

COURSE: ENGL 2767 Science and Technology in American Culture

INSTRUCTOR:

CONTACT INFO:

DEPARTMENT INFO: Nestor Hall 420, Monday - Friday, 8 a.m. to 4 p.m., (614) 287-2531

CREDITS: 3 **CLASS HOURS PER WEEK:** 3

PREREQUISITES: ENGL 1100 with grade of C or higher

DESCRIPTION OF COURSE

ENGL 2767: Science and Technology in American Culture is an intermediate composition course that extends and refines skills in expository and argumentative writing, critical reading, and critical thinking. This course also refines skills in researching a topic, documenting sources, and working collaboratively. Course readings and writing assignments will be thematically organized to focus on science and technology in American culture.

STUDENT LEARNING OUTCOMES

Throughout the course, students should build upon the foundational outcomes from the first course (indicated in regular font). By the end of the course, students should also achieve the outcomes indicated in italics.

1. Communicate effectively
 - Compose organized, clear, developed, and audience-based prose
2. Demonstrate rhetorical knowledge
 - Identify the elements that inform rhetorical situations
 - Produce expository texts that have a clear purpose; respond to the needs of intended audiences; assume an appropriate stance; adopt an appropriate voice, tone, style, and level of formality; and use appropriate conventions of format and structure
 - *Analyze argumentative strategies and persuasive appeals*
 - *Employ appropriate argumentative strategies and persuasive appeals in their writing*
3. Engage in critical thinking, reading and writing:
 - Use writing reading and writing for inquiry, learning, thinking, and communicating

- Analyze relationships among writer, text, and audience in various kinds of texts
 - Use various critical thinking strategies to analyze texts
 - *Find and evaluate appropriate material from electronic and other sources*
 - *Analyze and critique sources in their writing*
 - *Juxtapose and integrate ideas and arguments from sources*
 - *Develop a clear line of argument that incorporates ideas and evidence from sources*
4. Develop effective composing processes
 - Practice the steps of the composing process: generating ideas and text, drafting, revising, and editing
 - Practice writing as a flexible, recursive process
 - Apply this process to produce successive drafts of increasing quality
 5. Collaborate during the writing process in a social setting
 - Work with others to improve their own and others' texts
 - Balance the advantages of relying on others with taking responsibility for their own work
 6. Use appropriate conventions for format, documentation, and editing
 - Demonstrate in writing appropriate conventions for structure, paragraphing, mechanics and format
 - Document the work of others when appropriate
 - Use a standard documentation format as needed
 - Demonstrate effective use of syntax, grammar, punctuation and spelling
 - *Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing*
 7. Adapt composing processes to electronic environments
 - Use electronic media/technologies for composing and publishing texts
 - Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts
 - *Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources.*

INSTITUTIONAL LEARNING GOALS

Columbus State Community College's Institutional Learning Goals are an integral part of the curriculum and central to the mission of the college. For this course (ENGL 2767), students are expected to demonstrate the skills associated with the Institutional Learning Goals identified below:

- ILG #1: Critical Thinking
- ILG #5: Technological Competence
- ILG #6: Communication Competence
- ILG#7: Cultural and Social Awareness

Students are assessed on achievement of these outcomes. Names will not be used when reporting results. Outcomes-based assessment is used to improve instructional planning and design and the quality of student learning throughout the college.

COURSE MATERIALS REQUIRED

Access to a device with reliable Internet connection for the following: word-processing, reading of assigned texts, internet and library researching, emailing, using Blackboard, saving work electronically, etc.

TEXTBOOK, MANUALS, REFERENCES, AND OTHER READINGS

Bullock, Richard. *The Norton Field Guide to Writing*, 5th ed., W.W. Norton, 2019.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Random House, 2009.

Composition Reading Bank at <https://library.csc.edu/compreadingbank/>

GENERAL INSTRUCTIONAL METHODS

Lecture, assigned readings, in-class discussion, in-class writing and reading exercises, peer revision and editing activities, writing workshops, individual and/or group conferences.

