

Basic Course Information

- A. **Spring, 2013**
- B. Andrew Rusnak, E-325 / Arusnak@ccbcmd.edu / 443-653-2777 - mobile
- C. Instructor's **office hours: Essex, see attached.**
- A. **Prerequisites:** Successful completion of (ENGL 052 or LVE 2) OR ESOL 052 AND (RDNG 052 or LVR 2). Grade prerequisite for ENGL 102: Students must earn a C or better in ENGL 101.
- B. **Emergency Closings:** For school cancellations, call 443-840-4567 or listen to local radio and television stations like WBAL.
- C. **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.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, no internet;**
- 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 well-organized, unified, coherent essays with clear and complete thesis statements that express a purpose;
 4. think critically and support the thesis with details, examples, reasons, and other evidence;
 5. employ a variety of rhetorical strategies and modes to express complex ideas;
 6. vary sentence structure and length;
 7. use language in a manner appropriate to a given audience;
 8. conduct research; access and choose appropriate sources from standard library resources which may be in a variety of formats both print and electronic;
 9. evaluate sources (which may be print or electronic) by examining authenticity, currency, validity, and reliability;
 10. incorporate outside material into essays by summarizing, quoting, and paraphrasing correctly;

11. provide documentation for sources with a Works Cited page and parenthetical citations, using the MLA format; and
12. conform to the grammar, punctuation, and spelling rules of standard written English with a minimum of errors.

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 the 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** (See reading and assignment schedule below.)

Evaluation (See reading and assignment schedule below.)

- A. **Requirements** (papers, oral reports, projects, etc.)
- B. **Instructor's grading policy** (include late assignments, etc.)
- C. **Instructor's attendance policy:**
- 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. **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.

F. 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.

G. Writing Center:

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

Course Procedures

- A. **Materials** (See reading and writing assignment schedule below.)
- B. **Special procedures** (Includes policies regarding classroom behavior, style of written assignments, retention of papers, compiling of portfolios, availability of support services, etc.)
 1. **Policy concerning advancement to the next English course:** To advance from ENGL 101 to ENGL 102 or ENGL 239, students must earn a "C" or better in ENGL 101.
 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.
- C. **Tentative list of dated assignments** (critical dates should be highlighted)



Andy Rusnak, English 101

Writing and Analyzing Creative Nonfiction

Reading and Writing Assignment Schedule

This is a creative writing course—essays, memoir, literary journalism—**most narrative prose forms that are broadly categorized as creative nonfiction**. The writing assignments are structured for students who are pursuing the creative writing transfer option or for those who want to use more of their creative abilities and energy than they might normally use in a traditional English 101 class. All students are welcome. Just come with the understanding that more of the creative process is at work.

As a creative nonfiction writer, you will learn to:

- Analyze the various components and elements of creative nonfiction and theory by reading, writing, viewing, and interpreting/analyzing films imaginatively and critically;
- Develop a writing style, a narrative voice, that you're comfortable with and that suits whatever sub-genre is being explored;
- Recognize the differences in how creative nonfiction is structured, from traditional linear narratives to fabula and sujet;
- Recognize the “mechanical” elements that drive creative nonfiction like characterization, dramatic tension, descriptive passages, recollection, theme, irony, relevant digression, and dialogue, and determine a suitable balance for each;
- Distinguish various sub-genres like profiles, nature writing, travel writing, science writing, personal essay/memoir; lyrical essays, critical essays, belletristic essays, political essays, even case studies. (This is by no means an exhaustive list, but is designed to demonstrate the wide variety of writing that is loosely placed in this category of “narrative nonfiction”);
- Learn multimodal approaches to modern forms of telling a story, i.e., PowerPoint, digital mediums;
- Think of your own work as “story”;
- Edit, edit, and edit some more; and
- Finalize your work for possible submission and publication.

After and during each reading, viewing, and/or writing, condition yourself to think like a writer, a story teller. Pose the following questions:

- Who is my/the writer's intended audience?
- What am I/the writer trying to convey thematically? Dramatically?
- Why should anyone care? Where's the relevance? Does my work beat the “so what” factor? Does it matter?
- How does the work achieve meaning? What techniques do I use?
- Are there other meanings I can leverage to support and reinforce the main theme or meaning?

