

Rhetorical Myths: The Power of Persuasion

CRN: 30220
English K101: Composition
Term: Fall 10
Schedule: MWF 9-9:50 Rm D128
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.commnet.edu

Required Text:

- Colombo, Gary, Robert Cullen and Bonnie Lisle. Rereading America: Cultural Contexts for Critical Thinking and Writing. 8th Ed. Boston: Bedford /St. Martins, 2010.
- Faigley, Lester. The Brief Penguin Handbook. 3rd 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 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:

- Compose a minimum of 20 pages minimum (250 words per page) for the semester of typed, revised, and prose
- Produce drafts evidencing a variety of prewriting techniques
- Develop a main idea expressed in a thesis statement
- Support a main idea with specific details

- Use a variety of rhetorical patterns
- Organize ideas with attention to transitions
- Support thesis with logical thinking and sources
- Improve drafts with substantial editing and revision
- Incorporate appropriate diction, sentence variety, grammar and mechanics
- Select, synthesize and accurately document sources
- Show evidence of library and electronic research techniques documented using MLA

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:

In-Class participation:	10
Questions:	10
Response Papers:	25
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 **–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 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).

Engaging the Text Questions: Students are required to answer the **Engaging the text** section 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.

Response Papers: Students are required to hand in a **Full 2** page response paper on assigned reading. 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; or overall response to the author's topic (thesis). A response paper 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. Students are required to complete 2 drafts of response papers for each author assigned.

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.**

Essays: Students will be responsible of completing two 6-8 (full) page researched essays practicing the components of an argumentation using MLA guidelines. Essays will be counted as exams and therefore must be handed in on assigned dates. Essays that are not will receive a zero. There are **no** submissions of **late** essays. No exceptions.

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

Course Schedule:

Week 1:

8/30 m Intro to Social Construction Approach: critical thinking, reading and writing/ narrative essay guidelines
9/1 w critical thinking con't / intro to components of argumentative essay/ toulmin model
9/3 f lectured con't / narrative essay due

Week 2:

9/6 m Labor Day: No Classes
9/8 w in class writing activity on argumentative essay structure
9/10 f writing activity con't

Myth of the Melting Pot

Week 3

9/13 m Race survey Activity
9/15 w Read *C.P. Ellis* by Studs Terkel p398: questions due
9/17 f Discussion con't / findings of race survey/ informal write

Week 4

9/20 m 1st draft response paper due on *C.P. Ellis*/ peer edit session bring 2 copies to class
9/22 w Information Literacy workshop scheduled in Library /
9/24 f Information Literacy workshop scheduled in Library/ con't/ 2nd draft due

Week 5

9/27 m Read *The End of White America?* By Hua Hsu p497: questions due/ informal write
9/29 w Law & Order activity preparation
10/1 f Law & order

Week 6

10/4 m Response paper due on *The End of White America* / peer edit session 2copies to class
10/6 w 2nd draft due/ view Visual photos p439/ informal write
10/8 f read poem *Child of the Americas* by Aurora Levins Morales p511/ informal write/ essay 1 guidelines

Week 7

10/11 m film
10/13 w film
10/15 f film

Week 8

10/18 m Essay 1 peer edit in class: bring full draft
10/20 w peer edit con't
10/22 f Essay 1 due / class activity

Myth of Gender

Week 9

- 10/25 m Read *Becoming Members of Society: Learning the Social Meanings of Gender* by Aaron H. Devor p527: questions due
- 10/27 w 1st draft response paper due: peer edit bring 2 copies to class
- 10/29 f 2nd draft due / class activity

Week 10

- 11/1 m Read *Two Ways a Woman Can Get Hurt* by Jean Kilbourne p575: questions due
- 11/3 w activity on Advertising
- 11/5 f activity Con't

Week 11

- 11/2 m Read *From Fly-Girls to Bitches and Hos* by Michael Kimmel p608: questions due
- 11/4 w 1st draft response paper due (choose between Kilbourne and Kimmel): 2 copies to class
- 11/6 f 2nd draft due: class activity: Music Deconstruction

Week 12

- 11/8 m student conferencing
- 11/10 w student conferencing
- 11/12 f student conferencing

Week 13

- 11/15 m Film / Essay 2 guidelines
- 11/17 w Film
- 11/19 f Film

Week 14

- 11/22 m Film / Discussion
- 11/24 w Thanksgiving: No class
- 11/26 f Thanksgiving: No class

Week 15

- 11/29 m Read *Girl* by Jamaica Kincaid p.524/ view Visual Portfolio p568/ informal write in class
- 12/1 w Law & Order Prep
- 12/3 f Law & order

Week 16

- 12/6 m Evaluation of secondary sources
- 12/8 w Essay 2 peer edit: full draft
- 12/10 f Peer edit

Week 17

- 12/13 m peer edit
- 12/15 w **Final essay exam 2 due**

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