STANDARDS AND METHODS FOR EVALUATION

ASSIGNMENTS	POLISHED WORD COUNT	GRADE WEIGHT	STANDARD AND METHODS FOR EVALUATION
Textual Response	1,000 minimum	15%	Rhetorical knowledge, development and critical thinking, organization, conventions of style and usage, use of sources
Critical Analysis	1,000 minimum	20%	Rhetorical knowledge, development and critical thinking, organization, conventions of style and usage, use of sources
Major Research Project	2,000 minimum	30%	Rhetorical knowledge, development and critical thinking, organization, conventions of style and usage, use of sources

Other Writing Project <i>Projects may include synthesis/reflection, multimedia presentation, portfolio, annotated bibliography, etc.</i>	1,000 minimum	15%	Rhetorical knowledge, development and critical thinking, organization, conventions of style and usage, use of sources
Other work to be determined by the instructor <i>Work may include process work, peer feedback, homework, in-class work, etc.</i>		20%	Determined by the instructor
NOTE: All major writing projects should require students to engage secondary sources using a formal citation method (MLA or APA).	5,000 minimum	100%	

GRADING SCALE

90-100=A 80-89=B 70-79=C 65-69=D Below 65=E

UNITS OF INSTRUCTION

UNIT 1: Writing Project 1: Textual Response (15%)

Week 1

- **Unit of Instruction:** Understanding Writing Processes and Rhetorical Situations (refresher)
- **Student Learning Outcomes:** By the end of Week 1, students should have a basic understanding of the drafting process for composing an essay and an understanding of the meanings of author, audience, text, and context.
- **Assigned Reading:** *The Norton Field Guide*: Part 2 (Rhetorical Situations—Chapters 5-7); the *Immortal Life of Henrietta Lacks* Ch. 1-8
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 2

- **Unit of Instruction:** Understanding and Using Argumentative Strategies
- **Student Learning Outcomes:** By the end of Week 2, students should have a basic understanding of how to incorporate argumentative strategies (comparison and contrast, cause and effect, concession and rebuttal, etc.) in their writing.
- **Assigned Reading:** *The Norton Field Guide*: “Arguing” (Chap. 38); *The Immortal Life of Henrietta Lacks* Ch 8-17
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 3

- **Unit of Instruction:** Understanding and Using Persuasive Appeals

- **Student Learning Outcomes:** By the end of Week 3, students should have a basic understanding of how to incorporate persuasive appeals (logos, ethos, and pathos) and avoid logical fallacies in their writing.
- **Assigned Reading:** *The Norton Field Guide*: “Stance” (Chap. 8), “Arguing a Position” (Chap. 13); *the Immortal Life of Henrietta Lacks* Ch. 17-23
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 4

- **Unit of Instruction:** Getting and Giving Feedback on Project 1; Employing Appropriate Editing Conventions
- **Student Learning Outcomes:** By the end of Week 4 students should be able to offer and receive constructive feedback on rough drafts of Writing Project 1 and employ appropriate conventions for mechanics, punctuation, etc.
- **Assigned Reading:** *The Norton Field Guide*: “Generating Ideas and Text” (Chap. 29), “Drafting” (Chap. 30). *The Immortal Life of Henrietta Lacks* Ch 23-30
- **Assessment Methods:** Final draft of Writing Project 1 and process work, computer work, writing workshop, group or individual conferences.

UNIT 2: Writing Project 2: Critical Analysis (20%)

Week 5

- **Unit of Instruction:** Using and Evaluating Informal Electronic Networks and Internet Sources
- **Student Learning Outcomes:** By the end of Week 5 students should have a basic understanding of how to evaluate the quality and usefulness of informal electronic networks and internet sources.
- **Assigned Reading:** *The Norton Field Guide*: “Comparing and Contrasting” (Chap. 40); **and** *the Immortal Life of Henrietta Lacks* Ch. 30-end
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 6

- **Unit of Instruction:** Using and Evaluating Scholarly and Other Official Databases
- **Student Learning Outcomes:** By the end of Week 6 students should have a basic understanding of how to evaluate the quality and usefulness of scholarly and other official databases.
- **Assigned Reading:** *The Norton Field Guide*: “Evaluating Sources” (Chap. 49); two articles selected by instructor such as “The Nature of Scientific Reasoning” by Jacob Bronowski and “The Eureka Phenomenon” by Isaac Asimov.
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 7

- **Unit of Instruction:** Analyzing and Critiquing Sources
- **Student Learning Outcomes:** By the end of Week 7 students should be able to effectively analyze and critique the quality and usefulness of sources in order to understand the role these sources play in their own research projects.
- **Assigned Reading:** Two articles assigned by instructor such as “The Route to Normal Science” by Thomas Kuhn and “The Climate Emergency” by Al Gore
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 8

- **Unit of Instruction:** Getting and Giving Feedback on Project 2; Employing Appropriate Editing Conventions
- **Student Learning Outcomes:** By the end of Week 8, students should be able to offer and receive constructive feedback on rough drafts of Writing Project 2 and employ appropriate conventions for mechanics, punctuation, etc.
- **Assigned Reading:** Two articles assigned by instructor such as “Is Everything Determined?” by Stephen Hawking; *The Norton Field Guide: “Getting a Start on Research”* (Chap. 47), “Finding Sources” (Chap. 48);
- **Assessment Methods:** Final draft of Writing Project 2 and process work, computer work, writing workshop, group or individual conferences.

UNIT 3: Writing Project 3: Major Research Project (30%)

Week 9

- **Unit of Instruction:** Developing a Line of Argument
- **Student Learning Outcomes:** By the end of Week 9, students should have a basic understanding of how to develop a line of argument (defining a problem/topic, identifying assumptions about the problem/topic, identifying possible solutions/critical approaches related to the problem/topic, etc.).
- **Assigned Reading:** *The Norton Field Guide: “Annotated Bibliographies”* (Chap. 15); “MLA Style” (Chap. 54). An article assigned by instructor such as “Is Google Making Us Stupid?” by Nicholas Carr
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 10

- **Unit of Instruction:** Integrating Ideas and Arguments from Sources
- **Student Learning Outcomes:** By the end of Week 10, students should have a basic understanding of how to properly synthesize ideas and arguments gathered from sources into their own writing.
- **Assigned Reading:** *The Norton Field Guide: “Editing and Proofreading”* (Chap. 33), “Documentation” (Chap. 53). “Acknowledging Sources” (Chap. 52)
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 11

- **Unit of Instruction:** Quoting, Paraphrasing, and Summarizing
- **Student Learning Outcomes:** By the end of Week 11, students should have a basic understanding of how to properly quote, paraphrase, and summarize information from sources.
- **Assigned Reading:** *The Norton Field Guide: "Synthesizing Ideas"* (Chap. 50); an article assigned by instructor such as "The Moral Instinct" by Steven Pinker
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 12

- **Unit of Instruction:** Introducing and Incorporating Quotes, Paraphrases, and Summaries
- **Student Learning Outcomes:** By the end of Week 12, students should have a basic understanding of MLA or APA guidelines regarding the introduction, incorporation, and citation of information taken from sources.
- **Assigned Reading:** *The Norton Field Guide: "Print" and Digital* (Chap. 56)
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 13

- **Unit of Instruction:** Getting and Giving Feedback on Project 3; Employing Appropriate Editing Conventions
- **Student Learning Outcomes:** By the end of Week 13, students should be able to offer and receive constructive feedback on rough drafts of Writing Project 3 and employ appropriate conventions for mechanics, punctuation, etc.
- **Assigned Reading:** *The Norton Field Guide: "Media/Design"* (Chap. 9)
- **Assessment Methods:** Final draft of Writing Project 3 and process work, computer work, writing workshop, group or individual conferences.

UNIT 4: Portfolio Presentation (15%)

Week 14

- **Unit of Instruction:** Compiling, Revising, and Introducing Portfolio Pieces
- **Student Learning Outcomes:** By the end of Week 14 students should have a basic understanding of revision strategies for Writing Projects 1, 2, and 3, as well as a basic understanding of the different types of document designs available for their portfolios.
- **Assigned Reading:** *The Norton Field Guide: "Compiling a Portfolio"* (Chap. 34)
- **Assessment Methods:** In-class writing exercises, computer work, writing workshop, group or individual conferences.

Week 15

- **Unit of Instruction:** Reflecting and Assessing
- **Student Learning Outcomes:** By the end of Week 15 students should be able to explain and assess what they've learned during the semester in the introduction to their portfolio.
- **Assigned Reading:** *The Norton Field Guide: "Assessing Your Own Writing"* (Chap. 31), "Getting Response and Revising" (Chap. 32).

- Assessment Methods: Portfolio Presentation due.

ATTENDANCE POLICY

Attendance is important to the success of this class and to your development as a writer. Because this course requires class participation, interpersonal interaction, and peer review, students should attend all classes for the full class time. Faculty are under no obligation to provide make-up assignments for students who have missed class. Understandably, sometimes students miss class because of life's circumstances. Because faculty do not want to have to judge the validity of an excuse, there is no need to return to class with a doctor's excuse. If you are absent, your final grade may be affected since you may miss class directions and instructions, and you cannot make up in-class work for which you are not present. If you stop attending class, please see the Withdrawal From Course and Financial Aid Attendance Reporting policies.

COLLEGE SYLLABUS STATEMENTS

Columbus State Community College required College Syllabus Statements on College Policies and Student Support Services can be found at www.csc.edu/syllabus or on the College website Quick Links "Syllabus Statements."

