
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, Spring 2018

Course: EWPC 204 Academic Reading and Writing
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Instructor Information:	
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Instructor Name	Jennifer Young
Office Number:	179
Phone Number:	219-473-4285
Email:	jyoung@ccsj.edu
Hours Available:	In Student Success Center M/W from 11-3:30 and T/R from 12-4:30
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. Because of 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.	

Course Information:	
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Course Time: Monday and Wednesday from 8:30-10 AM	
Classroom: 182	
Prerequisites: Passing grade in EWPC 103 with Portfolio or Transfer/Duel Credit Equivalent	
Required Books and Materials:	Meeks, Stephanie, and Kevin C. Murphy. <i>The Past And Future City</i> . Island Press, 2016.
	Kaufman, Ned, editor. <i>Place, Race, And Story</i> . Routledge, 2009.
Reliable access to Blackboard and CCSJ e-mail (which should both be checked regularly)	

Learning Outcomes/ Competencies:

Students in this course 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.
- Summarize non-fiction texts, identifying their main point or thesis and summarizing the main idea and argument.
- Understand the conventions of academic argument.

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.
- Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
- Students will appreciate, create, and critique the persuasive power of art and media.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

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:

As part of your General Education capstone requirements, this course warrants an all-hands-on-deck approach. We will exercise nearly every possible learning and teaching strategy in order to ensure that all students are ready to leave General Education and move towards graduation. Students can expect lectures, readings, lots of homework and in-class assignments, group work, and the utilization of campus and community resources.

Experiential Learning Opportunities:

Students will have two opportunities to take the coursework outside of the course. The first will be to submit the completed research to an undergraduate research conference. The second will be to take the project to its intended non-academic audience.

Assessments:	
Major Assignments:	Summaries –Objective and fair to the original source Essay – Written to academic standards and based on valid research Project – Formulated from the essay and designed for a specific rhetorical situation Additional Work as Required and Assigned General Education Capstone Proficiency Portfolio

<p>General Education Capstone Proficiency Portfolio</p>	<p>EWPC 204 is the first course of a two-course Capstone Experience to General Education at CCSJ. Because English 204 is a competency-based course, the final portfolio demonstrates your proficiency in reading, writing, and evidence-based reasoning and shows your readiness for THEO 230 and for upper-level academic work in the majors.</p> <p>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 EWPC 204 portfolio (other than the cover letter) must have been evaluated by the instructor prior to portfolio submission.</p> <p>The following are required materials for the portfolio:</p> <ul style="list-style-type: none"> • An introductory cover letter (1-1.5 pages) which describes the contents of the portfolio and argues for your advancement through the curriculum. • A 6 - 10 page evidence-based academic argument within the framework of the course • An annotated bibliography, primary/secondary sources exploration essay, or a series of objective summaries of primary/secondary sources • A "public" project that presents your academic argument to a general audience in a form of your choosing and/or its rhetorical analysis • Another piece of academic writing from a general education course at CCSJ <p>You will be preparing all semester for this portfolio. 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. Students whose portfolios do not pass the portfolio evaluation, based on the course competencies and on the general education competencies, will fail the course.</p>	
<p>Class Participation:</p>	<p>A student's participation in the course will be reflected in the outcomes of his or her work; without engaging in the process, the student will be unable to successfully complete assignments. A student is also required to treat classmates and guests with respect. Straying from the conventions of polite society will not be tolerated. Students whose conduct or demeanor are detrimental to the course and its participants will be asked to leave the room only to return when ready to be a part of something important and bigger than one individual.</p>	
<p>Grading Scale:</p> <p>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</p>		
<p>Course Schedule:</p>		
<p>Class Date</p>	<p>Class Discussion/Activities</p>	<p>Assignments</p>
<p>Week 1 1/17</p>	<p>1. Conversation about Place 2. Begin Shared Reading 1</p>	<p>Annotate Shared Reading 1 Complete Discussion Assignment</p>
<p>Week 2 1/22, 1/24</p>	<p>1. Conversation about Shared Reading 1 and Discussion Assignment 2. Introduction to Research with Purpose</p>	<p>Begin Exploratory Research Brainstorm Proposals</p>
<p>Week 3 1/29, 1/31</p>	<p>1. Conversation about Exploratory Research 2. Source Sharing 3. Groupings and Workshop on Proposals</p>	<p>Proposals due 2/2</p>

Week 4 2/5, 2/7	1. Introduction to Documentation and Summarization with Practice Exercises 2. Summarizing Shared Reading 1 3. Begin Shared Reading 2	Summary Shared Reading 1 Exploratory Research Discussion Assignment
Week 5 2/12, 2/14	1. Conversation about Shared Reading 2 and Discussion Assignment 2. Workshop on Finding Sources 3. Choosing Independent Reading 1	Summary Shared Reading 2 Annotating Independent Reading 1
Week 6 2/19/, 2/21	1. Sharing Independent Readings 2. Introduction to Annotated Bibliography and Exploratory Essay styles	Summary Independent Reading 1 Annotating Independent Reading 2
Week 7 2/26, 2/28	1. Introduction to Problem/Solution Essay and Outlining 2. Introduction to Projects	Summary Independent Reading 2 Begin Composing PS Essay
Week 8 3/5, 3/7	Spring Break	
Week 9 3/12, 3/14	1. Workshop on PS Essay and Source Sharing	Instructor Draft of PS Essay
Week 10 3/19, 3/21	Special Time-Out	
Week 11 3/26, 3/28	1. Revision Workshop 2. Choosing and Planning Projects	Revision of Essay Continuation of Research
Week 12 4/2, 4/4	1. Peer Support 2. Regroup	Revision of Essay Work on Projects
Week 13 4/9, 4/11	Buffer Week To be Used As Needed	
Week 14 4/16, 4/18	Project Workshop	Prepare for Presentations Purdue Conference
Week 15 4/23, 4/25	Presentations	
Week 16 4/30, 5/2	Finals Week Final Paper Revisions	

I reserve the right to change this schedule and will do so to meet the needs of the class.

Responsibilities	
Attending Class	<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 more responsibilities to keep up and meet the objectives of this course.</p> <p>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</p>

	<p>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>
<p>Turning In Your Work</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>CCSJ Student Honor Code</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"> • 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.
<p>Using Electronic Devices</p>	<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> <p>The internet has been a great boon to communication and research, but it is also a wicked distraction. If I can put my phone away and stay off social media for 90 minutes, so can you.</p>
<p>Participating in Class</p>	<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 and be unable to complete any of the day's in-class tasks.</p>
<p>Doing Your Own Work</p>	<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</p>

	<p>each of these manuals, and there are brief checklists in your Student Handbook and Planner.</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>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Tracking Your Progress	<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> <p>Your grade can be determined at any point by dividing the number of points you have earned by the number of points you could have earned from what has been assigned.</p>
Sharing Your Class Experience	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> 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>
Withdrawing from Class	<p>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.</p>

Resources	
Student Success Center:	<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>
Disability Services:	<p>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. For more information, contact the Vice President for Enrollment and Retention, Dr. Dionne Jones-Malone, Office # 611, 219-473-4305.</p>
Student Assistance Program	<p>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.</p>

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 .
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Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 1. Pull alarm (located by EXIT doors). 2. Leave the building. 3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> • 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.