

## Course: Humanities 102

### 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: HUM 101 with a grade of C or better

Next Recommended Courses: HSS 211 or 212; Hist 213

### 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 102 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](http://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 activated 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 accessed 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 102 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 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 102, students are assessed on their ability to cite sources in both Modern Language Association style and American Psychological 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:

<b>A</b> = 100-90	<b>B+</b> = 89-85	<b>B</b> = 84-80	<b>C+</b> = 79-75	<b>C</b> = 74-70	<b>D</b> = 69-60	<b>F</b> = 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 4, Task 10, Task 21, Task 22
- Information Literacy Sessions: Task 2, Task 3, Task 14, Task 16, Task 18
- Major Course Tasks: Task 5, Tasks 6-9, Task 11, Task 12, Task 13, Task 15, Task 17, Task 19, Task 20

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. Rapid Assessment. Academic Argument Writing Sample. Submit untimed persuasive writing sample in Connect or Moodle. 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 102.	Untimed academic writing	2	Week 2
Task 2. Research Roadmap: Lesson 1	To gain information literacy skills	Multiple choice quiz	2	Week 2
Task 3. Research Roadmap: Lesson 2	To gain information literacy skills	Multiple choice quiz	2	Week 3
Task 4. Resubmit Academic Argument Writing Sample	Resubmission of essay to demonstrate improvement	Untimed academic writing	2	Week 3
Task 5. Review of the Literature. Chapter 6, Scenario 2 (Academic paper exploring a topic that you would like to gather more information about)	To explore	Brief academic essay / or class wiki (2 reviews during the semester)	10	Week 3
Tasks 6-9 Evaluating a Cultural Event or Performance, Chapter 9, Scenario 2 (Personal Writing: Evaluating a Cultural Event or Performance)	To evaluate	Blog post (4 posts required during the semester)	8	Weeks 4, 5, 6, and 7
Task 10. Mid-Semester Assessment. ePortfolio Update	To convince	ePortfolio design submitted based on core competencies	6	Week 9
Task 11. Draft Research Proposal for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses	To solve problems, to persuade	Research Proposal	5	Week 8

Task 12. Finalize Research Proposal for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses	To solve problems, to persuade	Research Proposal	5	Week 9
Task 13. Draft Preliminary Annotated Bibliography for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses	To inform, to solve problems, to persuade	Annotated Bibliography	8	Week 10
Task 14. Take multiple choice quiz, Research Roadmap: Lesson 3	To gain information literacy skills	Multiple choice quiz	2	Week 10
Task 15. Finalize Preliminary Annotated Bibliography for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses	To inform, to solve problems, to persuade	Annotated Bibliography	8	Week 11
Task 16. Research Roadmap, Lesson 4: In Class Workshop	To gain information literacy skills	Researched Writing	2	Week 12
Task 17. Draft of Final Researched Paper, with Annotated Bibliography, for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses	To inform, to solve problems, to persuade	Researched Writing	8	Week 13
Task 18. Research Roadmap, Lesson 5: Final Check	To gain information literacy skills	Researched Writing	2	Week 14
Task 19. Submit Final Research Paper, with Final Annotated Bibliography, for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses	To inform, to solve problems, to persuade	Researched Writing	15	Week 14
Task 20. Podcast about Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses	To inform, to solve problems, to persuade	Podcast	5	Week 14

Task 21. End of Semester Assessment. Academic Argument Writing Sample. Submit untimed persuasive writing sample in Connect or Moodle. 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 22 . End of Semester Assessment. ePortfolio Finalized	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*, Chapters 1, 2, and 3

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

Writing Goals and Objectives for College and for Life

Reading Critically for College and for Life

Writing to Discover and to Learn

To do during Week 1:

Log in, access, and become familiar with the following systems: Moodle and Connect

Reflect on the themes you believe would be of interest to you that you would like to investigate throughout the course

## Week 2

### Reading before class:

*The McGraw-Hill Guide*, Chapter 4, Chapter 5, Chapter 6

### Discussion in class:

Writing to Learn  
Writing to Share Experiences  
Writing to Explore  
Writing to Inform  
Writing to Analyze

### To do during Week 2:

Log in, access, and become familiar with the following systems: Mahara, WordPress, and Camtasia Relay.

### Task:

Task 1. Submit Academic Argument Writing Sample in Connect or Moodle  
Task 2. Take multiple choice quiz, Research Roadmap, Lesson 1

## Week 3

### Reading before class:

*The McGraw-Hill Guide*, Chapter 7, Chapter 8, Chapter 13

### Discussion in class:

Writing to Analyze  
Writing to Convince  
Using Strategies that Guide Readers

### To do during Week 3:

Take “Self Assessment: Reflecting on Your Goals,” *The McGraw-Hill Guide*, Chapters 1-8, and use your reflections to take notes for the reflective statement for your ePortfolio.  
Examine the OnLine Appendix of Standard Document Forms and the Writing Scenarios at [https://paris.mcgraw-hill.com/sites/007338397x/student\\_view0/index.html](https://paris.mcgraw-hill.com/sites/007338397x/student_view0/index.html)

### Task:

Task 3. Take multiple choice quiz, Research Roadmap: Lesson 2  
Task 4. Based on review, revise and resubmit Academic Argument  
Task 5. Review of the Literature. Chapter 6, Scenario 2

**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. To help students gain *advanced* persuasive strategies, we will focus on writing to evaluate and writing to explain causes and effects. We will use the core competencies to help students design an ePortfolio as a persuasive device.

