Course: Humanities 101

English Composition (3-0-3)

Instructor:	**Office Hours**:
Office:	**Classroom**:
Phone:	**Term**:
Email:	

Course Meeting Schedule

Meeting Schedule:

Course Prerequisites and Next Recommended General University Requirement

Prerequisites**:** Entrance is determined by placement test score or completion of Hum 099 with a grade of C or better

Next Recommended Courses**:** HUM 102

Course Description

This course focuses on developing *advanced* written and oral communication skills that students will use within and beyond NJIT. Students will learn to communicate with a variety of audiences in a variety of settings: academic, professional, civic, and personal. At the conclusion of the course, students will be expected to demonstrate proficiency in six core competency areas: rhetorical knowledge; critical thinking, reading, and writing; composing process; knowledge of conventions; composing in electronic environments; and information literacy.

Prerequisite Skills

Prerequisite skills for Humanities 101 include proficiency in *basic communication strategies*—the knowledge, skills, and attitudes—required at the post-secondary level. Demonstration of these skills is required for successful completion of Humanities 101 or its equivalent.

Course Materials

Course Textbook: *The McGraw-Hill Guide: Writing for College, Writing for Life*. Duane Roen (Author), Gregory Glau (Author), Barry Maid (Author)
Publisher: McGraw-Hill Humanities/Social Sciences/Languages; 2 edition (April 30, 2010). Access to the course eTextbook may be purchased in the NJIT Bookstore or online. To purchase online at www.shopmcgraw-hill.com, use this ISBN: 9780077376369. Hardcopies may also be purchased in the NJIT bookstore but are much more expensive.

Course Learning System: When *The McGraw-Hill Guide: Writing for College, Writing for Life* is purchased, access to Connect Composition is included. Connect will serve as the Course Learning System. There is therefore no cost for Connect.

Course Management System: The open source platform Moodle will serve as the Course Management System. There is no cost for Moodle, and students may access at http://moodle.njit.edu/

ePortfolio Platform. All students in Humanities 101 are required to keep a course portfolio organized according to the core competencies. In addition to providing evidence of the core competencies, a reflective statement of student progress on each of the core competencies is also required. Access to Mahara, the ePortfolio platform, is gained through Moodle. There is no cost for Mahara.

Blogging Software. For course blogging tasks, NJIT hosts the WordPress Platform. WordPress may be activeated at https://blogs.njit.edu/ocw/about/ There is no cost for the WordPress platform.

Podcasting. For course podcasting tasks, NJIT hosts Camtasia Relay. The platform may be accesses at http://relaystart.njit.edu/ There is no cost for Camtasia Relay.

Communication Tools from Microsoft Office. Students in this course will find a wide array of software available to enhance your communication studies. Microsoft Word, Power Point, and Excel will prove invaluable to you in this course. You may also want to explore Microsoft Publisher, the desktop publishing suite. We also recommend Microsoft Office Visio, a diagramming application that helps design and communicate complex ideas.

Academic Integrity

The University Code on Academic Integrity reminds us that NJIT is "an institution dedicated to the pursuit of knowledge through teaching and research. The university expects that its graduates will assume positions of leadership within their professions and communities. Within this context, the university strives to develop and maintain a high level of ethics and honesty among all members of its community." Academic integrity is thus an integral part of the NJIT community. Each student is therefore required to sign the Honor Code Agreement. The URL for University Code on Academic Integrity: http://www.njit.edu/academics/pdf/academic-integrity-code.pdf The Honor Code Agreement in Part 2, Article III, Section 3, must be posted on each student's ePortfolio.

Rhetorical Purpose

Humanities 101 will focus on the following rhetorical purposes for communication: to convince; to evaluate; to explain causes and effects; and to solve problems. This course pays special attention to *advanced* persuasive strategies.

Thematic Areas

Instructors at NJIT often focus a course around key concepts. These concepts, or themes, will vary according to your instructor. Some instructors select themes that

are integral to the NJIT mission as New Jersey's science and technology research university. These instructors choose themes such as the following: Digital Environments; Sustainable Systems; Life and Healthcare; and Creative Design. Other instructors seek eek to examine the core of scientific reasoning with topics such as The Example of Science or Biological Science in the Contemporary World. Other instructors focus on cultural studies with topics such as Art and Society, Culture Gaps between Generations, and Connections between Writing and Literature. And still other instructors are broadly philosophical, advancing topics such as these: Uncertainty and Contingency; Identity Construction and Sites of Social Engineering; and Aesthetics. Whatever themes your instructor encourages you to examine, your skills in information literacy will lead you to the best sources for your communication experiences in the course.