STARFISH ATTENDANCE REPORTING

Throughout this term, you may receive emails from notices@starfishsolutions.com regarding your grade or performance in the class. The emails and recommended actions are designed to help you be successful. Some notices are automated based on your attendance while others are manually sent by your instructor or other support services at the college. Your instructor may request a meeting with you, or request that you visit other Columbus State services, including tutoring, the learning center, student services, or the retention specialist. You may also be contacted directly by one of these services, or an advisor, as a result of the notifications. While you do not need to login to the Starfish system to receive the notifications, you may do so to change how you receive the messages, or to view contact information in your student profile. To log in to Starfish, you should login to Blackboard and click on the Starfish link (left hand-side under Tools). If you have any questions, please contact your instructor.

PLAGIARISM (ENGLISH DEPARTMENT POLICY)

Plagiarism, such as borrowing passages or whole documents from the Internet or other sources, and presenting another author's actual words, ideas, organization, or conclusions as one's own, will not be tolerated. Students who borrow another writer's material must document their sources accordingly. Students who present as their own the material written by others will be reported to the Dean of Student Life and penalized. A confidential record of the incident will be kept on file pursuant to the Federal Education Rights and Privacy Act (FERPA). Because the penalty is severe, ranging from zero for the assignment to failing for the course to academic dismissal, all students should avoid the slightest hint that they have used borrowed material without giving credit.

COLUMBUS STATE'S WRITING SEQUENCE

Because the English Department has designed ENGL 0190, 1100, and 2367 as a sequence with each successive course dependent on the previous course, students are encouraged to register for English 2367 the semester after they take English 1100 so that the basis they have formed is not forgotten.

LATE ASSIGNMENT POLICY

To be determined by instructor. Instructors should detail their specific late policy here.

WITHDRAWAL FROM COURSE

If you decide to drop this course, you must do so officially. Please refer to the official college calendar for information about the last day to withdraw. Failure to withdraw officially from a course will result in a failing grade recorded on your transcript. Students may withdraw online via CougarWeb or complete a Registration Add/Drop Form and submit to Department of Records and Registration (Madison Hall 201, Columbus Campus), Student Services (Moeller Hall, Delaware Campus) or at one of the Columbus State Regional Learning Centers. Students do not need an instructor's signature to withdraw from a course.

COURSEWORK EXPECTATIONS

Columbus State's policy states that students at schools receiving funds from the State of Ohio should be expected to do 30 hours of work for each credit earned. That means students should expect to spend about 2 hours on work outside of class for each hour spent in class (Policy Number 5-05). Students need to be aware of their out-of-class responsibilities, and they need to be aware that the inability to fulfill the requirements for a course may result in failure.

WRITING CENTER

The Columbus State Writing Centers offer help with any writing project, including coursework, scholarship and transfer essays, and job search materials. The **Columbus Campus Writing Center** is located in the Library, 102 Columbus Hall. Services are also available at Delaware and at some regional learning centers. You can find hours and other information about Writing Center services by visiting the Writing Center website:
<https://www.csc.edu/academics/departments/english/writing-center.shtml>.

Columbus State also partners with the online tutoring service NetTutor. To access free 24-hour live tutoring, click the green "n" NetTutor logo that appears on the front page of your Blackboard course. This link will take you to a NetTutor page that lists available tutoring services. For help with a writing project in any course, choose the **Live Writing Tutor and Paper Center** to reach an available tutor or to upload a paper for review within 48 hours.

COMMUNICATION CENTER

The Communication Center is a campus-wide hub for presentation and performance development. Located in Union Hall 052, the Communication Center offers free tutoring to help you write and deliver a presentation for any class in any department. To make an appointment or cancel an existing appointment, log into Blackboard and select Starfish. The Starfish link can usually be found under the "Tools" header on the Blackboard home page. You will be asked to confirm your appointment by then going to your student e-mail account for

verification. If you would like to talk to a speech tutor or if you would like additional information, you may call 614-287-5391. Staffed by Communication instructors, the Center has flexible hours six days a week. Please bring your assignment directions with you as well as any work you have completed so far. We welcome individual presenters and small group presenters as well. Our expert tutors will help you present your ideas with confidence and success.

GENERAL CLASSROOM CONDUCT

Course materials, content, and discussions may involve controversial issues. Please treat these subjects with the sensitivity they deserve. Use cell phones and other mobile devices in class only when a specific classroom activity calls for their use; do not allow them to be a distraction to you or your classmates. Bringing visitors, taking photographs, or using recording devices is not permitted in the classroom without advance permission from the instructor. Please do not bring children or leave them unsupervised in the building. Occasionally, the instructor may need to invite other faculty or participants to class. According to college rules, there should be no eating, drinking, tobacco, or e-cigarette/personal vaporizer use in the classroom.