
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.

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 096A, Fundamentals of English II
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Instructor Name Paul Pipik

Office Number: Tutoring Center

Phone Number: (219) 473-4250

Email: ppipik@ccsj.edu

Hours

Available: Mondays after class, Tuesday mornings in the Counseling center

Instructor

Background:

After earning my Associate's Degree in Plastics Processing technology, I joined the United States Navy. I've spent fifteen 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. I believe in writing as an act of will; a process that raises the common human to a higher plane.

Course Information:

Course Time: Monday, Wednesday 10:15 - 11:45 a.m.

Classroom: 419

Prerequisites: None

**Required Books
& Materials:**

THE IMPOSSIBLE WILL TAKE A LITTLE WHILE A CITIZEN'S GUIDE TO HOPE IN A TIME OF FEAR. Paul Rogat Loeb; New York: Basic Books, 2004; ISBN-13: 978-0465041664

Backpack (Nerdy), Folder, Flash Drive, Stapler

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.

This course meets the following General Education Program objectives:

- Students will read analytically, synthetically, and critically in a variety of genres (introduced).
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation (introduced).
- 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 (introduced).

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:

- **THIS COURSE IS A NO PHONE ZONE. No personal electronics will be allowed in class. At the beginning of class all phones will be silenced and placed in a designated holding area for pickup after class. No headphones will be worn during class. These rules are subject to modification in the case of students who are parents or guardians and in case of emergencies.**

Assessments:

Major Assignments:	Summary Paragraphs and Essays	250 (5 @ 50 pts)	
	Reading to Write Assignments	400 (4 @ 100 pts)	
	IXL coursework	300 (10 @ 30 pts)	
	Weekly Class Assignments	150-various	
		Minimum 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
8 January Week One	Introductions; Syllabus; On Becoming Academic	DUE: DIAGNOSTIC Annotate and Summarize a prompt on the spot https://learning.blogs.nytimes.com/2013/02/19/can-graffiti-ever-be-considered-art/ Precisely: Intro to Summary

		MINIMUM EQUIPMENT
13, 15 January Week Two	Read Pablo Neruda <u>Childhood and Poetry</u> IXL Grammar Pre-Assessment; Annotating; Neruda Prewriting activities Write Summary Gear Showdown	Read Wendell Berry: <u>The Peace of Wild Things</u> D.H. Lawrence <u>Self Pity</u> Annotate Prewrite Summarize The Almighty Outline
20, 22 January Week Three	MLK DAY No CLASS!	READ: Martin Luther King <i>I Have a Dream</i> Speech Annotate Summarize
27, 29 January Week Four	DUE: IXL Login confirmation READ: Victoria Safford The Small Work in The Great Work <i>Today's Topic(s):</i> Formatting Documents Using Microsoft Word; Peer review	Beyond Summaries The Five Paragraph Essay <i>Today's Topic(s):</i> In-class workday
3,5 February Week Five	Read Carla Seaquist <u>Behemoth in a Bathrobe</u> Prewrite Outline Five Paragraph Essay How Fear Holds Me Back <i>LAST DAY TO WITHDRAW WITHOUT INSTRUCTOR APPROVAL 4 February</i>	ORAL PRESENTATION ON Seaquist [<i>Today's Topic(s):</i> Students present about a paragraph from Reading #2]
10, 12 February Week Six	Read K.C. Golden The Inevitability Trap Prewrite Outline Five Paragraph Essay	Read Dylan Thomas <u>Do Not Go Gentle into That Good Night</u> [<i>Today's Topic(s):</i> Introduction to "Comparison & Contrast"]
17,19 February Week Seven	READ: Maya Angelou <u>Still I Rise</u> [<i>Today's Topic(s):</i> In-class work day on Comparison & Contrast Paragraph]	LAB DAY
24,26 February	Compare and Contrast: On the Spot.	DUE: IXL CHECKPOINT (Modules 1-6 completed)

y Week Eight	Alternative Energy [<i>Today's Topic(s)</i> : Individual Paper Conferences, Day 2 of 2]	[<i>Today's Topic(s)</i> : IXL Grammar Post-Assessment; IXL Vocabulary Pre-Assessment
2,4 March Week Nine	SPRING BREAK	SPRING BREAK
9,11 March Week Ten	READ: Prewrite	[<i>Today's Topic(s)</i> : In-class work day on Narration/Description paragraphs]
16,18 March Week Eleven	IXL CHECKPOINT [<i>Today's Topic(s)</i> : In-class work day on Narration/Description paragraphs]	DUE: NARRATION AND DESCRIPTION PARAGRAPHS FINAL DRAFT READ:
23,25 March Week Twelve	DUE: IXL CHECKPOINT [<i>Today's Topic(s)</i> : In-class work day on Classification and Division paragraphs]	[<i>Today's Topic(s)</i> : In-class work day on Classification and Division paragraphs]
30 March, 1 April Week Thirteen	DUE: CLASSIFICATION AND DIVISION PARAGRAPHS ROUGH DRAFT [<i>Today's Topic(s)</i> : IXL in-class work day—final IXL Checkpoint next week!]	DUE: CLASSIFICATION AND DIVISION PARAGRAPHS FINAL DRAFT CLASSIFICATION AND DIVISION (ORAL PRESENTATION)
6,8 April Week Fourteen	IXL CHECKPOINT (Modules 7-9 completed) [<i>Today's Topic(s)</i> : IXL Vocabulary Post-Assessment; Final Portfolio Instructions]	[<i>Today's Topic(s)</i> : In-class essay based on shared prompt for Final Portfolio]
13, 15 April Week Fifteen	[<i>Today's Topic(s)</i> : In-class work day – prepare cover letter Final Portfolio]	DUE: REFLECTIVE WRITING ON EWPC 096 (In-Class) [<i>Today's Topic(s)</i> : IDEA Course Evaluations]
20,22 April Week Sixteen	DUE: FINAL PORTFOLIO	IXL ROUNDUP
27, 29 April	IXL ROUNDUP	LAST DAY FOR IXL

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>.