
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 for
EWPC 250: Introduction to Textual Studies
Spring, 2018

Instructor: Dr. Chris Buczinsky

Office Number: 177

Office Phone: 219-473-4250

E-mail: cbuczinsky@ccsj.edu

Office Hours:

Mondays	7:00 a.m.-8:30 a.m.
Tuesdays	12:00 p.m.-3:00 p.m.
Wednesdays	7:00 a.m.-8:30 a.m.

Instructor Background: I am the son of a New York City Homicide Detective and an Italian Beauty Queen. I was born and raised in New York, graduating from high school in Arizona. I attended Northwest Nazarene College, a small Christian liberal arts college in Nampa, Idaho, and then I earned my B.A. in English Education from Northern Arizona University. I taught high school in Flagstaff, Arizona and then earned my Ph.D. in English from Northwestern in 1994. Before settling into academic life, I was a children's poet/performer/illustrator, and an assistant editor for *The Plumbing and Heating Contractor News*. This is my 15th year at CCSJ where I teach writing, literature, and the humanities.

Course Description:

This course introduces students to the fundamentals of textual study and initiates students into the art of reading texts of all kinds, from traditional poems, stories, and essays to video commercials, films, and TV dramas. Through close reading and the use of a variety of critical lenses, the course teaches students the fundamentals of reading cultural texts with insight and the craft of writing about them with grace and style. Prerequisite: EWPC 103

Course Time: Monday and Wednesdays 1:45-3:15 **Classroom:** 268 and 263

Required Books and Materials:

Pygmalion by George Bernard Shaw

Fahrenheit 451 by Ray Bradbury

The News: A User's Manual by Alain de Botton

Learning Outcomes/ Competencies:

1. Students will know their own history as readers and writers and the ways in which stories forge our personal identities.
2. Students will begin to understand the features of the contemporary media environment, the dominance of entertainment, and the nature of the news.
3. Students will analyze a variety of texts: classifying, summarizing, outlining, and interpreting poems, short stories, novels, plays, films, television shows, and commercials.
4. Students will synthesize their responses to cultural texts in a variety of writing forms, from narrative and critical essays to TV reviews and film analyses.
5. Students will begin building an electronic portfolio of their writing for their future entry into the job market.

The course objectives listed above meet the following **EWPC program objectives:**

1. Know the principal authors, works, genres, periods, movements, and terms in the Western literary and professional communication traditions.
2. Apply knowledge of rhetoric and grammar to creating and editing a variety of literary, journalistic, and business texts.
3. Analyze a variety of complex nonfiction, literary and professional communications on both global, structural and local sentence levels.
4. Synthesize knowledge of the English language and its literary and professional forms in clear, well-organized, rhetorically-effective English prose, including nonfiction essays, literary texts, and professional communications.

Learning Strategies: The class will use three basic teaching/learning methods:

1. **Chalk Board/Smart Board Talks**—Short talks accompanied by Chalk Board Notes and/or Smart Board close readings. My job is to be clear, informative, and entertaining. Your job is to listen well, take good notes, and ask probing questions.
2. **Fishbowl Discussions.** Group discussion led, monitored, and graded by students. Students form two groups: one in the center discussing, and a second on the outside monitoring the discussion.
3. **Writing Workshops.** The writing workshops give you time to write your papers in class. They enable me to assess your writing ability as an EWPC major and to coach you as you develop your ability to find, organize, and express your ideas.

Experiential Learning Opportunities:

ASSESSMENT

You will be evaluated in **three areas of performance.**

1. The Quizzes	100 pts.
2. The Three Essays	300 pts.
3. Fishbowl Discussions (4 @ 25 pts. each)	100 pts.
4. <u>The Electronic Portfolio</u>	<u>100 pts.</u>
Total	600 pts.

1. The Quizzes (100 pts. total)

Many classes start with a short quiz on the required reading. We will have at least ten (10) of these assignments, each worth ten points. I have scheduled only eight (see the Calendar for quiz dates); that leaves room for at least two pop quizzes. Quizzes can be multiple-choice, matching, short answer, or any combination of these traditional styles.

2. The Three Essays (100 pts. each; 300 pts. total)

Students write three papers for the class, one for each of the major units:

1. The Literary Interpretation (3-5 pages) A literary essay either on the poems, the play, or the novel we study in Unit I. It can be a character analysis, a close reading of a poem, an explication of an important motif or symbol in a story, an interpretation of a work using a particular lens, etc.

2. The News Story Analysis (2-3 pages). An analysis of a news story, either about politics, the world, economics, celebrity, or disaster read in Unit II. It can be a comparison of different news stories on the same event; an analysis of the language a news story uses to discuss a controversial social issue, or a study of how a celebrity is characterized in the news in general.

