

- A. **Course Description: ENGL 101 – College Composition I:** is a course on critical thinking, reading, and composing practices with an emphasis on integrating appropriate research and academic documentation. Students develop rhetorical strategies, employing writing processes to compose for a variety of purposes and audiences.
- Pre-requisites: ACLT 052 or ACLT 053 or (ESOL 052 and ESOL 054)*
- Note: To advance beyond English 101, students must earn a grade of “C” or better.*

B. Basic Course Information

- Andrew Rusnak, Professor, Office AHUM 212
- 443.653.2777 – mobile; arusnak@ccbcmd.edu
- Office hours: (Professor). (will be given in class)
- Required materials (See below.):
- **Emergency Closings:** For school cancellations, check the CCBC website, check the website of the school you have been assigned or the BCPS website; sign up for emergency alerts; call 443-840-4567, or listen to local radio and television stations like WBAL.
- Response times: **Instructor will respond to emails within 24 hours. Discussion board posts will be graded within 48 hours of peer response due date (if applicable). Essays will be graded within 1 week of due date. Identify preferred method of communication, if applicable.**
- Department Contact: [Essex/Dundalk/Eastside: Jessica Floyd (JFloyd3@ccbcmd.edu)]; Catonsville/OMC/Westside: Jacquelyn Scott (JScott@ccbcmd.edu); Sync/Async: Fawcett Dunstan (FDunstan@ccbcmd.edu); ALP: Denise Parker (DParker@ccbcmd.edu); External Sites: LaTonya Dyett (LDyett@ccbcmd.edu)].
- Statement of student out-of-class work expectations: The U.S. Department of Education is mandating that students are to be made aware of their schoolwork expectations outside the classroom. This is a 3 credit/billable hour course. For each credit/billable hour, the student is expected to complete at least three hours of work per week of reading, course preparation, homework, studying, etc.
- This is a **15/12/10/7/5** week three-billable hour class; therefore, students are expected to complete **at least 9/10.5/12.6/18/25.2 hours of work per week of reading, course preparation, homework, studying, etc.**

Materials:

- a. This course will require students to purchase several text books. Cost will be minimal. There are required readings and reference materials.
- b. The course includes “ENGL 101 Composition Guide” which is a free Open Education Resource that is required as the writing and reading ‘textbook’ for the course.
- c. Additional free learning resources are provided in the course including documents, videos, tutorials, podcasts, and links.
- d. The course management system adopted by CCBC is Brightspace. To take courses at CCBC you must have access to a computer with an Internet connection, an email account, and a Brightspace compatible operating system and browser. For a detailed explanation of technical requirements for online courses at CCBC, visit the [Technical Requirements for CCBC Online Courses](#) page of the [CCBC Distance Learning website](#). You will also need access to YouTube, Adobe Reader, Microsoft Word and Microsoft PowerPoint Viewer, and Brightspace to access course materials and complete assignments.

The Seven Rules of the Apocalypse!

- 1) **Be on time;**
- 2) **No electronics in class, no cell phones or laptops, no internet. If you insist on using your phone in class, you will be asked to leave;**
- 3) **Turn your papers in on time and use the correct format;**
- 4) **Do all the readings and be prepared for reading quizzes as necessary;**
- 5) **Actively participate in class discussions and in-class writings (speak your mind);**
- 6) **Be prepared to think critically and imaginatively.**
- 7) **English 101 is a three credit course. Students should expect to work two hours on assignments and preparation outside of class for every one hour of class time.**

