

STEM Innovation Academy of the Oranges

NJIT English 101 English Composition
Reading, Writing, Speaking, Thinking
Ms. Metsch-Ampel

Email: metschra@orange.k12.nj.us

Website: www.orange.k12.nj.us

NJIT: 3 Credits

Course Description

English 101 is an introduction to college-level writing. In this course, students are introduced to *writing's rhetorical dimensions*; they are asked to consider the *speaker, occasion, audience, purpose, and genre* that are called for in a variety of writing, speaking, and 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 creative nonfiction, 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

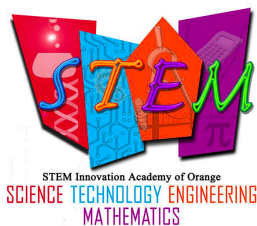
Ms. Randi Metsch-Ampel

Email: metschra@orange.k12.nj.us

Office Hours: 3:30-4:30 PM, Tuesday through Friday and by appointment.

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 Materials

- One 3-Subject College-Ruled Notebook, pens, pencils, highlighters, one 2-pocket folders, Chromebook

Assignments & Assessments

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

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

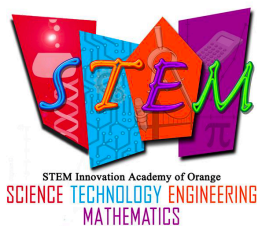
A 100-90	B+ 89-87	B 86-80	C+ 79-77	C 76-70	D 69-60	F 59-0
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Attendance

Attendance is crucial in this class. To attend class is to be present, alert, and to participate 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.

Read and Respond (R&R)/Dialectical Journal

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.



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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 regular class meetings, students will complete in-class writing assessments. These 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).

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 a 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:

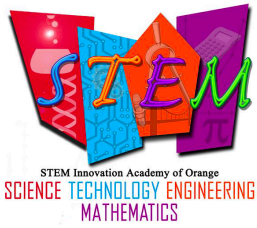
- *Restate the assignment.*
- What do you believe to be the *strengths* of your paper?
- What *challenges* did you face?
- To what extent did the *peer review sessions* help you with your writing process?
- What have you *learned* from writing this paper?
- What *specific areas of improvement* will you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

Synchronous Instruction

If we engage in remote learning, students will be muted and unmuted when they raise their hand during synchronous instruction. Video sharing is encouraged, but not required, unless specified by administration. Students will be asked to participate regularly through the utilization of "nonverbal feedback" in instances when your camera may be off. If you do not share your video and fail to respond to a question during synchronous instruction, points will be taken off your participation/classwork grade. Repeated instances will be reported to administration. If you need a break, you must notify the teacher, so they are aware you stepped away from the computer and do not mark you as non-participatory.

Assignment Submission

Missing and incomplete assignments can be viewed on Genesis. If absent, each student will have two days to make up a missing assignment. After that, a 5-point penalty will be taken off any assignment for each day it is late. If a student is not absent, but failed to complete an assignment, they may request an extension by speaking with the instructor. A 5-point penalty may be taken off the assignment for every day it is not turned in. For example, a homework or classwork assignment that is late for a period of 5 school days without being excused, is only eligible to receive a maximum score of 75. Additionally, your



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parent/guardian will be contacted when you miss an assignment and administration will be notified.
Excessive missing assignments will result in disciplinary action.

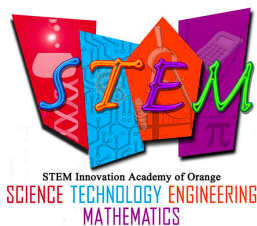
NJIT University Code on Academic Integrity

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.



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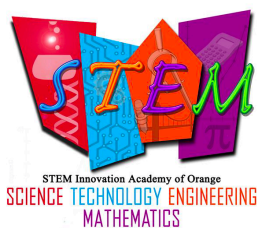
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SEMESTER SCHEDULE (**Subject to Change**)

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

UNIT ONE: INTRODUCTION TO RHETORIC, COLLEGE WRITING & LITERACY NARRATIVE		
	Introduction to the Course Defining Humanities 101, Close Reading of Course Description, Review of Assignment	<u>Reading:</u> Read/Review Syllabus.
	Student Introductions, review of syllabus & relevant terms. Student Interviews & Presentations. Review of Assignment (with modeling of Read and Respond Format)	<u>Reading:</u> "What is Academic Writing?" <u>Writing:</u> 1. Complete a "Read and Respond" (R&R). The format is provided on the syllabus (see above). <u>Writing:</u> 1. Look up/define rhetorical terms.
	What is Academic Writing? Read-around small group work, reporting-out, whole class synthesis of main points. In-Class Diagnostic Writing Essay.	<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. Voice Lessons activity Essay
	What is Rhetoric? How do writers use resources of language to achieve their rhetorical purpose? <ul style="list-style-type: none"> ● The "rhetorical situation" ● Aristotle's Triangle ● SOAPStone ● Lou Gherig's Farewell speech 	Civil Rhetoric vs. Propaganda Rhetoric appeals <u>Reading:</u> <i>Enrique's Journey</i> (Application of terms and concepts through Socratic Seminar)



