
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2017 (2017-1)

Course: EWPC 096B, Fundamentals of English II
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Instructor Name: Mark Cassello
Office Number: Room 180
Phone Number: (219) 473-4322
Email: mcassello@ccsj.edu
Hours Available: Tuesday/Thursday 10:00-12:00, Wednesday 10:00-3:00, or by appointment.

Instructor Background: Like many of the students at CCSJ, I am a first generation college student that hails from a working class family. My mother emigrated from Norway after the Nazi invasion of Oslo during World War II. My father dropped out of high school and earned his GED in the army where he served in Korea shortly after the Korean War. Later, he worked for CTA in Chicago as a laborer and foreman with the South Shops. As for myself, while working full-time, I attended Indiana University Northwest for my undergraduate degree. Buckling under the pressure of juggling work and school, I left college for a decade to pursue a career in retail management for Wal-Mart and Office Depot. Unhappy with this career path, I took classes in the evening and eventually finished my BA in English. Soon after, I earned a Master's Degree in American Literature from Indiana University in Bloomington where I am currently completing a Ph.D.

Course Information:

Course Time: Tuesday/Thursday, 8:30PM - 10:00PM
Classroom: 182
Prerequisites: None

Required Books & Materials: Laurie Kirzner and Stephen Mandell, *The Concise Cengage Handbook (with 2016 MLA Update Card)*, 5th ed.

Learning Outcomes/ Competencies:

This course meets the following General Education objectives:

Students will read analytically, synthetically, and critically in a variety of genres. (introduced)

Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation. (introduced)

This course meets the following objectives:

A. Grammar

1. Demonstrate proficient use of English grammar and usage.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.

B. Vocabulary

3. Use a dictionary or dictionary website to learn the definition, context, and origin of words.
4. Use Greek and Latin word roots to determine meanings of words.
5. Use knowledge of common prefixes and suffixes to determine the meanings of words.
6. Distinguish between the denotative and connotative meanings of words.
7. Use context to determine the meanings of words.

C. Reading

8. Employ critical reading strategies including pre-reading, note-taking, and annotating, to understand and infer meaning from a range of college-level texts.
9. Recognize and decode the structure and meaning of texts written in common genres of the academic and professional world, specifically textbooks, essays, editorials, news, formal letters, and formal reports.
10. Identify the main idea of a text and distinguish between main idea and different kinds of support.

D. Writing

11. Demonstrate knowledge of the writing process, including prewriting, drafting, revising, editing and peer review.
12. Write structurally, grammatically, and mechanically correct sentences using a variety of sentence types and using proper coordination and subordination.
13. Write paragraphs that are appropriate for the situation, purpose, and audience that include clear topic sentences.
14. Differentiate between and demonstrate fundamental proficiency in use of the following modes: description, narration, exemplification, extended definition, division/classification, comparison/contrast, cause/effect, argument).
15. Compose a brief academic essay with an introduction and thesis/central idea, supporting paragraphs that support the central idea, and a conclusion.

Course Description:

English 096 is the second course in the remedial writing sequence. It further develops the reading, writing, and technical concepts and skills students need to comprehend and summarize college-level texts. The course solves the sentence-level errors and weaknesses in paragraph unity, development, and coherence addressed in English 095. Student reading and writing skills are brought to adequate college level by responding in writing to more complex and difficult classic and contemporary essays and by working through targeted exercises in the college's educational software. Not applicable toward a degree.

Learning Strategies:

hybrid delivery, individualized instruction, online activities and assessment (using IXL and Blackboard), lecture, discussion, reading and writing assignments

Experiential Learning Opportunities:

-Field Trip to Pullman National Monument

Assessments:

Major Assignments: Your final grade in this class will be assigned based on your performance in **five different areas**, weighted as follows:

Summary Paragraphs:

Students will write complete, cogent, and clear 250-word summaries of selected course readings. Summaries require students to identify main ideas and supporting details included in the source and to arrange this information into an organized and coherent written form. **20%**

Five Paragraph Essays:

Students will write a familiar essay and an expository essay that is between 750-1000 words in length. **30%**

IXL Checkpoint:

Students' knowledge of (1) basic grammar and (2) college-level vocabulary will be assessed. Based on their individual performance on these pre-assessments, students will be assigned a prescription of exercises to complete. To receive credit at the "checkpoints" indicated on the syllabus, students must show proof that he/she has (a) achieved mastery in their assigned lessons, or (b) invested an average of at least three hours per week working on their lessons, or (c) took and passed the post-assessment. **20%**

Final Portfolio: *Students will prepare a final portfolio that includes a rough draft expository essay, a final draft expository essay revised according to instructor feedback, and a timed essay based on a shared prompt. The portfolio will include a cover letter that discusses how this work indicates their readiness to move on to English 103.* **15%**

Attendance and Participation:

*Regular participation is required to succeed in this course. Students are expected to arrive on time, attend class, and participate during class and through regular online activity. **Students who are (A) absent more than two times, and/or (B) come to class without a textbook, and/or (C) fail to submit any assignment will receive a zero (0) for the "Attendance and Participation" portion of their grade.*** **15%**

Grading Scale:	100-92	A
	91.9-90	A-
	89.9-88	B+
	87.9-82	B
	81.9-80	B-
	79.9-78	C+
	77.9-72	C
	71.9-70	C-
	69.9-68	D+
	67.9-62	D
	61.9-60	D-
	59.9-0	F

DAILY SCHEDULE OF ASSIGNMENTS

I reserve the right to change this schedule to meet the needs of the class.