Course Goals Overall

1. Upon completion of this course, students will be able to:
 - a. employ a multistep, recursive writing process in a variety of genres;
 - b. respond to a situation or text using evidence-based research, logical argumentation, and a variety of ethical perspectives;
 - c. synthesize a variety of texts from diverse perspectives and authorship;
 - d. find, evaluate, use, and cite resources appropriate to a given rhetorical situation according to institutional standards of academic integrity;
 - e. examine issues of global and local diversity through critical thinking, reading, and writing;
 - f. collaborate to interpret and respond to rhetorical situations;
 - g. apply conventions to varied writing assignments according to genre, discipline, and/or occasion; and
 - h. use contemporary technology to produce work that responds to a variety of audiences.
2. Major Topics
 - a. Recursive Writing
 - b. Critical Reading
 - c. Critical Thinking
 - d. Critical Research
3. This class utilizes content that focuses on science and technology and its impact on modern culture. These subjects will be approached not like they are in a science class, but like subjects in a humanities class, i.e. Literature, philosophy, ethics, current events and challenges. This course meets all requirements for English 101.
4. Course Requirements: Grading will be determined by the individual faculty member, but shall include the following, at minimum:
 - a. Students participating actively in class activities. Examples may include: class discussions, peer review of written work or similar types of writing workshops, collaborative writing assignments, small group work, and/or formal or informal group presentations.
 - b. Students producing multiple high-stakes writing projects, which exceed 4,000 words total and include academically-appropriate sources. Examples may include: formal essays, letters, portfolios, and/or multi-media projects.
 - c. Students producing additional low-stakes writing projects, which exceed 1,000 words total. Examples may include: journal writing, drafting, reflections, reading responses, diagnostic writing, discussion boards, and/or in-class writing.
 - d. Students revising selected assignments based on periodic and ongoing feedback.
 - e. Written assignments and research projects: students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Academic Integrity

1. Academic integrity is a core institutional value at CCBC. Students, faculty, administrators, and staff have the right to a learning environment where academic integrity is valued, respected, and upheld. For CCBC's complete policy regarding student academic integrity, go to the CCBC's [College Catalog: Student Code of Conduct: Standards of Classroom Behavior/Academic Integrity](#). Violation of this policy will result in sanctions according to the Student Code of Conduct.
2. The commercial use of academic material is prohibited under the College's Academic Integrity Policy. This includes, but is not limited to, selling of course material to another person, entity, and/or uploading course material to a third-party vendor without authorization or without the express written permission of

the college and/or the instructor. Course materials include but are not limited to class notes, instructional slides, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, videos, etc.

- a. For the College to make its maximum contribution as an institution of higher learning, we must uphold high standards of integrity, honesty, and ethical behavior. In seeking the truth, learning to think critically, and in preparing for a life of constructive service, honesty is imperative. To these ends, the following actions are expected of students:
 - complete all work without unauthorized assistance.
 - follow the professor's instructions when completing all class assignments.
 - ask for clarification when instructions are not clear.
 - provide proper credit when quoting, paraphrasing, or summarizing.
 - and submit only one's own work.
- b. Part of each student's education requires learning how to use information correctly. **Using other people's words or ideas without giving proper credit to the source is plagiarism and is a serious offense.** Students who plagiarize unknowingly should be shown their error and instructed in the proper use and attribution of information. Students who plagiarize will experience sanctions, including a written reprimand, **failure of the assignment, failure of the course, and/or dismissal from the program.** **For repeat and extreme offenses, the college reserves the right to suspend or expel students.** Suspension and expulsion are actions taken only by the chief student development officer on campus or a designee.
- c. Examples of plagiarism include:
 - Submitting written work taken from another source as one's own. Examples of other sources are material from a published author or from the Internet;
 - Including in original work undocumented quotations or passages from another writer;
 - Including someone else's original ideas, opinions, or research ideas without giving him/her credit;
 - Paraphrasing without documentation.

Note: Students may not use Chat GBT or any other form of AI to produce narrative for your paper. Your paper should be entirely thought out and written by you. If the professor determines or detects any part of your paper can be traced to AI, this will be considered plagiarism, not the student's own work, meaning all relevant consequences. Students are here to learn and think on their own, not ask software to do it for them. Students should take ownership of their papers as representations their ideas and thoughts. Using AI will be treated the same as plagiarism.

Netiquette Statement

[CCBC Netiquette Statement](#)

The rules of etiquette that apply when communicating online are different from those that apply when communicating in person. Netiquette rules have emerged to facilitate online interactions in the absence of visual and auditory cues (Marx, 2004). CCBC's Netiquette Statement is grounded on the principles of mutual respect, professionalism, ethics, courtesy, and kindness. CCBC's Netiquette Statement applies to all individuals who work or learn at CCBC. CCBC's Netiquette Statement also applies to all virtual communication methods, including but not limited to synchronous lectures, discussion board posts, written assessments, recorded presentations, artistic representations, social media, and emails.

