

Basic Course Information

- A. Andrew Rusnak
- B. 443.653.2777 – mobile; arusnak@ccbcmd.edu
- C. Office hours: (Professor).
- D. Required materials (See below.):
- 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;
 - Reading Fiction; and
 - Essay Response Form
- F. Prerequisites: Students must have earned a C or better in ENGL 101.
- G. **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. At the Catonsville campus, contact Mr. Evan Balkan, Coordinator of English at EBalkan@ccbcmd.edu; The CCBC Student Concerns Policy can be found in the 2011-2012 CCBC College Catalog at [www.ccbc.md.edu/catalog12/senatepolices/Student Concerns Policy.html](http://www.ccbc.md.edu/catalog12/senatepolices/Student%20Concerns%20Policy.html).

The Seven Rules of the Apocalypse!

- 1) **Be on time for class;**
- 2) **No electronics in class, no cell phones, no laptops, no internet. If you insist on using your cell phone in class I will ask you to leave;**
- 3) **If you miss more than 3 classes without a legitimate excuse you will drop a letter grade. If you miss 5 classes you will drop another letter grade.**
- 4) **Turn your papers in on time and use the correct format;**
- 5) **Do all the readings and be prepared for reading quizzes as necessary;**
- 6) **Actively participate in class discussions and in-class writings (speak your mind);**
- 7) **Be prepared to think critically and imaginatively.**
- 8) **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.

Date revised: 12/1/2014

English 102: Writing for Science, Technology, Engineering, Math, and the Health Professions



Andrew Rusnak, Associate Professor, English
Reading and Essay Assignment Schedule

This class is designed for students who are pursuing careers in science, technology, engineering, math, or the health professions. We will refer to the kind of writing we will pursue in this class as “Writing for the STEM disciplines.” This semester we will:

- Learn how to think critically and imaginatively, or develop skills in “reality-directed imaginative thinking”;
- Read, analyze, and discuss complex STEM ideas and products 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”.

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

Required Texts:

- *Best Science and Nature Writing: 2014, Deborah Blum, Ed.*
- *Learning to Die in the Anthropocene, Roy Scranton*
- *In Defense of a Liberal Education, Fareed Zakaria*
- **Assigned Readings**



Assignment	% of Grade	Word Length
Come Prepared and Participate: 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 you do not know. There will be reading quizzes administered throughout the semester.	20	
Assignment #1: Writing the Research Paper: Complete a research paper in APA format with 6 sources, two of which must be in the form of table, charts, graphs. Choose one essay question from the PowerPoint presentation titled <i>Best Science Writing 2014</i> located on the class website: www.writingforstem.com . This PP presentation takes the essays in your book of the same title and extracts questions. Everything will be explained in class and we will cover everything that is required when writing the research paper. 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
Paper #2, Essay: An Analysis of the Culture of Science and Technology Issues. This assignment will require you to do research, but is not a formal research paper. You will still need 6 legitimate outside sources to support your thesis, but use them as attributions in the text, not cited references. Your primary resource for this paper, just like your first paper, will come from essays in the <i>Best Science and Nature Writing, 2014</i> . (You must select a new topic than the one you wrote on for Essay #1) In this paper, you will be analyzing both sides of an argument, whatever position you take and, then, the opposite position. You must address the following as you prepare a thesis and content: <ul style="list-style-type: none"> • What are the scientific arguments for and against the issue you have chosen? • How is this issue experienced by those who believe in it and those who do not? • How does this issue promote specific values for those who believe in it and those who do not and how are those values expressed? • How does this issue reinforce or oppose conventional ideas about the economy? Energy? Politics? • Finally, what are your own opinions concerning this issue. This should circle back around to your thesis. 	20	2,000
Assignment #3: The Humanities and Science, Writing the Reflection Paper: Hold on to your research paper. Read Fareed Zakaria's book, <i>In Defense of a Liberal Education</i> . Listen carefully to the PowerPoint presentation on the relationship between Science, Technology, and the Humanities (also located on the website). We will move to a unit on the humanities, what they are, how they affect your thinking, and their relationship to science and technology. For this reflection, you will write a paper that distinguishes the humanities approach in the essay you wrote in assignment #1. You will define the humanities, cite historical concepts, and demonstrate your knowledge of what critical thinking in the humanities is and how you applied these skills to your research paper. We will go through a PowerPoint in class and everything will be thoroughly explained.	20	2,000
Assignment #4 – Final Exam: Roy Scranton's <i>Learning to Die in the Anthropocene: Reflections on the End of a Civilization</i> . For the final assignment of the course, we will take on climate change, what many feel is the most pressing issue of our time.	20	TBD

Writing Assignments, words that challenge the imagination, critical thinking skills, and original thinking:

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 Reading quizzes will be administered. Strive for “accuracy of thought and imagination.” Do not hesitate to “think outside the box.” Remember, this is a large percent of your final grade. It’s ok to take a “calculated risk” here as long as there is an investment of strong thought. **Also, you must use examples from the text how and where they are called for.**

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 that should appear 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 ____.

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.