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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.*

**COURSE SYLLABUS, Fall 2017****Course: EWPC 104****Instructor Information:**

<b>Instructor Name</b>	Niki Avina
<b>Office Number:</b>	Student Success Center (tutoring area in library)
<b>Email:</b>	navina@ccsj.edu
<b>Hours Available:</b>	Monday & Wednesday 10 AM- 2 PM
<b>Instructor Background:</b> After earning my undergraduate degree in Elementary Education from the University of Evansville, I began my teaching career while working to earn a graduate degree in Elementary Curriculum Design from Indiana Wesleyan University. My teaching career has been filled with variety as I've worked with learners from first through eighth grade in a number of subject areas. My last ten years in the classroom were spent as a middle school Language Arts teacher, working to build solid foundations in young writers. In 2005, I also began teaching night classes at the college level to help foster both a foundation for college writing and a love for the craft of writing. Outside of my teaching career, I am a founding board member of Hannah's Hope, a local charity, and mom to two young daughters. I look forward to working with you this semester as you grow as a writer.	

**Course Information:**

<b>Course Time:</b> Monday & Wednesday, 10:15-11:45 AM	
<b>Classroom:</b>	182
<b>Prerequisites:</b>	EWPC 103; Passing score on proficiency portfolio
<b>Required Books and Materials:</b>	<i>They Say I Say</i> by Graff & Birkenstein <i>The Concise Wadsworth Handbook</i> , Kirsznner & Mandell Additional readings provided via Blackboard
<b>Learning Outcomes/ Competencies:</b> The students will write 10-pages of source-based writing that states and defends a thesis, that uses and correctly cites reliable sources to bolster their arguments, and that acknowledges and adequately responds to opposing opinions. Students will write at least one evidence-based, inquiry-driven	

academic essay.

**The students will know how to write using sources, gracefully blending quotations and paraphrases into their own writing and correctly punctuating both in-line and block quotations.**

- The student will use the library to find sources, efficiently searching the electronic catalog, Internet search engines, and electronic databases.
- The students will effectively evaluate Internet resources, accurately judging the reliability of websites and other online resources.
- The students will use online resources to properly format research writing in MLA style as well as an appropriate citation style for majors.

**The students will summarize non-fiction texts, identifying their main point or thesis and summarizing the main idea and argument.**

- The students will effectively read a variety of academic sources: books, abstracts, newspapers, magazines, and articles in academic and popular journals.
- The student will know how to systematically skim and pre-read the title, the table of contents, preface, introduction, and index of a book.
- The students will actively read non-fiction texts, using effective annotation and highlighting techniques.
- The students will analyze an article, outlining its major divisions and showing how the parts work together to support its thesis.

**The students will understand the conventions of academic argument.**

- The students will understand the elements of an argument (including claim, reasons, evidence, and warrants) and analyze the arguments of sources.
- The students will identify and avoid fallacies of reasoning, including equivocation, either/or, hasty generalizations, faulty analogies, begging the question, argument ad hominem, red herrings, etc.
- The students will understand ethical and emotional appeals in persuasive writing and the importance of adjusting argument and style for particular audiences.

**This course meets the following General Education objectives:**

- Students will read analytically, synthetically, and critically in a variety of genres.
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- Students will 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:** This course teaches students the concepts and skills needed to read and write with sources. Students learn how to find, read, summarize, and respond to a variety of college level texts. It teaches students print and electronic search techniques, analytic and synthetic reading skills, and the conventions of academic argument, culminating in ten pages of source-based writing.

**Learning Strategies:**

**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.

**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 technique.

**Experiential Learning Opportunities:** none

### Assessments:

<b>Major Assignments:</b>	Research Project** Opinion Report Summary Report Foundational Class Assignments Attendance & Participation  **Research project consists of several assignments completed throughout the semester.	500** 100 100 100 <u>200</u> 1000 total points
<b>Class Participation:</b>	At the end of the semester, you will receive points for the quality and frequency of your class participation. Participation includes discussing readings, taking notes, as well as listening to and assisting your peers. <b>Your participation score hinges upon you having drafts prepared on time and readings completed in advance of the class session.</b>	

**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

\*\*This schedule is tentative. I reserve the right to change this schedule to meet the needs of the class. Check Blackboard often for updates, which will be posted in announcements.

