

English Composition Themed Course:
The Sociopolitical Power of Hip-Hop

This course will employ multimedia forms of Hip-Hop culture to illustrate the sociopolitical significance of art. The course will study the “Art: Revelations, Displays and Cultures” sequence from the course reader, *Emerging*. “We often think of art as rarefied and separated from our lives –that which hangs on a wall in a museum. But this sequence asks us to think about the ways in which art, performance, and aesthetics have very real effects on our lives and on culture. These effects force us to ask questions about the limits of creative expression, the rights of individuals and of communities in relation to art, and the future of aesthetics itself.” Elements of Hip-Hop culture will be used as supplemental material to further examine the role of art in a global society. Course content may include the analysis of explicit musical lyrics.

CRN: 12329
English K101: Composition
Term: Spring 15
Schedule: MWF 10-10:50 Rm D128
Instructor: Frederick-Douglass Knowles II
Office Hours: M 2-3, W 5-6, F 12-1
Office: Rm C120 (diagonal from library)
Phone: 860.215.9444
Email: fknowles@trcc.comnet.edu

Required Text:

- Barrios, Barclay. *Emerging Contemporary readings for Writers*. 2nd Ed. New York: Bedford/ St. Martins, 2013.
- Composition Notebook

Course Description:

College Composition engages students in critical observation, reading, and writing. The course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings.

Objectives:

- Apply critical thinking and reading skills
- Show confidence in written expression
- Master writing as a process
- Refine writing mechanics
- Demonstrate confidence in MLA style citation, quotation, paraphrase and works cited entries

Learning Outcomes:

Upon successful completion of these courses, students should be able to:

Respond to Rhetorical Situations

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

Assignments and Grade Percentage / Points:

Class participation			10	pts
Journal Entries	1	page	10	pts
Response Papers	1	page	10	pts
Annotated Bibliography	6	sources	10	pts
Critical analysis essay	2-3	pages	15	pts
Synthesis essay	4-5	pages	20	pts
Research essay	7-9	pages	25	pts
Total			100	pts.

Class Attendance Policy:

Instructional staff assigned to all sections of credit bearing courses at Three Rivers are required to take attendance at each class meeting and retain accurate records of attendance for at least three calendar years. The manner in which attendance is taken is determined at the professional discretion of the instructor. In certain instances, these records are furnished to the Financial Aid Office and the International Student advisor.

Students with Disabilities:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP. **TRCC Disabilities Service Providers** Counseling & Advising Office Room A-119:

Matt Liscum (860) 383-5240

- Physical Disabilities
- Sensory Disabilities
- Medical Disabilities
- Mental Health Disabilities

Chris Scarborough (860) 892-5751

- Learning Disabilities
- ADD/ADHD
- Autism Spectrum

Academic Integrity / Plagiarism Policy:

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

Withdrawal Policy:

After the last drop date specified in the academic calendar, students may withdraw from courses by completing the appropriate form which is available online or in any Student Services Office. If necessary you can withdraw by phone by calling the Registrar's office. Withdrawals are accepted until the week before classes check the specific date in the academic calendar end – **May 11th** –. A grade of “W” will be entered for each course from which a student withdraws. The course(s) and grade “W” will appear on the student's transcript.

N Grade:

The N Grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long

enough to be graded. The N grade is used to distinguish between earned failures (F), official withdrawals (W) and students who stop attending or participating before there is a basis for a grade.

Digication Statement: Traditional Version

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Class Cancellation Procedure:

In the event that I must cancel class due to sickness or personal emergency, I will contact the Academic Dean's office so that they can post the cancellation and discuss how I intend to make up the class time. The academic dean does not contact students when class is cancelled. To provide early warning for a cancellation I will email, so be certain that you have a school assigned email address on file with the registrar's, and not a personal one.

MyCommNet Alert: MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency.

Assignments:

All assignments are to be typed and are due on the date noted on the syllabus. Students are required to come to class with the reading and/or the work completed, and prepared to hand it on the day noted on the syllabus.

Late Work:

Students are required to hand in all work, typed, double spaced, stapled and on time. All work that is not turned in at the scheduled day and time stated on the syllabus is considered late. After the assigned date students may only hand in late work the following class for an automatic 50% reduction before grading.

Journal Responses: A full page (both sides) journal entry (numbered, titled and date) is due after each assigned reading. The entries are designed to develop ideas on the subject matter that may be developed into formal a paper. Journal entries also ensure that you have done the reading and are prepared for discussion.

Grammar Workshops:

Grammar workshops will be incorporated into class lessons as needed (for example, if students need help with fragments or paragraph structure, I will conduct workshops).