Evaluation: See matrix below.

Course Procedures

1. Course-related policies and procedures

- a. **Services for Students with Disabilities:** CCBC is committed to providing equal access educational opportunities for all students with disabilities. A student with a disability may contact the appropriate campus office for an appointment to discuss reasonable accommodations. An appointment must be scheduled within a time period that allows staff adequate time to respond to the special needs of the student. The student must provide the appropriate office with the proper documentation supporting the need for reasonable accommodations. Students are responsible for giving the documentation to the professor during the first week of class.

b. AI Policy Statements

- **Use prohibited:** Once again, use of AI is prohibited. In keeping with our mission to prepare learners for careers and life after college, CCBC embraces the importance of artificial intelligence (AI) as part of that future. The efficient, effective, and ethical use of artificial intelligence tools to assist learning can prepare you for your career, especially tasks involving the top abilities that employers are seeking: problem solving, creativity, critical thinking, collaboration, and analysis. However, in the context of this class, students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools including but not limited to ChatGPT or Dall-E 2) on assignments in this course, as these tools should not be used as a substitute for developing students' own imagination and analytical thinking. Each student is expected to complete each assignment without substantive assistance from others, including automated tools. Unauthorized usage of generative AI tools is considered plagiarism and is subject to CCBC's academic integrity policies as outlined in the [CCBC Student Code of Conduct](#).

Adapted from University of Delaware

1. College-wide syllabus policies: For college-wide syllabus policies, such as the Code of Conduct for Academic Integrity, Grades and Grading (including FX and progress grades), and the Audit/Withdrawal policies, please go to the [MySyllabiPolicies](#) tab on the [MyCCBC](#) page
2. College-wide student services: To access information about student services, such as Academic Advising, [College and Community Outreach/Success Navigators](#), and Disability Support Services, students may refer to the Student Support Services link on the [CCBC catalog home page](#).
3. Course Related Concerns: Students should first attempt to take concerns to the faculty member. If students are unable to resolve course-related concerns with the instructor, they should contact the relevant coordinator, [Jessica Floyd / Jacquelyn Scott / Fawcett Dunstan / LaTonya Dyett](#), at JFloyd3@ccbcmd.edu / JScott@ccbcmd.edu / FDunstan@ccbcmd.edu / LDyett@ccbcmd.edu.
4. Academic Calendar: Visit [CCBC Academic Calendar page](#) to access the academic calendar for **Semester/Year/Course Length**
5. Course Start and End dates: **M/D/Y – M/D/Y**
6. Additional Course Procedures:
 - a. Course Orientation: Complete the Course Orientation in the “Getting Started” section of Brightspace to access the course schedule, distance learning requirements and policies, and other information course information.
 - b. Attendance Policy: Failure to attend and actively participate can affect a student's financial aid and/or veterans' benefits. Please refer to the FX Grade Policy in the catalog for specific requirements.
 - c. Writing Assignment Format: All assignments must be submitted in **MLA 9 format**. See the links in Brightspace or [CCBC Library Citation Basics Guide](#) for MLA instructions, including 12-point font, Times New Roman, Calibri, or Verdana font, 1-inch margins, and double-spacing.
 - d. Log on to Brightspace
 - Go to the [CCBC Homepage](#)
 - Click on the “[MyCCBC](#)” tab on the top header
 - Click on the Brightspace log in icon
 - Enter your Brightspace ID & Password
 - *(first time users: your CCBC student ID is your initial password)*
 - Click on the appropriate course title

This syllabus may be changed with notification to the class.

