

Fall 2024

## ENGL 101-H05-H09: English Composition: Introduction to Academic Writing

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# **New Jersey Institute of Technology**

## **ENGL 101-H5**

### **Introduction to Research Writing**

<b>Catalog:</b>	ENGL 101-H5, Fall 2024
<b>Instructor:</b>	Johanna Deane
<b>Room:</b>	Faculty Memorial Hall 205
<b>Meeting Times:</b>	Wednesday/Friday 8:30am-9:50pm
<b>Email:</b>	<a href="mailto:jmd56@njit.edu">jmd56@njit.edu</a> , subject line ENGL101-H9:
<b>Office hours:</b>	W/F 11:30-12:20 or by appointment in Cullimore 115C or <b>Zoom</b> .
<b>Course notes:</b>	Available via the Active Workspace.

#### **Course Description**

Honors English 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 through brainstorming, invention, revision, and editing
- Write in several genres to practice analysis, reflection, narrative, critique, and argument
- Practice the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

### **No required textbook**

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

### **Assignments & Assessment**

Students' grades will be calculated on a 100-point scale:

#### **Preparedness and Participation**

**15%**

Includes regular and timely attendance, preparation for class meetings by doing the readings in advance, and participation in in-class skill work and investigation

#### **Literacy Narrative Essay**

**15%**

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

#### **Position Essay**

**20%**

This essay summarizes relevant academic arguments from two assigned readings and presents a claim of your own in support or rebuttal, supported by the evidence of those sources, real-world examples, and your own academic knowledge.

#### **Rhetorical Analysis Essay**

**15%**

Completed **in class** on the day scheduled by your instructor, this assignment requires you to analyze the rhetorical methods used persuasively in a text. You will be provided with the text and a short summary of its claims; you do not need to summarize its arguments, only explain how it makes them seem persuasive. Because this is a timed essay limited to an eighty-minute class session, you will be graded on analytical substance rather than form. All revisions will be held to a higher standard of polish and correct formatting.

#### **Research Argument Essay**

**25%**

This is a formal argument drawing on existing scholarship for context and evidence. Successful essays will advance a causal, descriptive, interpretive, or policy argument, strong reasoning, appropriate use of evidence, and a clear consideration of counterarguments.

#### **Oral Presentation on Research Argument**

**10%**

This is a short in-class presentation of your research argument using PowerPoint or comparable presentation software, and will be graded on clarity, focus, quality of argument, and oratory.

**All graded assignments will be evaluated on the Written Communication Value Rubric and assigned a grade using the following scale:**

A 100-90	B+ 89-87	B 86-80	C+ 79-77	C 76-68	F 59-67
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WCVR Scores of 4 convert to A (100). Scores of 3 convert to 85-90. Scores of 2 convert to 70-84. Scores of 1 convert to 50-69. Non-submission is always worth 0.

## **Participation and Attendance**

Attendance and participation are critical in this class. Participation is required for all in-class activities, including drafting, revising, discussions, peer support, and informal writing. Students must actively and regularly participate in all class activities, including reading, writing, critical thinking, discussing, interpreting, analyzing, synthesizing, asking questions and responding to one another. Additionally, there will be informal class writing activities, as well as regular workshops and peer review sessions.

### **Attendance**

You may miss up to one week of class (or two classes) without penalty. Every subsequent unexcused absence may result in the deduction of participation points. In order to gain participation points, you must participate regularly in class activities and workshops. More than six unexcused absences (three weeks of the course) can result in course failure. Activities and workshoping as part of the writing process cannot be made up, and not participating in these classes often leaves students' skills underdeveloped.

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). 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 and ENGL 102. 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.

### **Written Assignments**

There are four graded written assignments.

- 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.
- By default, the instructor will deliver verbal and written feedback in a one-on-one **student grading conference**, during which you will take notes; you will then email a revision plan to the instructor. Student grading conferences allow students to actively participate in their own evaluation process, entering into active cognitive apprenticeship with their instructor.
- If you do not wish to participate in a student grading conference, you will receive written feedback only.
- You should follow instructor feedback while drafting and revising; engagement in this process is part of your graded participation. We will also peer review and whole-class review your papers during selected classes.

