

### Basic Course Information

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- C. Office hours: AHUM 212 (See attached schedule).
  
- D. Required materials (See attached reading and writing assignment handout.):
- E. Supplemental instructor handouts to syllabus:
  - Reading and Writing Assignment Schedule;
  - The Difficult and Thoughtful Road to a Strong Thesis Statement;
  - Essay Format;
  - Reading Habits; and
  - Essay Response Form
- F. Prerequisites: Students must have earned a C or better in ENGL 101.

### The Seven Rules of the Apocalypse!

- 1) **Be on time;**
- 2) **No electronics in class, no cell phones, no internet;**
- 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 102 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 102, 3 Credits**

#### Description

**ENGL 102 – 3 credits – College Composition II** increases the writing and thinking skills developed in English 101 and applies critical thinking and writing skills to a variety of academic assignments, including analyzing multiple and varied complex texts, furthering complex arguments and ideas, conducting research and sophisticated source use.

#### **3 Credits**

**Prerequisites:** Grade of C or better in ENGL 101.

#### Overall Course Objectives

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

- A. advance the following skills:
  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. support a complex thesis with details, examples, reasons, and other logical evidence;
  4. apply the critical thinking skills of analysis, synthesis, and evaluation to a variety of complex texts;
  5. employ strategies in a manner appropriate to a given audience;
  6. use technology to solve problems in real-life situations;
  7. conduct in-depth research, including accessing and choosing appropriate academic sources;
  8. apply Western standards of academic integrity and changing attitudes toward intellectual property through source-based assignments;
  9. document sources according to Modern Language Association (MLA), American Psychological Association (APA), or the assigned formatting and style guide; and

B. develop the following skills:

1. analyze multiple and varied complex texts from diverse perspectives and authorship.
2. analyze historical, social, and/or political contexts through multiple writing assignments;
3. identify and evaluate bias in multiple modes of communication;
4. demonstrate ethical communication through audience awareness, faithful representation, and the avoidance of fallacy in argument;
5. develop and advance complex arguments and ideas with appropriate and thorough support;
6. synthesize appropriate academic sources into essays by summarizing, quoting, and paraphrasing correctly and effectively; and
7. transfer and apply knowledge of composition in real world contexts and across curricula.

### **Major Topics**

- I. Analyzing point of view in complex texts from diverse perspectives and authorship
- II. Evaluating and synthesizing sources
- III. Essay organization and development
- IV. Rhetorical strategies
- V. Academic integrity and intellectual property
- VI. 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 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 individual essays; 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 at least 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 5000 words, and at least 80% of the final grade will be based on the student's writing, either graded cumulatively or in a portfolio at the end of the course.

### **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 102, Summer, 2018

Andrew Rusnak

### Course Syllabus

This class is designed for students pursuing careers in all fields. We will cover a broad number of subjects in a broad number of ways. We will explore writing research papers, critically interpreting and analyzing creative nonfiction, various subjects in natural sciences and applied technology, race and racism, and the relationship between the humanities and disciplines in natural sciences and technology.

This summer we will:

- Think critically and imaginatively, and develop skills in “reality-directed imaginative thinking”;
- Read, analyze, and discuss complex ideas and products and how they affect culture and society;
- Recognize how our preconceived notions and assumptions about science 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.”

**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

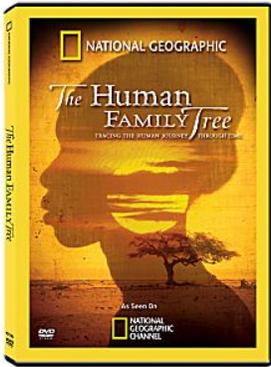
**And:** *Irrationally held truths may be more harmful than reasoned errors.* —Thomas Huxley  
Andrew Rusnak, English 102 Q



**Texts:** *Submersion Journalism: Reporting in the Radical First Person*, Bill Wasik, ed.;  
*The Other*, Ryszard Kapuscinski;

**Writing and Graded Assignments:**

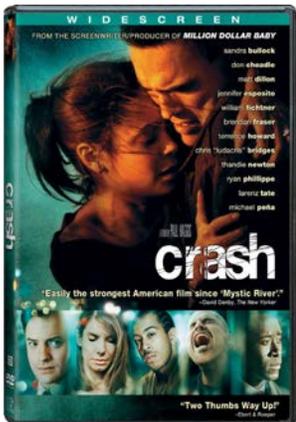
<b>Assignment</b> <b>The focus is on quality. Think about what you write.</b>	<b>% of Grade</b>	<b>Word Length</b>
<b>#1: Come Prepared and Participate:</b> Attendance, completion of readings, participation in student-led class discussions, and completion of in-class writing assignments are a critical part of your grade. As you read each essay and book, keep a notebook of words and definitions. There will be reading quizzes administered throughout the semester.	25	
<b>#2: Writing the Research Paper:</b> Our first written assignment will be a 2,000-word research paper. We will go over the process in detail and what the requirements for the research paper are. The research paper will be a response to the question: "Are human beings ethical by nature?" The background for this assignment are two essays located on the website <a href="http://www.writingforstem.com">www.writingforstem.com</a> : "Mirror Neurons" and "The Milgram Experiment." Use the Essay Checklist on the website as your guide. Manage your time wisely, do not procrastinate. It will affect the quality of your work. We will go over everything in class.	25	Research 2,000
<b>#3: Submersion:</b> You are responsible for reading the entire book, <i>Submersion Journalism</i> as we will discuss each essay in detail. For this assignment. You will need to, simply, submerge yourself and write about it. This is a first person assignment. You could submerge yourself in a person (someone who intrigues you and you wish to write a profile like a relative, or a fellow employee), a place (somewhere that has or has had a profound effect on you), an idea (like "empathy," or "immigration"), an experience (a past experience that has influenced your life). Use the book to explore examples. This is a a very personal essay assignment. We will talk in detail in class about how to set it up.	25	Submersion 2,000
<b>#3: Race &amp; Racism (Counts as Final Exam):</b> Reflection paper. See assignment below.	25	Reflection 2,000
<b>Total</b>	<b>100</b>	<b>6,000</b>