List of Full URLs used in this document:

CCBC Catalog: <http://catalog.ccbcmd.edu/index.php>

My CCBC page: <https://myccbc.ccbcmd.edu/>

CCBC Academic Calendars page: [CCBC Academic Calendar page](#)

mySyllabi-Policies - <https://myccbc.ccbcmd.edu/CCBC/mySyllabi-Policies>

College and Community Outreach/Success Navigators - <https://www.ccbcmd.edu/For/Current-Students/Success-Navigators/index.html>

CCBC's Netiquette Statement - <https://catalog.ccbcmd.edu/content.php?catoid=45&navoid=13700#netiquette>

College Catalog: Student Code of Conduct: Standards of Classroom Behavior/Academic Integrity -

<https://catalog.ccbcmd.edu/content.php?catoid=45&navoid=13713#behavior>



English 101: **Writing about Science and Technology from a Humanities Perspective.**

Andrew Rusnak, Professor, English

Reading and Essay Assignment Schedule

In addition to above, in this class we will:

- Learn how to think critically and imaginatively, and develop skills in “reality-directed imaginative thinking”;
- Read, analyze, discuss complex STEM ideas, products, and processes, and how they affect culture and society;
- Recognize how our preconceived notions and assumptions about science and technology and the scientific method can keep us from having an open mind and why it is important to truly evaluate where and how your own ideas originate and are reinforced as well as where others are coming from;
- Develop appropriate methods (multimodal approaches) for writing and/or presenting scientific and technical data, information, and concepts (PowerPoint, digital film mediums);
- Comprehend and apply basic rhetorical strategies to all assignments;
- Take and defend a position/thesis;
- Fully define and comprehend targeted audiences;
- Understand and apply the rudimentary principles of grammar, mechanics, and usage;
- Edit and revise; and
- HAVE FUN! NO FEAR! Accept the challenge.

You will be successful in this class if by the end of the semester you can say three things:

- “I worked very, very hard”;
- “I learned a great deal and successfully applied what I learned in a variety of ways”; and
- “I had fun”.

Required Texts:

- *How to Write a Sentence and How to Read One*: Stanley Fish
- *What the Future Looks Like: Scientists Predict the Next Great Discoveries and Reveal How Today’s Breakthroughs Are Already Shaping Our World*, Edited by Jim Al-Jhalili

We will view, write on, and discuss several films:

- *Transcendent Man: The Life and Ideas of Ray Kurzweil*
- *The Human Family Tree: Tracing the Human Journey Through Time*



<p>Come Prepared and Participate: Completion of readings, participation in student-led class discussions, completion of in-class assignments are a critical part of your grade. As you complete the readings, keep a notebook of words and definitions you do not know. There also will be reading quizzes administered through the semester. You must attend class regularly or you will not pass. You cannot learn if you are not here.</p>	<p>Percent of grade: 20%</p>	
<p>Assignment # 1: Writing the Research Paper: Completion of research papers in APA or MLA format. Details will be provided in class, assignment will be covered in PowerPoint. The question you will be responding to is: Given the mounting medical evidence that full-contact football can likely lead to acute head trauma as well as long-term complications affecting cognitive ability, is youth football safe today? Would you let your 9-year old son play full contact football?</p>	<p>20%</p>	<p>1,500</p>
<p>Assignment #2: Write four, 1,000-word reflections, responses to questions in the PowerPoint based on the readings in <i>What the Future Looks Like: Scientists Predict the Next Great Discoveries and Reveal How Today's Breakthroughs Are Already Shaping Our World</i>, Edited by Jim Al-Jhalili. These reflections do not have to be formatted to MLA or APA. They should be entirely the student's ideas and thoughts regarding the question. Do not use outside sources. Details will be provided in class.</p>	<p>20%</p>	<p>1,000 each, 4,000 words total</p>
<p>Assignment #3: Personal, Self-Reflective Essay. Think back on your life to a moment or an experience that you can intuit affected you in some influential way. Writing this essay is the process of discovery that will help you figure out how this moment of experience influenced you. Remember, this is a complex concept. It involves memory (which is never completely accurate). It may be one entire summer, or series of summers, or it might be one brief moment, because life is like that. Do not think of this as a therapeutic exercise, think of it as a process of self-discovery that is essentially shared with others who can relate to, if not identify with, this discovery, or these discoveries. This assignment is "Memoir Essay" and will only work if you can be brutally honest with yourself. You are taking the reader on the same journey you are travelling as you write this narrative. Remember, you do not have to write about a traumatic experience, but if this is what first comes to mind, you may want to. You also do not want to write it in a way that "pleads for sympathy and understanding." You'll want to try and step outside yourself somewhat and take a more objective look at what it was you experienced. This approach does more to promote empathy and understanding and avoid being overly sentimental.</p> <p>For next class:</p> <ul style="list-style-type: none"> • Write a paragraph on what it is you intend to write about, bring it to class; • Also, bring in a copy of an essay you have read, an essay of an experience the writer is sharing with you; • This assignment is 1,000 words, it will require you to think deeply and strategically about what and how this means. <p>More detail will be provided in class.</p>	<p>20%</p>	<p>1,500</p>
<p>Final English Take Home Exam: Read text throughout the semester.</p> <ol style="list-style-type: none"> 1) In 150 of your own words, describe in detail why Fish does not think students of good sentences could ever learn to write or read one by studying <i>"Strunk and White,"</i> or any traditional grammar text for that matter? The 250 words should be in addition to the inclusion of two direct quotations from the text. (Cite page number.) 2) In 150 of your own words, describe in detail the two statements Fish uses to define a good sentence? (Cite page number). 3) In 150 of your own words, describe in detail what Fish means when he says on P. 42: "Language is not a handmaiden to perception; it is perception; it gives shape to what would otherwise be inert and dead. The shaping power of language cannot be avoided. We cannot choose to distance ourselves from it. We can only choose to employ it in one way 	<p>20%</p>	

