

**CRN:** 11956  
**English K101:** Composition  
**Term:** Spring 14  
**Schedule:** MWF 11-11:50 Rm D126  
**Instructor:** Frederick-Douglass Knowles II  
**Office Hours:** M 1-2, W 5-6, F 12-1 or by appointment  
**Office:** Rm C120 (diagonal from library)  
**Phone:** 860.215.9444  
**Email:** [fknowles@trcc.commnet.edu](mailto:fknowles@trcc.commnet.edu)

**Required Text:**

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

**Suggested Text**

- Faigley, Lester. *The Brief Penguin Handbook*. 3<sup>rd</sup> Ed. New York: Pearson-Longman, 2009.

**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

### **Course Requirements:**

The course is designed to provide a healthy, productive learning atmosphere in which the individual's oral and written thoughts, ideas and voice are not only heard but respected. Students are expected to engage in discussion to express various perspectives regarding subject matter. Students will be required to participate in classroom writing assignments, workshops, and media activities. Since the course is aimed to improve argumentative writing skills students are expected to complete assignments and provide critical feedback to peers during the revision process.

### **Assignments and Grade Percentage / Points:**

|                          |     |      |
|--------------------------|-----|------|
| Law & Order debates:     | 10  | pts. |
| Critical Reading Guides: | 15  | pts. |
| Response Papers:         | 20  | pts. |
| Research Essay 1:        | 25  | pts. |
| Essay 2:                 | 30  | 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. **(I added this –you must come to class. If you do not come you will miss in-class and homework assignments. If you miss 3 assignments, due to absence you will place yourself in a position of failing the class).**

### **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.

| Room A-119                                 |   |
|--|---|
| <b>Matt Liscum</b><br>(860) 383-5240       | <ul style="list-style-type: none"> <li>• Physical Disabilities</li> <li>• Sensory Disabilities</li> <li>• Medical Disabilities</li> <li>• Mental Health Disabilities</li> </ul> |
| <b>Chris Scarborough</b><br>(860) 892-5751 | <ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</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 12–**. 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 Statements:**

#### **I. Basic:**

All students are required to maintain an online learning portfolio in Digication that uses the college template.

#### **II. 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.

### **III. Student Centered Version:**

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well.

### **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 the email address you have provided the Registrar during your registration is the primary email address for you. If it is not, then you must change it with the Registrar’s office.

### **Cell Phones:**

Cell Phones are allowed only if they are turned to silent mode in class. Under no circumstances are phones to be used in class [including texting]. If I catch you texting in class I will ask you to leave for the remainder of the class. All you have to do is take the call or text outside of the classroom, then return when you are finished.

### **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.

### **Critical Reading Guide:**

Students are required to answer a Critical Reading Guide Handout after each assigned reading. Handout will be provided by the Professor and posted on Black Board. Questions are worth 4 points for a total of 16 points (you can an additional bonus pt. if all 4 CRG’s are completed).

### **Response Papers:**

Students are required to hand in a full 2-3 page response paper after each assigned reading. Response papers are to be typed in Times Roman font, 12 pt. and stapled. An unstapled paper will be returned to you with a zero for its grade. Papers also must follow MLA guidelines or will not be accepted. RP’s and revisions are worth 5 pts. each.

Response papers are not summaries. They are a critical analysis of the reading. Response papers should reflect how you, the reader reacts or responds to a particular argument. A response paper outline must be attached to the front of the response paper. If they are not attached, the paper will receive an automatic 1 pt deduction. Response papers may be revised and expanded into 7-9 page research papers.

**Research Essay:**

Students will be responsible of completing a two, 7-9 (full) page researched essay practicing the components of an argumentation using MLA guidelines, the use of secondary sources, a rebuttal and an annotated bibliography. All drafts of the essay must follow MLA guidelines. No late essays will be accepted. They must be handed in on time.

**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. You must write "late work" at the top of the paper and place it a separate pile or it will not be accepted. You will not be able to pass the class relying on the late work policy. Late Policy does not apply to the research essay.

**Journal:**

During the semester students will be required to fulfill in class writing assignments that will consist of a percentage of your overall grade. In class workshops cannot be made up so attendance is pertinent.

**The Writing Center/ TASC:** Room C117 (across from my office)

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 Schedule:****Week 1:**

F 1.24 Writing due: diagnostic essay

**Week 2:**

M 1.27 In class: Syllabus discussion, Critical Thinking, Reading & Writing lecture

W 1.29 In class: Critical Thinking, Reading & Writing lecture

F 1.31 In class: Critical Thinking, Reading & Writing lecture  
Handout: Annotated Bibliography (AB)

**Week 3:**

M 2.3 Reading due: "Parents Keep Child's Gender Secret" Jayme Poisson (364)  
Writing due: Critical Reading Guide (CRG)  
In class: discussion

W 2.5 In class: Discuss "Assignments for Writing" #2 (370) for Law & Order  
Prep debate (Last day to Add/Drop classes)

