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**Calumet College**

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**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.*

*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**

<b>Course: EWPC 103D, English Composition</b>
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<b>Instructor Information:</b>	
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<b>Instructor Name</b>	Jennifer Young
<b>Office Number:</b>	Office of the First Year Experience, room 183
<b>Phone Number:</b>	219-473-4285
<b>Email:</b>	<a href="mailto:jyoung@ccsj.edu">jyoung@ccsj.edu</a>
<b>Office Hours:</b>	To be determined by your needs and my availability. I will spend time in the Student Success Center and in my office, and we will work out where I should be and when once we all have settled in to our schedules for the semester.

**Instructor Background:** I grew up in the Region and attended Purdue University in Hammond for a BA in English and Philosophy. I stayed there for graduate school and taught while I earned a MA in English. I also taught at other local colleges before being hired for full-time work as the Learning Community Coordinator at CCSJ. That job has evolved into Director of First Year Experience and Coordinator of General Education Composition. Because of what I have done as a student and what I have seen as a teacher, I know that good writing takes a lot of work. I also know that every one of us is capable of that work. We can write well -- and good writing can change the world.

<b>Course Information:</b>	
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<b>Course Time:</b>	Tuesday and Thursday from 10:15-11:45
<b>Classroom:</b>	182
<b>Prerequisites:</b>	Successful completion of EWPC 096 or equivalent score on placement test
<b>Required Books and Materials:</b>	Mukherjee, Siddhartha, editor. <i>The Best American Science and Nature Writing 2013</i> . Houghton Mifflin Harcourt, 2013. Skloot, Rebecca. <i>The Immortal Life of Henrietta Lacks</i> . Broadway Paperbacks, 2011.

**Learning Outcomes/ Competencies:**

*This course meets the following objectives:*

Students in this course will...

- write a variety of clear, grammatically correct sentences.
- actively read and annotate a variety of texts across the curriculum.
- understand and gain greater control over all the phases of the writing process: prewriting, writing, revising, and editing.
- write organized and well-developed familiar, expository, and persuasive essays.
- understand the elements of rhetorical situations in both reading and writing.

*The course also introduces 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.
- 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.
- appreciate, create, and critique the persuasive power of art and media.
- apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

**This course meets Calumet College of St. Joseph's Signature Assignment requirement to demonstrate fundamental competency in written and/or oral communications.**

**Course Description:** In this course students learn the concepts and skills needed to write an effective, college-level expository essay. Through both traditional and workshop methods, students gain greater control over the writing process, essay organization, paragraph construction, and sentence grammar. Before successfully completing the course, students must demonstrate basic competency in a portfolio of semester writing. (*This course is a CCSJ General Education requirement.*)

**Learning Strategies:**

We will do anything and everything to make sure you are the best readers, writers, and thinkers you can be at the end of the semester. Sometimes I will lecture, which really means I will take some time to explain a concept. We will read a lot and talk about other people's writing choices. We will watch some videos and think about all the ways that our language is used to convey messages. Sometimes we will have big and little group discussions. You will go through the writing process of thinking, drafting, revising, and editing. We will be Open to Growth and work to become Intellectually Competent!

**Direct Instruction**

Direct instruction with PowerPoint and other visual aids will be used to provide students with the required content. In addition, direct instruction will allow students to practice note taking and other organizational skills. It is recommended that students dedicate a notebook or digital file to course notes.

**Reading**

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

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

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.

### Small Group Instruction & Class Discussions

Small group activities based on course objectives will be provided to students in class. These activities are designed to foster hands-on practice with the skills presented in direct instruction, scaffold learning for all students, as well as to encourage a conversation about the craft of writing.

### Writer's Workshop

Writer's workshop will be used to improve writing in at the individual level. Instructor will work one-on-one with students to provide specific, meaningful feedback that can be used to improve writing and prepare students for the competency portfolio.

### Experiential Learning Opportunities:

We are going to try to get our writing published this semester and at least let outsiders read and experience our writing. And if it does not happen now, maybe it will happen in the future!

## Assessments:

<b>Major Assignments:</b>	The Familiar Essay (5 Paragraphs) 50 points The Expository Essay (3-5 Pages) 100 points The Persuasive Essay (4-5 Pages) 150 points Summaries (4-5 total, each 1 page) 100 points IXL Work 100 points <u>Other assignments</u> 100 points 600 points possible
<b>The Proficiency Portfolio:</b>	Because English 103 is a competency-based course, 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 passing the course at the time portfolios are collected. 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. <b>Students whose portfolios do not pass the portfolio evaluation will receive an F for the course regardless of the grade they were earning before they submitted the portfolio because they have failed to meet a minimal competency in college-level composition.</b>  The following are required materials for the portfolio: <ul style="list-style-type: none"><li>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'</li></ul>

