

### Basic Course Information

- A. Andrew Rusnak, E-325 / [Arusnak@ccbcmd.edu](mailto:Arusnak@ccbcmd.edu) / 443-653-2777 - mobile
- B. Instructor's **office hours: (Professor)**
- C. **Prerequisites:** Successful completion of (ENGL 052 or LVE 2) OR ESOL 052 AND (RDNG 052 or LVR 2). Grade prerequisite for ENGL 102: Students must earn a C or better in ENGL 101.
- D. **Emergency Closings:** For school cancellations, call 443-840-4567 or listen to local radio and television stations like WBAL.
- E. **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 Ms. Brooke Bognanni, Coordinator of English for CCBC-Essex at (443) 840-1531 or [bbognanni@ccbcmd.edu](mailto:bbognanni@ccbcmd.edu). At the Catonsville campus, contact Mr. Evan Balkan, Coordinator of English at [EBalkan@ccbcmd.edu](mailto:EBalkan@ccbcmd.edu); The CCBC Student Concerns Policy can be found in the 2011-2012 CCBC College Catalog at [www.ccbcmd.edu/catalog12/senatepolicies/Student Concerns Policy.html](http://www.ccbcmd.edu/catalog12/senatepolicies/Student%20Concerns%20Policy.html).

### The Seven Rules of the Apocalypse!

- 1) **Be on time;**
- 2) **No electronics in class, no cell phones, 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.**

## **Common Course Outline**

### **ENGL 101, College Composition I, 3 Credits**

#### Description

**ENGL 101 – 3 Credits - College Composition I** provides instruction in a writing process that enables students to develop a topic, organize their ideas, write a draft, revise, edit, and proofread; to access, evaluate, incorporate, and document outside material as a means to develop a topic; and to continue to improve the use of grammar and language.

#### **3 credits**

**Prerequisites:** placement is based on assessment and/or successful completion of (ENGL 052, ACLT 052, or LVE 2) and (RDNG 052 or LVR 2) or ESOL 052.

#### Overall Course Objectives

Upon completion of this course, students will be able to:

- 1. employ a recursive writing process that includes invention, planning, drafting, revising, proofreading, and editing;
- 2. work collaboratively with peers to plan, develop, and carry out writing projects and provide constructive feedback;
- 3. write organized essays, each with a clear thesis;
- 4. support the thesis with details, examples, reasons, and other logical evidence;
- 5. develop and apply the critical thinking skills of analysis, synthesis, and evaluation for a variety of texts;

6. demonstrate an awareness of historical, social, and/or political contexts through multiple writing assignments;
7. employ rhetorical strategies to express complex ideas;
8. vary sentence structure and length as appropriate;
9. employ strategies in a manner appropriate to a given audience;
10. utilize technology to solve problems in real-life situations;
11. conduct research; access and choose appropriate academic sources;
12. evaluate sources by examining authority, currency, validity, and reliability;
13. incorporate appropriate academic sources into essays by summarizing, quoting, and paraphrasing correctly and effectively;
14. demonstrate, through source-based writing assignments, an understanding of the logic of multiple methods of documentation and citation;
15. develop and apply an understanding of Western standards of academic integrity and changing attitudes toward intellectual property through research-based assignments;
16. conform to the grammar, punctuation, and spelling rules of edited American English with a minimum of errors; and
17. examine a variety of complex texts from diverse perspectives and authorship.

### **Major Topics**

- I. Audience awareness, including an awareness of historical, social, and/or political contexts
- II. Writing as a recursive process: invention, planning, drafting, revising, proofreading, and editing
- III. Essay organization and development
- IV. Unity, coherence, and clarity in written language
- V. Rhetorical strategies
- VI. Sentence variety
- VII. Grammar, punctuation, and usage
- VIII. Accessing and evaluating sources
- IX. Summarizing, paraphrasing, and quoting
- X. Documenting and citing sources
- XI. Academic integrity and intellectual property
- XII. The place of writing in a changing communicative setting, including multimedia and social media.

### **Course Requirements**

Individual writing assignments will be determined by the instructor and will be described in the syllabus for each section. However, all students will:

1. Participate actively in class discussions and in class activities, including at least two of the following activities: peer review of written work or similar types of writing workshops; collaborative writing assignments; small group discussions; and formal or informal group presentations;
2. Write at least four essays, employing all of the process steps; at least three of the four essays must include multiple and varied academically appropriate sources.
3. Multiple assignments must infuse CCBC General Education Program objectives, and at least one assignment worth a minimum 10% of the total course grade must allow students to demonstrate *at least* the following General Education Program outcomes: Written Communication; Critical Analysis and Reasoning; Technological Competence; Information Literacy; and Local and Global Diversity.
4. Graded course writing must exceed a minimum of 4000 words, and a minimum of 80% of the final grade will be based on written works, graded either cumulatively or in an end-of-the-course portfolio.

### **Other Course Information**

Students will utilize learning management systems and other technology as appropriate to the academic environment.

This course is an approved General Education course in the English Composition category. Please refer to the current CCBC Catalog for General Education course criteria and outcomes.



## English 101: **Writing Creatively about Science, Technology, Engineering, and Math.**

Andrew Rusnak, Associate Professor, English

### **Reading and Essay Assignment Schedule**

This class is designed to integrate STEM disciplines with the creative writing process. This semester 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);
- Learn how to structure assignments in various genres;
- 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
- *Best Science Writing 2010*, Jerome Groopman, ed.