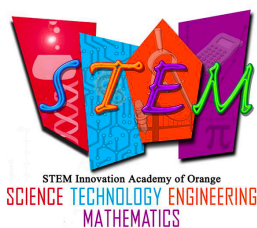
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	<ul style="list-style-type: none"> Einstein's letter to Phyllis The King's Speech 	
	Read Like a Writer Summer Assignment Review: group work and whole class discussion Introduce to New York Times & Independent Reading Log	<u>Reading:</u> <i>Enrique's Journey</i> <u>Writing:</u> See Google Classroom (GC) Independent Reading Logs
	Read Like A Writer Applying Bunn's close reading techniques.	<u>Reading:</u> Reading Assignment: "Critical Thinking in College" <u>Writing:</u> From the Personal to the Academic" (Gita Dasbender) <u>Writing:</u> See GC
	Critical Thinking Using Dasbender's techniques. Rewind! Recap of Weeks 1 & 2	Review for In-Class Writing 1
LANGUAGE AND IDENTITY		
	Literacy Narrative Essay Models Small and large group discussion, analysis, & application of terms to readings	<u>Readings:</u> "Eleven," Sandra Cisneros "Superman & Me," Sherman Alexie "Mother Tongue," Amy Tan "How To Tame A Wild Tongue" "Coming to an Awareness of Language" (Malcolm X)
	Review of Literacy Narrative Essay Assignment Writing Workshop – Brainstorm, small group reader response groups	Memory timelines, gallery walk, sharing <u>Writing:</u> See GC
	Writing Workshop – Feedback momos, small group critique	<u>Reading:</u> "Meaning Clear: The Logic of Revision" (Donald M. Murray) WS <u>Writing:</u> See GC



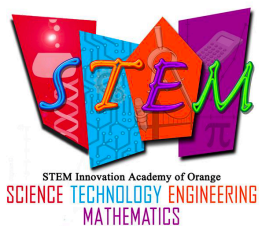
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	Writing Workshop Revision	<u>Writing:</u> See GC
	Citing Sources: MLA Style, Intro to Purdue OWL Writing LabEssay Checklists & Proofreading Due: Essay – Literacy Narrative	<u>Writing:</u> Complete the final draft of Literacy Narrative, with process page Presentation of original literacy narratives.
UNIT TWO: RHETORICAL ANALYSIS		
	Introductory Discussion In-Class Reading Session Rhetorical Situation & Analysis	<u>Reading:</u> “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” (Laura Bolin Carroll) <u>Readings:</u> <i>The 1619 Project</i> NYT Independent Reading Logs Additional possibilities (See GC): “I Am A Fugitive Slave”(Jermain Wesley Logan) <u>Reading:</u> “What, to the Slave, is the Fourth of July?” Excerpt from “Narrative of the Life of Frederick Douglass,” Frederick Douglass <u>Reading:</u> “Ain’t I A Woman?” (Sojourner Truth)
	Logos, Ethos, Pathos SOAPSTone Strategies Small Group Work	<u>Reading:</u> <i>1619 Project</i> <u>Writing:</u> See GC
	Rhetorical Situation & Analysis	<u>Additional possibilities: (See GC)</u> <u>Reading:</u> “What it Means to be Colored in the Capital of the



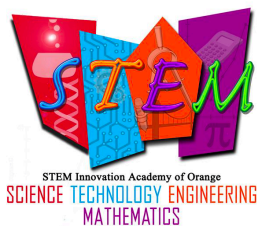
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	<p>Discussion of speeches, essays, articles Review Session in preparation for In-Class Writing 3</p> <p>Visual Rhetoric; rhetorical analysis</p>	<p>United States" (Mary Church Terrell) <u>Reading:</u> "This Awful Slaughter" (Ida B. Wells)</p> <p>(Branded content, Super Bowl ad, YouTube commercial analysis & advertisement analysis) Creation of original visual rhetoric</p>
	<p>Everything's an Argument</p> <p>Small and whole class discussions, analysis, in-class writing assignments.</p>	<p><u>Visual Rhetoric: examples, analysis, collaborative group project</u></p> <p>"Only a Pawn in Their Game," Bob Dylan Studs Terke's Interview with C.P. Ellis</p>