rather than another. We can only choose our style, not choose to abandon style ...”

Keeping in mind what Fish said, “While formal devices are limited in number, contents are not,” complete the following three challenges:

- 4) Construct a multi-clause sentence in Fish’s subordinating style and completely analyze it. List (in bulleted form) at least three effects your sentence will have on an intended audience.
- 5) Construct a multi-clause sentence in Fish’s additive style and completely analyze it. List (in bulleted form) at least three effects your sentence will have on an intended audience.
- 6) Construct a multi-clause sentence in Fish’s satiric style and completely analyze it. List (in bulleted form) at least three effects your sentence will have on an intended audience.

Following Fish in chapters 8 and 9:

- 7) Write the perfect “first” sentence.
- 8) Write the perfect “last” sentence.

This is your mantra for the semester: *Imagination is more important than knowledge, for knowledge is limited to all we know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.*

—Albert Einstein

And: *Irrationally held truths may be more harmful than reasoned errors.* —Thomas Huxley

Come Prepared and Participate: Completion of readings, participation in student-led class discussions, and completion of in-class writing assignments are a critical part of your grade. All students must read all assignments. Class discussion will be based on the readings from all texts. Reading quizzes will be administered.

I will not grade your essay and you will lose one letter grade if the first 8 conditions are not met. My essay:

- 1) Has a separate page where I've listed: 1) My thesis statement; 2) Five reasons why I believe my thesis statement reflects a powerful argument; and 3) Five reasons why my thesis statement is not solid or there are gaps in the position I've taken. The five reasons why my thesis statement is solid and the five reasons why it may not be **MUST** all be included in my paper.
- 2) Is the right word count _____, and is on time _____.
- 3) **I will provide the only sources you can use.** Direct quotations or paraphrasing must be 20 percent or less of your overall content. Do not string quotes together. **Two of these sources must be graphs, charts, diagrams that support your position.** Legitimate sources are academic research. (You may use magazines, journals, books, LEGITIMATE websites. You may not use, dictionaries, Wikipedia, or other such references) _____.
- 4) Uses at least two direct quotations from the primary source (this does not include the 6 outside sources) _____.
- 5) **Uses APA format**, with parenthetical references in the narrative and a properly a References page _____.
- 6) Has a thesis statement that is underlined. This is the only content in your first paragraph. _____.
- 7) Has this COMPLETED checklist attached _____.
- 8) Is stapled in the upper left corner and does not use plastic covers or unnecessary folders _____.

The following items are considered to be part of the learning process and can be revised if needed.

