

**CRN:** 10458  
**English K101:** Composition  
**Term:** Spring 12  
**Schedule:** MW 3:30-4:45 Rm D210  
**Instructor:** Frederick-Douglass Knowles II (Prof. K)  
**Office Hours:** M 1-2 W 2-3 R 5:30-6:30 or by appt.  
**Office:** Rm C120 (diagonal from library)  
**Phone:** 860.383.5271  
**Email:** [fknowles@trcc.commnet.edu](mailto:fknowles@trcc.commnet.edu)

### **Required Text:**

- Muller, Gilbert H. *The McGraw Hill Reader: Issues Across The Disciplines*. 11<sup>th</sup> Ed. New York: McGraw Hill, 2011.
- Faigley, Lester. *The Brief Penguin Handbook*. 3<sup>rd</sup> Ed. New York: Pearson-Longman, 2009.
- 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 writing. Writing assignments require that students develop their own point 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. A placement tests is required prior to enrollment.

### **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:*

#### **Read and think critically**

- demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- demonstrate the ability to read and understand academic writing with differing points of views and be able to recognize and analyze the merits of each position
- evaluate the accuracy and validity of a specific perspective or argument
- understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

**Write critically and analytically**

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- develop their own perspective into an academic argument that reflects critical analysis

**Demonstrate information literacy**

- conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- cite sources using MLA citation style
- learn and employ strategies for avoiding plagiarism

**Apply the foundations of strong academic skills**

- develop and use academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesauri, and writing handbooks
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- formulate appropriate questions and hypotheses

**Methods of Instruction - In this class, you can expect to:**

- Write every day, in a variety of formats: responding to readings, doing pre-writing activities for essay drafting or revising formal papers.
- Spend class time in writing workshops, practicing various rhetorical strategies of other people's writing.
- Analyze the techniques and strategies of other people's writing.
- Look closely at your own strengths and challenges as a writer through individual conferences.
- Learn new stylistic options in a number of ways: through lecture, as well as by analysis of readings, your own writing, and writing done by your peers.
- Work in small groups to discuss your own and peers' writings.

**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:**

In-Class participation:	10
Questions:	15
Response Papers:	20
Essay 1:	25
Essay 2:	30

**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:**

Students with a documented disability are provided supportive services and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include: individualized accommodations, advising advocacy, counseling, technical assistance and referral information. Students with learning disabilities or ADD/ADHD should contact Chris Scarborough at 860.892.5751. Students with a physical, medical or psychiatric disability contact Kathleen Gray at 860.885.2328 or Matt Liscum at 860.383.5240.

**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 7**–. 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.

**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, or start a telephone tree.

### **Cell Phones:**

Cell Phones and beepers are allowed only if they are turned off or turned to silent mode in classrooms, academic support areas, and the library. Under no circumstances are phones to be used in class [including texting]. If there are extenuating circumstances, the student is to make arrangements with their instructor before the class begins (I added this –if I catch you texting in class I will ask you to leave for the remainder of the class).

### **Assignments:**

All assignments are due on the date noted on the syllabus.

### **Questions:**

Students are required to answer the **COMPREHENSION & RHETORIC** sections of questions located after each assigned reading. Questions **must be typed** and answered in complete sentences (a minimum of 5 sentences per question) providing critical analysis of the subject matter. Students are only required to answer this section unless otherwise specified. Questions are to follow all MLA guidelines. Questions are worth 2 points, for a total of 14 points. The additional point is awarded upon completion of the 7 sets of questions answered. There are 9 sets of questions total. You are only responsible for 7, which means you are able to miss 2 sets without penalty. **When questions are not handed in, students are still responsible for reading the material and prepared to participate in discussion and class activities, in order to acquire class participation points.**

### **Response Papers:**

Students are required to hand in a **Full 2** page response paper from the **WRITING AN ARGUMENT** prompt in the **WRITING** section after assigned readings. Response papers are to be typed in Times Roman font, 12 pt. and **stapled**. They are to also follow MLA guidelines. Papers that do not follow the above guidelines will **not** be accepted. 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 is worth 5 points towards your final grade average. An outline must be attached to the front of the response paper. If an outline is not attached the paper will receive an automatic 2 pt deduction.