Texts: *How to Write a Sentence and How to read One*, Stanley Fish; *Best American Magazine Writing:2010*; *ASME*;

The class is broken down into three main sections:

1. **Reading Analysis from The Best American Magazine Writing: 2010 (includes two films);**
2. **Me.** The section focuses on writing about a personal experience;
3. ***How to Write a Sentence and How to Read One***, Stanley Fish.

Writing and Graded Assignments (stay organized):

Assignment	% of Grade	Due Date	Word Length
#1: Collect reading analysis. From <i>The Best American Magazine Writing: 2010</i> , select 2 of the stories (or films) we've read for class and prepare an essay response according to the guidelines in the questions below. All responses must be 1,500 words, be written in MLA or APA format, have a works cited page, use three outside sources.	50		1,500 X 2 = 3,000
#2: Me (See below)	10		1,500
#3: Attendance, Participation. (Note: 30 percent is significant in final grading). As you read each essay in the anthology, keep a notebook of words and definitions you do not know.	30		
#4: Final Exam: Details will be provided. This could be a take home depending on how class goes. The exam will be based on Fish's <i>How to Write a Sentence and How to Read One</i> . We will not cover too much of this in class, but read it throughout the semester.	10		
Total	100		

Students will have adequate time to initiate, develop, complete, and revise each essay. **It's not about quantity, it's about quality writing.** So, learn, learn, learn the elements that make for a good, quality, quality, quality response. I will hand out more complete instructions if need be.

Unless otherwise indicated, for 1,500 word essays, you must:

- Hit the 1,500 word requirement;
- Use the format guide;
- Use the essay response form;
- Write a strong thesis;
- Use at least 2-3 direct quotes from the text or film;
- Use three outside sources;
- Set your essay up in either MLA or APA format;
- Document your attributions parenthetically within the narrative of the text; and
- Set up a Works Cited page that documents your sources.



List of Creative Nonfiction Book Authors:

Norman Mailer	Truman Capote	Joan Didion
John McPhee	Tracy Kidder	Ted Conover
John Steinbeck	George Orwell	Tom Wolfe
Gay Talese	Joseph Mitchell	Mark Bowden
James Agee	Jon Krakauer	Calvin Trillin
Lawrence Weschler	Susan Orlean	John Hersey
Michael Herr	Ryszard Kapascinski	David Quammen
Mark Singer	Mark Kramer	Sebastian Junger
Chuck Palahniuk	Denis Johnson	Rick Bragg
Ernest Hemingway	Gabriel Garcia- Marquez	Charles D'Ambrosio
Mike Sager	Charles Bowden	Mark Bowden

Some of these writers are more famous in other genres, namely fiction. Some may have only written a collection of literary journalism for an anthology.



Section 2: Me. Personal memoir or autobiography, in shorter essay form, has become a very popular genre in recent years as many variables related to digital culture—reality TV, widespread internet access, for instance—has pushed the idea that what used to be celebrity and “extraordinary,” is now accessible and commonplace to “the masses.” Stories and narratives of everyday people have become, not only popular, but insightful and valuable to read. Include two photographs that illustrate your essay’s theme. Be as creative as you wish.

Assignment: In first person, write a 1,500 word essay on a personal experience that helped shape your life. This experience could range from a traumatic event to simply meeting a mentor or “life coach” who helped you figure out what may have been troubling in your life. This essay is about you and, not only what you have learned from the experience, but how you learned it. This assignment will require you to use your imagination to recreate the experience and to reflect on what you’ve learned.

Prof. Andrew Rusnak

Nonfiction Evaluation Rubric (Must be completed for each story read from *Best American Magazine Writing, 2010*:

Story: _____ Writer: _____

Elements

Describe how this element is used in the story and if it's successful

Theme - What main and minor points run consistently throughout the story?

Characterization - Can reader identify with a character and his/her experiences, emotions, actions, dialogue?

Dramatic Tension – How is tension created? Why does the reader want to keep reading?

Tone - How does the story “sound?” Is narrative loud or soft? Deep or superficial? Punchy or contemplative?

Structure/Plot - Does the story follow a traditional linear pattern or is the beginning, middle, and end juxtaposed in an unorthodox way?