Information Literacy

The Middle States Commission on Higher Education defines information literacy as ''an intellectual framework for identifying, finding, understanding, evaluating and using information. It includes determining the nature and extent of needed information; accessing information effectively and efficiently; evaluating critically information and its sources; incorporating selected information in the learner's knowledge base and value system; using information effectively to accomplish a specific purpose; understanding the economic, legal, and social issues surrounding the use of information and information technology; and observing laws, regulations, and institutional policies related to the access and use of information.'' At NJIT colleagues from the Robert W. Van Houten Library design, coordinate, teach, and assess the university information literacy initiative. In Humanities 101, students are assessed on their ability to cite sources Modern Language Association style. Students are expected to demonstrate evidence of independent research, to use sources appropriate to the topic at under examination, and to integrate information in order to deepen critical thought.

Communication Studio

Beginning in the fall of 2010, the NJIT Communication Studio will be available to all NJIT students. This service is available for the campus-wide community, and all students and faculty are welcome. One-hour, individual appointments are available with Professional Writing Instructors to help you improve your communication and writing skills. Instructors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. Drop by the Studio, located in Cullimore Hall Room 115, to sign up for an appointment or to learn more about how we can help you.

Outcomes Assessment

Building on prerequisite skills, we will work to ensure that students are proficient in *advanced* communication strategies required at the post-secondary level.

Our core competency areas are informed by outcomes goals established by the Council of Writing Program Administrators, the Association of College and Research Libraries, and the Middle States Commission on Higher Education. During key points in the course, students will be assessed through rubric-based instructor review. At the end of the semester, student proficiency will be assessed in a portfolio designed around the six core competency areas: rhetorical knowledge; critical thinking, reading, and writing; composing process; knowledge of conventions; composing in electronic environments; and information literacy.

Course Assignments

As you begin this course, remember that you and your instructors will engage in a wide variety of writing assignments (or tasks) in this course. For each of the tasks you will encounter this semester, students should work with their instructors to ensure that each of the following elements is clearly understood before work is begun: Who is the real or imagined audience for the task? What is the aim of the task? What genre(s) will be used to present the completed task? What required and recommended readings, as well as required research, will be necessary for success? What rubric (or evaluative method) will be used to assess the task? What is the point value of the task within the scale used to establish final course grades? If students learn to ask these key rhetorical questions, each course activity will be more clearly understood, and success will be more readily achieved. Finally, map out the course assignments very carefully, paying special attention to due dates. The more you plan, the more successful you will be!

Final Course Grades

Final course grades will be determined according to the following scale:

A = 100-90	**B+** = 89-85	**B** = 84-80	**C+** = 79-75	**C** = 74-70	**D** = 69-60	**F** = 59-0

Course Requirement Tasks and Point Value

In order to provide frequent feedback to students, tasks in the course are divided into three types:

- Rapid Assessment, Mid-Semester Assessment, End-of-Semester Assessment: Task 1, Task 2, Task 8, Task 9, Task 13, Task 16, Task 17, Task 18
- Information Literacy Sessions: Task 3, Task 4, Task 10
- Major Course Tasks: Task 5, Task 6, Task 7, Task 11, Task 12, Task 14, Task 15

Some of the tasks are very brief, and some will take more time to complete. Each is integrated into the other so that student knowledge, skills, and attitudes unfold as the semester progresses.

For each of the tasks below, students will work with their instructor to ensure that each of the following elements is clearly understood before a task is begun: real or imagined audience for the task; aim of the task; genre used to present the task; required and recommended readings, as well as required research; rubric for assessment; and point value.

Course Requirement Task	Aim of Requirement	Genre	Point Value	Due Date
Task 1. Persuasive Writing Sample. Submit two timed persuasive writing samples in Criterion: Persuasive Writing (Task selected by system)	Before instruction begins, to assess your skills in grammar, usage, mechanics, style, organization, development, lexical complexity, and topic-specific vocabulary. This task is the Rapid Assessment for Humanities 101.	Timed academic writing	3	Week 2
Task 2. Academic Argument Writing Sample. Submit untimed persuasive writing sample in Connect. Writing for College: Academic Argument about a Controversial Issue	Before instruction begins, to assess your skills in rhetorical knowledge; critical thinking, reading, and writing; composing process; knowledge of conventions; composing in electronic environments. This task is the Rapid Assessment for Humanities 101.	Untimed academic writing	2	Week 2
Task 3. Research Roadmap: Navigating the Information Landscape	To gain information literacy skills	Multiple choice quiz	2	Week 3
Task 4. Research Roadmap: Intellectual Property in the Digital Age	To gain information literacy skills	Multiple choice quiz	3	Week 4
Task 5. Exploring a Career. Chapter 5, Scenario 1 (Academic Paper Exploring a Career) / or Exploring Your Generation	To explore	Brief academic essay / or class wiki (2 reviews during the semester)	8	Week 4 (if essay selected) Week 4 and 9 (if class wiki selected)
Task 6. Literacy Narrative. Writing for College: Chapter 4,	To share experiences	Blog post (4 posts required during the semester)	8	Week 5, Week 9, Week 13, Week 15