	<p>understanding of their writing (including but not limited to the final products, their process, and their strengths and weaknesses as readers and writers)</p> <ul style="list-style-type: none"> <li>• The Persuasive Essay or the Expository Essay (3-5 pages) plus one rough draft, including comments from the instructor</li> <li>• At least one objective summary (1 page)</li> <li>• An in-class competency essay (2-3 pages) administered toward the end of the semester based on a writing prompt common to all English 103 sections</li> </ul> <p>Students also have the option of including other written work, perhaps from another class at CCSJ. This is completely optional.</p> <p>Students will be preparing all semester for the final portfolio and will have the option of revising all of their work except for the in-class essay and the cover letter. <b>If a student's portfolio fails to meet minimal competencies, that student will receive a final grade of F for the course and will need to repeat it.</b> If a student's portfolio is deemed <i>exemplary</i>, that student may become eligible for the St. Gaspar's Honors Learning Community.</p>															
<b>Class Participation:</b>	Class participation will be reflected in the quality of submitted work. If you are engaged and paying attention, your writing will be awesome and you will earn high marks, and, more importantly, the quality and quantity of what you learn will exceed standards and expectations.															
<p><b>Grading Scale:</b></p> <table border="0"> <tr> <td>100% – 92%: A</td> <td>91% – 90%: A-</td> <td></td> </tr> <tr> <td>89% – 88%: B+</td> <td>87% – 82%: B</td> <td>81% – 80%: B-</td> </tr> <tr> <td>79% – 78%: C+</td> <td>77% – 72%: C</td> <td>71% – 70%: C-</td> </tr> <tr> <td>69% – 68%: D+</td> <td>67% – 62%: D</td> <td>61% – 60%: D-</td> </tr> <tr> <td>59% and below:</td> <td>F</td> <td></td> </tr> </table>		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	
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59% and below:	F															

### Course Schedule:

	In-class Tasks	Homework
Week 1	Introductions, CW 1, IXL Diagnostic, Thinking 1, and Begin Reading 1	Annotate Reading 1 Complete your IXL Diagnostic Check Blackboard for additional assignments
Week 2	Review Summary Rules, Discuss Reading 1, Begin Writing Summary 1, Introduce and Begin Personal Essay	Draft Summary 1 Draft Personal Essay Check Blackboard for additional assignments
Week 3	Personal Essay Workshop, Summary 1 Workshop and Submission, Begin Reading 2	Revise and Submit Summary 1 Revise Personal Essay Annotate Reading 2 Check Blackboard for additional assignments
Week 4	Thinking 2, Discuss Reading 2, and Begin Summary 2	Submit Personal Essay Submit Summary 2 Begin Reading 3 Check Blackboard for additional assignments

Week 5	Discuss Reading 3 and Begin Expository Essay	Submit Summary 3 Draft Expository Essay Check Blackboard for additional assignments
Week 6	Expository Essay Workshop	Revise Expository Essay Begin Reading 4 Check Blackboard for additional assignments
Week 7	Midterm Meetings	Check Blackboard for additional assignments
Week 8	Discuss Reading 4 and Regroup	Draft Summary 4 Check Blackboard for additional assignments
Week 9	Workshop Summary 4 and Prepare for Humanities Fest	Submit Summary 4 Check Blackboard for additional assignments
Week 10	Humanities Fest	ATTEND HUMANITIES FEST
Week 11	Persuasive Essay begins	Draft Persuasive Essay Check Blackboard for additional assignments
Week 12	In-class Essay and Workshop Persuasive Essay	Submit Persuasive Essay Check Blackboard for additional assignments
Week 13	Thanksgiving Break	Take a break and be Thankful
Week 14	Real-World Writing Project and Presentations	Check Blackboard for additional assignments
Week 15	Real-World Writing Project and Presentations	Check Blackboard for additional assignments
Week 16	Portfolio Workshops and Submissions	Finalize EWPC Competency Portfolio and complete any remaining tasks.

**I reserve the right to change this schedule to meet the needs of the class, and you can wager it will change as we learn more about each other and your learning needs.**

<b>Responsibilities</b>	
<b>Attending Class</b>	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 <b>more</b> responsibilities to keep up and meet the objectives of this course. You have paid for and agreed to attend this course. That has created a set of obligations for both of us. I am to come to class knowledgeable and prepared to help you become good college-level readers, writers, researchers, and thinkers. In doing that, I will be respectful of your time (coming and going as the schedule dictates, assigning manageable amounts of homework, and returning work with feedback within an appropriate time). I expect the same from you. You are to come and go as the schedule dictates, complete the assigned tasks, ask questions when they are appropriate, and engage in the course as a student concerned for his or her own growth and the growth of his or her classmates.

<p><b>Turning In Your Work</b></p>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>This course will use a domino analogy when discussing research with a purpose, but it is also helpful to think of all of your assignments as a line of dominoes. Each one is lined up in such a way as to have an immediate and measurable impact on the next. Just as skipping a domino or misplacing it ruins the line, failing to submit an assignment will also greatly impede your success in the course. A missed assignment becomes an obstacle instead of a step towards a finished product.</p> <p>In order to avoid obstacles, we are going to firmly adhere to deadlines and say that NO late work will be accepted. An exception to this rule will be made once per student so that one assignment can be submitted no more than 24 hours late.</p>
<p><b>Meeting Standards for Classroom Behavior</b></p>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> 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.</li> <li>• <b>Come prepared.</b> 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.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions.</li> </ul>
<p><b>CCSJ Student Honor Code</b></p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<p><b>Doing Your Own Work</b></p>	<p>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.</p> <p>This course has a zero tolerance policy for plagiarism. It is a lazy and cowardly way out of doing your own work. Do not plagiarize.</p> <p>All instances of plagiarism are reported to the VP for Academic Affairs. In the course, the first instance gets you yelled at with a POSSIBLE chance to fix your mistakes. The second instance results in a permanent and irreparable zero. The third instance is an F for the course</p>

	<p>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 <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	<p>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!</p>
<b>Withdrawing from Class</b>	<p>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.</p>

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	<p>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 <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a>. <b>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.</b></p>
<b>Student Success Center</b>	<p>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.</p>
<b>Disability Services</b>	<p>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.</p>
<b>Student Assistance Program</b>	<p>Through a partnership with <b>Crown Counseling</b>, 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, <b>contact Kerry Knowles SAP Counselor</b>, at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a>.</p>
<b>CCSJ Alerts</b>	<p>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: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p>