Imagery - Imagery can be simply defined as descriptive language. The intent is to appeal to the senses.

Setting - Describing setting can also cross over to affect elements of tone, imagery, theme, style, etc .

Narrative POV - From what point of view does the writer tell the story? First person (“I”) or 3rd person?

Style - All of this adds up style. Is the voice unique?

Student: _____

Writing Format

- 1) Writing must be typed on a computer and double-spaced. Print two copies and backup your work on a thumb drive or disk.
- 2) All essays must be in the 1,000 word range unless otherwise indicated. (The research paper must be 2,000 words, plus or minus. The research paper can be an assignment for another class.) Font style and point size should be Times New Roman, 12. Although our purpose is to focus on quality and not quantity, the more you have to write and elaborate the more you have to think about content, relevance, structure, organization, and flow. The idea is to think of writing as a process of discovery, sometimes self discovery. We will learn how to convert and organize thoughts into words, paragraphs, essays. EVERYONE has something important to say. It's learning how to say it in a unique, original, coherent, and organized way that's the challenge.
- 3) Page should be set up with 1" inch margins top and bottom, 1.25" margins left and right sides.
- 4) In the top left corner, single space:
 - Name:
 - Class and Section:
 - Instructor:
 - Essay #:
 - Date:
- 5) Double space after the date and center the title. Don't be afraid to exercise creativity when you choose a title for your essay. Make sure it is relevant to the theme of your essay. Make it original, be imaginative, avoid clichés, study examples in the text book. The beginning of each word should be capitalized except for conjunctions and articles, unless they are the first word in the title. Bold the title.

A Lesson in Eating Humble Pie

- 6) The first paragraph of each essay must contain an introduction, a fully developed thesis statement, and a transition to paragraph two. Indent each paragraph five spaces.
- 7) Number each page except the first. Your last name and the page number should go into the top right corner of pages 2 and 3. For instance, Rusnak 2. Use headers and footers in Word to achieve this. The page number will not be 1 inch from the top of the page but be in the margin itself.
- 8) Uniformity is important. There is always a balancing act between uniformity and structure, and originality and creativity.
- 9) When instructed, students must take essays to the writing center.

Your essays will be evaluated on the successful completion of the following basic process criteria and principles:

- 1) **_____ Rereading and revising:** I laid aside my draft for at least 24 hours and then reread and revised it carefully for style, grammar, and punctuation?
- 2) **_____ Peer Review:** I asked at least one other person to read my paper and make suggestions, or to read my paper aloud to me. Then I revised accordingly. That person's name is _____.
- 3) **_____ Introduction with strong thesis:** I have a well developed/thought out, concise, and 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.
- 4) **_____ 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.
- 5) **_____ 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. I've maintained an awareness of the following:

___ Active verbs ___ Emphasis ___ Variety
 ___ Parallelism ___ Mixed constructions ___ Shifts ___ Dangling modifiers

- 6) **_____ Knowledgeable use of correct grammar:** My essay contains clear sentences and correct punctuation and avoids errors in the following:

Students use left side of checklist. Instructor will use right side:

Grammar:

___ Fragments____
 ___ Run-on Sentences____
 ___ Subject/Verb Agreement____
 ___ Pronoun Antecedent Agreement____
 ___ Pronoun Reference (Clarity)____
 ___ Pronoun Case____
 ___ Who or Whom____
 ___ Adjectives and Adverbs____
 ___ Standard Verb Forms____
 ___ Verb Tense and Mood____

Punctuation:

___ Commas____
 ___ Unnecessary Commas____
 ___ Semicolons____
 ___ Colons____
 ___ Apostrophes____
 ___ Quotation marks____
 ___ End punctuation____
 ___ Dash, Parenthesis, brackets,
 ellipsis, slash____

Mechanics:

___ Abbreviations____
 ___ Numbers____
 ___ Italics____
 ___ Spelling____
 ___ Hyphens____
 ___ Capital letters____

- 7) **In what ways can your essay be better?**

Note: If students do not show progress in grammar, mechanics, and usage by the third essay, there will be a proficiency test.

Student: _____ **Essay #:** _____ **Revision:** _____ **Final Grade:** _____

Comments:

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.