

CRN: 10446
English K101: Composition
Term: Spring 13
Schedule: MWF 10-10:50 Rm D122
Instructor: Frederick-Douglass Knowles II (Prof. K)
Office Hours: M 2-3, W 2-3, F 12-1 or by appointment
Office: Rm C120 (diagonal from library)
Phone: 860.383.5271
Email: fknowles@trcc.commnet.edu

Required Text:

- Anderson, Chris and Lex Runciman. *Open Questions: Readings for Critical Thinking and Writing*. New York: Bedford/ St. Martins, 2005.
- Faigley, Lester. The Brief Penguin Handbook. 3rd Ed. New York: Pearson-Longman, 2009.
- Composition notebook
- Folder for completed / revises essays

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 / Points:

In-Class participation:	10	pts.
Critical Reading Guides:	14	pts.
Response Papers:	21	pts.
Research Essay 1 st draft:	25	pts.
Essay 2:	30	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:

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. If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) in the Counseling and Advising Office in room A-119 as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP. Students with Learning Disabilities, ADD/ADHD or Autism Spectrum should contact Chris Scarborough at 860.892.5751. Students with Physical, Sensory, Medical or Mental Health Disabilities should contact 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 13–**. 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, 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 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 Guides:

Students are required to answer a Critical Reading Guide Handout after each assigned reading. Handout will be provided by the Professor. CRG's are worth 4 points, for a total of 16 points.

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 torn in half and returned to you with a zero for its grade. Papers also must follow MLA guidelines or will not be accepted. RP's and revised are worth 3 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 and purpose statement (I will provide) 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 6-8 page research papers.

Research Essay:

Students will be responsible of completing a 7-9 (full) page researched essay practicing the components of an argumentation using MLA guidelines, the use of secondary, a rebuttal and an annotated bibliography. All drafts of the essay must follow MLA guidelines. Your essay counts as your mid-term and final exam, so 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. Students are required to purchase a composition notebook for entries 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, online tutoring: <http://www.etutoring.org/>

Weather Cancellations: 860.886.0177 www.trcc.commnet.edu

Important Dates for Spring 2013:

Jan 24	Add/Drop Period Begins
Feb 6	Last Day of Add/Drop and Partial Tuition Refund
Feb 18	President's Day Observed – College Open Classes Not In Session
Mar 18-24	Spring Break - Classes Not in Session
March 29-31	Spring Recess – College Closed

Apr 1	Student Online Course Evaluations Open for completion 15 week Session Continuing Student Registration for Summer Session and Fall Semester
Apr 15	Last Day to Select Pass/Fail Option – 15 Week Session
Apr 26	Student Online Course Evaluations Closed for Student Input 15 Week Session
May 13	Last Day to Withdraw from Classes
May 20	Last Day of 15 Week Session
May 31	Student grades available on Web

Course Schedule:

Week 1:

F 1/25 Social Construction Intro, Video: “Analyzing White America” Paul Mooney

Week 2:

M 1/28 Syllabus discussion, Critical Thinking lecture, Race Relation Essay due,
W 1/30 Information Literacy workshop in Library with assignment handout
F 2/1 Critical Reading & Writing lecture, Research Essay Guidelines handed out in class

Week 3:

M 2/4 Read: “Studs Terkel,” by C.P. Ellis p568, Critical Reading Guide (CRG) due
W 2/6 Summary / Pre-Writing workshop
F 2/8 Critical analysis workshop, Annotated Bibliography (AB) handout

Week 4:

M 2/11 Differing POV’s workshop
W 2/13 Peer edit of Response Paper (RP) on Terkel, bring 2 copies to class
F 2/15 RP on Terkel with AB due, Reflective workshop

Week 5:

M 2/18 President’s Day – No Class
W 2/20 Read: “Designer Genes” by Bill McKibben p360, CRG due
F 2/22 Summary / Pre-Writing workshop

Week 6:

M 2/25 Critical analysis workshop
W 2/27 Differing POV’s workshop
F 3/1 Peer edit of RP on McKibben, bring 2 copies to class

Week 7:

M 3/4 RP on McKibben with AB due, Reflective writing workshop
W 3/6 Revision Workshop for RP on Terkel, bring RP to class
Research essay topic & purpose statement due
F 3/8 revised RP on Terkel due, Research essay topic & purpose statement due

Week 8:

M 3/11 In class activity
W 3/13 4C’s Conference –no class, at home research paper assignment
F 3/15 4C’s Conference –class, at home research paper assignment

Week 9:

M 3/18 Spring Break – No class
W 3/20 Spring Break – No class

F 3/22 Spring Break – No class

Week 10:

M 3/25 1st draft of research paper due, peer edit bring 1 copy to class

W 3/27 In class activity

F 3/29 Spring Recess – No class

Week 11:

M 4/1 revised RP on McKibben due, in class activity

W 4/3 Read: “The Case for Moral Relativism” by Ruth Benedict p619, CRG due

F 4/5 Rebuttal workshop

Week 12:

M 4/8 class discussion on rebuttal

W 4/10 Peer edit of RP on Benedict, bring 2 copies to class

F 4/12 RP on Benedict with AB & rebuttal due

Week 13:

M 4/15 Evaluation of secondary sources workshop, bring 1 secondary source to class

W 4/17 Evaluation of secondary sources workshop, bring 1 secondary source to class

F 4/19 revised RP on Benedict due, in class activity

Week 14:

M 4/22 Film / Professor’s review of research essay 2nd draft (during film)

W 4/24 Film / Professor’s review of research essay 2nd draft (during film)

F 4/26 Film / Professor’s review of research essay 2nd draft (during film)

Week 15:

M 4/29 Read: “The Moral Obligations...” by Cornell West p123, CRG due

W 5/1 Summary / Pre-Writing workshop

F 5/3 Critical analysis workshop, Annotated Bibliography (AB) handout

Week 16:

M 5/6 Differing POV’s workshop

W 5/8 Peer edit of RP on West, bring 2 copies to class

F 5/10 RP on West with AB & rebuttal due

Week 17:

M 5/13 Peer edit 2nd draft

W 5/15 Peer edit 2nd draft

F 5/17 Research essay final draft due

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