

## **STEM Innovation Academy of the Oranges**

NJIT Humanities 101 English Composition  
Writing, Speaking, Thinking  
Dr. Ena Harris

Email: [harrisen@orange.k12.nj.us](mailto:harrisen@orange.k12.nj.us)  
Website: [www.orange.k12.nj.us](http://www.orange.k12.nj.us)

Fall 2019	Section ST14-2	3 NJIT credits
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### **Course Description**

HUM101 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 the writing processes, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback. Writing and reading go hand-in-hand, so students are asked to read challenging articles, essays, and prose, and to consider paintings, films, or 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.

### **Instructor**

Dr. Ena Harris

Meeting Times: Mon, 1-1:40pm; Tues & Thurs, 8:20-9:40am

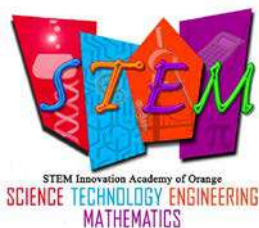
Classroom: Mon, Room 110; Tues & Thurs, Room 111

Office Hours: M-F, 3:30-4:00pm & by appointment

Email: [harrisen@orange.k12.nj.us](mailto:harrisen@orange.k12.nj.us)

### **Prerequisites**

Successful completion of The American Experience: English I (Honors) and Political Studies: English II (Honors)



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### **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 by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken and visual composition
- Practice writing and creating in digital environments

### **Required Texts**

This course uses an Open Affordable Textbook (OAT) and other open educational resources (OER). All resources are listed on the course schedule and posted on Google Classroom.

- Writer's Handbook = WH (<https://2012books.lardbucket.org/books/writers-handbook/>)
- Writing Spaces = WS (Open Textbook Chapters - <http://writingspaces.org/essays/>)
- Access to The Purdue OWL Writing Lab ( [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html))

### **Required Materials**

- 1 Subject College-Ruled Notebook, pens, highlighters, 2 folders, laptop

### **Assignments & Assessments**

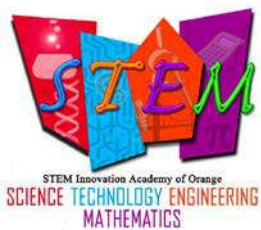
Homework	10%
Participation (Classwork)	20%
Formative Assessments (In-Class Writings/Quizzes)	20%
Essays w/Process Pages (Summative Assessments)	25%
Presentations w/Reflective Writing (Authentic Assessments)	25%

Individual and group work will be evaluated according to the university's grading scale.

A 100-90	B+ 89-87	B 86-80	C+ 79-77	C 76-70	D 69-60	F 59-0
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### **Attendance**

Attendance is crucial in this class. To attend class is to be present, alert, and a participant in discussions and activities. Please be punctual. If you arrive to class five minutes late, you will be marked late. Three late marks will equal one absence. Three unexcused absences will significantly threaten your final grade.



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### **Read and Respond (R&R)**

1. Quotes-n-Notes: Create a 2 column Response Journal (RJ) by drawing a line down the center of a blank page of your journal (Some of you might have a dialectical notebook which already has a line down the middle of each page). At the top of the page, write down the name of the text and the author. Then, on the left side, note passages that intrigued and/or puzzled you. Place them in quotation marks and copy them word for word. On the right side of the line, write down your responses to those selections.
2. Key Words & Phrases: Look over the text and identify any words that you believe are important to understand the main points/arguments of the writing. Create a list of these words, defining any that you are unfamiliar with.
3. Question/Comment: Devise at least one question or comment about the text. If you like, you can even address the writer directly.

### **In-Class Writings**

During specific Monday class meetings (see schedule below), students will complete in-class writing assessments. These formative assessments will be based on materials and topics addressed in class. They will cover content as well as vocabulary (definitions of terms & their use in context). In-class writings will be completed in sentence/short-answer format; there will be no multiple-choice questions.