**Film, Option 1: *The Human Family Tree*, Nat Geo.** Given that DNA and anthropological evidence indicate that all human beings started in Africa and migrated in various patterns to various locations around the globe where specific races took on certain traits shaped by nature and culture, write a 2,000 word response that uses the evidence offered in this study by the National Geographic Society as context for modern concepts such as prejudice and discrimination. In other words, how much of a difference does it make in knowing our true evolutionary origins in the way we evaluate “those” who are not like “us,” or, the “other,” if we all came from the same place? Use two ideas from the film and two outside sources to support your thesis.

[http://www.youtube.com/watch?v=lkexKLCak5M&list=PLD8E09BDA2899D14D&index=4&feature=plp\\_p\\_video](http://www.youtube.com/watch?v=lkexKLCak5M&list=PLD8E09BDA2899D14D&index=4&feature=plp_p_video)

**Film, Option 2: *The Human Family Tree*, Nat Geo.** There is much debate in social and physical science circles on whether or not “race” as a biologically defined phenomenon actually exists. For instance, on the continent of Africa, there is more genetic diversity among various people with dark skin than in any other place in the world. This means that a resident of any country in Africa may have genetically more in common with someone of a different color than someone of the same color. Skin pigmentation makes up a very small percentage of our overall genetic ... If this is true, then why so much emphasis on color as a designation that distinguishes people? In, 2,000 words, respond to one of the following claims: 1) Race does not exist biologically/genetically; 2) Race does exist biologically/genetically. The evidence is split in professional anthropology/forensic circles, so research information is readily available.



**Film, Option 3: *Crash*.** Is talk about people stereotyping different races, ethnic groups,

sexual orientations, gender, or religion true? Maybe it’s just a bunch of academic B.S.? Maybe we’ve moved away from prejudicial feelings and actions? Do I really carry a burden of preconceived prejudices around with me? How do I really judge people? Maybe I don’t see or make any judgments about race, ethnicity, sexual preference, gender, or religion when I first meet someone? Maybe I just check their personalities or mood or how they act? Most students claim not to immediately self-identify with race or ethnicity. These two characteristics are far down the list of how they identify themselves to themselves. In 2,000 words, write an essay on where and how race fits into your way of identifying yourself and others. Is it true that you’ve put away race as a way of screening others? Or, does it lurk somewhere in your unconscious mind and you are guilty of evaluating others based on stereotypes? How complicated is this idea? How can we rid ourselves of it?



**Film, Option 4,5,6:** *The House I live In* is a searing indictment of “our” response to drugs. We are conditioned, by the media, to look at drug use and abuse as a problem of the individual and not as a larger-scale, societal problem, alleviating most of us from accepting any responsibility for the way *The House I Live In* interprets the drug issue in America today.

Consider these statistics:

(2)

- The United States has, by far, the world’s highest incarceration rate. With 5% of the world’s population, our country now houses more than 25% of the world’s reported prisoners. We currently incarcerate 756 inmates per 100,000 residents, a rate nearly five times the worldwide average of only 158 for every 100,000 residents. In addition, more than 5 million people who recently left jail remain under correctional supervision, which includes parole, probation, and other community sanctions. All told, one in every 31 adults in the U.S. is in prison, in jail, or on supervised release. This comes at a very high price to tax payers, about \$68 billion per year from local, state, and federal spending.
- In 2007, 47.5% of all drug arrests in the U.S. were for marijuana offenses. Nearly 60% of people in state prisons serving time for drug offenses had no history of violence or significant selling activity. Four out of five drug arrests were for possession of illegal substances whereas one out of five was for sales. Three-quarters of the drug offenders in our state prisons were there for non-violent or purely drug offenses.
- There is little statistical difference among racial groups regarding actual drug use. African Americans, who make up only 12% of the total U.S. population, accounted for 37% of those arrested on drug charges, 59% of those convicted, and 74% of all drug offenders sentenced to prison.

**Option 4:** In 2,000 words, make a decision about how we should look at the drug issue in America today. Would we be better off looking at the big picture like in the film *The House I Live In*? Or are we better looking at it like we have traditionally done, as a series of small pictures, individual problems? Or, is it a synthesis of both? Make a decision about how to evaluate the drug issue in America. Be sure to address why you feel that way. Justify your answer. Start with a strong thesis. The film, *The House I Live In* may be one of your outside sources. Organize your response.

**Option 5:** In 2,000 words, write an essay that describes in detail, using outside sources of which the film *The House I Live In* can be one, three ways how the drug issue in America has had a negative impact on the relationship between law enforcement and the general public. Establish strong thesis.

**Option 6:** If as Charles Bowden says in the film *The House I Live in*, if the war on drugs has never been about drugs, what has it been about? Use references (of which the film *The House I Live In* can be one) to defend a strong thesis. Write 2,000 words.

For the above responses, write 2,000 words, use two outside sources that are cited as attributions in your narrative, and use two examples from the film.

You do not have to write a formal research paper or use APA format. Please type, double space your work, first person is acceptable.

## 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.