

CCBC

Fall, 2023

School of Writing, Literacy, & Languages

English

English 102, Sections ECB (90087), EDQ (91185), & EEA (90090)

A. 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.

B. Basic Course Information:

1. Andrew Rusnak
2. AHUM 212, Arusnak@ccbcmd.edu, 443-653-2777
3. **Office Hours:** M,W,F - 12:10-3:10; T - 3-5; R - 10-2
4. We can schedule an office appointment if we need to. You are welcome to stop by during office hours at any time. The most immediate and readily accessible way to reach me is to send me a text to alert me that, for instance, you have sent me an email regarding an assignment, or to tell me you will not be in class that day. I will respond vary close to "immediately."
5. Essex Campus ECB 9:05-10, M,W,F; EDQ 10:10-11:05; EEA 11:15-12:10
6. Students are expected to complete all reading and writing assignments on time. I generally do not do tests, but since much of our success this semester is contingent on the reading material, if it becomes apparent that students are not completing the readings as demonstrated by lack of participation in class discussions based on those readings, we will have reading exams to measure content and understanding.
7. Materials: *What the Future Looks Like*, Edited by Jim Al-Khalili, and *The Best American Newspaper Narratives: Volume 4*, Edited by Gayle Reaves

C. Course Goals

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

1. Employ a multistep, recursive writing process in a variety of genres;
2. Develop complex and logical arguments and writing projects using evidence-based research from a variety of ethical perspectives;
3. Conduct independent research of a variety of texts from diverse perspectives and authorship using appropriate academic search tools;
4. Integrate and cite in-depth resources, applying them to given rhetorical situations according to institutional standards of academic integrity;
5. Examine complex issues of global and local diversity through critical thinking, reading, researching, and writing;
6. Collaborate to interpret and respond to complex rhetorical situations;
7. Apply conventions to varied and advanced writing assignments according to genre, discipline, and/or occasion; and
8. Use contemporary technology to produce sophisticated responses to a variety of audiences.

Course Major Topics

1. Recursive Writing;
2. Critical Reading;
3. Critical Thinking; and
4. Critical Research.

Professors Rationale and Additional Goals



This class is designed for students who are pursuing careers in science, technology, engineering, math, or the health professions. Although this class meets all the requirements for English 102, 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?** This question will drive all of our class discussions on the many subjects we will explore. We also 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:

- “I worked very hard”;
- “I learned a great deal”;
- “I can successfully apply what I learned in a variety of ways”;
- “I had fun”.

D. Academic Integrity

1. Academic integrity is a core institutional value at CCBC. Students, faculty, administrators, and staff have the right to a learning environment where academic integrity is valued, respected, and upheld. For CCBC’s complete policy regarding student academic integrity, go to the CCBC’s College Catalog: Student Code of Conduct: Standards of Classroom Behavior/Academic

Integrity. Violation of this policy will result in sanctions according to the Student Code of Conduct.

2. The commercial use of academic material is prohibited under the College's Academic Integrity Policy. This includes, but is not limited to, selling of course material to another person, entity, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the college and/or the instructor. Course materials include but are not limited to class notes, instructional slides, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, videos, etc.

E. Netiquette Statement

CCBC Netiquette Statement

The rules of etiquette that apply when communicating online are different from those that apply when communicating in person. Netiquette rules have emerged to facilitate online interactions in the absence of visual and auditory cues (Marx, 2004). CCBC's Netiquette Statement is grounded on the principles of mutual respect, professionalism, ethics, courtesy, and kindness.

CCBC's Netiquette Statement applies to all individuals who work or learn at CCBC. CCBC's Netiquette Statement also applies to all virtual communication methods, including but not limited to synchronous lectures, discussion board posts, written assessments, recorded presentations, artistic representations, social media, and emails.

We will have many discussions in class. In some cases we may not agree. We expect and appreciate all students' voices to be heard, but, we must practice tolerance, respect, and common courtesy at all times. Just because you may disagree with someone does not give you the right to be aggressive towards that person. Express your views in a diplomatic way, which may require you to turn down the volume on your passion. Also, keep this in mind: You are under no obligation whatsoever to agree with me. There are certain parameters that we must adhere to, I will set the guidelines for class dynamics. But it is important, on issues discussed in class only, not on policy or assignment requirements, that you develop your own, independent thinking. My job is to facilitate the discussions. Sometimes, because I'm human, my opinions might sneak out, or you might interpret my facilitation and questions in a certain way, but please do not feel obligated to agree. Develop and defend your own ideas, base them on factual information, recognize the difference between facts and mis- and disinformation, and, it's worth repeating again, always practice tolerance and respect. In this class we will constantly challenge our preconceived ideas. We will explore how we've come to think what we think, what has shaped and influenced our thinking, why we believe what we do, and how much room to we give ourselves to honestly entertain a point-of-view we never really explored before.