- 9) Has an original and creative title _____.
- 10) **Has a well-developed/thought out, concise, strong thesis statement** that declares a purpose and/or position, and functions to point the reader in the direction I intend to go. I understand that the thesis is the one stand alone statement in the text that can be extracted and offered as a guide for the reader. Elements in the thesis are used as an outline and to structure the essay. The thesis statement should be preceded by a good introduction and followed by a transition to the next paragraph, to the body of the essay _____.
- 11) **Has a well-developed body, overall organization/structure and content.** The body of my essay works hard to elaborate and expand on those salient elements outlined in the thesis. There is a mathematical arrangement where the main points in my thesis are the main focus or topic of each subsequent paragraph. There are no redundancies and each idea is well-thought out and developed beyond cliché and common thought so that it is personal, original, and imaginative. My essay maintains a well-mapped structure with strong logic, coherent paragraphs, and overall cohesive unity _____.
- 12) **Uses effective sentence variation, clarity, and relevant word choice.** My sentences vary in length and **arrangement** to create smooth narrative flow. My word choice accurately reflects definitive knowledge of subject matter, reactions, and reflections _____.
- 13) **Is free of grammatical (mechanics and usage) errors _____.** (If you are struggling with grammar and/or mechanics issues, I will ask you to complete exercises from the website to be turned in with your revision or the next paper.)
- 14) Has been given to someone to proofread for me _____.
- 15) Avoids redundancy and cliché _____.

Student: _____ Signature: _____ Date: _____ Essay#: _____

Reading Habits: Learn to Understand

- 1) *Read carefully!* Most of the time that means read slowly to examine as many implications and connotations as possible. It is far better to spend several hours, even days, rereading a single, difficult passage than to rush through an entire book in the same period of time and only comprehend superficial qualities.
- 2) *Read carefully!* Isolate the main theme or topic sentence. Does it make sense? Do you agree or disagree? Or, do you need to read further to decide? Start every reading experience with an open mind. Try to be conscious of your preconceived notions and prejudices, how you look at the world or how your world view has been shaped. Learn the benefit in reading something you feel you will not agree with. Sometimes, there is exposure to new and exciting points of view. Other times old notions are reinforced.
- 3) *Read carefully!* Stop after the first couple paragraphs or every time a new thought is introduced and ask yourself whether you agree or disagree. Why or why not? If you disagree, where is the rub or conflict? Is the writer being consistent but you disagree with the central idea? Or is the writer being objective and you simply disagree with some part of the idea(s) she/he is promoting? Do you agree? Why? Don't take any ideas for granted, even your own, especially your own. Carry on a dialog with yourself. Reading promotes self understanding and our position in the world and helps you become a better writer.
- 4) *Read carefully?* Does the writer's central idea apply to any other situations you can think of?
- 5) *Read carefully!* Look up every word you do not know. Reread the sentence. Does the definition fit? Does the sentence make sense in the context it was presented? Agree or disagree? Why or why not? Keep a small notebook of new words you like that you may want to use in a future writing assignment.
- 6) *Read carefully!* Make notes on the text. Use a "Hi-Liter" or copy important passages on "idea cards," or in a notebook. This will help you organize thoughts later if you have to write an essay.
- 7) *Read carefully!* Look for patterns. How does the writer communicate thoughts? What is their style? Is it straight forward and objective? Does he/she use metaphors and analogies? Is the language abstract? Difficult to understand? Are the sentences short, light, and snappy, or heavy and long with many clauses? Are the sentences in the text short in some places and long in others? What does this mean? Many times the greatest reading experiences—epiphanies, revelations, light bulbs—come from wrestling with difficult language. Don't give up!
- 8) *Read carefully!* Challenge yourself. If all you read are newspapers or romance novels, pick up something you would not normally read. Don't stop reading what you like, but try and broaden your understanding of language and the many ways it can work to introduce yourself to yourself. Read a poem a day for a month. Read the editorial page of a collection of essays by an old Russian. For the greatest rewards and to advance your education, read to understand. Learning to understand is a process. It is not a goal with an end, once you have a degree. You should approach every reading and writing project with the idea, "I'm going to learn something new and I'm going to decide where it fits into my world view."
- 9) *Read carefully! It might also mean, "Read Slowly!"*

Wherever you work, whatever career you pursue, the more you read, the better your language skills, the more you will be perceived and judged as competent, smart, innovative, analytical, and a leader, a "go to" person. Reading does what visual media does not. It forces you to think on your own. The practice of reading does not think for you, like watching a movie or a TV show does.