New Jersey Institute of Technology
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Spring 2019

HUM 102-H02: Writing, Speaking, Thinking II

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HUM 102 - Honors: Writing, Speaking, Thinking II

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M 10-11, W by appt

Course Description:

This course continues and expands opportunities for the development of communication skills in both academic and professional settings. We will review and build on the knowledge gained in HUM 101 about genres, rhetoric, audience and purpose in college-level writing. We will apply this knowledge strategically to learn about and practice writing tasks expected within students' majors and future professions. Students will also be introduced to a rigorous study of the bibliographical research process expected at the college-level. We will learn about and discuss information literacy in the digital era, including major contemporary issues such as "fake news", predatory academic journals, and retracted scientific studies. Students will work first collaboratively and then independently on gathering, organizing and analyzing bibliographic data, ultimately producing a research-paper manuscript of substantial length and scope.

As this course also focuses on the writing processes involved in research projects, you will also learn about and practice strategies of brainstorming, mind-mapping, drafting, reflecting, revising and providing feedback. As writing and reading go hand-in-hand, you will also read challenging articles, essays, and prose. You will analyze art, films, and other visual compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings serve as both models of effective communication and as beginning places for students' own arguments and analyses.

General Course Objectives:
- To complete a variety of writing projects in preparation for future coursework and academic/professional activities.
- To practice a variety of oral presentations and written communication.
- To learn to engage an audience in writing and speech, and make meaning clear.
- To enhance skills of critical reading and analysis of artistic and academic writing.

♦ To enhance skills of argumentation and persuasion through writing.
♦ To understand and demonstrate nuances of writing in *digital environments*, including the "digital classroom".

Class Rules:

LATE ASSIGNMENTS:

♦ Assignments must be submitted on time. **Two** late assignment per semester will be accepted with points deducted (see scale below); **further** late assignments will not be accepted and a grade of zero will be entered into the record. Assignments have both a **date and time** due. If assignments come in after the **date and time** due, <u>one</u> grade point will be deducted (i.e., from B+ to C+); if assignments come in <u>two</u> days after the date and time due, <u>two</u> grade points will be deduced (i.e., from B+ to D+). Assignments that come in <u>three</u> days after the date and time due will lose <u>three</u> grade points. Assignments will not be accepted for grading beyond three days late.

ATTENDANCE

Attendance is required and is graded. Two absences are permitted per student during the semester (including for sick days, travel time for sports, and other academic conflicts). If you are sick, <u>please do not come to class</u>. If you have issues keeping you away from class, please **contact the Dean of Students** to discuss it; the office will address the problems with you and then contact your professors on your behalf. Attendance is part of your grade. Each absence over the maximum will result in a 2 point deduction from your **overall total** for the Participation in Class Exercises grade.

CLASS PERFORMANCE AND BEHAVIOR

This is an interactive class that requires your attention and respect of fellow classmates and the instructor. When we're working in class, either individually on an assignment, as a group addressing and solving a problem, or collectively in discussion of coursework, you are expected to be attentive and respectful. It is not professional to work on homework for other classes, sleep, talk to friends, or use phones and laptops for something other than coursework while you are in this classroom. This behavior will be noted and recorded, and will negatively impact your Participation in Class Exercises grade significantly.

ASSIGNMENTS AND GRADING

Grades assigned range from A-F. **One** assignments per semester can be revised. Revisions must include original and new drafts, and short paragraph or bulleted list describing the changes made to the assignment. Review the percentages below (Assessment Formula) for a more specific breakdown of each assignment's weight in the course.

PLAGIARISM AND CHEATING:

♦ Any plagiarism (i.e., using writing from the internet without quotes and attribution) will receive a failing grade and be referred to the Dean of Students for further action.
♦ Copying another student's responses for quizzes, research roadmap assignments, or any other short-form assessment is cheating and will result in a failing grade for both students. It will also be referred to the Dean of Students as a violation of Academic Integrity.

Final Grades:

A = 90 – 100   B+ = 87 – 89   B = 80 – 86   C+ = 76 – 80   C = 70 – 75   D = 60 – 69   F = 0 – 59

Please note + and – grades will be used in **assignment** grading to indicate marginal grades or signal improvement/need for improvement.

