

**CRN:** 10681  
**English K101:** Composition  
**Term:** Spring 18  
**Schedule:** T 6:30-9:15pm Rm D228  
**Instructor:** Frederick-Douglass Knowles II  
**Office Hours:** M 5-6pm, T 5:30-6:30 pm, R 2-3pm or by appointment  
**Office:** Rm C120 (diagonal from library)  
**Phone:** 860.215.9444  
**Email:** [fknowles@threeivers.edu](mailto:fknowles@threeivers.edu)

**Required Text:**

- Barry, Todd. Jon Brammer, Frederick Knowles, Andrew Marvin and Joseph Selvaggio. *The Three Rivers Reader*. Pearson Learning Solutions. Boston. 2016.

**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.
Information Literacy			10	pts.
Response Papers (5)	1	page	20	pts.
Annotated Bibliography			10	pts.
Rhetorical analysis essay	2-3	pages	10	pts.
Synthesis essay	4-5	pages	15	pts.
Research essay	7-8	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 2 class absences. After 2 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.

### **Sexual Misconduct:**

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus: “The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS  
TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a

school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator: Edward A. Derr, Title IX Coordinator and Diversity Officer, Admissions Welcome Center \* Office A116, 860.215.9255 \* [EDerr@trcc.commnet.edu](mailto:EDerr@trcc.commnet.edu)

### **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:

<b>College Disabilities Service Provider</b>	
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> <li>• Mental Health Disabilities</li> </ul>
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"> <li>• Medical Disabilities</li> <li>• Mobility Disabilities</li> <li>• Sensory Disability</li> </ul>

### **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 4th** –. 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.

### **NF Grade:**

The NF 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 NF 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.

### **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:** 860.892.5713, [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu), online tutoring: <http://www.etutoring.org/>

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

## **Course Calendar:**

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

#### **Week 1:**

T 1.23      In class:      Read Student letters, Review syllabus, Diagnostic essay  
Academic writing: critical thinking, reading, writing notes

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#### **Week 2:**

T 1.30      Reading due: Chapter 2 "Starting An Argument" (p5-27), Ch.5 "Critical Reading and Rhetorical Analysis" (p77) and "Is Google Making Us Stupid?" by Nicholas Carr (p647)

Writing due: One page typed response

In class: Ted Talk discussion and critical analysis on Carr essay, review of student sample of a critical analysis, identifying occurring key themes present in Carr, Review student sample, **Essay #1 guidelines: critical analysis**, film part 1, Academic writing: critical thinking, reading and writing notes,

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#### **Week 3:**

T 2.6      Reading due: Ch.3 "Persuasive Argument" (p27) and "Idiot Nation" by Michael Moore (296)

Writing due: One page typed response

In class: discussion and critical analysis on Moore essay, review of student sample of a critical analysis, identifying occurring key themes present in Moore, film part 2

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#### **Week 4:**

T 2.13      Writing due: 1<sup>st</sup> Draft Workshop: Rhetorical analysis essay (bring 3 copies to class)

In class: self & peer edit workshop on critical analysis 1<sup>st</sup> draft, discussion, reflection writing on rhetorical analysis, Discussion: Writing as a social process, discourse communities; analyzing and synthesizing the ideas of others

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**Module 2: Establishing Your Writer's Presence****Week 5:**

T 2.20

Reading due: Ch.6 and "Address to the Prisoners in the Cook County Jail" by Clarence Darrow (p348)

Writing due: One page typed response to the "Writing Assignments" writing prompt #1 (p359).

In class: MLA workshop: thesis, paraphrasing, quoting and citation, discussion on Darrow; Law & order activity

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**Week 6:**

T 2.27

Writing due: **Final draft of rhetorical analysis due**

Handout: **Essay #2: Synthesis guidelines**

In class: Film: documentary, synthesis activity

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**Module 3: Exploring the conversation: Inquiry and Research****Week 7:**

T 3.6

Reading due: Ch. 7 and "Letter From Birmingham Jail" by Martin Luther King Jr. (p326)

Writing due: One page typed response to the "Writing Assignments" writing prompt #1 (p346).

In class: discussion and critical analysis on King essay, review of student sample of a synthesis essay, identifying occurring key themes present in Darrow and King; law & order activity

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**Week 8:**

T 3.13

Spring Break: No class

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**Week 9:**

T 3.20

Writing due: 1<sup>st</sup> Draft Workshop: Synthesis Essay (bring 3 copies to class)

In class: film continued, MLA workshop: providing context for the reader, including works cited page, transitions, coherence strategies, paragraph focus and essay organization

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**Module 4: Writing Towards Discovery: Research and the Power of Questions****Week 10**

T 3.27

In class: evaluation of sources and info lit review

Library Research Orientation- Meet in the Library 2<sup>nd</sup> floor

Homework: info lit assignment

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**Week 11:**

T 4.3	Writing due:	<b>Essay #2: Synthesis final draft</b>
	In class:	primary and secondary sources, determining suitability, reliability, creditability of sources, editing vs. revising, information literacy, film
	Handout:	MLA evaluation of sources, <b>Final Research paper Guidelines</b>
	Homework:	evaluate source assignment

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**Week 12:**

T 4.10	Reading due:	Ch. 8 and "Why Are We Dressing Our Daughters Like This?" by Lianne George (601).
	Writing due:	One page typed response to the "Writing Assignments" writing prompt #1 (611).
	In class:	discussion and critical analysis on George's essay, identifying occurring key concepts

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**Week 13:**

T 4.17	Writing due:	Research paper proposals (selection), 1 paragraph abstract on paper approach, Annotated bibliography
	In class:	Research paper workshop

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**Week 14:**

T 4.24	In class:	Research paper: 1st draft workshop of research paper (bring 3 copies)
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**Week 15:**

T 5.1	In class:	Research paper: 2nd draft workshop of research paper (bring 3 copies)
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**Week 16:**

T 5.8	Writing due:	Final research paper hard copy and upload to digication; optional revised rhetorical analysis or synthesis paper
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**\*Course Syllabus is tentative and may be subject to change**