Calumet College of Saint Joseph

You Belong!

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.

COURSE SYLLABUS, Spring 2019

Course: EWPC 204 A	
Instructor Information:	
Instructor Name	Niki Avina
Office Number:	Adjunct office in tutoring center
Phone Number:	219-796-7107
Email:	navina@ccsj.edu
Office Hours:	Monday 12:00-1:00 pm and Wednesday 12:00-1:00pm You may also make an appointment at a time that works for both of our schedules.
Instructor Background: 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. As a middle school Language Arts teacher for ten years, I worked to build solid foundations in young writers. In 2005, I began teaching night classes to help foster not only a foundation for college writing but a love for the craft of writing as well. Outside of my teaching career, I am a founding board member of Hannah's Hope, a charity that helps children in Northwest Indiana with special needs to purchase costly therapy and medical equipment.	

Course Information:	
Course Time:	MW 10:15-11:45 AM
Classroom:	260
Prerequisites:	Successful completion of EWPC 103 with portfolio or equivalent transfer course
Required Books and Materials:	Take the Cannoli by Sarah Vowell What if This Were Enough? By Heather Havrilesky All other readings/resources will be posted in Blackboard.

Learning Outcomes/ Competencies:
Students in this course will:
- know how to find and evaluate the quality of sources
- understand the conventions of academic argument.
- summarize non-fiction texts, identifying thesis, evidence, and reasoning.
- apply the elements of an argument (including claim, reasons, evidence, and warrants) in

their own persuasive argument.
- apply ethical and emotional appeals in persuasive writing and adjust argument and style for particular audiences and purposes.
- analyze and evaluate the arguments of sources, weighing evidence and judging alternative arguments.
- synthesize their research into a persuasive academic essay, smoothly blending quotations and paraphrases into their own writing and applying the conventions of academic argument.
- create a version of their persuasive argument for a non-academic audience
- compile a portfolio of General Education work as evidence of their competence in the General Education program goals.

The course also meets the following General Education and English Program objectives:
- 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.
- 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.
- 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:
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 and prepare students for the competency portfolio.
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
General Education Capstone Proficiency Portfolio

Proficiency Portfolio	Because EWPC 204 is a competency-based course, the final portfolio demonstrates your proficiency in reading, writing, and research as well as shows your readiness for higher-level courses and professional 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. Students whose portfolios do not pass the portfolio evaluation will fail and must retake the course. **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.) • Research paper (8-10 pages) • Real-world project • At least one objective summary (1 page) 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 and the cover letter. If your portfolio fails to meet minimal competencies, you fail and have to retake the course in order to graduate.
Major Assignments:	Research Paper 150 Presentation 50 Real-World Project 50 Academic Summaries 100 Weekly Class Assignments 100
Class Participation	Attendance & Participation 50
Total	Total Course Points: 500

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:

Class Date	Topics & Discussions	Assignments
January 14 & 16	• Introduction to course,	• Research proposal due Jan. 23

	instructor, and classmates • Academic research overview • Writing a research proposal	• Readings: *Vindictively American* and *Music Lessons* • Discussion Post on Blackboard
January 21 & 23	**MLK Day- Class will not meet.** Wednesday- • Share proposals • Academic summary expectations	• Submit proposal to research conference at PNW • Read & Annotate shared reading #1
January 28 & 30	• Discuss and outline reading • "Who is the expert?" activity • EBSCO overview • Conducting Academic Research • Quoting & Paraphrasing	• Shared reading summary due Feb. 4 • Complete "Expert" activity • Research topic—read and annotate articles • Source list due Feb. 4
February 4 & 6	• Organization of Academic Arguments • Working backwards—outline activity • Format & Style tips	• Outline due Feb. 11 • Continue reviewing sources
February 11 & 13	• Research check (bring all annotated research to class) • Discussion of reading • Tips for description	• Reading: *Shooting Dad* • Draft of problem section due Feb. 18
February 18 & 20	• Avoiding plagiarism • Citations & Works Cited	• Draft due Feb. 27
February 25 & 27	• Instructor review • Draft workshop	**Research paper draft due Feb. 27**
March 4 & 6	**Spring Break—Class will not meet**	**Final Research paper due March 20!**
March 11 & 13	• Revising with six traits activity • Peer review	• **Research paper due March 20**
March 18 & 20	• Mini-lessons as needed for writing improvements	• Submit paper to PNW for research conference by Friday.
March 25 & 27	• Project and presentation overview and expectations	• Prepare presentations
April 1 & 3	**Humanities Fest—Underdog** **See Blackboard for posted activities/schedule**	• Reading: *Drive Thru Please*
April 8 & 10	• Drive thru activity • Project & Presentation workshop	• Prepare presentation • Complete *Drive Thru* activity
April 15 & 17	• Portfolio overview • Portfolio workshop • *Take the Cannoli* Activity	• *Take the Cannoli* reflection • Presentation prep
April 22 & 24	• Presentations • Portfolio workshop as needed	• Prepare portfolio pieces • Presentation prep
April 29 & May 1	• Presentations • Portfolio workshop as needed	• Final portfolio must be submitted by end of day May 1

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

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. In accordance with EWPC 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. 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. **Athletes must notify the instructor in advance of any athletic commitments that will result in missed class time in order for it to be excused.**
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. Unless stated otherwise, all work should be typed, in MLA format, and turned in via the assignment link in Blackboard. 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.
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	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.
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, 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 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 may be electronically checked for plagiarism.

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

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.