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Fall 2018

# HUM 102-101: Writing, Speaking, Thinking II

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**HUM 102 Writing, Speaking, Thinking II. Writing from Research.**

**Writing to Interrogate The World**

**Prof: Brian Morgan**

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**brianpmorganteaching@gmail.com**

**Office hours: (please schedule by email)**

**Date:** Mondays at 6pm – 9pm

**Room:** FMH 407

**Goals:** Analysis and application of the principles of effective writing. Skills develop through weekly reading and various writing tasks, including weekly in-class and homework assignments, and one major research paper.

**Dictionary and Thesaurus:**

Students are required to have a dictionary and thesaurus of their choice. Laptops and smartphones are required for in-class assignments.

**Textbooks:**

None required.

**Grade Breakdown:**

1. One final research project, 20% of grade
2. Homework assignments, 20% of grade
3. Oral Presentation: 10% of final grade
4. **Class attendance, in-class assignments: 30% of grade.**
5. Reader's Journals (a formal response to ten articles of the student's choosing) 20% of grade.

**Electronic Devices:**

Electronic Devices should be used only for in-class assignments, not for personal use.

**Requirements:****Research Project:**

Students will complete a 15 page research paper, attempting to answer a research question the student poses. There will be multiple drafts of this essay, and an oral presentation. This will be the bulk of the work in the second half of the semester. **Note for grading: the bulk of the grade for each research paper will quantify the improvement between drafts.** Students who do not prepare multiple drafts of each essay will make this improvement difficult to judge, and the essay grade (regardless of the power of the final draft) will suffer from the lack of drafts.

Layout: All essays and homework assignments must have a cover page, be typed, double-spaced and include in-text citations, and a List of References.

**Essay Presentations (this is part of the in-class assignment grade):**

Every student will bring in one essay (no more than 3 or 4 printed pages) to be discussed in class. These essays will be read in class and the student presenting will discuss why he or she has brought in this essay. When making these presentations, the student should note:

What is the argument being made? How is the author making the argument? Which sentences are effective? Why? Does the essay use concrete examples? What is the underlying research supporting this argument?

The student should bring in 26 copies of the essay. All essays should be approved by the teacher before being photocopied (this can be done by email.) Useful sources of short essays are: The New York Times/Washington Post (etc.) Opinion page, The New Yorker, Salon.com, TheAtlantic.com, the Huffington Post, websites of television news organizations, NPR.org, etc. Essays should have enough depth to spur a 10-20 minute discussion in class, and the presenter should be ready to deepen the discussion at any point.

The presenter should begin the discussion by noting the overall structure of the piece, as well as effective and less-effective parts of the argument being made. The student may choose to present the essay and materials relating to the essay with available technology.

Students will present these essays, generally, on Fridays (depending on class size and schedule, every student will go at least once.) These presentations will be scheduled in the first class of the semester.

Students will also perform an oral presentation based on a previous piece of writing.

**Class Participation/Discussion:**

Students will be asked to respond to published and student written work during class time and also through assignments. Student responses during class time are mandatory.

**Homework:**

All reading and writing due for a specific class must be completed before the class begins. All work to be handed in should be typed, double spaced, with 12 point Times New Roman font.

**Workbooks/Journal Writing/Downtime:**

If there are in-class times when a student is waiting for others to finish reading an essay or otherwise without assigned work, the student should take notes in the Reader's Journal, revise essays, begin future essays, or begin reading a future essay or other assigned reading.

**Under no circumstances is it appropriate for a student to be using electronic devices for any other purpose than improving his or her writing, even during downtime.**

**Readers Journal:**

The student should take notes for every piece we read in class. These notes can be taken during discussions, before discussions, or in retrospect (or all three). In addition, responses to 10 essays, each one page, double spaced, will be typed and handed in as part of a Readers Journal, which will be graded.

**Oral Presentations:**

Each student will present a poster, or Executive Summary (via handout) of the findings of their research paper to the class on the final day of class.

**Academic Integrity**

***Students with Disabilities***

*If you have a documented disability – physical, psychological, medical, or learning – which may impact your academic learning, please contact the Office of Career Development, Wellness and Disability Services. The Director will determine with you which accommodations are necessary and appropriate. All disability-related information will be kept confidential.*

***Plagiarism and Other Forms of Academic Dishonesty***

*The College expects students to observe academic integrity in all aspects of their academic life, including the conduct of their examinations, assignments, and research. All members of the College community share the responsibility for creating a climate of academic integrity based on fairness to others and respect for oneself. Violations of academic integrity are treated very seriously.*

*Plagiarism (the act of copying, stealing, or representing the ideas or words of another as one's own without giving credit to the source), cheating on examinations, and all forms of academic dishonesty are forbidden. Students found guilty of such behavior are subject to appropriate disciplinary action, which may include a reduction in grade, a failure in the course, suspension, or expulsion. **Instructors at NJIT routinely use plagiarism detection devices such as Turnitin and Google to uncover acts of plagiarism.***