3. The Ad/Product Essay (2-3 pages). A close reading of the rhetorical strategies used in a video or print advertisement to persuade a buyer to purchase a product.

All of the writing assignments must be submitted to receive a grade in this class. Topics should be cleared with the instructor.

3. The Fishbowl Discussions (25 pts. each; 100 total).

The fishbowl discussions allow you to learn from one another, forcing you to articulate your ideas clearly, so that others can understand, and to listen and respond intelligently to one another. They are practice in evidence-based, civilized discourse on the cultural texts you are studying. See **Fishbowl Discussion Grading Handouts**.

4. The Electronic Portfolio (50 pts. each check; 100 pts. total)

As an EWPC major your foundational marketable skill is your ability to read and write. Whether you are a literature major hoping to become a teacher or a lawyer, a creative writing major with dreams of becoming a novelist, or a communications major aiming to become a political journalist, an electronic portfolio of published pieces is essential.

The Electronic Portfolio is your chance to begin the process of building a writing portfolio for your professional life. Open up an account at www.medium.com and post all three of your major writing assignments (or shorter pieces developed from those assignments) to the site. Students are required to set up an account at the midterm (Check 1; 50 pts.), and have completed all postings by the last day of classes (Check 2: 50 pts.) Students are encouraged to begin reading and following other writers on the site.

Grading Scale

Grades will be assigned based on your performance on the requirements listed above. Students will be assigned final grades based on a traditional scale: A (100-95); A- (94-90); B+ (89-87); B (86-84); B- (83-80); C+ (79-77); C (76-74); C- (73-70); D+ (69-67); D (66-64); D- (63-60); F (59 and below).

Class Schedule

UNIT 1: The Literary Arts

M	Topic	W	Topic
1/15	MLK Day--No Class	1/17	Intros and Syllabus
1/22	Poetry: An Introduction <i>"First Reader" by Billy Collins</i>	1/24	"Thirteen Ways of Looking at a Blackbird" by Wallace Stevens
1/29	The Drama: An Introduction <i>Pygmalion by G. Bernard Shaw</i>	1/31	<i>Pygmalion by G. Bernard Shaw</i> Acts 1-3 Quiz
2/5	<i>Pygmalion by G. Bernard Shaw</i> Acts 4-5 Quiz	2/7	Fishbowl Discussion 1
2/12	The Novel An Introduction <i>Fahrenheit 451 by Ray Bradbury</i> Part 1 Quiz	2/14	Fishbowl Discussion 2
2/19	<i>Fahrenheit 451 by Ray Bradbury</i> Part 2 Quiz	2/21	Writing Workshop
2/26	<i>Fahrenheit 451 by Ray Bradbury</i> Part 3 Quiz Writing Workshop	2/28	Writing Workshop The Literary Analysis Due Electronic Portfolio Check 1

Spring Break: 3/5-3/9

Unit 2 The News

3/12	The News: An Introduction <i>"The Braindead Megaphone"</i>	3/14	<i>New York Times</i> Reading Day
3/19	<i>The News: A User's Manual</i> Chapters I-III Quiz	3/21	<i>The News: A User's Manual</i> Chapters IV-VI Quiz Fishbowl Discussion 3
3/26	<i>The News: A User's Manual</i> Chapters VII-VIII Quiz Writing Workshop	3/28	Writing Workshop The News Analysis Due

UNIT 3 Entertainment: TV Shows and Commercials

4/9	“Soap Powders and Detergents” by Roland Barthes	4/11	The Volvo S60 Little Red Ad: A Shot Analysis
4/16	Episode 1 of “The Original” from <i>Westworld</i> , HBO TV Series	4/18	<i>Westworld</i> Fishbowl Discussion 4
4/23	Writing Workshop	4/25	Final Exam Review <i>Ad Analysis Due</i> <i>Electronic Portfolio Check 2</i>
<i>Final Exam Week</i>			

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.

English Department Attendance Policy

In accordance with English program policy, any student missing more than NINE (9) hours of class 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 birthdays, sport events, illness, work, etc. If a problem arises with your absences, please come and talk to me immediately. *Note: there is no need to contact me if you are going to be absent from class.*

Turning In Your Work

You cannot succeed very well in this class if you do not turn in all your work on the day it is due. Late work may be submitted by one week after it is due, but all late work will be reduced one full letter grade. Accepting work beyond the one-week limit is entirely at my discretion.

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

There are no cell phones allowed in student possession during class. If you have a family emergency or work situation that requires you to have your phone on your person, please ask permission before class. Research has shown that students assimilate and remember information better using hand written notes. The use of laptop computers for note taking is therefore prohibited.

Participating in Class

You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, 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!

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.