Scenario 2 (Literacy Narrative about an Effective Writing Experience)				
Task 7. Visual Analysis. Chapter 7, Scenario 1 (Visual Analysis)	To analyze	Brief academic essay	10	Week 7
Task 8. Submit Two Persuasive Writing Samples in Criterion and revise based on review	As instruction proceeds, to assess your skills in grammar, usage, mechanics, style, organization, development, lexical complexity, and topic-specific vocabulary	Timed academic writing	2	Week 7
Task 9. Mid-Semester ePortfolio Update	To convince	ePortfolio design submitted based on core competencies	6	Week 9
Task 10. Research Roadmap: In Class Workshop for Draft Proposal	To gain information literacy skills	Brief proposal	5	Week 8
Task 11. Editorial Essay Topic Selected for Final Proposal	To explore	Brief proposal	8	Week 9
Task 12. Annotated Bibliography. Chapter 6, Scenario 2 (A Review of the Literature)	To inform	Brief annotated bibliography	10	Week 11
Task 13. Submit Two Persuasive Writing Samples in Criterion and revise based on review	As instruction proceeds, to assess your skills in grammar, usage, mechanics, style, organization, development, lexical complexity, and topic-specific vocabulary	Timed academic writing	2	Week 12
Task 14. Editorial Essay about Campus-Community Issue. Chapter 8, Scenario 2 (Civic Writing)	To convince	Brief researched essay	10	Week 13
Task 15. Podcast about Campus-Community Issue. Chapter 8, Scenario 2 (Civic Writing)	To convince	Podcast	10	Week 14
Task 16. Persuasive Writing Sample. Submit two timed	After instruction concludes, to assess your skills in grammar,	Timed academic writing	3	Week 15

persuasive writing samples in Criterion: Persuasive Writing (Task selected by system)	usage, mechanics, style, organization, development, lexical complexity, and topic-specific vocabulary			
Task 17. Academic Argument Writing Sample. Submit untimed persuasive writing sample in Connect. Writing for College: Academic Argument about a Controversial Issue	After instruction concludes, to assess your skills in rhetorical knowledge; critical thinking, reading, and writing; composing process; knowledge of conventions; composing in electronic environments	Untimed academic writing	2	Week 15
Task 18. End of Semester ePortfolio Update	To convince	ePortfolio design submitted based on core competencies	6	Week 15 and Final Exam Period

Syllabus: The Four Major Parts of the Course

Part 1: Humanities 101 is best understood as consisting of four major parts or "modules"—each one presenting an advanced step in the composition process.

In the first part of the course, we will examine the academic, professional, civic, and personal ways that we use writing. We will also explore key concepts of rhetorical knowledge: audience; purpose; rhetorical situation; voice and tone; and context, medium, and genre. We will also review the core competency areas in which you must demonstrate proficiency at the end of the course: rhetorical knowledge; critical thinking, reading, and writing; composing process; knowledge of conventions; composing in electronic environments; and information literacy. Special emphasis in the first part of the course will be placed on writing to explore.

Week 1

Reading before class:
The McGraw-Hill Guide, Chapter 1, Appendix A

Discussion in class:
Course Introduction
Four Audiences: Academic, Professional, Civic, Personal
Rhetorical Knowledge: Audience; Purpose; Rhetorical Context; Voice and Tone; Content, Medium Genre
Rhetorical Aim: To share experiences; to explore; to inform; to analyze; to convince
Genre: Timed Writing; Short Essay; Annotated Bibliography; Researched Essay; Oral Presentation; Blog; Podcast; Wiki; ePortfolio
Constructing a Writing Portfolio
Selecting Materials
Reflecting on What You Have Written
Organizing Your Portfolio
Portfolio Formats and Models
To do during Week 1:
Log in, access, and become familiar with the following systems: Moodle, Criterion, and Connect

Week 2

<u>Reading before class</u>:
The McGraw-Hill Guide, Chapter 2, Chapter 5, Chapter 13