The Writing Center/ TASC: Room C117 (across from my office)
860.892.5713, TRWritingcenter@trcc.commnet.edu, online tutoring: <http://www.etutoring.org/>

Weather Cancellations: 860.886.0177 www.trcc.commnet.edu

Course Calendar:

Module 1: Close Reading, Critical Analysis, and Entering the Conversation

Week 1:

F 1.22 In class: Diagnostic essay
Homework: Read text introduction (3-24), read syllabus
Student info: add/drop classes begins

Week 2:

M 1.26 In class: “Who are you?” –class introductions, Review syllabus, Digication and Blackboard

Homework: watch “Looking for the perfect Beat” documentary (<https://www.youtube.com/watch?v=hTg61u-rbwM>)

W 1.28 In class: Discussion: What is the role of art in a global society?, Academic writing: critical thinking, reading and writing notes

Writing due: 1 page response to documentary: What impact did/does the art of Hip-Hop have on urban and/or American culture?

F 1.30 In class: Critical thinking, reading and writing notes con’t, annotating

Writing due: Journal response #1: *In what ways does art, performance, and/or aesthetics have very real effects on our lives and on culture?*

Handout: Intro to Close reading analysis

Homework: Intro to Graffiti Culture: watch “StyleWars” on youtube) (<https://www.youtube.com/watch?v=yB3Js2tKA5Y>)

Guerilla Art

Week 3:

M 2.2 Reading due: “Veiled Threat: The Guerrilla Graffiti of Princess Hijab” by Arwa Aburawa (27)

Writing due: Journal response #2: *“Given France’s recent ban on the wearing of burqas in public, is this gorilla street art a response to increasing Islamaphobia, or is it something else entirely?”* (Barrios 27).

- In class: discussion and close reading analysis on Aburawa
- W 2.4 **Writing due:** 1 page summary on Aburawa essay: summarize the main idea and key points
- In class: Exploring the Content: google images of Princess Hijab's work. *Do these images suggest that her work is art or graffiti? Do they suggest that her work is radical or conservative?* (32)
- Handout: lyrics to "Give' Em Hell"
Biography: (<http://www.talibkweli.com/>)
- Homework: Digital Rhetoric: listen, annotate and develop 3 typed questions for discussion on "Give' Em Hell" by Talib Kweli
(<https://www.youtube.com/watch?v=Dcz0WMkcSB4>)
- Student info: add/drop classes ends
- F 2.6 In class: Discussion and critical analysis of "Give' Em Hell"

Representative Art

Week 4:

- M 2.9 Reading due: "Who Is This Man and Why Is He Screaming?" by Rachael Kadish (255)
- Writing due: Journal response #3:** *Why is it significant that Galai's image was used in Iran? (Note that Galai is from Jerusalem.) Does technology erode racial, political, and ethnic differences or does it accentuate it?* (264)
- In class: discussion and close reading analysis on Kadish
- Handout: **Essay assignment #1:** Critical analysis
- W 2.11 In class: Intro to rhetorical concepts: audience, purpose, occasion/ ethos, logos, pathos
- Handout: lyrics to "Sound of Da Police" by KRS-ONE
Biography: (<http://www.krs-one.com/>)
- Homework: Digital Rhetoric: listen and annotate lyrics, and watch the video to "Sound of Da Police"
(<https://www.youtube.com/watch?v=-jcojxeMibA>) and be prepared to discuss if *technology [this video] erode[s] racial, political, and ethnic differences or does it accentuate it?* How? Why? Why not?

F 2.13 In class: Discussion: the writing process –product vs. process, invention strategies, writing as a recursive process, draft workshop preparation, critical analysis of “Sound of Da Police”

Writing due: 1 page response to “Sound of Da Police”; Does the song/video erode racial, political, and ethnic differences or accentuate it?

Week 5:

M 2.16 President’s Day – No classes

W 2.18 **Writing due:** 1st Draft Workshop: Critical analysis Essay (bring 2 copies to class)

In class: MLA workshop: thesis, paraphrasing, quoting and citation

F 2.20 **Writing due:** Peer Edit of 2nd draft (bring 2 copies to class)

Week 6:

M 2.23 **Writing due:** Essay #1: Critical analysis final draft

In class: Discussion: Writing as a social process, discourse communities; analyzing and synthesizing the ideas of others

Handout: Essay #2: Synthesis guidelines & discussion

W 2.25 Reading due: “Attention Deficit: The Brain Syndrome of Our Era” by Richard Restak (410)

Writing due: Journal response #4: Do the advances in technology and the roles we play force us to split our attention, giving rise to ADD & ADHD? Are they (ADD & ADHD) hereditary or culturally produced?