Understanding the Schedule of Assignments:

CC = *The Concise Cengage Handbook*

Online = Reading located on Blackboard → Class Readings (listed by week number)

BOLD ITEMS = Homework to be turned in or important information

[] = Planned in-class activities

Week One **UNIT ONE: THINKING WITH WORDS**

Tues 9/5 [Today's Topic(s): Introductions; Syllabus; Take ESI]

Thurs 9/7 **DUE: IXL GRAMMAR PRE-ASSESSMENT (IN-CLASS)**
 READ: Online, Bean, "Helping Students Read Difficult Texts"
 [Today's Topic(s): Review and explain Bean's list of ten difficulties]

Week Two

Tues 9/12 READ: Online, **READING #1 Lutz, "The World of Doublespeak"**
 Online, Chapter 1, "Critical Reading"
CC, "Annotating a Text" (4-6)
 [Today's Topic(s): Annotating; Discuss READING #1]

Thurs 9/14 **DUE: ANNOTATE READING #1**
 READ: Online, Chapter 4, "Summary"
 [Today's Topic(s): Intro to Summary; CABIN; Attributive Tags and Structural Markers]

Week Three

Tues 9/19 **DUE: IXL CHECKPOINT**
DUE: SUMMARY READING #1 ROUGH DRAFT [BRING 2 COPIES]
 [Today's Topic(s): Formatting Documents Using Microsoft Word; Peer review]

Thurs 9/21 **DUE: SUMMARY READING #1 FINAL DRAFT**
 READ: Online, **READING #2 Orwell, "The Principles of Newspeak"**
 [Today's Topic(s): Discuss READING #2]

Week Four

Tues 9/26 DUE: ANNOTATE READING #2
[*Today's Topic(s)*: Prewriting for Summary 2]

Thurs 9/28 DUE: SUMMARY 2 ROUGH DRAFT 1 [BRING 2 COPIES]
[*Today's Topic(s)*: Peer review]

Week Five

Tues 10/3 DUE: SUMMARY 2 FINAL DRAFT
[*Today's Topic(s)*: In-class IXL work day and check-up]

Thurs 10/5 DUE: IXL CHECKPOINT
READ: CC, "Understanding the Writing Process" (17-18)
CC, "Considering Rhetorical Situations" and "Determining Your Purpose" (10-11)
[*Today's Topic(s)*: Introduction to the academic essay; prewriting for Essay 1]

MIDTERM GRADES

Week Six

Tues 10/10 DUE: ESSAY 1 ROUGH DRAFT
READ: Online, Chapter 2, "Quotation"
[*Today's Topic(s)*: Integrating Quotations; Peer review]

Thurs 10/12 [*Today's Topic(s)*: In-class essay work day]

Week Seven ***UNIT TWO: DOING THINGS WITH WORDS***

Tues 10/17 DUE: ESSAY 1 FINAL DRAFT
[*Today's Topic(s)*: In-class IXL work day and check-up]

Thurs 10/19 DUE: IXL CHECKPOINT (Grammar Post-Test Complete)
DUE: ANNOTATE READING #3
READ: Online, **READING #3 Austin, *How to Do Things with Words* (excerpt)**
[*Today's Topic(s)*: Discuss READING #3]

Week Eight

Tues 10/24 READ: Online, "54 U.S.C. §320301. National monuments (a.k.a "Antiquities Act of 1906")
Online, "Presidential Proclamation 9233"
[*Today's Topic(s)*: Doing things with words: national monuments; View Obama designation]

Fri 10/27 DUE: IXL VOCABULARY PRE-ASSESSMENT (IN-CLASS)
[*Today's Topic(s)*: In-class work day for Pullman group research project]

Week Nine

Tues 10/31 IXL CHECKPOINT

DUE: PULLMAN ORAL PRESENTATIONS

[*Today's Topic(s)*: Students deliver brief oral presentations about their assigned topic]

Fri 11/3

FIELD TRIP TO PULLMAN NATIONAL MONUMENT

All students are expected to attend, so plan accordingly. The walking tour will be from 9:00 a.m. to 12:00 p.m. Transportation by CCSJ van will be provided for up to 10-12 students. We will leave at 8:15 a.m. from CCSJ. Students may also carpool. We will meet at The Pullman National Monument Visitors Center located at 11141 S Cottage Grove Ave, Chicago, IL 60628.