<u>Discussion in class</u>:
Reading Critically: Prereading Strategies; Reading Actively; Postreading Strategies
Writing to Explore
Rhetorical knowledge
Critical thinking, reading, and writing
Writing process
Knowledge of conventions
Using Strategies that Guide Readers

<u>To do during Week 2</u>:
Log in, access, and become familiar with the following systems: Mahara, WordPress, and Camtasia
Relay.
<u>Task</u>:
Task 1. Submit Two Persuasive Writing Samples in Criterion
Task 2. Submit Academic Argument Writing Sample in Connect

Week 3

<u>Reading before class</u>:
The McGraw-Hill Guide, Chapter 3, Chapter 19, Chapter 20
Review Criterion *Writer's Handbook*, Purpose, Understanding Holistic Score and Diagnostic feedback,
Revising, Editing, and Proofreading Your Essay

<u>Discussion in class</u>:
Writing to Discover and to Learn
Invention
Notebooks and Journals: Print and Blogs
Rewriting Class Notes
Finding and Evaluating Information
Conducting and Effectively Using Library and Web-based Research
Selecting Sources
Evaluating Your Sources
Field Research
Synthesizing and Documenting Sources
An Overview of Documentation
Plagiarism
Quotations
Paraphrases
Summaries
Synthesis
MLA Documentation Style

<u>To do during Week 3</u>:
Take *The McGraw-Hill Guide* editing skills diagnostic test and create a learning plan to master key
areas of basic understanding of writing conventions: grammar, usage, mechanics, and style. Reference
your learning plan to the Criterion *Writer's Handbook*.
Experiment with the prewriting tools in Criterion.
Examine the OnLine Appendix of Standard Document Forms and the Writing Scenarios at
https://paris.mcgraw-hill.com/sites/007338397x/student_view0/index.html

<u>Task</u>:
Task 3. Take multiple choice quiz, Research Roadmap: Navigating the Information Landscape

<center>Week 4</center>

<u>Reading before class:</u>

The McGraw-Hill Guide, Chapter 15
Review Criterion *Writer's Handbook*, Grammar, Usage, Mechanics, Style

<u>Discussion in class:</u>
Using Strategies for Collaboration
Working With Peers on Your Single-Authored Projects
Working with Peers on Multiple-Authored Projects

<u>To do during Week 4</u>:
If brief academic essay assigned, review *The McGraw-Hill Guide*, Chapter 20, MLA Sample Student Paper.
If class wiki assigned, explore the wiki capability of Moodle and of Wikispaces.
Design an ePortfolio template in Mahara using the first year writing core competencies.
Take "Self Assessment: Reflecting on Your Goals," *The McGraw-Hill Guide*, Chapter 5, and use your reflections to take notes for the reflective statement for your ePortfolio.

<u>Task:</u>
Task 4. Take multiple choice quiz, Research Roadmap: Intellectual Property in the Digital Age
Task 5: Submit Brief Academic Essay, Exploring a Career; or launch class wiki, Exploring Your Generation

Part 2. In the second part of the course, we will continue to focus on techniques and models writers use to adapt their ideas and opinions for broader distribution and public engagement.

We will continue to place emphasis on writing to explore, and we will examine writing to share experiences and writing to analyze. We will use the core competencies to help students design an ePortfolio as a persuasive device.

<center>Week 5</center>

<u>Reading before class:</u>
The McGraw-Hill Guide, Chapter 4
Review Criterion *Writer's Handbook*, Organization and Development, Advice to Writers

<u>Discussion in class:</u>
Writing to share experiences
Rhetorical knowledge
Critical thinking, reading, and writing
Writing process
Knowledge of conventions

<u>To do during Week 5</u>:
Take "Self Assessment: Reflecting on Your Goals," *The McGraw-Hill Guide*, Chapter 4, and use your reflections to take notes for the reflective statement for your ePortfolio.
Experiment with uploading images and creating hyperlinks in WordPress.