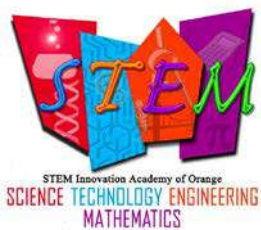
### **Process Page**

The process page is a one page cover sheet required for the final draft of each of the summative assessments (essays). The process page should describe the overall process of writing the essay. It is an opportunity to emphasize what you feel the strengths of the paper are. It is also place for you to document the challenges you encountered from draft to draft. Below is a list of questions that the process page should address:

- *Restate the assignment.*
- What do you believe to be the *strengths* of your paper?
- What *challenges* did you face?
- To what extend did the *peer review sessions* help you with your writing process?
- What have you *learned* from writing this paper?
- What *specific areas of improvement* will you focus on for the next paper?

### **Assignment Submission**

*All assignments must be submitted in hard copy as well as via Google Classroom.* Assignments are due at start of class. If you are late to class, the paper is late. Late work will only be accepted due to valid excused absence. Communication is key so please let me know if you are going to be absent on a due date or if you are having trouble completing an assignment. Late homework assignments will incur a 5 pt per school day deduction for five days and a 0 on the 6th school day;



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yielding a maximum score of 75% for late work. Students may request an extension but they have to exhaust the intervention opportunities first (advisory, office hours, lunch, before school, etc.)

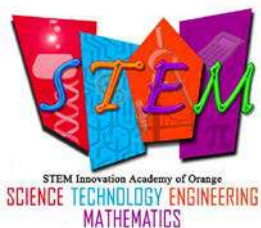
### **NJIT University Code on Academic Integrity**

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university.

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.

The full text of the NJIT University Code on Academic Integrity can be found at [www.njit.edu/education/pdf/academic-integrity-code-pdf](http://www.njit.edu/education/pdf/academic-integrity-code-pdf).



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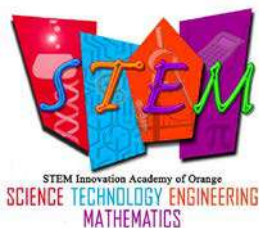
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### **SEMESTER SCHEDULE (Subject to Change)**

- Be sure to check Google Classroom regularly for announcements and changes
- For assigned readings, look for these abbreviations: WH= Writer's Handbook WS = Writing Spaces GC = Google Classroom
- Google Classroom Code = splfp

UNIT ONE: INTRODUCTION TO COLLEGE WRITING			
Week 1	09/09 <b>40 min</b>	<b>Introduction to the Course</b> Defining Humanities & Humanities 101, Close Reading of Course Description, Review of Assignment	<u>Reading</u> : Read/Review Syllabus. <u>Writing</u> : 1. Look up/define terms (handout).
	09/10	<b>Student Introductions, Review of Syllabus &amp; Relevant Terms.</b> Review of Syllabus & Discussion of Relevant Terms. Student Interviews & Presentations. Review of Assignment (with modeling of the Read and Respond Format)	<u>Reading</u> : Read "What is Academic Writing?" <u>Writing</u> : 1. Complete a "Read and Respond" (R&R). The format is provided on the syllabus (see above).
	09/12	<b>What is Academic Writing?</b> Read Around Small Group Work, Small Group Reporting Out, Whole Class Synthesis of Main Points. In-Class Diagnostic.	<u>Reading</u> : Read "How To Read Like A Writer" by Mike Bunn and "talk back to the page." <u>Writing</u> : Complete a Read and Respond.
Week 2	09/16	<b>Read Like a Writer</b> Small Group Work Whole Class Discussion	<u>Reading</u> : "Superman and Me" (Sherman Alexie) <u>Reading</u> : "If Black English Isn't a Language, Then Tell Me, What Is?" (James Baldwin) <u>Writing</u> : See Google Classroom (GC)
	09/17	<b>Read Like A Writer</b> Applying Bunn's techniques. Discussion of "Superman and Me" And "If Black English Isn't a Language, Then Tell Me, What Is?"	<u>Reading</u> : Reading Assignment: "Critical Thinking in College Writing: From the Personal to the Academic" (Gita Dasbender) <u>Reading</u> : "HERS" (Perri Klass) <u>Writing</u> : See GC
	09/19	<b>Critical Thinking</b>	<u>Reading</u> : "The Classroom and the Wider Culture: Identity as a Key to