F. Evaluation

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?”	% of Grade	Paper Length
Required texts can be purchased at the bookstore. You MUST have all books to pass this course. As we will have reading, class discussions, and time to reflect, consider always in the context of whatever essay we are reading or whatever subject we are discussing in class: “What does it mean to be human today?” Manage your time wisely, do not procrastinate. It will affect the quality of your work. Reading & Writing assignments and due dates will be given in class.		
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 and in-class assignments administered through the semester. You must read both books and you must attend class regularly or you will not pass. If you miss more than 2 classes without excused absences, your grade will start to suffer. You cannot learn if you do not attend.	20%	
Writing Assignment #1: Research Paper: Are human beings “ethical by nature?” For this assignment we will read 2 essays on the website: <i>The Milgram Experiment</i> and <i>Mirror Neurons</i> . These essays present what may be interpreted as 2 different points of view when it comes to our inherent nature. Remember, this semester we will always be asking, “What does it mean to be human today?” We will go step-by-step through the process in class covering everything on the checklist in significant detail. Follow the guidelines below, “Student Essay Checklist for 102.”	20%	2000 words
Writing Assignments 2 & 3: For these assignments you will be required to write a 1,000 word essay response from the PowerPoint questions on the essays in <i>What the Future Looks Like</i> .	20%	2,000 words total
Writing Assignments 4 & 5: For these assignments you will be required to write a 1,000 word essay response based on the essays in <i>The Best American Newspaper Narratives</i> . The first 250 words, you will cover why and how the basic humanity breaks down in these stories. The next 750 words you will apply a technical analysis, a science and/or a technology from <i>What the Future Looks Like</i> that might alleviate how you defined the lack of humanity in these stories.	20%	2,000 words total
Assignment #4 Final take-home exam: What Does it Mean to be Human Today and Why is This Question Important?: Think about these important questions. Divide this paper into the following: Section 1: What do you think it meant to be human in your grandparent’s generation and why? What were the factors or variables that contributed to your assessment? 500 words Section 2: What do you think it means to be human today? Address why you think so? Address “because.” What factors or variable contribute to your response? 500 words Section 3: Given how accelerated technological development is today, and the profound influence it has on our culture and daily life, what do you think it will mean to be human in the future? Use your imagination and offer three examples. 750 words Section 4: Based on our discussions in class, offer a brief definition of what the humanities are and then elaborate on why they are or are not, depending on your view, important. 750 words	20%	2,000 Words total

Additional Evaluative Measures

- 1) Be on time for class;
- 2) No electronics in class, absolutely no cell phones. If you want to use your laptop for class, that's fine, but only for class-related activity. If you insist on using your cell phone in class I will ask you to leave;
- 3) If you miss more than 2 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; and
- 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.

G. Course Procedures

This syllabus may be changed with notification to the class. For college-wide syllabus policies, such as the Code of Conduct for Academic Integrity, Grades, and Grading (including FX and progress grades), and the Audit/Withdrawal policies, please go to the Syllabus Policies tab on the myCCBC student portal.” (linked edited to: <https://myccbc.ccbcmd.edu/CCBC/mySyllabi-Policies>);

College-wide student services To access information about student services, such as Academic Advising, College and Community Outreach/Success Navigators, and Disability Support Services, students may refer to the Student Support Services link on the CCBC catalog home page. Once on the page, select the appropriate catalog academic year at the top if necessary: [Search CCBC \(ccbcmd.edu\)](https://myccbc.ccbcmd.edu)

*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 (name and position of discipline or program coordinator, or other “next level” contact in the event that the instructor IS the coordinator or department chair) at (appropriate contact information).

Plagiarism (from the student code of conduct) will not be tolerated

1. Presenting the work of another as one's own (i.e., not citing a source);
2. Using ideas from any source without providing proper citation of the source;
3. Excluding a source or misrepresenting a source leading to an improper citation;
4. Copying or presenting material word for word from any source without using quotation marks and/or the proper citation of the source;
5. Copying and/or altering a few words from a source in order to avoid exact quotation, without providing the proper citation of the source;
6. Rewording (i.e., paraphrasing) an idea found in a source without providing proper citation of the source;
7. Submitting the same paper or assignment to fulfill separate course requirements, in either the same or different courses; and
8. Submitting a previously graded paper, assignment, or speech, without prior approval from the instructor.