### **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 will have 24 hours to email work for a full grade deduction (e.g. an “A” becomes a “B”), any work after 24 hours will not be accepted. Work will **only** be accepted by email stated at the top of the syllabus. Caution: you run the risk of running into email delivery complications.

### **Essays:**

Students will be responsible of completing two 6-8 (full) page researched essays practicing the components of an argumentation using MLA guidelines, the use of secondary sources and an annotated bibliography. All essays must follow MLA guidelines. Late essays within the 24hr policy will receive a full grade deduction before grading (e.g. “A” becomes a “B” before grading)

**Journal**

During the semester students will be required to fulfill in class writing assignments. Students are required to purchase a composition notebook for entries. Journals will be collected periodically throughout the semester and 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 2:

M 1/23 Class Intro/ Syllabus Overview/ Why the Hell Am I Here? Essay / Intro to Critical Thinking/ Social Construction Intro

R 1/25 Critical Thinking discussion/ essay due/ Read Ch.1: Reading & Responding / Read "How To Mark A Book," p13

Week3:

M 1/30 Read Ch.2: Writing Process / Read "Freewriting,"

W 2/1 Read Ch.3 / Reading / Writing Effective Arguments/ Read: Ch 4. Writing a Research Project & "From Ancient Greece to Iraq..." / questions due on "From Ancient Greece to Iraq..."

Week 4:

M 2/6 "The Blogs of War," questions due /annotated bibliography on Blogs of War

W 2/8 Read: "The Arab World," questions due/ annotated bibliography

Week 5:

M 2/13 Information Literacy workshop scheduled in Library

W 2/15 Peer Edit/ 1<sup>st</sup> full draft **Response Paper** #1 due/ choose 1 of the 3 readings/ bring 2 copies to class

Week 6:

M 2/20 President's Day- No Class

W 2/22 Final draft due RP #1 due / in class activity/ law & order

Week 7:

M 2/27 Read: "America: The Multinational Society," p356 questions due

W 2/29 Read: "Staying Human," p816 questions due

Week 8:

M 3/5 Film

W 3/7 Spring recess – No Class

Week 9:

M 3/12 Peer Edit/ 1<sup>st</sup> full draft **Response Paper** #2 due/ choose 1 of the 3 readings/ bring 2 copies to class

- W 3/14 Final draft due RP #2 due / in class activity/ law & order
- Week 10:  
 M 3/19 Spring Break - No classes  
 W 3/21 Spring Break – No classes
- Week 11:  
 M 3/26 Essay 1: 1<sup>st</sup> draft due / peer edit bring 2 copies  
 W 3/28 Essay 1 due / 1 previous revised response paper /in class activity/ film
- Week 12:  
 M 4/2 Read: “What’s God Got to Do With it? P64 questions due/ Introduction to Rebuttal  
 W 4/4 Read: “The Religious Case for Gay Marriage,” p649 questions due
- Week 13:  
 M 4/9 1<sup>st</sup> draft **Response Paper** #3 due/ choose 1 of the 2 readings/ 2 copies/  
 essay 1 guidelines  
 W 4/11 Final draft due RP #3 due / in class activity/ law & order
- Week 14:  
 M 4/16 Read: “The Terrifying Normalcy of AIDS,” p715 questions due  
 W 4/18 Read: “The Globalization of Eating Disorders,” p723 questions due
- Week 15:  
 M 4/23 1<sup>st</sup> full draft **Response Paper #4 due** on 1 of the 2 readings/ 2 copies/ peer edit  
 W 4/25 Final draft due RP #4 due / in class activity/ law & order
- Week 16  
 M 4/30 Film  
 W 5/2 Film Discussion
- Week 17:  
 M 5/7 Essay 2 peer edit: full draft  
 W 5/9 Final essay exam 2 due /1 previous revised response paper
- M 5/14 no class

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