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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- Paraphrasing without documentation.

**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](http://www.writingforstem.com) for all course materials.

**To Log on to Blackboard:**
Go to the CCBC Homepage: [http://www.ccbcmd.edu/index.html](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.
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: “I worked very hard”; “I learned a great deal”; “I can successfully apply what I learned in a variety of ways”; “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?”**

Required texts can be purchased at the bookstore. You **MUST** have all four books to pass this course:

- *Learning to Die in the Anthropocene*, Roy Scranton (Climate Change)
- *Ebola*, David Quammen (Infectious Disease)
- *The Other*, Ryszard Kapuscinski (Race & Racism)

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<th>Assignment #1: Writing the Research Paper</th>
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<td>Completion of a research paper in APA format with 6 sources, two of which must be in the form of tables, charts, graphs. Choose one essay question from the PowerPoint presentation on <em>What the Future Looks Like</em> located on the class website: <a href="http://www.writingforstem.com">www.writingforstem.com</a>. This PP presentation takes the essays in your book of the same title and extracts questions that you can respond to in the form of a thesis for a research paper. Everything will be explained in class and we will cover everything that is required when writing the research paper. There will be a preliminary lesson with some reading and writing on the academic research paper. Use the Essay Checklist below as your guide. We will go over everything on the checklist in significant detail. Manage your time wisely, do not procrastinate. It will affect the quality of your work. <strong>Length requirement for this assignment is 2,000 words.</strong> Keep it tight and compressed.</td>
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<th>Assignment #2: Organizing and Writing a Reflections on Open Questions</th>
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<td>This assignment is similar to the research paper in that you will have to come up with a thesis that responds to a question presented in one of the texts used for class. I will give you specific questions to respond to depending on which book we are reading at the time. This paper requires a thesis and a response of 2,000 words with three attributions. Attributions are different than formally cited academic references used in a research paper, but the principle of providing a source is basically the same. We will explain attributions in class.</td>
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<th>Assignment #3: Writing the Profile</th>
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<td>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. We will go over in detail this assignment in class. <strong>Length requirement is 2,000 words.</strong></td>
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<th>Assignment #4: What Does it Mean to be Human Today and What Purpose is There in Studying the Humanities</th>
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<td>Think about these important questions. Divide this paper into the following sections:</td>
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**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**

**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.

**Exams:** There will be quizzes 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 these reading quizzes.

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<th>Writing Assignments</th>
<th>Words that challenge the imagination, critical thinking skills, original, creative, innovative thinking.</th>
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<td><strong>Think for yourself. Come Prepared and Participate:</strong> 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. <strong>Also, you must use examples from the text how and where they are called for.</strong></td>
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Andrew Rusnak, English

**Student Essay Checklist English 102 Research Paper**

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#:_____

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**Comments:** 

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**Final Grade:** 
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 dialogue 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 straightforward 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.