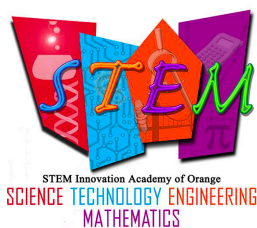
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	<p>The Genre of Speech</p> <p>Small and whole class discussions, analysis, in-class writing assignments.</p> <p>Small and whole class discussions, analysis, Socratic Seminars and other learning strategies found in resources by Facing History and Ourselves and Expeditionary Learning; in-class writing assignments.</p> <p>Process Writing: Rhetorical Analysis</p>	<p><u>Reading</u>: A selection of historic and current speeches, including some of but not limited to the list below:</p> <p><u>Reading</u>: Bethune, Mary McLeod. "What Does Democracy Mean to Me?"</p> <p><u>Reading</u>: Marshall, Thurgood. "The Constitution: A Living Document"</p> <p><u>Reading</u>: "The Black Woman in Contemporary America" (Shirley Chisholm)</p> <p>"Toward a More Perfect Union," President Barack Obama</p> <p><u>Readings</u>: "I Have A Dream," Martin Luther King, Jr.</p> <p>"He Showed Us the Way," Cesar Chavez</p> <p>Supreme Court Justice Sonya Sotomayor's statement to the Senate Judiciary Committee</p> <p><u>Writing</u>: See GC</p>
	<p>Satire</p> <ul style="list-style-type: none"> • Define • Distinction between satire & parody • Listen to audio • Analyze written text • Group collaborative project: analysis & original satire 	<p>Satire: "Plague of Tics," David Sedaris</p> <p>Variety of examples of visual satire & parody</p> <p>Presentations</p>
	<p>Rhetorical Analysis Writing Workshop</p>	<p>Rhetorical Analysis of speeches and various media</p>



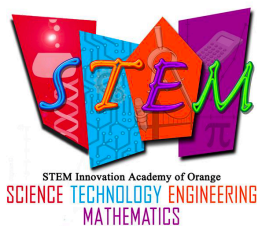
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	Writing Workshop	<u>Writing</u> : See GC
	Writing Workshop	<u>Writing</u> : See GC
	Writing Workshop	<u>Writing</u> : Final Draft is due at start of next class.
	Due: Essay -Rhetorical Analysis TBD	<u>See GC</u>
UNIT THREE: THINKING ABOUT TECHNOLOGY - ARGUMENTATION		
	<p><u>What Makes a Strong Argument?</u></p> <ul style="list-style-type: none"> • Define “Rogerian Argument” • Logical fallacies • The Classical Model • Deduction/Induction • Toulmin Model <p>Guiding question: “How do innovations in various forms of technology affect the individual and society as a whole?”</p>	<p>Readings from <i>The 1619 Project</i>, including essays, articles, poems, art, etc.</p> <p><u>Reading: “Is Google Making Us Stupid?” (Nicholas Carr)</u></p> <p><u>Writing: See GC</u></p> <p>Ted Talks: “How I’m Fighting Bias in Algorithms,” Joy Buolamwini</p> <p><u>Reading: “Study Finds Gender and Skin-type Bias in Commercial Artificial Intelligence Systems.”</u> <i>Science Daily</i></p> <p>“Amazon Scraps Secret AI Recruiting Tool That Showed Bias Against Women,” Jeffrey Dastin (Reuters)</p> <p>“Have Smartphones Destroyed a Generation?” Jean M. Twenge</p> <p>Video: “Deepfakes & Democracy,” Common Sense Education</p> <p><u>Reading: “Our teenagers need social skills, not social networks” (Christina Patterson)</u></p> <p><u>Reading: “Laptops Are Great. But Not During a Lecture or a Meeting” (Susan Dynarski)</u></p> <p><u>Reading: “The Reader and Technology” (Toby Litt)</u></p>



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	Writing Assignment/mini-research paper: Create original argument on the effect of innovations in a particular form of technology on the individual and society.	Writing: See GC
	Writing workshop	<u>Writing</u> : See GC
	Writing workshop	
	Writing Workshop	<u>Writing</u> : See GC
	Writing Workshop	<u>Writing</u> : See GC
	Writing Workshop	<u>Writing</u> : See GC
	Final Proofreading/Editing Session Review of MLA Style Citations via Purdue OWL Writing Lab	<u>Writing</u> : Complete the final draft of Essay – Argumentative Essay (+ Process Page)
	Due: Argumentative Essay/Mini Research Paper	<u>Reading</u> : See GC <u>Writing</u> : See GC
	Discussion Leaders/presentations	<u>Reading</u> : See GC <u>Writing</u> : See GC