In class: discussion and synthesis application on Restak
Exploring the Content: “Play the Multitasking game at itch.com/games/multitasking. How does your performance in the game confirm or complicate Restak’s argument?” (423)

Handout: lyrics to “Learning, Growing...” by Dead Prez
Biography: <https://deadprezblog.wordpress.com/>

Homework: Digital Rhetoric: listen, annotate and develop 3 typed questions for discussion “Learning, Growing...”

F 2.27 In class: critical analysis of “Learning, Growing...”

Writing due: 1 page summary on Restak essay: summarize the main idea and key points

Module 2: Establishing Your Writer's Presence

Week 7:

M 3.2

Writing due: 1st Draft Workshop: Synthesis Essay (bring 2 copies to class)

W 3.4

In class: MLA workshop: providing context for the reader, including works cited page

F 3.6

Writing due: Peer Edit of 2nd draft (bring 2 copies to class)

Week 8:

M 3.9

Reading due: "It Gets Better" by Dan Savage and Urvashi Vaid (425)

Writing due: Journal response #5: "What can be done about bullying?" (426)

In class: discussion
Exploring the Content: Watch videos on itgetsbetter.org. What are some of the common themes? "Visit thetrevorproject.org. What can each of us do to help prevent these suicides?" (432)

Handout: lyrics to "Changes" by Tupac Shakur
Biography: <http://www.rollingstone.com/music/artists/tupac-shakur>

Homework: Digital Rhetoric: listen, annotate and develop 3 typed questions for discussion on "Changes"

W 3.11 In class: critical analysis of "Changes"

F 3.13

Writing due: Essay #2: Synthesis final draft

In class: transitions, coherence strategies, paragraph focus and essay organization

Week 9:

M 3.16

Spring Break – No Class

W 3.18

Spring Break – No Class

F 3.20

Spring Break – No Class

Week 10:

M 3.23

Handout: Essay #3: Mini research Project essay guidelines

In class: primary and secondary sources, determining suitability, reliability, creditability of sources, editing vs. revising

W 3.25 Conferences- No class
F 3.27 Conferences- No class

Module 3: Exploring the conversation: Inquiry and Research

Week 11:

M 3.30 Library Research Orientation- Meet in the Library 2nd floor

W 4.1 Reading due: “Small Change” by Malcolm Gladwell (230)

Writing due: Journal entry #6: “Can social media be used to enact real social change?” (231)

In class: discussion, Exploring the Content #1 (239)

Handout: lyrics to XXXXXXXXX
Biography: XXXXXXXXXXXXX

Homework: Digital Rhetoric: listen, annotate and develop 3 typed questions for discussion on XXXXXXXXXXXXXXXXXXXXX

W 3.11 In class: critical analysis of XXXXX

F 4.3 Spring Recess- No Class

Week 12:

M 4.6 **Writing due:** 1st Draft Workshop: Essay #3: Mini Research (bring 1 copies to class)

Student info: Student online evaluations (open)

W 4.8 **Writing due:** 2nd draft of Essay#3: (bring 2 copies to class)

In class: discussion: formulating good questions

F 4.10 **Writing due:** 3rd draft of Essay #3

In class: discussion: considering the rhetorical situation –audience and purpose

Module 4: Writing Towards Discovery: Research and the Power of Questions

Week 13:

M 4.13 Reading due: “The Things They Carry” by Steve Mumford (297)

Writing due: Journal entry #7: “Analyze the relationship between Mumford’s title, ‘The Things They Carry,’ and his images. What are the ‘things they carry?’ Who are ‘they?’ What is being ‘carried?’ Refer to specific images to support your argument” (306)

In class: discussion, Exploring the Content, question #2 (305)

Handout: lyrics to “Black Steel in the Hour of Chaos” by Public Enemy
Biography: <http://www.publicenemy.com/>

W 4.15 **Writing due:** Final draft of Essay #3: Mini Research due

In class: writing review workshop

Handout: Essay Assignment #4- Final Research Project guidelines

F 4.17 In class: Workshop

Week 14:

M 4.20 In class: Workshop

W 4.22 Writing due: 1st draft workshop essay #4- bring 1 copy to class

F 4.24 In class: Workshop

Student info: online evaluations (close)

Week 15:

M 4.27 In class: Workshop

W 4.29 Writing due: 2nd Draft workshop essay #4- bring 2 copies to class

F 5.1 In class: Workshop

Week 16:

M 5.11 In class: 3rd draft workshop essay #4

Student info: Last day to withdraw from classes

W 5.13 In class: workshop

F 5.15 **Writing due:** Final revision of Essay 4# with Annotated bibliography

Week 17:

M 5.18 Presentations

***Course Syllabus is tentative and may be subject to change**