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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, Spring 2020**

<b>Course: EWPC 204</b>	
<b>Instructor Information:</b>	
<b>Instructor Name</b>	Niki Avina
<b>Office Number:</b>	Adjunct office on 5 <sup>th</sup> floor and/or tutoring center
<b>Phone Number:</b>	219-796-7107
<b>Email:</b>	<a href="mailto:navina@ccsj.edu">navina@ccsj.edu</a>
<b>Office Hours:</b>	Monday and Wednesday 10:15-11:45AM You may also make an appointment at a time that works for both of our schedules.
<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. 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. These experiences led me to Calumet College where I can assist students in strengthening their writing skills in order to maximize their college and career success. 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 developmental therapy equipment. However, most days you will find me at home enjoying long yet lovely days with my three young children.	

<b>Course Information:</b>	
<b>Course Time:</b>	MW 12:00-1:30 PM
<b>Classroom:</b>	260
<b>Prerequisites:</b>	Successful completion of EWPC 103 with portfolio or equivalent transfer course
<b>Required Books and Materials:</b>	Students will be required to create and maintain their EBSCO account for research use during this course.

	<p>Purdue Online Writing Lab will be used as the reference guide for this course. Students should bookmark and familiarize themselves with this resource.</p> <p>Additional course readings/resources will be posted in Blackboard.</p>
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**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 (submitted in stages to total)	300
Presentation	50
Real-World Project	25

**Class Participation**

Academic Summaries	50
Attendance & Participation	75

**Total**

Total Course Points:	500
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**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 13 & 15	<ul style="list-style-type: none"> <li>• Introduction to course, instructor, and classmates</li> <li>• Academic research overview</li> <li>• Mental Health in America background, video, discussion</li> <li>• Academic summary overview and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading: <i>400 Miles to the Nearest Psychiatrist</i></li> <li>• Article summary assignment—article will vary by student</li> <li>• Familiarize yourself with Purdue OWL</li> </ul>
January 22 & 24  *Class will not meet on Jan. 22	<b>Monday- Class will not meet.</b> <ul style="list-style-type: none"> <li>• Jigsaw Activity: Mental Health articles</li> <li>• Conducting Academic Research lecture/overview</li> <li>• Final academic summary</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in final summary to Blackboard</li> <li>• Brainstorm topics for essay and begin researching problem</li> </ul>
January 27 & 29	<ul style="list-style-type: none"> <li>• EBSCO overview</li> <li>• “Who is an Expert?” Activity</li> <li>• MLA Citations Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Complete “Expert” activity</li> <li>• Research topic—read and annotate minimum of two articles</li> </ul>
February 3 & 5	<ul style="list-style-type: none"> <li>• “Finding Goldilocks” activity</li> <li>• Writing a research proposal</li> <li>• Format &amp; Style tips; template creation</li> <li>• Research proposal presentations (Wednesday)</li> </ul>	<ul style="list-style-type: none"> <li>• Research proposal</li> <li>• Proposal presentations</li> <li>• Research continues—read and annotate two more articles</li> </ul>
February 10 & 12	<ul style="list-style-type: none"> <li>• Research check (bring all annotated research to class)</li> <li>• Citations &amp; Works Cited review</li> <li>• Avoiding plagiarism</li> <li>• Tips for description</li> </ul>	<ul style="list-style-type: none"> <li>• Draft of problem section due Feb. 17</li> <li>• Reading: TBA</li> </ul>
February 17 & 19	<ul style="list-style-type: none"> <li>• Finding Solutions</li> <li>• Discussion of reading</li> <li>• Research-based solutions</li> <li>• Widen your viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Final problem section due Feb. 21 by midnight</li> <li>• Read and annotate two articles that defend your proposed solution</li> </ul>
February 24 & 26	<ul style="list-style-type: none"> <li>• Pros &amp; Cons of each solution</li> <li>• Realistic conclusions/solutions</li> <li>• Addressing counterargument</li> </ul>	<ul style="list-style-type: none"> <li>• Solution section of paper due to Blackboard by midnight on March 13.</li> </ul>
March 2 & 4	<b>Spring Break—Class will not meet</b>	
March 9 & 11	<ul style="list-style-type: none"> <li>• Peer review</li> <li>• Defending your solution discussion</li> <li>• Visit tutoring center</li> </ul>	<ul style="list-style-type: none"> <li>• Solution section due March 13 to Blackboard</li> <li>• Review paper with a tutor</li> </ul>

<b>March 16 &amp; 18</b>	<ul style="list-style-type: none"> <li>• Effective social action</li> <li>• Project overview and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Project due March 30 before class begins</li> <li>• <b>Final, complete essay due by March 20 at midnight to Blackboard (review rubric carefully before submitting)</b></li> </ul>
<b>March 23 &amp; 25</b>	<ul style="list-style-type: none"> <li>• Presentation overview and expectations</li> <li>• Effective visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare presentations</li> <li>• Project due March 30</li> </ul>
<b>March 30 &amp; April 1</b>	<ul style="list-style-type: none"> <li>• General Education portfolio overview and expectations</li> <li>• Portfolio workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio &amp; presentation preparation</li> </ul>
<b>April 6 &amp; 8</b>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Portfolio and project workshop as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare presentation</li> </ul>
<b>April 13 &amp; 15</b>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Portfolio workshop as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio prep</li> </ul>
<b>April 20 &amp; 22</b>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Portfolio workshop as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare portfolio pieces</li> <li>• Presentation prep</li> </ul>
<b>April 27 &amp; 29</b>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Submit portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Final portfolio must be submitted by end of day on Monday, April 27</li> </ul>

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

<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. 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, 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.</p> <p><b>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.</b></p>
<b>Turning In Your Work</b>	<p>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.</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>Meeting Standards for Classroom Behavior</b>	<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> </ul>

	<ul style="list-style-type: none"> <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> <li>• <b>Food &amp; Beverages</b> Please avoid bringing food to class when possible. Beverages should have a lid and be kept away from computers and other electronic devices.</li> </ul>
<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>Doing Your Own Work</b>	<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>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>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 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</b></p>

	<b>returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</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>	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> .
<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> .