

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:** 10448  
**English K101:** Composition  
**Term:** Spring 16  
**Schedule:** MWF 1-1:50 Rm D222  
**Instructor:** Frederick-Douglass Knowles II  
**Office Hours:** M 2-3, W 5:30-6:30, F 12-1  
**Office:** Rm C120 (diagonal from library)  
**Phone:** 860.215.9444  
**Email:** [fknowles@trcc.comnet.edu](mailto:fknowles@trcc.comnet.edu)

**Required Text:**

- Barrios, Barclay. *Emerging Contemporary readings for Writers*. 2<sup>nd</sup> Ed. New York: Bedford/ St. Martins, 2013.
- Student Access Code Handbook

**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
Response Papers	1	page	10	pts
Annotated Bibliography	5	sources	10	pts
Critical analysis essay	2-3	pages	10	pts
Synthesis essay	4-5	pages	15	pts
Synthesis Plus essay	5-6	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.” Class attendance is expected. You are permitted 3

class absences. After 3 classes, you run the risk of failing the course and must contact me. Students are responsible for missed work and are not exempt from the late work policy.

**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 9th** –. 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, stapled 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.

**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.comnet.edu](mailto:TRWritingcenter@trcc.comnet.edu), online tutoring: <http://www.etutoring.org/>

**Weather Cancellations:** 860.886.0177 [www.trcc.comnet.edu](http://www.trcc.comnet.edu)

## Course Calendar:

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

#### Week 1:

M 1.25	In class:	Review syllabus, Digication and Blackboard, Academic writing: critical thinking, reading and writing notes
	Homework:	1. watch “Looking for the perfect Beat” documentary ( <a href="https://www.youtube.com/watch?v=hTg61u-rbwM">https://www.youtube.com/watch?v=hTg61u-rbwM</a> )  2. 1 page response to documentary: What impact did/does the art of Hip-Hop have on urban and/or American culture?
W 1.27	In class:	Academic writing: critical thinking, reading and writing notes con’t, discussion of documentary, intro to rhetorical concepts: audience, purpose, occasion/ ethos, logos, pathos
	Writing due:	1 page response to documentary: What impact did/does the art of Hip-Hop have on urban and/or American culture?
F 1.29	no class:	attending funeral services

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#### Week 2:

M 2.1	In class:	Review student sample, <b>Essay #1 guidelines: critical analysis</b> , Academic writing: critical thinking, reading and writing notes con’t, thesis, paraphrasing, quoting and citation annotation lesson plan
W. 2.3	Reading due:	“Missing: 163 Million Women” by Mara Hvistendahl (249)
	Writing due:	1page, typed summary of Hvistendahl essay
	In class:	discussion and critical analysis on Hvistendahl essay, review of student sample of a critical analysis
	Handout:	Lyrics to “Dear Mama” and Tupac article
	Homework:	Listen and annotate lyrics to “Dear Mama” and article
F 2.5	In class:	Hvistendahl discussion con’t, analysis of a Tupac interview and article

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**Week 3:**

- M 2.8      In class:      critical analysis of “Dear Mama,” identifying occurring key themes present in Hviyetendahl and Tupac
- W 2.10      Writing due:    1<sup>st</sup> Draft Workshop: Critical analysis essay (bring 3 copies to class)
- In class:      Peer edit workshop on critical analysis 1<sup>st</sup> draft
- Homework:    Edit peer’s paper (will take a copy of peer’s paper home)
- F 2.12      No class:      President’s Day weekend
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**Week 4:**

- M 2.15      No class:      President’s Day weekend
- W 2.17      Writing due:    Peer Edit of 2<sup>nd</sup> draft (bring 1 copy to class)
- In class:      Peer edit workshop
- F 2.19      No class:      Away at a scheduled conference
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**Week 5:                    Module 2:    Establishing Your Writer’s Presence**

- M 2.22      Writing due:    **Essay #1: Critical analysis final draft**
- In class:      reflection writing on critical analysis, Discussion: Writing as a social process, discourse communities; analyzing and synthesizing the ideas of others
- W 2.24      Reading due:    “It Gets Better and Action Makes It Better,” by Dan Savage and Urvashi Vaid (425)
- Writing due:    1page response on Savage and Vaid: “What can be done about bullying?”
- In class:      MLA workshop: thesis, paraphrasing, quoting and citation, discussion on Savage and Vaid
- Handout:      **Essay #2: Synthesis guidelines & discussion**
- F 2.26      In class:      discussion on Savage and Vaid con’t, analysis of a Tupac interview, review of student sample essay
- Handout:      Lyrics to “It Ain’t Easy” and Pac article
- Homework:    Listen and annotate lyrics to “It Ain’t Easy and Pac article