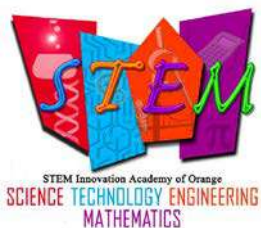
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		Using Dasbender's techniques. Rewind! Recap of Weeks 1 & 2	Learning English Composition" (Fan Shen) – Due Tues, 09/24 Review for In-Class Writing 1
UNIT TWO: LANGUAGE AND IDENTITY – LITERACY NARRATIVE ESSAY			
Week 3	09/23	<b>In-Class Writing 1</b>	<u>Reading:</u> "How To Tame A Wild Tongue" <u>Reading:</u> See GC
	09/24	<b>Literacy Narrative</b> Introduction to genre of literacy narrative. Discussion of Anzaldua text Discussion of Shen text	<u>Reading:</u> "Mother Tongue" (Amy Tan) & "Coming to an Awareness of Language" (Malcolm X)
	09/26	<b>Literacy Narrative Essay Options</b> Discussion of "Mother Tongue" & "Coming to an Awareness of Language" Review of Literacy Narrative Essay Assignment	<u>Reading:</u> Chapter 6 "Drafting" WH <u>Reading:</u> "Shitty First Drafts" (Anne Lamott) <u>Writing:</u> Create an initial draft <i>A hard copy of the first draft must be brought to class.</i>
Week 4	09/30	<b>Writing Workshop</b> – Small Group Critique 1	<u>Reading:</u> Chapter 17 "Word Choice" WH <u>Writing:</u> See GC
	10/01	<b>Writing Workshop</b> – Small Group Critique 2	<u>Reading:</u> "Meaning Clear: The Logic of Revision" (Donald M. Murray) WS <u>Writing:</u> See GC
	10/03	<b>Writing Workshop</b> Revision	<u>Writing:</u> See GC
Week 5	10/07	<b>In-Class Writing 2</b>	<u>Writing:</u> See GC
	10/08	<b>Citing Sources: MLA Style,</b> Intro to Purdue OWL Writing Lab Essay Checklists & Proofreading	<u>Writing:</u> Complete the final draft of Literacy Narrative, with process page
	10/10	<b>Due: Essay 1 – Literacy Narrative</b> Mini-Rhetorical Analysis Exercise (YouTube commercial analysis & advertisement analysis) Introductory Discussion In-Class Reading Session	<u>Reading:</u> "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis" (Laura Bolin Carroll) <u>Reading:</u> "I Am A Fugitive Slave" (Jermain Wesley Logan)



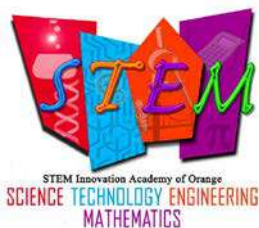
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			<u>Reading</u> : "What, to the Slave, is the Fourth of July?" (Frederick Douglass) <u>Reading</u> : "Ain't I A Woman?" (Sojourner Truth)
Week 6	10/14	<b>Professional Development – NO CLASS</b>	
	10/15	<b>Rhetorical Situation &amp; Analysis</b> Logos, Ethos, Pathos Small Group Work	<u>Reading</u> : "The Black Woman of the South: Her Neglects and her Needs" (Alexander Crummell) <u>Writing</u> : See GC <u>Reading</u> : "Atlanta Exposition Address" (Booker T. Washington) <u>Reading</u> : "To the Nations of the World" (W.E.B. DuBois)
	10/17	<b>Rhetorical Situation &amp; Analysis</b> Discussion of Speeches Review Session in preparation for In-Class Writing 3	<u>Reading</u> : "What it Means to be Colored in the Capital of the United States" (Mary Church Terrell) <u>Reading</u> : "This Awful Slaughter" (Ida B. Wells)
<b>UNIT THREE: NOTABLE SPEECHES - RHETORICAL ANALYSIS ESSAY</b>			
Week 7	10/21	<b>In-Class Writing 3</b>	<u>Reading</u> : Bethune, Mary McLeod. "What Does Democracy Mean to Me?" <u>Reading</u> : Marshall, Thurgood. "The Constitution: A Living Document"
	10/22	<b>The Genre of Speech</b>	<u>Reading</u> : "The Black Woman in Contemporary America" (Shirley Chisholm) <u>Reading</u> : "I Have A Dream" (Martin Luther King, Jr.) <u>Writing</u> : See GC
	10/24	<b>Speech Presentation</b> Listening/Viewing Session: "I Have A Dream" speech & speech set to music*	<u>Reading</u> : "Knox College Commencement Address" (Barack Obama) <u>Writing</u> : See GC
Week 8	10/28	<b>Rhetoric in the 21<sup>st</sup> Century</b> Graduation Speeches	<u>Reading</u> : "On the Pulse of Morning" (Maya Angelou) <u>Writing</u> : See GC