- Revisions must be submitted using track changes, or underlining changed text for ease of grading, and explaining what changed in a brief note showing how you applied instructor feedback. You may submit revisions at any point in the term, but realistically, you will need to revise promptly to stay on track in 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 share course materials, grade assignments, give feedback on drafts, participate in discussions while students read course material, view assignments, submit essays, write and create in discussion boards. There are no written exams in FYW.

Students use their NJIT email as the primary method of communication and maintain an appropriate tone. Include an appropriate subject line and 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 requiring them. Students that practice professional, focused behavior now will be more prepared 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](mailto: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. All projects and homework assignments are to be completed individually unless otherwise specified.

## ChatGPT and AI Writing Tools

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 (Central King Building G17) is available for in-person and virtual sessions. This resource is free and intended to help you improve your writing and communication skills with tutors who help with planning assignments, improving your writing, refining an essay or multimedia project, for classes, personal statements, etc. For more information or to make an appointment, please visit <https://www.njit.edu/writingcenter/>.



## 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

## Schedule of Classes

## WEEK ONE: WHAT IS RHETORIC?

Wed Sep 4 **Syllabus review and semester overview.**  
Introduction to text, context, medium,  
genre, and rhetoric.

This document

Fri Sep 6 **Lesson 1.** Reading rhetorically. What is the argument being made? How is it being supported? What makes it persuasive and impactful?

Climate change will make you poorer, according to a new report (msn.com)

38 trillion dollars in damages  
each year: World economy  
already committed to income  
reduction of 19 % due to  
climate change

## Climate Change Could Cost Each American Born Today \$500,000 - Consumer Reports

## WEEK TWO: WHAT IS NARRATIVE ARGUMENT?

Wed Sep 11    Discussion: How is knowledge created?

Fri Sep 13 **Lesson 2. What is a literacy narrative?** What can we learn by writing one? Rhetorical analysis of existing literacy narratives.

## Literacy Narrative Explained

## Amy Tan, “Mother Tongue”

## Malcolm X, “Literacy Behind Bars”

### WEEK THREE: HOW CAN WE REVISE?

Wed Sep 18 **DUE: Literacy Narrative (Draft)**

## Revising Drafts

## Workshop 1. Literacy narratives, and how the details serve the message.

Fri Sep 20 **DUE: Literacy Narrative**

Class meeting cancelled for grading meetings.  
Grading meetings held during class session  
and in office hours. Students who do not meet  
will be assessed a grade with written  
comments, but may not revise.

#### **WEEK FOUR: HOW CAN WE IDENTIFY THE THESIS?**

Wed Sep 25 **Lesson 3. How are true arguments structured?** Claim, reasoning, evidence, exceptions, limitations, inductive vs deductive reasoning, correlation and causation, formal vs. informal argument, enthymeme, syllogism.

[Harvard College Writing, Elements of Academic Argument](#)

Fri Sep 27 Discussion: Identifying premises and inferences. Watch in class:

[Logic | Philosophy Tube](#)

[Reporting Verbs](#)

Shared exercise: thesis analysis of  
[The economic commitment of climate change](#)  
[Climate Change Could Cost Each American](#)  
[Born Today \\$500,000](#)

[Putting the Pieces Together with a Thesis Statement](#)

Assigned: Position Paper

#### **WEEK FIVE: HOW CAN WE DEVELOP THE THESIS?**

Wed Oct 2 **Lesson 4.** Documentation, citation, quotation, summary, designing appropriate and consistent reporting standards, and maintaining standard academic English register, tone, and style.

[Purdue OWL: APA Style Guide](#)

[Student Paper Setup Guide, APA Style 7th Edition](#)

Fri Oct 4 **DUE:** Position Paper (draft).