<u>Task:</u>
Task 6. Submit Literacy Narrative Blog Post 1

Week 6

<u>Reading before class</u>:
The McGraw-Hill Guide, Chapter 7, Chapter 17

<u>Discussion in class</u>:
Writing to analyze
Rhetorical knowledge
Critical thinking, reading, and writing
Writing process
Knowledge of conventions
Communication technologies
Publishing your work
Selecting a genre and a medium
Considering Design
Technologies for computer-mediated communication
Technologies for constructing web pages

<u>To do during Week 6</u>:
Continue experimenting with WordPress and Mahara

Week 7

<u>Reading before class</u>:
The McGraw-Hill Guide, Chapter 18

<u>Discussion in class</u>:
Principles of design
Common kinds of visual text
Designing new media
Designing visuals rhetorically
Designing visuals responsibly

<u>To do during Week 7</u>:
Take "Self Assessment: Reflecting on Your Goals," *The McGraw-Hill Guide*, Chapter 7, and use your reflections to take notes for the reflective statement for your ePortfolio
Undertake collaborative peer review of Visual Analysis
Design of the reflective statement in the ePortfolio

<u>Task</u>:
Task7. Submit Visual Analysis
Task8. Submit Two Persuasive Writing Samples in Criterion and revise based on review

Part 3. In the third part of the course, we will continue to focus on techniques and models writers use to adapt their ideas and opinions for broader distribution and public engagement. We will pay special attention in the third part of the course to convincing audiences of the validity of our claims.

Week 8

<u>Reading before class</u>:
The McGraw-Hill Guide, Chapter 6
Writing to inform
Rhetorical knowledge
Critical thinking, reading, and writing
Writing process
Knowledge of conventions

<u>To do during Week 8</u>:
Undertake collaborative peer review of draft proposal for Brief Researched Editorial Essay

<u>Task</u>:
Task. 10. Submit brief draft proposal for Research Roadmap on topic for Brief Researched Editorial Essay

Week 9

<u>Reading before class</u>:
The McGraw-Hill Guide, Chapter 8

<u>Discussion in class</u>:
Writing to convince
Rhetorical knowledge
Critical thinking, reading, and writing
Writing process
Knowledge of conventions

<u>Task</u>:
Task 5 Continued. If selected in Week 4, finalize class wiki, Exploring Your Generation
Task 6 Continued. Submit Literacy Narrative Blog Post 2
Task9. Mid Semester ePortfolio Update
Task 11. Revise and finalize proposal for Brief Researched Editorial Essay

Week 10

<u>Reading before class</u>:
The McGraw-Hill Guide, Chapter 16

<u>Discussion in class</u>:
Making effective oral presentations
Establishing a clear structure
Considering your audience

<u>To do during Week 10</u>:
Complete library research for brief Annotated Bibliography for Brief Researched Editorial Essay.
Plan and draft Brief Researched Editorial Essay.
Undertake collaborative peer review of brief Annotated Bibliography for Brief Researched Editorial Essay
Create script for Podcast about Campus Community Issue.

Week 11

<u>To do during Week 11</u>:
Continue collaborative peer review of brief Annotated Bibliography for Brief Researched Editorial Essay

Task:
Task 12. Submit brief Annotated Bibliography for Brief Researched Editorial Essay

Undertake collaborative peer review of Brief Researched Editorial Essay

Week 12

To do during Week 12:
Continue collaborative peer review of Brief Researched Editorial Essay

Task:
Task 13. Submit Two Persuasive Writing Samples in Criterion and revise based on review

Week 13

To do during Week 13:
Take "Self Assessment: Reflecting on Your Goals," *The McGraw-Hill Guide*, Chapter 8, and use your reflections to take notes for the reflective statement for your ePortfolio.
Continue collaborative peer review of Brief Researched Editorial Essay

Task:
Task 6 Continued. Submit Literacy Narrative Blog Post 3
Task 14. Submit Brief Researched Editorial Essay

Week 14

To do during Week 14:
Take "Self Assessment: Reflecting on Your Goals," *The McGraw-Hill Guide*, Chapter 7, and use your reflections to take notes for the reflective statement for your ePortfolio.
Undertake collaborative peer review of Editorial Podcast

Task:
Task 15. Submit Editorial Podcast

Part 4. In the fourth and final part of the course, we will wrap up our work together. Students will work with their instructor to finalize the ePortfolio. Material supporting proficiency in each area of the core competencies will be reviewed and submitted. During the final exam period, your instructor will briefly review your ePortfolio with you and provide a summative evaluation of your work during the course.

As well, as part of the summative course assessment, you will submit two exit writing samples in Criterion and one Academic Argument in Connect.

Week 15

To do during Week 15:

Based on self assessment notes taken during the course, design reflective statement for each of the core competencies.
Be certain that you have provided clear evidenced of proficiency of each of the core competencies.

Task:
Task 16. Submit Two Persuasive Writing Samples in Criterion
Task 17. Submit Academic Argument Writing Sample in Connect
Task 6 Finalized. Submit Literacy Narrative Blog Post 4
Task 18. Submit Final ePortfolio