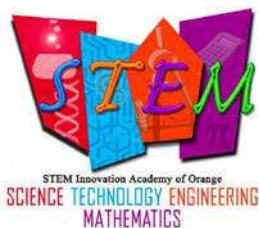
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	10/29	<b>National Poet – Inauguration</b> Listening Session: “On the Pulse of Morning” Close Reading of “On The Pulse of Morning”	<u>Reading:</u> JFK’s 1961 Inaugural Address
	10/31	<b>Rhetorical Analysis Essay Options</b> Discussion of JFK’s 1961 Inaugural Address <b>Writing Workshop</b>	<u>Writing:</u> See GC
Week 9	11/04	<b>Writing Workshop</b>	<u>Writing:</u> See GC
	11/05	<b>Writing Workshop</b>	<u>Writing:</u> Final Draft is due at start of next class.
	11/07	<b>DISTRICT CLOSED/NJEA CONVENTION – NO SCHOOL</b>	
<b>UNIT FOUR: THINKING ABOUT TECHNOLOGY - ARGUMENTATIVE ESSAY</b>			
Week 10	11/11	<b>Due: Essay 2-Rhetorical Analysis</b> TBD	<u>Reading:</u> See GC <u>Writing:</u> “Does the Internet Make You Smarter?” (Clay Shirky)
	11/12	<b>What Makes a Strong Argument?</b>	<u>Reading:</u> “Is Google Making Us Stupid?” (Nicholas Carr) <u>Writing:</u> See GC
	11/14	<b>Thinking About Technology</b>	<u>Reading:</u> “Laptops Are Great. But Not During a Lecture or a Meeting” (Susan Dynarski) <u>Writing:</u> See GC
Week 11	11/18	<b>In-Class Writing 4</b>	<u>Reading:</u> “Our teenagers need social skills, not social networks” (Christina Patterson) <u>Writing:</u> See GC
	11/19	<b>Thinking About Technology</b>	<u>Reading:</u> “From Pencils to Pixels” (Dennis Baron) <u>Writing:</u> See GC
	11/21	<b>Thinking About Technology</b>	<u>Reading:</u> “The Reader and Technology” (Toby Litt) <u>Writing:</u> See GC
Week 12	11/25	<b>Thinking About Technology</b>	
	11/26	<b>Argumentative Essay Options</b> <b>Writing Workshop</b>	<u>Writing:</u> See GC
	11/28	<b>THANKSGIVING HOLIDAY – NO CLASS</b>	

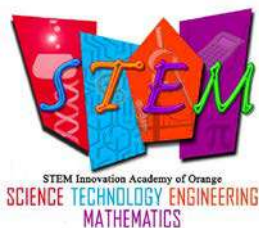


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Week 13	12/02	<b>Writing Workshop</b>	<u>Writing</u> : See GC
	12/03	<b>Writing Workshop</b>	<u>Writing</u> : See GC
	12/05	<b>Writing Workshop</b>	<u>Writing</u> : See GC
<b>UNIT FIVE: MULTI-MODAL PRESENTATIONS</b>			
Week 14	12/09	<b>Final Proofreading/Editing Session</b> Review of MLA Style Citations via Purdue OWL Writing Lab	<u>Writing</u> : Complete the final draft of Essay – Argumentative Essay (+ Process Page)
	12/10	<b>Due: Essay 3-Argumentative Essay Multi-Modal Presentation Options</b>	<u>Writing</u> : See GC
	12/12	<b>Preparation for Presentations</b>	<u>Writing</u> : See GC
Week 15	12/16	<b>Preparations for Presentations</b>	<u>Writing</u> : See GC
	12/17	<b>Due: Multi-Modal Presentations</b> Peer Feedback Form Completion	
	12/19	<b>Due: Multi-Modal Presentations</b> Peer Feedback Form Completion Explanation of Independent Interest-Based Reading Assignment	<u>Reading</u> : Independent Interest-Based Reading Assignment (handout provided & available in Google Classroom)
Week 16	12/23-01/01	<b>HOLIDAY RECESS – NO CLASS</b>	
<b>UNIT SIX: CRITICAL BOOK REVIEW</b>			
Week 17	01/02	Individual Student Check-ins	
Week 18	01/06	<b>Critical Book Review</b>	<u>Reading</u> : See GC <u>Writing</u> :
	01/07	<b>Critical Book Review</b>	<u>Reading</u> : See GC
	01/09	<b>Critical Book Review</b>	<u>Reading</u> : See GC
Week 19	01/13	<b>Due: Critical Book Review Intro to Critical Film Review</b>	<u>Reading</u> : See GC <u>Writing</u> : See GC
	01/14	<b>Critical Film Review</b>	<u>Reading</u> : See GC <u>Writing</u> : See GC
	01/16	<b>Critical Film Review</b>	<u>Writing</u> : See GC