Assessment Formula:

Participation in Class Exercises	**50%**
Quizzes (closed book)	15
Workshop Sessions (4)	20
Verbal/focused participation	10
In-class writing sessions (4)	10

*note that non-class sanctioned laptop use often negatively impacts this grade, as does completing work for other courses, staring into phone screens, and sleeping. <u>Students routinely ignoring us do not earn these 15 points.</u>

Writing Exercises	**25%**
Assignment 1 (due 2/6)	5
Assignment 2 (due 2/27)	5
Assignment 3 (due 3/13)	5
Assignment 4 (due 4/3)	10
Final Research Project	**25%**
Peer-Review Sessions	10
Final Draft	15

<u>Schedule of Assignments and Class Activities, Jan – March</u>
<u>(Subject to Change)</u>

Date	Reading Assignments	Submitted/Presented	Class Activity
1/24	Burnett, "Is The Internet Killing Our Brains?"		Course Overview; **Mini-lit/writing narrative assigned**
1/28	Boroditsky, "How Does Our Language Shape the Way We Think?" Olsen, "In Zarafshan"		Discussion of broad research options ; **Assignment 1 (writing/professions) introduced**
1/31	Winsor, "Joining the Engineering Community: How Do Novices Learn to Write Like Engineers?" (Moodle) NPR/ATC, "Story Specialists: Doctors Who Write" (Moodle)	Mini-literacy/writing narrative due (1-2 pages)	Be prepared to discuss (1-2 minutes) completed narratives during group session
2/4		**Workshop Session 1:** Bring one completed **hard copy** of the first 1-2 pages of your draft to class for a workshop.	Workshopping first page drafts in small groups

2/7	Marrero, "A Crash Course in Undergraduate Research" (file on Moodle)	**Assignment 1 Due** **Workshop Session 2:** Bring one completed **hard copy** of the final draft to class for a workshop.	Review & Comment on Final Drafts – **Full Session**
2/11	Nasser, "Do Some Cultures Have Their Own Ways of Going Mad?" Goldman & Waymar, "Identifying Ugliness, Defining Beauty: A Focus Group Analysis of and Reaction To Ugly Betty" (file on Moodle)		Discuss Readings
2/14	*The Craft of Research* Ch 3; "Posing Meaningful Questions" (files on Moodle)		**Assignment 2 (proposal) introduced** Brainstorming & Choosing Topics
2/18	Getting Started with NJIT Library Research Guides; links for review TBA;		Outlining Proposal ideas & creating a research strategy
2/21		**Writing Day**: working on proposals– bring laptop or notebook to class	
2/25		**Workshop Session:** Bring one completed **hard copy** of your proposal draft to class for a workshop.	
2/28	Scharf, "The Annotated Bibliography Assignment" Mooney & Halley, "Fake News and Information Literacy"	**Assignment 2 Due, including** 1. **Final Draft** 2. **Writer's Memo** 3. **Workshop Draft with Comments**	**Assignment 3 (annotated bibliography) introduced** Class discussion
3/7		**Writing Day**: working on annotated bibliographies – bring laptop or notebook to class	

3/11		**Workshop Session:** Bring one completed **hard copy** of your proposal draft to class for a workshop.	
3/14		**Assignment 3 Due, including** 1. **Final Draft** 2. **Writer's Memo** 3. **Workshop Draft with Comments**	
3/18	**Spring Break**		
3/21	**Spring Break**		
3/25	Moving from Annotated Bibliography to Literature Review Sample Papers (Moodle)		Review and critique sample papers; **Assignment 4 (literature review) introduced**
3/28		**Writing Day**: working on literature review – bring laptop or notebook to class	
4/1		**Workshop Session:** Bring one completed **hard copy** of the first 1-2 pages of your lit review draft to class for a workshop.	
4/4		**Assignment 4 Due, including** 1. **Final Draft** 2. **Writer's Memo** 3. **Workshop Draft with Comments**	**Review of Final Research Project Guidelines**
4/8	"Organizing Your Social Sciences Research Paper: The Introduction" "Writing an Introduction for a Scientific Paper"		Class Discussion on Intro/Conclusion/Transitions in final projects
4/11		**Writing Day**: working on final paper progress – bring laptop or notebook to class	
4/15	Erren, "10 Simple Rules for a Good Poster Presentation"		

4/18	Conferences: Final Project progress & discussion (Group A)		
4/22	Poster Sessions – Meet in Writing Center		
4/25	Conferences: Final Project progress & discussion (Group B)		
4/29		**Draft Peer Review – Round 1**	Use *Peer Review Advanced Forum* on Moodle to comment on partner's draft
5/2		**Workshop Session:** Bring responses/memos to class in **hard copy**.	
5/6			Meet in class to finalize / assemble research papers
5/10	**Final projects due**	**Final projects due:** Projects Uploaded to Moodle no later than 5 PM on Friday, May 10th	