## Week 4

### Reading before class:

*The McGraw-Hill Guide*, Chapter 9, Chapter 17

### Discussion in class:

Writing to Evaluate  
Rhetorical knowledge  
Critical thinking, reading, and writing  
Writing process



Knowledge of conventions  
Choosing a Medium, Genre, and Technology for your Communication

To do during Week 4:

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 9, and use your reflections to take notes for the reflective statement for your ePortfolio.

Task:

Task 6. Evaluating a Cultural Event. Blog Post 1.

Week 5

Reading before class:

*The McGraw-Hill Guide*, Chapter 12

Discussion in class:

Writing about Creative Works  
Writing to Learn about Literary Works  
Writing about a Creative Work  
Integrating Visuals When Writing about Creative Works

To do during Week 6:

Continue experimenting with WordPress and Mahara

Task:

Task 7. Evaluating a Cultural Event. Blog Post 2.

Week 6

Reading before class:

*The McGraw-Hill Guide*, Chapter 10, Chapter 18

Discussion in class:

Writing to Explain Causes and Effects  
Rhetorical knowledge  
Critical thinking, reading, and writing  
Writing process  
Knowledge of conventions  
Communication with Design and Visuals  
Principles of Document Design  
Common Kinds of Visual Texts  
Designing New Media  
Designing Visuals Rhetorically  
Using Visuals Rhetorically  
Using Visuals Responsibly

To do during Week 6:

Continue experimenting with WordPress and Mahara

Task:

Task 8. Evaluating a Cultural Event. Blog Post 3.

## Week 7

### Reading before class:

*The McGraw-Hill Guide*, Appendix A

### Discussion in class:

Constructing a Writing Portfolio  
Selecting Materials  
Reflecting on What You Have Written  
Organizing Your Portfolio  
Portfolio Formats  
Models

### To do during Week 7:

Design of the reflective statement in the ePortfolio

### Task:

Task 9. Evaluating a Cultural Event. Blog Post 4.

**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 persuasion by exploring problem solving techniques and strategies for argument.

## Week 8

### Reading before class:

*The McGraw-Hill Guide*, Chapter 11, Chapter 15  
Writing to Solve Problems  
Rhetorical knowledge  
Critical thinking, reading, and writing  
Writing process  
Knowledge of conventions  
Using Strategies for Collaboration  
Working With Peers on Your Single-Authored Projects  
Working with Peers on Multiple-Authored Projects

### To do during Week 8:

Undertake collaborative peer review of Research Proposal

### Task:

Task 11. Draft Research Proposal for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses

## Week 9

### Reading before class:

*The McGraw-Hill Guide*, Chapter 14

### Discussion in class:

Argument and Persuasion  
Rhetorical Appeals  
Three Approaches to Argument  
Some Common Flaws in Argument

To do during Week 9:

Undertake collaborative peer review of Research Proposal

Task:

Task 10. Mid Semester ePortfolio Update

Task 12. Finalize Research Proposal for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses

Week 10

Reading before class:

*The McGraw-Hill Guide*, Chapter 6, Genres up Close: Writing an Annotated Bibliography, Chapter 19, Chapter 20

Discussion in class:

List appropriate citation information

Briefly summarize cited work

Describe contributions from previous research

Critically analyze and evaluate previous studies

Explain how previous studies help readers understand the topic

Describe relationships among previous studies

Explain and possibly reconcile conflicting results found in previous studies

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

APA Documentation Style

To do during Week 10:

Undertake collaborative peer review of Annotated Bibliography

Task:

Task 13. Draft Preliminary Annotated Bibliography for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses

Task 14. Take multiple choice quiz, Research Roadmap: Lesson 3

Week 11

To do during Week 11:

Undertake collaborative peer review of Preliminary Annotated Bibliography

Task:

Task 15. Finalize Preliminary Annotated Bibliography for Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your Courses

Week 12

To do during Week 12:

Undertake collaborative peer review of Final Researched Paper, with Annotated Bibliography

Task:

Task 16. Research Roadmap, Lesson 4: In Class Workshop

Week 13

To do during Week 13:

Undertake collaborative peer review of Final Researched Paper, with Annotated Bibliography  
Create script and undertake collaborative peer review for Podcast about Writing to Solve Problems,  
Scenario 1: Solving a Problem from One of Your Courses

Task:

Task 17. Draft of Final Researched Paper, with Annotated Bibliography, for Writing to Solve  
Problems, Scenario 1: Solving a Problem from One of Your Courses

Week 14

Task:

Task 18. Research Roadmap, Lesson 5: Final Check  
Task 19 . Submit Final Research Paper, with Final Annotated Bibliography, for Writing to Solve  
Problems, Scenario 1: Solving a Problem from One of Your Courses  
Task 20. Podcast about Writing to Solve Problems, Scenario 1: Solving a Problem from One of Your  
Courses

**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 portfolio 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 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 21. Submit Academic Argument Writing Sample in Connect or Moodle

Task 22. Submit Final ePortfolio