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.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2019 (2019-01)

Course: EWPC 096B, Fundamentals of English II

Instructor Name	*Paul Pipik*
Office Number:	*Tutoring Center*
Phone Number:	*(219) 473-4250*
Email:	*ppipik@ccsj.edu*
Hours Available:	*By appointment*
Instructor Background:	*After earning my Associate's Degree in Plastics Processing technology, I joined the United States Navy. I spent five years as a Fleet Marine Force Hospital Corpsman, and two as a Helicopter Search and Rescue Medical Technician. After 9/11, I deployed to Iraq for ten months. Upon return I graduated with a Creative Writing Degree from Western Michigan University. I completed my Master's Degree in the Humanities at the University of Chicago and began teaching college in Benton Harbor, Michigan. I then moved to teaching in Tinley Park and Blue Island, Illinois. Together we will crush this class and get up to speed fast.*

Course Information:

Course Time:	*Tuesday Thursday, 10:15 - 11:45 a.m.*
Classroom:	*260*
Prerequisites:	*None*
Required Books & Materials:	*Laurie Kirzner and Stephen Mandell, Patterns for College Writing with 2016 MLA Update, 13th ed. ISBN: 9781319088064*

Learning Outcomes/Competencies:

This course meets the following objectives:
Students in this course will…
1. *write structurally, grammatically, and mechanically correct sentences.*
2. *write a variety of sentence types using proper coordination and subordination.*
3. *write paragraphs that are appropriate for the situation, purpose, and audience.*
4. *use a dictionary or dictionary website to learn the definition, context, and origin of words and further build a college-level vocabulary.*
5. *use a grammar handbook to identify and correct errors involving spelling and word choice, and to revise fragments, run-ons, and comma splices.*
6. *identify discourse markers commonly associated with particular genres of writing.*
7. *express the main idea of a text orally and in writing and distinguish between main idea and different kinds of support.*
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. *gain greater control over the writing process, including prewriting, drafting, revising, editing and peer review.*
10. *write summaries that are complete, accurate, brief, independent, and neutral and that include attributive tags and structural markers.*

The course also <u>*introduces*</u> *the following General Education Program objectives:*
Students in this course will…
- *read analytically, synthetically, and critically in a variety of genres.*
- *write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.*
- *be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.*

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:
Direct instruction with PowerPoint and other visual aids will be used to provide and reinforce required course content. Students are expected to prepare handwritten notes during periods of direct instruction, including during class discussions. Students' notes should include the day/date of the class session. They should also include a list of unfamiliar vocabulary encountered during direct instruction and class discussions. These notes should be assembled into a chronological archive and stored in a notebook, a folder, or on a digital platform. Student notes may be reviewed and/or collected periodically gauge student participation.

Reading is essential to mastering the learning objectives of this course. Students should be prepared to read, re-read, annotate, summarize, discuss, and analyze texts selected from a wide variety of genres, which may include textbooks, essays, scholarly articles, reportage, editorials, and literary texts. Reading regularly will also help expand students' vocabulary and strengthen their ability to "decode" the meaning, structure, and rhetorical situation of different kinds of texts.

Writing is essential to mastering the learning objectives of this course. Students should be prepared to pre-write (list, brainstorm, freewrite), write (draft), re-write (revise), edit, and publish (print/post) a variety of writing assignments. Students will prepare a mixture of explanatory summaries, elementary academic essays, exploratory and expressive writing assignments (e.g., online discussion forum posts, freewriting, journals, reader response). Students will assemble a portfolio of writing to demonstrate attainment of basic competency in writing.

Oral Communication is essential to mastering the learning objectives of this course. Students should be prepared to formulate their ideas orally during full-class or small-group discussions. Students may also be asked to deliver oral presentations related to course reading and writing assignments.

Individualized Instruction will be provided at various times during the course, particularly to assist students in the writing process. These interactions (e.g., informal paper conferences) provide an opportunity for students to ask questions, respond to instructor feedback, and gain greater control over their personal writing process.

Online Instruction will be incorporated throughout the course. This will include regular use of Blackboard and may include assigned online grammar, vocabulary, reading, and writing exercises and assessments.

