

Basic Course Information

- A. **English 101 STEM-Focused Composition**
- B. **Prof. Andrew Rusnak**
- C. AHUM 212, 443-653-2777
- D. **CCBC e-mail:** arusnak@ccbcmd.edu
- E. Instructor's **office hours:** See attached
- F. **Prerequisites:** Successful completion of (ENGL 052 or LVE 2) OR ESOL 052 AND (RDNG/ACLT 052 or LVR 2 or ACLT 053). Grade prerequisite for ENGL 102: Students must earn a C or better in ENGL 101.
- G. **Emergency Closings:** For school cancellations, call 443-840-4567 or listen to local radio and television stations like WBAL.
- H. **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 Associate Professor Brooke Bognanni, Coordinator and Chair of English, *only after they can provide evidence that they have met with their instructor first.* The CCBC Student Concerns Policy can be found at [www.ccbcmed.edu/catalog12/senatepolices/Student Concerns Policy.html](http://www.ccbcmed.edu/catalog12/senatepolices/Student%20Concerns%20Policy.html).

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

A. **Course Description:**

ENGL 101 provides instruction in a writing process that will enable 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 use of grammar, and language.

B. **Overall Course Objectives:**

Upon complete of this course, students will be able to do the following:

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.

C. Major Topics

1. Audience awareness
2. Writing as a recursive process
3. Essay organization and development
4. Unity, coherence and clarity in written language
5. Rhetorical strategies
6. Sentence variety
7. Grammar, punctuation and usage review
8. Summarizing, paraphrasing and quoting
9. Documenting and citing both print and electronic sources in MLA format
10. Writing a research paper that employs a variety of print and electronic sources
11. Revising
12. Editing and proofreading
13. The impact of technology on writing

D. Rationale (Instructor's statement relating course content to student's personal and academic growth) English Composition 101 is a foundation for writing skills, and should be viewed as a first step for applying these skills to other subject areas. Students should be able to, upon completion of the course, transfer learned skills to future writing situations, both in the classroom and in the workplace.

Evaluation

A. **Requirements** (papers, oral reports, projects, etc.) (See Below)

B. Instructor's grading policy: (see Below)

"A student receiving a D or F on a paper is required to meet with his or her faculty member during office hours to discuss necessary revisions on subsequent assignments. If this is not possible due to scheduling conflicts, the student should meet with a tutor in the Writing and Literacy Center for assistance with subsequent assignments."

C. **Instructor's attendance policy:** Repeated lateness may be, at the Professor's discretion.

D. **Religious Holidays Policy:** Students not attending class because they are observing major religious holidays will be given the opportunity, whenever possible, to make up, within a reasonable amount of time, any academic work or tests they miss. Students must make arrangements with the professor in advance of the religious holiday.

E. **Student Out of Class School Work Expectations Policy:** The U.S. Department of Education is mandating that students are to be made aware of their school work expectations outside the classroom.

For **Face-to-Face Courses**: This is a credit/billable hour course. For each credit/billable hour, the student is expected to complete **at least two hours** of work **per week outside** of the class, including reading, class preparation, homework, studying, etc. *Example: If this is a three credit course, the student is expected to complete **at least six hours** of work **per week outside** of the class including reading, class preparation, homework, studying, etc.*

For **Online Courses**: 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. *Example: This is a three-billable hour class. Students are expected to complete **at least nine hours** of work **per week** of reading, course preparation, homework, studying, etc.*

F. Departmental Plagiarism Policy:

SYLLABUS STATEMENTS REGARDING PLAGAIRISM

(College Plagiarism Policy is included on the “My CCBC Syllabus Tab” on the student portal.)

Academic Integrity: 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.

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.

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.

G. 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.

H. Writing and Literacy Center:

Students may get assistance with their writing skills at the campus writing and literacy center or with the OWL (on-line writing center). Staffed by CCBC professors, the Writing and Literacy Center helps students

with many facets of composition. Some examples include organizing materials, documenting sources, and understanding professors' comments. The Writing Consultants do not proofread papers, write any part of the students' papers, or comment on grades. **"A student receiving a D or F on a paper is required to meet with his or her faculty member during office hours to discuss necessary revisions on subsequent assignments. If this is not possible due to scheduling conflicts, the student should meet with a tutor in the Writing and Literacy Center for assistance with subsequent assignments."**

Course Procedures

A. **Required Texts.** (See Below)

B. **Tools & Materials:** (See Below)

C. **Special procedures:**

1.) Students must earn a "C" or better to pass this course (and as a pre-requisite for ENGL 247: *Advanced Creative Writing*).

2.) **Student Withdrawal Policy:** After the first ten weeks of a regular semester or the first two-thirds of a winter, summer, or late-start class, students can withdraw only under extraordinary circumstances with the permission of the Dean of the School of Liberal Arts or designee.

3.) **Blackboard:** Professor Rusnak uses specifically designed websites for course materials. Please refer to the correct site. Mid-term and final grades will be posted on Blackboard.

4.) **Writing Assignment Format:** All assignments must be submitted in **MLA format**. See *The Little Seagull Handbook* for MLA instructions, including Times New Roman size 12 font, 1-inch margins, double-spacing, etc.

5.) **Classroom Behavior and Code of Conduct:** Students are expected to be **respectful** and courteous; any student deemed inappropriate or disruptive by the professor will be required to leave the classroom. "Students who engage in ...disruption of a class may be directed by the faculty member to leave the classroom..." (CCBC Code of Conduct, June 2004, page 7). Examples of disruptive behavior include: side conversations, yelling, arguing, interrupting, refusing to follow instructions, sending text messages, engaging in social media (i.e. FaceBook, Twitter), talking back to the professor, and any other activities that disrupt the classroom and inhibit the learning process. Mature behavior is expected of students at all times. Turn off cell phones and other electronic devices during class.

6.) **College wide syllabus policies:** For college-wide syllabus policies such as the Code of Conduct related to Academic Integrity and Classroom Behavior or the Audit/ Withdrawal policy, please go to the Syllabus Tab on the MyCCBC page.



English 101: 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, 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
- *Best Science Writing 2010*, Jerome Groopman, ed.

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*



Assignment	% of Grade	Word Length	Due Date
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 read each essay and book, keep a notebook of words and definitions you do not know. There also will be reading quizzes administered through the semester.	25		
Assignment #1: Writing the Research Paper: Completion of 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 2010</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.	15	1,500	Assign. readings used for every class.
Research Paper #2 (GREATS): An analysis of an issue in science and technology. This research assignment will be completed in the same manner as your first research paper, in APA format with 6 sources using the 101 Essay Checklist below, inserting two tables, graphs, or charts that reinforce your thesis. In this paper, you will be analyzing both sides of the argument, for and against. You must address the following: <ul style="list-style-type: none"> • What are the scientific arguments for and against this issue? • How is this 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? 	15	1,500	
Assignment #3: High Impact Practices, Writing the Profile: Conduct an in-person interview with a working professional you do not already know in scientific research, the health professions, engineering, an occupation you plan to enter, or are at least considering. Write a profile on this person that includes biographical information as well as their views on why they chose the field they did. Include their current views of the field's status. Focus on details that are critical to the objective of the assignment.	15	1,000	
Final Exam Part 1: Strength in What Remains: Read Tracy Kidder's <i>Strength in What Remains</i> . You will be required to write an essay in class on one of several questions regarding the book. I will give you the questions ahead of time.	15	1,000	Finals Week
Final Exam Part 2: There will be a test on Fish's <i>How to Write a Sentence and How to Read One</i> . This will be a take home. Read the text throughout the semester.	15		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: 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 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 ____.

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.