REQUIRED TEXTS

Enrique's Journey, by Sonia Nazario

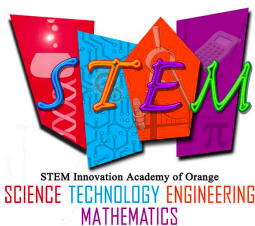
The 1619 Project: A New Origin Story, by Nikole Hannah-Jones

Born a Crime, Trevor Noah

Killers of the Flower Moon, David Grann

Living Beyond Borders, Margarita Longoria

Solito, Javier Zamora



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ACADEMIC WRITING TEXTS

- 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"

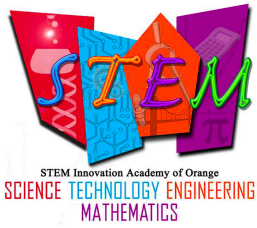
CURRENT EVENTS

LANGUAGE & IDENTITY (LITERACY) TEXTS

- Sandra Cisneros, "Eleven"
- 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?"
- 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

- Bethune, Mary McLeod. "What Does Democracy Mean to Me?"
- Chavez, Cesar. "He Showed Us the Way"
- Chisholm, Shirley. "The Black Woman in Contemporary America"
- Crummel, "The Black Woman of the South: Her Neglects and her Needs"
- Dylan, "Only a Pawn in Their Game"
- Douglass, Frederick. "What, to the Slave, is the Fourth of July?"
- DuBois, W.E.B. "To the Nations of the World"
- Du Vernay, Ava. *Thirteenth*
- Gay, Ross. "Some Thoughts on Mercy"
- Hannah Jones, Nikole. *The 1619 Project* (essays, articles, poems, photos, and art)
- Kennedy, John F. "1961 Inaugural Address"
- King, Jr., Martin Luther. "I Have A Dream"
- Loguen, Jermain Wesley. "I am a Fugitive Slave"
- Nazario, *Enrique's Journey*
- Obama, Barack. "Knox College Commencement Address"
- Obama, Barack. "A More Perfect Union"
- Marshall, Thurgood. "The Constitution: A Living Document"
- Sedaris, David. "Plague of Tics"
- Staples, Brent. "Just Walk on By"
- Stevenson, Bryan, "We Need to Talk About Injustice"
- Terrell, Mary Church. "What it Means to be Colored in the Capital of the United States"
- Truth, Sojourner. "Ain't I A Woman?"



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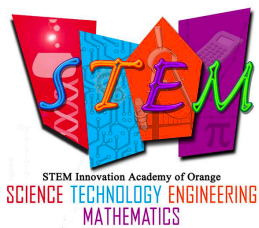
- Washington, Booker T. "Atlanta Exposition Address"
- Wells-Barnett, Ida B. "This Awful Slaughter"

THINKING ABOUT TECHNOLOGY TEXTS

- Buolamwini, Dr. Joy. TEDTalk: "How I'm Fighting Bias in Algorithms"
- Carr, Nicholas. "Is Google Making Us Stupid?"
- Common Sense Education, "Deepfake Technology & Democracy"
- 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"
- "The Impact of Social Media Use on Social Skills" (NY Behavioral Health)
- Twenge, Jean. "Have Smartphones Destroyed a Generation?"
- "Amazon Scraps Secret AI Recruiting Tool That Showed Bias Against Women," Jeffrey Dastin ([Reuters](#))
- "Study Finds Gender and Skin-type Bias in Commercial Artificial Intelligence Systems," *Science Daily*

This course also uses open educational resources (OER). All resources are listed on the course schedule and posted on Google Classroom.

- Access to The Purdue OWL Writing Lab (https://owl.purdue.edu/owl/purdue_owl.html)
- A variety of handouts



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We, the undersigned student and parent/guardian, have reviewed the expectations of the class/course outlined in the syllabus and accept the terms and expectations as laid out.

I, as the student, further understand that my parent/guardian may be contacted if I am found to be in default of my expectations, solely for the purpose of correcting the problem before my grades are put in jeopardy.

(student signature)

(printed name)

(date)

(Parent/guardian signature)

(e-mail)

(phone)

Do you have internet access at home?

- ☐ Yes
- ☐ No

Any other information I should know: