

Basic Course Information

- A. Andrew Rusnak, Associate Professor, Office AHUM 212
- B. 443.653.2777 – mobile; arusnak@ccbcmd.edu
- C. Office hours: (Professor).
- D. Required materials (See below.):
- E. **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.
- E. Prerequisites: Students must have earned a C or better in ENGL 101.
- F. **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.ccbcmd.edu/catalog12/senatepolices/Student Concerns Policy.html](http://www.ccbcmd.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.**

Course Goals

Course Description:

ENGL 102 increases the writing and thinking skills developed in English 101; applies critical thinking and writing skills to a variety of academic assignments, including analyzing complex texts, conducting library and Internet research, developing a research paper, documenting research, and working collaboratively with peers.

Overall Course Objectives:

Advance the following skills:

- employ a recursive writing process that includes invention, planning, drafting, revising, proofreading, and editing;
- work collaboratively with peers to plan, develop, and carry out writing projects and provide constructive feedback;
- support a complex thesis with details, examples, reasons, and other logical evidence;
- apply the critical thinking skills of analysis, synthesis, and evaluation to a variety of complex texts;
- employ strategies in a manner appropriate to a given audience;
- use technology to solve problems in real-life situations;
- conduct in-depth research, including accessing and choosing appropriate academic sources;
- apply Western standards of academic integrity and changing attitudes toward intellectual property through source-based assignments; and
- document sources according to Modern Language Association (MLA), American Psychological Association (APA), or the assigned formatting and style guide.

B. develop the following skills:

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

Major Topics

- Analyzing point of view in complex texts from diverse perspectives and authorship
- Evaluating and synthesizing sources
- Essay organization and development
- Rhetorical strategies
- Academic integrity and intellectual property
- The place of writing in a changing communicative setting, including multimedia and social media.

Rationale (See below)

Evaluation (See below)

Requirements (See below)

Instructor's grading policy: (See below)

Final Grade Distribution: See below)

Instructor's attendance policy: For a Tuesday/Thursday class, students are **allowed 4 absences; any more will most likely result in a failing final grade.** There are no "excused absences" in college. Students should report to class on time with assignments ready for submission at the beginning of class. **No late assignments will be accepted without prior approval from instructor. Failure to notify instructor that an assignment will be late will result in a zero.** Repeated lateness may be, at the instructor's discretion, counted as an absence

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.

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.

Plagiarism and 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;
- as 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.

REGARDING PLAGAIRISM

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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.

Required Texts: (See below)**Special procedures**

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 Liberal Arts.

Blackboard: course syllabus etc. available via the course website on Blackboard. Students in STEM-focused composition will use www.writingforstem.com for all course materials.

To Log on to Blackboard:

Go to the CCBC Homepage: <http://www.ccbcmd.edu/index.html>

Click on the "MyCCBC" tab on the top header

Click on the Blackboard login icon

Enter your Blackboard ID & Password

(first time users: your CCBC student ID is your initial password)

Click on the appropriate course title

4.) Writing Assignment Format: (Professor)

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 My CCBC page.

Writing & Thinking for Science, Technology, Engineering, Math, and the Health Professions



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:

- Focus on the question: What does it mean to be human?
- 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



STEM-Focused Composition: Writing and Thinking	
What does it mean to be human?	
<p>Required texts can be purchased at the bookstore. You MUST have all four text books to pass this course. We will use the books in the following order:</p> <ul style="list-style-type: none"> • <i>What the Future Looks Like, Ed., Jim Al-Khalili</i> (A Review of the Future of S&T) • <i>Learning to Die in the Anthropocene, Roy Scranton</i> (Climate Change) • <i>Ebola, David Quammen</i> (Infectious Disease) • <i>The Other, Ryszard Kapuscinski</i> (Race & Racism) 	% of Grade
<p>Written Assignments/Portfolio: You will have written assignments for almost every class. Here’s how it works:</p> <ul style="list-style-type: none"> • Read the specific assignment, watch the film, listen to the discussion/lecture; • I will let you know whether to write a 250, 500, or 1,000 word response/essay to the reading assignment or a question that is brought up in class and how that response should be structured around what question. There are lots of options. You will not be writing on every question you see in the PowerPoint. The 500 word responses require one cited outside source for full attribution. The 1,000 word responses/essays require two specific outside sources for citation/attribution; • These responses/essays need to be typed, single spaced, your name and date at the top of each entry. Number the entries; • Type out the question and bold it; • Directly beneath the question, type out your response. • When you have completed your response/essay, I want you to come up with an appropriate “next” question. Type out this question and <i>italicize</i> it: 	50%
<hr/> <p>John Smith English, Prof. Andrew Rusnak Entry 1, January 6, 2020 Question:</p> <p>Response (1,000 words):</p> <p><i>My Question:</i></p> <hr/> <ul style="list-style-type: none"> • Every entry should be typed on a separate sheet of paper; • These responses/essays must be completed and brought to the next class and will be the basis of your contribution to class discussion; • Keep your entries together in a single folder. I will collect your portfolio of typed responses three times during the semester for grading. You must keep up with the assignments. When you receive the assignment, record in the log below. Attach a copy of the log when you turn in your assignments. 	25%
<p>Attendance, completion of readings, participation in student-led class discussions, and completion of 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. 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.</p>	25%
<p>Exams: There will be three exams based on the reading assignments. If you read the material, complete the essay responses, come to class prepared to discuss your essay responses, you will have no problem with the exams.</p>	25%

Writing Assignments, words that challenge the imagination, critical thinking skills, original, creative, innovative thinking. Think for yourself. Come Prepared and Participate: 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.” 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.**

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.