#### Part One

This course is broken up into two parts—part one will build a strong foundation of academic research skills including evaluating sources, summarization, and proper citation. In addition, readings and research assignments provide practice with these skills and a foundation for the research project.

Week	Monday	Wednesday
<b>Week 1 Jan. 15 &amp; 17</b>	<b>No class- MLK Day</b>	Welcome & Introductions Course Basics Getting Connected <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. Send Email to <a href="mailto:navina@ccsj.edu">navina@ccsj.edu</a></li> <li>2. Post a short introduction in the Blackboard discussion.</li> <li>3. Read the “They Say” section of your textbook-pgs. 1-51</li> </ol>
<b>Week 2 Jan. 22 &amp; 24</b>	Discuss Reading Academic Summarizing Sentence Structure Modeling #1	Discuss article #1 Summary stations <b>Assignments:</b>

	<b><u>Assignments:</u></b> 1. Read and annotate article #1 (provided in print and on Blackboard)	1. Sentence Modeling #2 2. Summary of article #1
<b>Week 3</b> <b>Jan. 29 &amp; 31</b>	MLA Guidelines <b><u>Assignments:</u></b> 1. Source scavenger hunt	Finding & Evaluating Sources <b><u>Assignments:</u></b> 1. Sentence Modeling #3 2. Read "I Say" section of your textbook- pgs. 55-101
<b>Week 4</b> <b>Feb. 5 &amp; 7</b>	Discuss textbook reading Avoiding Plagiarism (game) <b><u>Assignments:</u></b> 1. Read and annotate article #2 (provided in print and on Blackboard)	Discuss article #2 Brainstorm related topics of interest Paraphrasing and Direct Quotation- purpose and proper usage <b><u>Assignments:</u></b> 1. Sentence Modeling #4
<b>Week 5</b> <b>Feb. 12 &amp; 14</b>	Research Stations Exercise <b><u>Assignments:</u></b> 1. Complete stations (if necessary)	Using inquiry to guide academic research <b><u>Assignments:</u></b> 1. Sentence Modeling #5 2. Read "Tying it All Together" section of your textbook- pgs. 105-159
<b>Week 6</b> <b>Feb. 19 &amp; 21</b>	Discuss textbook reading Creating a thesis- Goldilocks activity  <b><u>Assignments:</u></b> 1. Use rule of 3 to create possible thesis for your work	Effective outlines <b><u>Assignments:</u></b> 1. Sentence Modeling #6 2. Read pgs. 163-183 in your textbook
<b>Week 7</b> <b>Feb. 26 &amp; 28</b>	Annotated Bibliography Examples Research & Outline <b><u>Assignments:</u></b> 1. Annotated bibliography due Mar. 12	Goldilocks revisited Outline creation (template) <b><u>Assignments:</u></b> 1. Annotated bibliography due Mar. 12 2. Sentence Modeling #7
<b>Spring Break</b> <b>Mar. 5 &amp; 7</b>	<b>Spring Break- No class</b>	<b>Spring Break- No class</b>
<b>Part Two</b> Part two of this course requires you to apply your skills and knowledge to create a coherent, argument-based academic essay and presentation. You will design a unique thesis for a topic and conduct academic research based on the broad ideas covered in part one.		
<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
<b>Week 8</b> <b>Mar. 12 &amp; 14</b>	MLA template creation Tips for getting started <b><u>Assignments:</u></b> 1. Write essay draft—part one due Mar. 19	Writer's Workshop: instructor conferences and in-class drafting <b><u>Assignments:</u></b> 1. Write essay draft—part one due Mar. 19
<b>Week 9</b> <b>Mar. 19 &amp; 21</b>	Sentence Structure evaluation  <b><u>Assignments:</u></b> 1. Continue drafting—part two due Mar. 26	Writer's Workshop: instructor conferences and in-class drafting <b><u>Assignments:</u></b> 1. Continue drafting—part two due Mar. 26
<b>Week 10</b> <b>Mar. 26 &amp; 28</b>	Effective Word Choice  <b><u>Assignments:</u></b>	Writer's Workshop: instructor conferences and in-class drafting <b><u>Assignments:</u></b>

