

**CRN:** 31558  
**English K012:** Foundations of Writing  
**Term:** Fall 10  
**Schedule:** M/W 3-4:40 Rm D124  
**Instructor:** Fredrick-Douglass Knowles (Prof. K)  
**Office Hours:** M 10-11am T 9:30-10:30 W 1:30-2:30 pm or by Appt.  
**Office:** Rm C120 (diagonal from library)  
**Phone:** 860.383.5271  
**Email:** [fknowles@trcc.comnet.edu](mailto:fknowles@trcc.comnet.edu)

### Required Text:

- Henry, D.J. Writing For Life. 2<sup>nd</sup> ed. New York: Pearson-Longman, 2010.
- Ingalls, Anna. Expectations. 2<sup>nd</sup> ed. New York: Pearson-Longman, 2006.
- McWhorter, Kathleen. The Longman Reader's Journal

\*Your textbook is a workbook; you will be writing and annotating and using them thoroughly. I will be checking texts occasionally to check completed assignments as part of your participation grade.

- Be prepared to share all writing assignments with the class.
- Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the writing center
- If you are absent you must ask instructor for any handouts missed at the next class period.

**Course Description:** This intensive course leads students from the sentence to paragraph to the short essay. Students learn to write short essays based on personal experience, reading and observation. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting and refining ideas. Students learn the stages of the writing process from inventing to drafting and revising. The course develops students' skills in writing narrative, descriptive and expository essays. Within this context, word sentence and paragraph skills are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, organization and development of ideas, and information literacy skills are introduced.

**Writer's Journals:** In addition to completing exercises in your workbook, you will also complete a series of academic, typed writing assignments. Your Writer's Journal will be a series of responses from readings in *Expectations: A Reader for Developing Writers*. These typed responses will include a variety of organizational patterns, and will increase in length from paragraphs ( in the beginning of the semester. Your final drafts will count as 25% of your final grade.

**Exploratory Essay:** This semester, you will write a research paper on a current social issue. This major research project will teach you the foundations of picking a topic, critically thinking and researching the topic, reviewing and analyzing the current literature on the issue and reporting on your process as you begin to see shifts in your thinking. In short, the exploratory essay is a first-person, chronological narrative account on your research process. After you select a topic, you will receive a lesson on library research, and will then find a new academically valid source on your topic each week for 3 weeks. After you have gathered, annotated and tracked your research, you will begin composing your paper according to MLA formatting guidelines. This paper will be based on a research question, not a thesis statement, and you will be required to summarize and directly quote from at least three sources in the body of the essay. Specific directions detailing the Research Log, Reader's Journal, essay drafting, and peer reviewing will be covered in class.

## **Learning Outcomes:**

### **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
- Develop an awareness of their role as authors in the process of writing
- Write responses both in paragraph and short essay format based on ideas developed from assigned academic readings and in-class discussions
- Develop proficiency in expressing ideas in correct, complete sentences and in unified, coherent paragraphs
- Recognize and fix common grammatical and sentence-level errors
- Develop and use writing and speaking vocabularies

### **Demonstrate Information Literacy**

- Understand how and why outside sources are utilized in academic writing
- Develop an understanding that information should be evaluated for accuracy and validity
- Learn and employ strategies for avoiding plagiarism

**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. The nature of the course will feed off the energy of the material, instructor and students. Each component will contribute to the effectiveness of the course throughout the semester.

**Assignments and Grade Percentage: Grading:**

The final grade will be a letter grade, A-F. Students need to earn a “C” or better to pass the course

In-Class participation:	25
Completed text assignments	
Mywritinglab.com	
Attending all classes and participating in class discussions	
Small and large group work	
In class writing	
Coming to class prepared by reading all assigned work and doing assignments	

Writer’s Journal:	25
Research Log and Reader’s Journal for Articles:	10
Exploratory Essay:	20
Final Exam:	20

`A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62

**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 –**December 9**–. 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 we can have 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).