Experiential Learning Opportunities:
- *Opportunities will present themselves in various events throughout the semester in the form of events, current events in the news, and local facilities.*

Assessments:	
Proficiency Portfolio	*Students enrolled in EWPC 096 can earn the opportunity to participate in CCSJ's Learning Communities Proficiency Portfolio. The final portfolio demonstrates your proficiency in reading and writing and shows your readiness for English 204 and for college-level writing in general. In order to submit a final portfolio, students need to be (1) passing the course at the time portfolios are collected, and (2) have work deemed adequate for submission to the portfolio review committee by your EWPC 096 instructor. All work in the final portfolio (other than the cover letter) must have been read by the instructor prior to portfolio submission. During finals week, portfolios will be read by committees of CCSJ writing faculty, who will use the CCSJ Rubric for Written Communications to evaluate the portfolios. The following are required materials for the portfolio: • An introductory cover letter (1-1.5 pages) which describes the contents of the portfolio, and uses the contents as evidence in a discussion of the students' understanding of their writing (including but not limited to the final products, their process, and their strengths and weaknesses as readers and writers.) • The Persuasive Essay or Expository Essay (3-5 pages) plus one rough draft, including comments from the instructor • At least*

one objective summary (1 page) • An in-class competency essay (2-3 pages) administered toward the end of the semester based on writing prompt common to all English 103 sections You also have the option of including other written work, perhaps from another class at CCSJ. This is completely optional. You will be preparing all semester for the final portfolio and will have the option of revising all of your work except for the in-class essay and the cover letter. Students who pass the Proficiency Portfolio have the option to earn credit for EWPC 103 and to proceed to EWPC 204 at the appropriate point in their Gen Ed sequence, saving students valuable time and money. Students whose portfolios do not pass the portfolio evaluation, but who have earned a passing grade in EWPC 096, will be enrolled in EWPC 103 the following semester, as is customary. If your portfolio is deemed exemplary, you may become eligible for the St. Gaspar's Honors Learning Community

Major Assignments:			
	Summary Paragraphs & Portfolio	*250 (5 @ 50 pts)*	
	Reading to Write Assignments	*400 (4 @ 100 pts)*	
	I-XL coursework	*100 (10 @ 10 pts)*	
	Weekly Class Assignments	*150*	
	Attendance & Participation	*100 pass/fail*	
		1000 total points	

Grading Scale:	*100% – 92%: A*	*91% – 90%: A-*	
	89% – 88%: B+	*87% – 82%: B*	*81% – 80%: B-*
	79% – 78%: C+	*77% – 72%: C*	*71% – 70%: C-*
	69% – 68%: D+	*67% – 62%: D*	*61% – 60%: D-*
	59% and below: F		

Course Schedule:

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

Date	Tuesday	Thursday
27, 29 August Week One	*Introductions; Syllabus; On Becoming Academic*	*DUE: DIAGNOSTIC PORTFOLIO Annotate and Summarize a prompt* *READ: Bean,*
3, 5 September Week Two	*DUE: REFLECTIVE WRITING ON BEAN'S TEN DIFFICULTIES* *IXL Grammar Pre-Assessment; preparation for Fish*	*READ: READING #1 Fish 288 PCW, Reading to Write (13-16, 22) Annotating; Discuss Fish*
10, 12 September Week Three	*DUE: REFLECTIVE WRITING ON Fish. RE-READ & ANNOTATE Fish READ: PCW, Integrating Sources and Avoiding Plagiarism (719-21) Online, Chapter 4, "Summary" Writing Process; Intro to Summary*	*DUE: IXL CHECKPOINT SUMMARY READING #1 ROUGH DRAFT [BRING 2 COPIES] [Today's Topic(s): Formatting Documents Using Microsoft Word; Peer review]*
12, 17 September Week Four	*DUE: SUMMARY READING #1 FINAL DRAFT READ: Manjoo 225 [Today's Topic(s): In-class workday to finalize Summary 1*	*DUE: IXL CHECKPOINT [Today's Topic(s): Discuss READING #2; In-class IXL work during last 30 minutes]* *LAST DAY TO WITHDRAW WITHOUT INSTRUCTOR APPROVAL (9/20)*
19, 24 September Week Five	*DUE: ANNOTATE Manjoo ORAL PRESENTATION ON Manjoo [Today's Topic(s): Students present about a paragraph from Reading #2]*	*DUE: IXL CHECKPOINT SUMMARY 2 ROUGH DRAFT 1 [BRING 2 COPIES] [Today's Topic(s): Peer review]*
26 September 1 October Week Six	*DUE: SUMMARY 2 FINAL DRAFT [Today's Topic(s): Introduction to "Comparison & Contrast"]*	*READ: Tannen 421 PCW, Chapter 11, "Comparison and Contrast" (369-75) PCW, Chapter 2, "Invention" (27-40) PCW, Chapter 3, "Arrangement" (49-60) [Today's Topic(s): In-class work day on Comparison & Contrast Paragraph]*
3, 8 October Week Seven	*DUE: COMPARISON & CONTRAST PARAGRAPH ROUGH DRAFT*	*DUE: COMPARISON & CONTRAST PARAGRAPH ROUGH DRAFT*