Assignment	% of Grade	Word Length	Due Date
<b>#1: Come Prepared and Participate:</b> Completion of readings, participation in student-led class discussions, completion of in-class assignments are a critical part of your grade. As you read each essay in the anthology, keep a notebook of words and definitions you do not know. There also will be reading quizzes administered through the semester.	30		
<b>Assignment #1: Research Paper:</b> Read the text <i>Best Science Writing 2010</i> , Jerome Groopman, ed. We will begin this exercise of preparing a research thesis paper by reading the selections on football, youth, and head trauma. This material is only to be used as an example. For this assignment, choose an essay questions/assignments from the questions in the PowerPoint that breaks down the essays in your text found on <a href="http://www.writingforstem.com">www.writingforstem.com</a> . Use the Essay Checklist below as your guide. Manage your time wisely, do not procrastinate. It will affect the quality of your work.	20	2,000	
<b>Assignment #2: First person science immersion/thematic experience essay.</b> We will read <i>O-Rings</i> by Sarah Stuart Johnson and Pippa Goldschmidt's, <i>What Our Telescopes Could Not See</i> . Your goal in this essay is to synthesize a scientific concept and a major theme in your life and write a first person essay. You can use a "transcendent" experience, a memory, a hike in a remote place, a panoramic, picturesque landscape, that evokes, if not awe than at least reflection, to trigger your exploration into the major theme of your life. Take notes on your reactions. <b>1)</b> Then, come up with a theme that is relevant to your life, certainly an unanswered question, something you think about or contemplate, an insight that you have that you consider to be relevant not just to you, but to everyone, the human condition. It should be a question you have that is consistent, but one in which you do not have a suitable answer. Or, it could be some source of unresolved conflict that you have. <b>2)</b> Research a scientific concept that intrigues you. Could be infinity, genetic engineering, transplants, etc ... <b>3)</b> Write an essay that synthesizes these two elements, your personal theme and the scientific concept, into meaningful and guided observation/description, reflection, analysis. Integrate, blend your theme and the scientific concept so the two nurture each other, so that they are linked and have direction. Include memory, obviously. Techniques you can use to achieve this are analogy, metaphor, simile. This essay is a process of discovery, so what you end up "knowing" by the end of the essay is much more refined than what you started with. The reader discovers, takes the ride, with you.	20	2,000	
<b>Assignment #3: Interview, profile, reflection. Part 1:</b> Interview someone who is not like you, someone who has a different skin color or who practices a different religion. Write a 1,000-word profile about this person. Include historical facts. <b>Part 2:</b> Read Kapuscinski's <i>The Other</i> . Write a 1,000 word reflection on how you experienced this person during the interview and while writing the profile. Site 5 examples from Kapuscinski that are relevant to your interview experience. How did this interview challenge your preconceived ideas of the person's "race" or religion?	20	2,000	
<b>Final Exam:</b> There will be a test on Fish's <i>How to Write a Sentence and How to Read One</i> . This could be a take home. We will not cover too much of this in class, but read it throughout the semester.	10		Finals Week

**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: 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 *Best Science Writing 2010*, Jerome Groopman, ed. and Ryszard Kaucinski's, *The Other*. Bring your type-written, formatted response to each reading to class. Reading quizzes may be administered upon my discretion based on whether I suspect you are not completing the readings.

**I will not grade your essay and you will lose one letter grade if the first 7 conditions are not met:**

My essay:

- 1) Is the right word count \_\_\_\_.
- 2) **Uses six legitimate outside references.** 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) \_\_\_\_.
- 3) Uses at least two direct quotations from the primary source (this does not include the 6 outside sources) \_\_\_\_.
- 4) **Uses APA format,** with parenthetical references in the body of the narrative and a properly formatted References page \_\_\_\_.
- 5) Is on time \_\_\_\_.
- 6) Has a thesis statement that is underlined. This is the only content in your first paragraph. \_\_\_\_.
- 7) Has this 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. I may still ask you to revise and work on some of these:**

- 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 \_\_\_\_.

### 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.

**Paper #1: First person immersion/thematic experience. 1)** Study *What Our Telescopes Could Not See*, Pippa Goldschmidt and *O-Rings*, Sarah Stewart Johnson from *The Best Science and Nature Writing 2014*. Also read Joe Wilkins' *Out West* on the website. Your goal in this essay is to immerse yourself in an outside, "transcendent" experience, a hike in a remote place, a panoramic, picturesque landscape, somewhere that evokes, if not awe, than reflection. This is an experience you will need to record, take notes on your reaction. **2)** Then, come up with a theme that is relevant to your life, something you think about or contemplate, an insight that you have that you consider to have relevance not just to you, but to the human condition. Or not, it could be a question you have that is consistent, but as yet you are exploring a suitable answer. **3)** Write an essay that synthesizes these two elements into meaningful and guided observation/description, reflection, analysis. Integrate, blend your theme and your experience so the two nurture each other, so that they are linked and have direction. Include memory, obviously. Techniques you can use to achieve this are analogy, metaphor, simile. This essay is a process of discovery, so what you end up "knowing" by the end of the essay is much more refined than what you started with. The reader discovers, takes the ride, with you.