**Late Work:** Students are required to hand in **work** on time. All work that is not turned in at the scheduled day and time is considered late (assignment are due on the date stipulated on the syllabus). Students will have a 24 hour grace period to hand in late work, after 24 hours, **no late work** will be accepted and students will receive a **zero** for the assignment. Students will have a 24 hour grace period to hand in late work which will receive an automatic 50% reduction before graded. Students are to deliver a copy to my office C120 (slide underneath door) stamped with date & time (located in the Registrar's Office), if not stamped they will not be accepted. **No emails of work will be accepted.**

**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/>

**Tutoring Center Workshop Topics:**

Grammar and Punctuation Survival Skills	1 <sup>st</sup> cycle: sept. 8 & 9	2 <sup>nd</sup> cycle: nov. 3 & 4
Using Outlines and Graphic Organizers	1 <sup>st</sup> cycle: sept 22 & 23	2 <sup>nd</sup> cycle: nov 11 & 18
Introduction to Research Process	1 <sup>st</sup> cycle: oct. 6 & 7	2 <sup>nd</sup> cycle: dec. 1 & 2
Integrating Sources Effectively	1 <sup>st</sup> cycle: oct 20 & 21	2 <sup>nd</sup> cycle: dec 8 & 9

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

**Course Schedule:**

Week 1:  
 8/30 m class intro  
 9/1 w Review syllabus / Writing for Life Ch. 1, 16

Week 2:  
 9/6 m Labor Day: no class  
 9/8 w Mini-lesson: Summary Writing / (Expectations) read part 1: *Strategies for Active Reading* p 2-9 / Ch. 1, 16

**Cultural and Social Issues**

Week 3  
 9/13 m Writer's Journal #1: 1 paragraph summary of *How to Write with Style* (Expectations) p76 / Ch. 1, 16  
 9/15 w Ch. 2, 17 / Writer's Journal #2: 1 paragraph summary of Suspect Policy p. 57 (Expectations)

Week 4  
 9/20 m Ch. 3, 18  
 9/22 w Ch. 3, 18 / Writer Journal's #3: 1 paragraph summary of *Spanglish Spoken Here* (Expectations) p34

Week 5  
 9/27 m Ch. 4, 9 /  
 9/29 w Ch. 4, 9 / Writer's Journal #4: 1 paragraph analysis of description of *A Song Flung up to Heaven* ( Expectations) p 47

Week 6  
 10/4 m Ch. 5, 20  
 10/6 w Ch. 5, 20 / Writer's Journal #5: 1 paragraph analysis of narration of *American Fish* (Expectations) p12

**Media & Pop Culture / Values & Choices**

Week 7  
 10/11 m Ch. 6, 21  
 10/13 w Library Lesson/ Ch. 6, 21 / Writer's Journal #6: 1 paragraph analysis of *The Good Old Summertime* (Expectations) p168

Week 8  
 10/18 m Ch. 7, 22  
 10/20 w Find 1st source on selected Social Theme / ch. 7, 22

Week 9	
10/25 m	Ch. 8, 24 / Exploratory Essay Topic due
10/27 w	ch. 8, 24
Week 10	
11/1 m	ch. 9, 27 / Writer's Journal #7: 1 paragraphs analysis of comparison and contrast of <i>The Ambitious Generation</i> (Expectations) p274 and 1 page response to any selection under F on p279
11/3 w	ch. 9, 27/ Find 1 <sup>st</sup> source on selected social theme /
Week 11	
11/8 m	Ch. 10, 28/ <i>Dressing Down</i> (Expectations) p147
11/10 w	ch 10, 28/ Find 2 <sup>nd</sup> source on selected social theme /
Week 12	
11/15 m	Ch. 11, 29 / Writer's Journal #8 1 paragraph analysis of cause and effect on <i>They Know Where You Are</i> (Expectations) p248 and 1 page response to any selection under F on p255
11/17 w	ch. 11, 29 / Find 3 <sup>rd</sup> source on selected social theme /
Week 13	
11/ 22 m	Ch. 12, 30 / Writer's Journal #9: 1 page analysis of persuasion of <i>Breaking the Habit</i> p120 and 1 page response to any selection under on p127
11/23 w	Thanksgiving: No class
Week 14	
11/29 m	analyze sources for validity / exploratory essay directions / ch13, 31
12/1 w	ch. 14, 32
Week 15	
12/6 m	exploratory essay editing draft due / ch. 14, 32
12/8 w	exploratory essay peer review draft due/ final exam review
Week 16	
12/ 13 m	exploratory essay due / Writer's Journal Due / ch. 15, 34
12/15 w	Final exam

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