	1. Completed draft due April 2	1. Completed draft due April 2
<b>Week 11</b> <b>Apr. 2 &amp; 4</b>	Essay- Peer review <b><u>Assignments:</u></b>	Essay- self evaluation <b><u>Assignments:</u></b> 1. Revise essay using checklist
<b>Week 12</b> <b>Apr. 9 &amp; 11</b>	<i>The Pit &amp; the Peak</i> Exercise <b><u>Assignments:</u></b> 1. Final revisions 2. Complete and submit final draft	<b>**Final Research Paper Due!**</b> Reflection model & overview Presentation overview and questions <b><u>Assignments:</u></b> 1. Outline presentation, print and bring to class
<b>Week 13</b> <b>Apr. 16 &amp; 18</b>	<b><u>Assignments:</u></b> 1. Prepare presentation materials	Instructor conferences—arrive only at your assigned conference time. <b><u>Assignments:</u></b> 1. Prepare presentation materials
<b>Week 14</b> <b>Apr. 23 &amp; 25</b>	Presentations <b><u>Assignments:</u></b> 1. Reading assignment #4	Presentations Discuss reading <b><u>Assignments:</u></b>
<b>Week 15</b> <b>Apr. 31 &amp; May 2</b>	Presentations Discuss reading in relation to reflection assignment. <b><u>Assignments:</u></b> 1. Revision and reflection assignment due by May 7 at midnight.	Presentations Preparing for your major—APA & MLA templates and tips <b><u>Assignments:</u></b> 1. Revision and reflection assignment due by May 7 at midnight.
<b>Week 16</b> <b>May 7 &amp; 9</b>	<b>Finals Week</b> I'm available in tutoring center if you need assistance or have questions.	<b>Finals Week- No class</b> Final grades will be posted on BB by end of day today.

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>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 <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>In accordance with EWPC program policy, <b>any student missing more than NINE (9) hours of class will receive an F.</b> 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, sports events, illness, work, etc. Your grade will be affected by each class you miss. These deductions cannot be made up. If a problem arises with your absences, please come and talk to me immediately.</p>
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work on the day it is due. Unless stated otherwise, all work should be typed, in MLA format, and turned in via the assignment link in Blackboard. Please note

	<p>that time stamp in Blackboard will be used for determining lateness of work.</p> <p>Late work will be accepted for one week past the due date for half credit. Beyond one week, late assignments will not be given points.</p>
<b>CCSJ Student Honor Code</b>	<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>
<b>Using Electronic Devices</b>	<p>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.</p>
<b>Participating in Class</b>	<p>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.</p>
<b>Doing Your Own Work</b>	<p>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.</p> <p>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.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Tracking Your Progress</b>	<p>The grade book in Blackboard will be kept up to date as assignments are submitted. Please be aware that lengthy writing assignments take longer to grade and may not be available as quickly as other assignments.</p> <p>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.</p>
<b>Sharing Your Class Experience</b>	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <b>essential</b> 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), you may withdraw from a course by following the</p>

	policy outlined in the CCSJ Course Catalog.
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<b>Resources</b>	
<b>Student Success Center:</b>	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.
<b>Disability Services:</b>	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.
<b>Student Assistance Program</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.
<b>CCSJ Alerts:</b>	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> .

## Emergency Procedures

### MEDICAL EMERGENCY

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Do not move the patient unless safety dictates.</li> <li>3. Have someone direct emergency personnel to patient.</li> <li>4. If trained: Use pressure to stop bleeding.</li> <li>5. Provide basic life support as needed.</li> </ol>

### FIRE

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Pull alarm (located by EXIT doors).</li> <li>2. Leave the building.</li> <li>3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> <li>• Location of the fire within the building.</li> <li>• A description of the fire and how it started (if known)</li> </ul> </li> </ol>

### 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**

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Secure the area.</li> <li>3. Assist the injured.</li> <li>4. Evacuate if necessary.</li> </ol>

**TORNADO**

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Avoid automobiles and open areas.</li> <li>2. Move to a basement or corridor.</li> <li>3. Stay away from windows.</li> <li>4. Do not call 911 unless you require emergency assistance.</li> </ol>

**SHELTER IN PLACE**

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Stay inside a building.</li> <li>2. Seek inside shelter if outside.</li> <li>3. Seal off openings to your room if possible.</li> <li>4. Remain in place until you are told that it is safe to leave.</li> </ol>

**BOMB THREATS**

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. If a suspicious object is observed (e.g. a bag or package left unattended): <ul style="list-style-type: none"> <li>• Don't touch it!</li> <li>• Evacuate the area.</li> </ul> </li> </ol>



## 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.