**CRN:** 30514

**English K101:** Composition

**Term:** Fall 19

**Schedule:** T 6:30-9:15pm Rm D107

**Instructor:** Frederick-Douglass Knowles II

**Office Hours:** T 12:30-1:30, W 5:30-6:30, R 12:30-1:30 or by appt.

**Office:** Rm C120 (diagonal from library)

**Phone:** 860.215.9444

**Email:**  fknowles@threerivers.edu

**Required Text:**

* Ousborne, Jeff. Ed. *Writing Music.* Bedford/St. Martins. Boston. 2018.

**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
* 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**

* 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 complextexts
* Demonstrate critical and evaluative reading comprehension
	+ Respond to an argument in a complex text and synthesize perspectives in multiple texts

**Craft Logical Arguments**

* + Produce essays with clearthesis 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

**Assignments and Grade Percentage / Points:**

Class participation 10 pts.

Information Literacy 10 pts.

Response Papers (5) 1 page 20 pts.

Annotated Bibliography 10 pts.

Rhetorical analysis essay 2-3 pages 10 pts.

Synthesis essay 4-5 pages 15 pts.

Research essay 7-8 pages 25 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.” Class attendance is expected. You are permitted 2 class absences. After 2 classes, you run the risk of failing the course and must contact me. Students are responsible for missed work and are not exempt from the late work policy.

**Sexual Misconduct:**

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus: “The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

 UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

 If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please: **Maria Krug, Title IX Coordinator Three Rivers Community College 574 New London Turnpike Norwich, CT 06360. Room: A Wing, (860) 215-9208 Mkrug@ trcc.commnet.edu**

**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. **TRCC Disabilities Service Providers** Counseling & Advising Office Room A-119:

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| --- | --- |
| **College Disabilities Service Provider**  |   |
|   |   |   |
|  Matt Liscum, Counselor(860) 215-9265Room A113   |          Learning Disabilities        ADD/ADHD        Autism Spectrum        Mental Health Disabilities |   |
|  Elizabeth Willcox, Advisor(860) 215-9289Room A113 |          Medical Disabilities        Mobility Disabilities        Sensory Disability |

**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 –**November 5th**––. 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.

**UF Grade:**

UF (unearned F): This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. It is used when, in the judgment of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of academic performance possible. Students who receive this notation will have reported on their behalf a “last date of participation” by the assigning faculty member. When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student’s transcript. It will be punitive and count in the GPA. The UF notation is used for internal reporting and will not appear on the student’s transcript.

**Digication Statement:** 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.

**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 you have a **school assigned email** address on file with the registrar’s, and not a personal one.

**MyCommNet Alert:**  MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency.

**Assignments:**

All assignments are to be typed, stapled 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.

**Response Papers (Assignments):**

Response papers (and all assignments) are to be typed, double-spaced, stapled and are due on the date noted on the syllabus. Response papers must be a **full page**. Students are required to complete **5** response papers. Students should come to class with the reading and/or the work completed, and prepared to hand it on the day noted on the syllabus.

**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.

**Grammar Workshops:**

Grammar workshops will be incorporated into class lessons as needed (for example, if students need help with fragments or paragraph structure, I will conduct workshops).

**The Writing Center/ TASC:** 860.892.5713, 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 Calendar:**

**Module 1: Close Reading, Critical Analysis, and Entering the Conversation**

Week 1:

T 8.27 In class: Read Student letters, Review syllabus, Diagnostic essay

 Academic writing: critical thinking, reading, writing notes

 intro to rhetorical concepts: audience, purpose, occasion/ ethos, logos, pathos, thesis, paraphrasing, quoting and citation annotation lesson plan

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Week 2:

T 9.3 Reading due: "It's a Hip-Hop World" by Jeff Chang (p251)

 Writing due: One page typed response to "Reflection and Response" #3 or #4 (p259)

 In class: critical analysis on Chang essay, **review of student sample of a critical analysis**, identifying key themes present in Chang, **Essay #1 guidelines: critical analysis**

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Week 3:

T 9.10 Reading due: "In Defense of Kanye's Vanity: The Politics of Black Self- Love" by Heben Nigatu (p203)

 Writing due: One page typed response to "Reflection and Response" #3

 or #4 (p206)

 In class: discussion and critical analysis on Nigatu essay, identifying occurring key themes present in Nigatu

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Week 4:

T 9.17 Writing due: 1st Draft Workshop: Rhetorical analysis essay

 (bring 3 copies to class)

 In class: self & peer edit workshop on critical analysis 1st draft

 Introduction to synthesis (synthesizing)

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**Module 2: Establishing Your Writer’s Presence**

Week 5:

T 9.24 Reading due: "All Hail the Queen?" by Tamara Winfrey Harris (p263)

 In class: Law & Order prep, MLA workshop: thesis, paraphrasing, quoting and citation, Law & order activity on Harris

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Week 6:

T 10.1 In class: Film

 Writing due: **Final draft of rhetorical analysis**

Handout: **Essay #2: Synthesis guidelines**

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Week 7:

T 10.8 Reading due: "The Role of Pop Music and Pop Singers in Construction of a Singer's Identity in Three Early Adolescent Females" by Amy Clemente-Cortes (p286).

 Writing due: One page typed response to "Reflection and Response" #3 or #4 (p270)

 In class: discussion and critical analysis on Clemente-Cortes essay, **review of student sample of a synthesis essay**, identifying occurring key themes present in Clemente-Cortes and Harris, writing as a social process, discourse communities; analyzing and synthesizing the ideas of others

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Week 8:

T 10.15 Writing due: 1st Draft Workshop: Synthesis Essay (bring 3 copies to class)

 In class: MLA workshop: providing context for the reader, including works cited page, transitions, coherence strategies, paragraph focus and essay organization

 evaluation of sources and info lit review

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Week 9:

T 10.22 No class: Reading Day

 Homework: Handout: MLA evaluation of sources, evaluate source assignment

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**Module 3: Exploring the conversation: Inquiry and Research**

Week 10:

T 10.29 In class: Library Research Orientation- Meet in the Library 2nd floor

 primary and secondary sources, determining suitability, reliability, creditability of sources, editing vs. revising, information literacy

 Homework: info lit assignment

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Week 11:

T 11.5 In class: Film (Explicit language)

Writing due: **Essay #2: Synthesis final draft**

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**Module 4: Writing Towards Discovery: Research and the Power of Questions**

Week 12:

T 11.12 Reading due: Latin Music is American Music p. 239

 Writing due: One page typed response to "Reflection and Response" #3 or #4 (p121), and info lit assignment

 In class: discussion and critical analysis on Gordon's essay, identifying occurring key concepts, **Final Research paper guidelines**

Homework: Research paper topics

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Week 13:

T 11.19 In class: Research paper topic workshop

 writing due: Annotated bibliography

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Week 14:

T 11.26 Class Optional: Fill the Box Thanksgiving Food Drive

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Week 15:

T 12.3 In class: research paper workshop (bring 2 copies)

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Week 16:

T 12.10 Writing due: Final research paper hard copy and upload to digication; optional revised rhetorical analysis or synthesis paper

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