	[Today's Topic(s): Individual Paper Conferences, Day 1 of 2]	[Today's Topic(s): Individual Paper Conferences, Day 2 of 2]
10, 15 October Week Eight	DUE: IXL CHECKPOINT (Modules 1-6 completed) COMPARISON & CONTRAST PARAGRAPH FINAL DRAFT [Today's Topic(s): IXL Grammar Post-Assessment; IXL Vocabulary Pre-Assessment	READ: Berne 175 PCW, Chapter 6, "Narration" (97-101) PCW, Chapter 7, "Description" (151-160) [Today's Topic(s): Discuss Berne; Introduce "Narration"]
17, 22 October Week Nine	[Today's Topic(s): In-class work day on Narration/Description paragraphs]	IXL CHECKPOINT [Today's Topic(s): In-class work day on Narration/Description paragraphs]
24, 29 October Week Ten	CCSJ ANNUAL HUMANITIES FESTIVAL class will not meet this week. attend five events during the Humanities Festival. A sign-in sheet will be available	CCSJ ANNUAL HUMANITIES FESTIVAL class will not meet this week. attend five events during the Humanities Festival. A sign-in sheet will be available
31 October, 5 November Week Eleven	DUE: NARRATION AND DESCRIPTION PARAGRAPHS FINAL DRAFT READ: Tan 463 PCW, Chapter 12, "Classification and Division" (433-435) [Today's Topic(s): Introduction to Classification and Division; Pre-writing for paragraph]	DUE: IXL CHECKPOINT [Today's Topic(s): In-class work day on Classification and Division paragraphs]
7, 12 November Week Twelve	[Today's Topic(s): In-class work day on Classification and Division paragraphs]	DUE: CLASSIFICATION AND DIVISION PARAGRAPHS ROUGH DRAFT [Today's Topic(s): IXL in-class work day—final IXL Checkpoint next week!]
14, 19 November Week Thirteen	DUE: CLASSIFICATION AND DIVISION PARAGRAPHS FINAL DRAFT CLASSIFICATION AND DIVISION (ORAL PRESENTATION)	IXL CHECKPOINT (Modules 7-9 completed) [Today's Topic(s): IXL Vocabulary Post-Assessment; Final Portfolio Instructions]

21,26 November Week Fourteen	*[Today's Topic(s): In-class essay based on shared prompt for Final Portfolio]*	*FALL BREAK (NOVEMBER 25-30)*
28 November 3 December Week Fifteen	*FALL BREAK (NOVEMBER 25-30)*	*Today's Topic(s): In-class work day – prepare cover letter Final Portfolio]* *LAST DAY TO WITHDRAW WITH INSTRUCTOR APPROVAL (12/6)*
5, 10 December	*DUE: REFLECTIVE WRITING ON EWPC 096 (In-Class)[Today's Topic(s): IDEA Course Evaluations]*	*Wed 12/11 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. 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 more than SIX (6) hours of class will receive a zero (0) for the attendance portion of their final grade.* *In accordance with the English Program attendance policy, any student missing more than NINE (9) hours of class will receive an F (a failing grade) for the course.*
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. Work is to be turned in at the beginning of class on the due date listed on the course syllabus or stated by the instructor in-class or online. 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 the instructor via email prior to the next scheduled class session.* *Missed In-class Work: Cannot be made up.*
Meeting Standards for Classroom Behavior	• *Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.*

- *Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.*
- *Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.*
- *NO PHONE/COMPUTER USE IN CLASS. All phones must be silenced and placed on the front table. No texting, talking, or social media.*

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.*

Doing Your Own Work

If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite

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

Sharing Your Class Experience

Your voice matters! 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 in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

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.).   Contact me directly to arrange time to meet. I will be delighted to speak with you about any aspect of class. If an obstacle to your success arises, get me involved.

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 business 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.

	Resources
CCSJ Book Rental Program	*The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.*
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 Crown Counseling, 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 the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.*
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.*