in ENGL 101 Honors: personal narrative, rhetorical analysis, argument (position), and research argument. **Refer to course schedule (below) and/or Canvas for all due dates.**

Students must submit at least one rough draft and a final draft to be considered for a grade for that assignment. (One exception: The rhetorical analysis 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 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 your overall grade for the course).

Late Work
Submit work on time. This is important. If a draft is submitted late, it may not receive feedback, and your participation/effort grade will be affected. Barring extraordinary circumstances and excusal via the Dean of Students, late work will not be accepted. Again, if you are struggling or having trouble keeping up, see me one-on-one during office hours or by appointment.

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

I assume you are young professionals and that you have integrity. In other words, I assume you don't plan to plagiarize or use any unauthorized assistance when completing assignments. Academic integrity violations, however, do occur on occasion, so we also include the following information:

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: https://www.njit.edu/dos/code-student-conduct-article-11-university-policy-academic-integrity

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 be subject to 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 AI
First-Year Writing (FYW) follows the guidelines from the NJIT University Code of Academic Integrity:

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Turnitin evaluates all sorts of academic integrity violations, including AI-generated content. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers)**. Turnitin also flags AI-generated text and use of "grammar" assistants that actually rewrite sentences.** None of these tools are acceptable in student writing in ENGL 101 or ENGL 102. Plagiarism percentage appears on the submission page for each assignment. The AI percentage, meanwhile, 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.

Additional info. on plagiarism in case of any confusion:

Plagiarism is defined as:

Using or attempting to use written, oral, or graphic work which was authored or prepared by another and submitting it as one's own without appropriate citation or credit. Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

- Copying from a source without quotations or appropriate documentation.
- Copying from a source and altering a word or phrase to avoid exact quotation.
- Paraphrasing from a source without attribution.
- Cloning someone else's ideas without attribution.
- Having someone else write a paper for you.
- Utilizing an image for a paper without proper attribution.

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/

Important dates (add/drop, withdrawal, etc.): https://www.njit.edu/registrar/fall-2024-academic-calendar

ENGL 101 Honors
Course Schedule

Class time may consist of readings, mini-lectures, videos, visuals, workshops on writing process, small and whole group activities, in-class writing, and reviews of drafts and reflections. **It is important to note that this schedule is subject to change – if it does change, you will always be alerted in class and/or via announcement/email. (TBA = to be announced.)**

Week 1 (Sept. 3rd and Sept. 6th)
Introduction(s). Go over syllabus together, discuss semester to come. Look over diagnostic assignment together. Read at least one ITATAL article. **Diagnostic Essay due by midnight (end of day) on Friday, Sept. 6th (so I have them by Saturday morning). (We will begin working on these in class).**

Week 2 (Sept. 10th and Sept. 13th)

Have read: Brainstorming via UNC, Prewriting via Berkeley SLC, the highlighted sections of "Translating Self and Difference through Literacy Narratives" (1994) by Mary Soliday, any remaining ITATAL readings in Unit 1 module. Literacy narrative assignment (re-)introduced. Introduction to writing as a process. Essay basics. In-class writing (literacy narrative). Reverse outline literacy narratives using feedback.

Week 3 (Sept. 17th and Sept. 20th)

Have read: Revising via UNC, Editing and Proofreading via the Purdue Owl, "The Sentence is a Lonely Place" by Garielle Lutz. Read and go over together: AAC&U rubric and (potentially) student literacy narrative examples. Essay formatting. Introduce and discuss: contextualization, thesis statements, topic sentences, development, support (evidence). Begin looking at paired readings for upcoming assignments. In-class writing (revision). **Personal Narrative Final (15%) due by Friday, Sept. 20th at midnight (end of day).**

Week 4 (Sept. 24th and Sept. 27th)

Choose a reading pair from the reading pairs module – you'll use this pair for the next two assignments, so make wise choices! (Let your personal and/or academic interests guide you.) Have read: How to Write a Rhetorical Analysis via Purdue and Rhetorical Analysis Texas A&M Guide. Rhetorical Analysis assignment introduced. Analysis lesson. Vote on an article pair to go over in class. Choose an article from your pair and begin drafting rhetorical analyses.

Week 5 (Oct. 1st and Oct. 4th)

Have read: Rhetorical Analysis: Backpacks vs. Briefcases. Look over: All APA resources in the Resources module. Vote on a reading pair and an article from that pair and discuss together. More rhetorical analysis lessons and discussion. Identifying, analyzing, and evaluating arguments. **Rhetorical analysis (15%) due by midnight (end of day) on Friday, Oct. 4th.**

Week 6 (Oct. 8th and Oct. 11th)

Have read: Elements of Academic Argument via Harvard. Assignment introduced: Argument (Position) Essay. Vote on an article pair to discuss as a class. Formulating Introductions and thesis statements. Discuss article pair. Choosing the best evidence. Quoting and paraphrasing. In-class writing (brainstorming, prewriting, drafting).

Week 7 (Oct. 15th and Oct. 18th)

Have read: Transitions and Coherence via CCC. Continue discussing article pair. APA style. Citing your article pair. **Argument (position) essay draft due by Friday, Oct. 18th at midnight (end of day).**

Week 8 (Oct. 22nd and Oct. 25th)

Reading(s) TBA. Vote on and discuss a second article pair. Reverse outline argument (position) essays using feedback.

Week 9 (Oct. 29th and Nov. 1st)

Explore NJIT library resources. Introduction to academic research. **Argument (Position) Essay Final (20%) due by Friday, Nov. 1st at midnight (end of day).**

Week 10 (Nov. 5th and Nov. 8th)

Continue exploring library resources in Resources module on your own. Research Argument Essay Assignment introduced. Introduction to specific library databases. Brainstorming, prewriting.

Week 11 (Nov. 12th and Nov. 15th)

Reading(s): TBA. Organizing the Research Argument Essay. **Research Argument Essay drafts due by Friday, Nov. 15th at midnight (end of day).**

Week 12 (Nov. 19th and Nov. 22nd)

Reading(s): TBA. APA citation review. Oral Presentations assignment introduced.

Week 13 (Nov. 27th)

Last discussion of revision (and, potentially, writing discussion board reflections on research writing process). Discuss and schedule oral presentations. SLC: slow, loud, clear. Review sample PowerPoint presentations. We may begin presentations on the 27th (depending on how many students we end up having in the class). **Research Argument Essay Final (25%) due by Sunday, Dec. 1st at midnight (end of day).**

Week 14 (Dec. 3rd and Dec. 6th)

Due on Canvas and in-class: Oral Presentations on Research Argument Essay (10%).

Week 15 (Dec. 10th – last class of semester)

Due on Canvas and in-class: Oral Presentations on Research Argument Essay (10%).

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