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**Week 6:**

M	2.29	In class:	critical analysis of “It Ain’t Easy,” identifying common themes present in Savage/Vaid and Tupac to synthesize
W	3.7	Reading due:	“Reporting Live From Tomorrow” by Daniel Gilbert (210)
		In class:	discussion on Gilbert,
		Handout:	Lyrics to “So Many Tears” and Pac article
		Homework:	Listen and annotate lyrics to “So Many Tears” and Pac article
F	3.9	In class:	critical analysis of “So Many Tears,” identifying common themes present in Gilbert and Tupac to synthesize

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**Week 7:**

M	3.14	Writing due:	1 <sup>st</sup> Draft Workshop: Synthesis Essay (bring 2 copies to class)
		In class:	MLA workshop: providing context for the reader, including works cited page
W	3.16	Writing due:	Peer Edit of 2 <sup>nd</sup> draft (bring 2 copies to class)
		In class:	transitions, coherence strategies, paragraph focus and essay organization
F	3.18	Writing due:	<b>Essay #2: Synthesis final draft</b>
		In class:	introduction to research and evaluating sources

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**Week 8:**

M	3.21	No class:	Spring break
W	3.23	No class:	Spring break
F	3.25	No class:	Spring break

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**Module 3: Exploring the conversation: Inquiry and Research****Week 9:**

M	3.28	In class:	primary and secondary sources, determining suitability, reliability, creditability of sources, editing vs. revising, information literacy
		Handout:	MLA evaluation of sources, <b>Synthesis plus paper guidelines</b>
		Homework:	evaluate source assignment and info lit assignment

- W 3.30 In class: evaluation of sources and info lit review
- F 10 4.1 Library Research Orientation- Meet in the Library 2<sup>nd</sup> floor  
Homework: info lit assignment
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**Week 10:**

- M 4.4 In class: Synthesis plus workshop; evaluating of secondary source to be used in your essay
- W 4.6 No class: Away at a scheduled conference
- F 4.8 No class: Away at a scheduled conference
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**Week 11:**

- M 4.11 Writing due: **Final draft of Synthesis Plus essay**  
In class: reflection writing on synthesis plus, Annotated bibliography, discussion: formulating good questions
- W 4.13 Reading due: “Veiled Threat: The Guerilla Graffiti of Princess Hijab” by Arwa Aburawa (27)  
In class: discussion on Aburawa, analysis of a Tupac interview  
Handout: lyrics to “Me Against The World,” **Final research paper guidelines** Pac article  
Homework: Listen and annotate lyrics to “Me Against The World” and Pac article
- F 4.15 In class: critical analysis of “Me Against The World,” identifying common themes present in Aburawa and Tupac
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**Module 4: Writing Towards Discovery: Research and the Power of Questions****Week 12:**

- M 4.18 Writing due: Research paper proposals (selection), 1 paragraph abstract on paper approach  
In class: Research paper workshop



W 4.20 Writing due: Research paper proposals (selection), 1 paragraph abstract on paper approach

In class: Research paper workshop

F 4.22 Writing due: Research paper proposals (selection), 1 paragraph abstract on paper approach

In class: Research paper workshop

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**Week 13:**

M 4.25 In class: Research paper Introduction workshop

W 4.27 In class: 1st draft workshop of research paper of intro and main point (bring 1 copy)

F 4.29 In class: 1st draft workshop of research paper of intro and main point (bring 2 copies)

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**Week 14:**

M 5.2 In class: 2nd draft workshop of research paper main point (bring 1 copy)

W 5.4 In class: 2nd draft workshop of research paper main point (bring 1 copy)

F 5.6 In class: 2nd draft workshop of research paper main point (bring 1 copy) digication workshop

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**Week 15:**

M 5.9 In class: 3<sup>rd</sup> draft workshop of research paper main point (bring 1 copy)

W 5.11 In class: 3<sup>rd</sup> draft workshop of research paper main point (bring 1 copy)

F 5.13 In class: 3<sup>rd</sup> draft workshop of research paper main point (bring 1 copy)

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**Week 16:**

M 5.16 Writing due: Final research paper hard copy and upload to digication

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