**Workshop 2. Identify weaknesses in your argument with peers, and research to address them.**

[Robert W. Van Houten Library \(njit.edu\)](#) - EBSCO –  
Proquest – ScienceDirect –  
JSTOR – Google Scholar

#### **WEEK SIX: HOW CAN WE EDIT TO STRENGTHEN OUR ARGUMENTS?**



Wed Oct 9 **DUE: Position Paper.**

[Paragraph Development and  
Topic Sentences](#)

**Workshop 3. Use academic writing apparatus to sharpen and clarify your argument.** Come to class having skimmed the resources; we will focus on

[Coherence: Transitions  
between Ideas](#)

Fri Oct 11 Class meeting cancelled for grading meetings. Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.

### **WEEK SEVEN: HOW DO ARGUMENTS REALLY PERSUADE US?**

Wed Oct 16 **Lesson 5. Separating argument from rhetoric.** Retrospective analysis of the rhetorical *difference* between “The economic commitment of climate change” and “Climate Change Could Cost Each American ...”

[Rhetorical Analysis  
\(University of Arkansas\)](#)

[ENGL 101 Rhetorical  
analysis: Backpacks vs  
Briefcases](#)

Fri Oct 18 **Workshop 4. Thin-slice rhetorical analysis in small groups of “Unsettled Science,” “Climate Change Reconsidered,” “Unconventional Fuels,” and “Substituting beans for beef”**

### **WEEK EIGHT: CAN WE IDENTIFY DECEPTIVE ARGUMENTS?**

Wed Oct 23 **Lesson 6. Identifying rhetorical tactics that mask a weak, false, or unfounded argument.**

[It's no wonder the world's  
cooling on climate change  
\(archive.is\)](#)

Fri Oct 25 **In-Class Writing - Rhetorical Analysis Assignment.**

[Climate Deniers Are Giving  
Us Skeptics a Bad Name  
\(archive.is\)](#)

### **WEEK NINE: HOW CAN WE BEST JOIN AN EXISTING ARGUMENT?**

Wed Oct 30 **Lesson 7. Joining a conversation, not shouting into the void. Global problems, local solutions. The joys of specificity.**

[Robert W. Van Houten  
Library \(njit.edu\) - EBSCO –](#)

Fri Nov 1 **Workshop 6. Small group work:** Identifying and localizing a problem or issue.

Assigned: Research Argument.

### **WEEK TEN: HOW CAN WE IMPROVE OUR WORLD THROUGH ARGUMENT?**

Wed Nov 6 **Lesson 8. Constructing your argument.** Summary, analysis, and argument. “They say/I say.”

Fri Nov 8 **DUE: Research Argument (draft)**

**Workshop 7.** Do you situate your argument? Is your thesis clear, well-argued, and well-evidenced? Does it add value to our communities?

### **WEEK ELEVEN: HOW CAN WE GET THE MOST FROM OUR PROCESS?**

Wed Nov 13 **Lesson 9. On cohesion and pressed ducks.**

[Purdue OWL: Editing and Proofreading](#)

Fri Nov 15 **Workshop 8. Triage and targeted revisions & edits.**

### **WEEK TWELVE: CAN WE COMPLETE OUR PAPERS ON TIME?**

Wed Nov 20 **DUE: Research Argument**

Class meeting cancelled for grading meetings. Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.

Fri Nov 22 Class meeting cancelled for grading meetings. Grading meetings held during class session and in office hours. Students who do not meet will be assessed a grade with written comments, but may not revise.

### **WEEK THIRTEEN: HOW CAN WE PRESENT OUR ARGUMENTS?**

Wed Nov 27 Oral Presentations (5x). For bold students or students with presentation experience, followed by a skill-sharing workshop to help your classmates present most effectively.

**WEEK FOURTEEN: WHAT IF WE HAVE STAGE FRIGHT? WHAT THEN?**

Wed Dec 4 Oral Presentations (Full Class Session)

Fri Dec 6 Oral Presentations (Full Class Session)

**WEEK FIFTEEN: WHAT DID YOU LEARN THIS SEMESTER?**

Wed Dec 11 Debriefing session and metacognitive discussion. All revised assignments are due; there will be no extensions beyond this date.