F 2.7 In class: Law & Order debate

**Week 4:**

- M 2.10      Writing due: 3 page Response Paper (RP) #1 with AB  
due on Poisson, or another essay from your book  
In class:      Doc cam edit on RP #1, bring 1 blind copy to class (do not put your  
name on your paper)
- W 2.12      In class:      Peer edit of RP #1, bring 2 copies to class
- F 2.14      Writing due: final draft of 3 page RP #1 with AB  
In class:      reflective writing workshop

**Week 5:**

- M 2.17      Presidents' Day: No class
- W 2.19.      Reading due: "Who is this Man and Why is he Screaming?" Rachael Kadish (255)  
Writing due: Critical Reading Guide (CRG)  
In class:      discussion  
Handout:      Information Literacy workshop, MLA evaluation of secondary sources  
& Essay 1 guidelines
- F 2.21      Information Literacy workshop: class held in 2<sup>nd</sup> floor computer lab in library

**Week 6:**

- M 2.24      In class:      Discuss "Assignments for Writing" #1 (264) for Law & Order  
Prep debate
- W 2.26      In class:      Law & Order debate
- F. 2.28      Writing due: 3 page Response Paper (RP) #2 with AB and secondary source due on  
Kadish, or another essay from your book  
In class:      Doc cam edit on RP #2, bring 1 blind copy to class (do not put your  
name on your paper)

**Week 7:**

- M 3.3      In class:      Peer edit of RP #2, bring 2 copies to class
- W 3.5      Writing due: final draft of 3 page RP with AB  
In class:      reflective writing workshop
- F 3.7      In class:      Research paper Q & A

**Week 8:**

- M 3.10      In class: Research paper workshop
- W 3.12      In class: Essay #1 Peer edit bring 2 copies to class
- F 3.14      In class: Essay #1 Peer edit bring 2 full copies to class

**Week 9:**

3.17-3.21 Spring Break: No classes

**Week 10:**

M 3.24 Writing due: Final draft of Essay #1, revision of 1 response paper  
In class: Rebuttal Workshop

W 3.26 Student conferencing

F 3.28 Student conferencing

**Week 11:**

M 3.31 Student conferencing

W 4.2 Reading due: "It Gets Better" Savage & Vaid (425)  
Writing due: Critical Reading Guide (CRG)  
In class: discussion

F 4.4 In class: Discuss "Assignments for Writing" #2 (433) for Law & Order  
Prep debate

**Week 12:**

M 4.7 In class: Law & Order debate (Student online course evaluations)

W 4.9 Writing due: 3 page Response Paper (RP) #3 with rebuttal & AB  
due on Savage & Vaid, or another essay from your book

In class: Doc cam edit on RP #3, bring 1 blind copy to class (do not put your  
name on your paper)

F 4.11 In class: Peer edit of RP #3, bring 2 copies to class

**Week 13:**

M 4.14 Writing due: final draft of 3 page RP #3 with rebuttal & AB  
In class: reflective writing workshop

W 4.16 Reading due: "Reporting Live from Tomorrow" Daniel Gilbert (210)  
Writing due: Critical Reading Guide (CRG)  
In class: discussion

F 4.18 Spring recess: No class

**Week 14:**

M 4.21 In class: Discuss "Assignments for Writing" #1 (433) for Law & Order  
Prep debate

W 4.23 In class: Law & Order debate

- F 4.25      Writing due: 3 page Response Paper (RP) #4 with rebuttal & AB  
    due on Savage & Vaid, or another essay from your book  
    In class: Doc cam edit on RP #4, bring 1 blind copy to class (do not put your  
    name on your paper (online student evaluations close)

**Week 15:**

- M 4.28      In class:      Peer edit of RP #4, bring 2 copies to class
- W 4.30      Writing due: final draft of 3 page RP #3 with rebuttal & AB  
    In class:      reflective writing workshop
- F 5.2      In class:      group writing activity

**Week 16:**

- M 5.5      Film
- W 5.7      Film
- F 5.9      Film/ discussion/ writing activity

**Week 17:**

- M 5.12      In class:      Essay 2 full draft peer edit bring 1 copy to class
- W 5.14      In class:      Essay 2 full draft peer edit bring 1 copy to class
- F 5.16      Writing due: Essay 2 and response paper revision

**Week 18:**

- M 5.19      Optional class / instructor discretion

**BEGINNING WITH THE FIRST CLASS ASSIGNMENT, START BRAINSTORMING, ANNOTATING AND JOURNALING ABOUT WHAT TOPIC/ ARGUMENT THAT YOU MAY WANT TO EXPLORE FOR YOUR RESEARCH PAPER. ASK YOURSELF “WHAT DO I WANT TO WRITE ABOUT?” AND BEGIN EXPLORING THE PROCESS. IT WILL HELP IN THE LONG RUN. LAST MINUTE PAPERS GET LAST MINUTE GRADES☺**