Week Ten

Tues 11/7 READ: Indiana State Form 56286, "Determination of National Register Eligibility"

[*Today's Topic(s)*: Introduction to Expository Essay Project]

Thurs 11/9

READ: Online, **READING #4 Hayden, "Contested Terrain" from *The Power of Place***

[*Today's Topic(s)*: Discuss reading; find a place that matters to you]

Week Eleven

Tues 11/14 DUE: A PLACE THAT MATTERS TO YOU

[*Today's Topic(s)*: Bring photos and write two paragraphs. The first should describe the historic and current physical appearance of the building, site, or place that matters to you. The second should provide a brief discussion of the why the place is significant; this could be because of its architectural style, association with a historical event or person, or other reasons. Come prepared to informally share these paragraphs with the class]

Thurs 11/16 IXL CHECKPOINT

[*Today's Topic(s)*: In-class work day on essay]

Week Twelve

Tues 11/21 DUE: ESSAY 2 ROUGH DRAFT

[*Today's Topic(s)*: Individual paper conferences to check status]

Thurs 11/23 NO CLASS - THANKSGIVING HOLIDAY

Week Thirteen

Tues 11/28 DUE: ESSAY 2 FINAL DRAFT

[*Today's Topic(s)*: Final Portfolio Instructions; Begin work on Final Portfolio]

Thurs 11/30 IXL CHECKPOINT (Vocabulary Post-Test Complete)

[*Today's Topic(s)*: In-class essay based on shared prompt for Final Portfolio]

Week Fourteen

Tues 12/5 [*Today's Topic(s)*: Work on cover letter and revisions for Final Portfolio]

Thurs 12/7 DUE: FINAL PORTFOLIO

Responsibilities

Attending Class

You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course.

Students who miss THREE (3) hours of class—two (2) class sessions—will receive a ZERO for the Attendance/Participation portion of their grade.

In accordance with the English Department attendance policy, **any student missing more than NINE (9) hours of class—six class sessions—will receive an F.** These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include absences due to birthdays, sport events, illness, work, etc.

Turning In Your Work

You cannot succeed in this class if you do not turn in all your work on the day it is due. To pass the course, you must complete and turn in all required assignments: Reading Responses, Literary Analysis Essays, and the Competency Exam. Work is to be turned in at the beginning of class on the due date listed on the course syllabus. All written work must be typed and stapled (unless otherwise instructed).

Late Work: You will not receive credit for any late assignment unless you have made formal, written arrangements with me via email prior to the next scheduled class session. Any work submitted more than **five days late** will receive a zero. Contact me at mcassello@ccsj.edu to determine how/where you should submit any late work.

In other words, do not show up to class a week after an assignment is due, hand me your work, and expect to receive credit for it. Remember, however, that you must complete and turn in all required assignments to pass the class, even if you receive a zero because the assignment is late.

Missed In-class Work: Except under dire circumstances (e.g. serious bodily injury requiring hospitalization or prolonged illness) in-class activities such as worksheets, study guides, quizzes, performances, group work, etc. cannot be made up if you are absent on the day the assignment is due.

CCSJ Student Honor Code

This course asks students to reaffirm the **CCSJ Student Honor Code:**

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity** at all times, in accordance with syllabi,

and without giving or receiving inappropriate aid;
Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

Using Electronic Devices

Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.

Participating in Class

You will receive a grade for your classroom participation. You must come to class prepared, be on time, stay for the duration of the class, engage in a constructive way with your classmates, and demonstrate your knowledge of assigned coursework. If you are unprepared or disengaged, you may be asked to leave, in which case you will be marked absent.

Doing Your Own Work

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

Please note: All papers may be electronically checked for plagiarism.

Tracking Your Progress

Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.

Sharing Your Class Experience

At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are *essential* to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!

Communicating with your Professor

Blackboard: Blackboard will be used to distribute readings, handouts, and announcements. Your grades will also be recorded regularly in Blackboard. It is essential that you log into Blackboard regularly to ensure that you stay informed about the course. If the campus is closed or class cancelled due to bad weather, alternative assignments will be distributed via Blackboard and must be completed on time.

Office Hours: Students are encouraged to use office hours for assistance and clarification. Office hours are an excellent forum to discuss individual questions which are not appropriate during class (a question about your particular assignment, a question about the Communications program, your attendance, etc.). Appointments are not necessary, but they help me to prepare for your visit and ensure that I will not be out of the office. My office hours are specified on the first page of the syllabus.

Email: I will use CCSJ's email to send urgent announcements about class or assignments. You should use CCSJ's email to communicate about absences and to ask small but important questions (e.g. clarification about an assignment). Don't use email to request information or materials readily available elsewhere (e.g. due dates ← listed on the syllabus, handouts ← available on Blackboard). I generally respond to emails within 24-48 hours with the exception of breaks/holidays when I may be unavailable until the next scheduled work day.

Phone Calls: Reserve phone calls for urgent communications. For example, call if you have a flat tire and will be unable to make it to class or if you have been snowed in. My office phone number is (219) 473-4322.

In all instances (Blackboard, office hours, email, phone), remember that communication with college instructors should *always* maintain standards of professionalism and formality.

Withdrawing from Class

After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources

Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a "reasonable accommodation" because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.