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Week 20	01/20	<b>MARTIN LUTHER KING, JR DAY – NO CLASS</b>	
	01/21	<b>Critical Film Review</b>	<u>Writing</u> : See GC
	01/ 23	<b>Critical Film Review</b>	<u>Writing</u> : See GC
Week 21	01/27	<b>Presentations – Critical Film Review</b>	<u>Writing</u> : See GC
	01/28	<b>Presentations – Critical Film Review</b>	<u>Writing</u> : See GC
	Spring Schedule to be Provided		

### ACADEMIC WRITING TEXTS

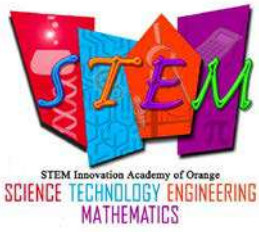
- Bunn, Mike. "How to Read Like a Writer"
- Carroll, Laura Bolin. "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis"
- Irvin, L. Lennie. "What is 'Academic' Writing?"
- Lessner & Craig. "Finding Your Way In"
- Murray, Donald M. "Making Meaning Clear: The Logic of Revision"

### LANGUAGE & IDENTITY TEXTS

- Alexie, Sherman. "Superman and Me"
- Anzaldua, Gloria. "How to Tame a Wild Tongue"
- Baldwin, James. "If Black English Isn't a Language, Then Tell Me, What Is?"
- Klass, Perri. "HERS"
- Shen, Fan. "The Classroom and the Wider Culture: Identity as a Key to Learning English Composition"
- Silko, Leslie Marmon. "Language and Literature from a Pueblo Indian Perspective"
- Tan, Amy. "Mother Tongue"
- X, Malcolm. "Coming to an Awareness of Language"

### RHETORICAL ANALYSIS TEXTS

- Angelou, "On the Pulse of Morning"
- Bethune, Mary McLeod. "What Does Democracy Mean to Me?"
- Chisholm, Shirley. "The Black Woman in Contemporary America"
- Crummel, "The Black Woman of the South: Her Neglects and her Needs"
- Douglass, Frederick. "What, to the Slave, is the Fourth of July?"
- DuBois, W.E.B. "To the Nations of the World"
- Kennedy, John F. "1961 Inaugural Address"
- King, Jr., Martin Luther. "I Have A Dream"
- Loguen, Jermain Wesley. "I am a Fugitive Slave"
- Obama, Barack. "Knox College Commencement Address"



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- Marshall, Thurgood. "The Constitution: A Living Document"
- Terrell, Mary Church. "What it Means to be Colored in the Capital of the United States"
- Truth, Sojourner. "Ain't I A Woman?"
- Washington, Booker T. "Atlanta Exposition Address"
- Wells-Barnett, Ida B. "This Awful Slaughter"

### THINKING ABOUT TECHNOLOGY TEXTS

- Baron, Dennis. "From Pencils to Pixels"
- Carr, Nicholas. "Is Google Making Us Stupid?"
- Dynaski, Susan. "Laptops Are Great. But Not During a Lecture or Meeting"
- Gladwell, Malcolm. "Why the Revolution Will Not Be ReTweeted"
- Litt, Toby. "The Reader and Technology"
- Patterson, Christina. "Our teenagers need social skills, not social networks"
- Shirky, Clay. "Does the Internet Make Us Smarter?"
- "The Impact of Social Media Use on Social Skills" (NY Behavioral Health)