
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 Inquiry Question: What obligation do humans have to nature?

“Men and nature must work hand in hand. The throwing out of balance of the resources of nature throws out of balance also the lives of men.”

— Franklin D. Roosevelt, *Public Papers of the Presidents of the U.S.*, Vol. 4 (1935).

“The territory is our body. It is also the location of the natural resources and social wealth of our communities. We are the guardians of the territories, of the rivers, of the continuity of life. We understand the cycles of the moon, the spirituality of grandmothers, and the secrets of all the rituals of our communities. So when a corporation comes in and tries to destroy that social fabric and symbols of the community, the damage done is very deep. We are there to prevent this. Women defenders are making a lot of contributions and often they are not recognized.”

— Ana Maria Hernandez, *Global Fund for Women* (2018)

“I’ve been lucky in my lifetime to see some of the greatest spectacles that the natural world has to offer. Surely we have a responsibility to leave for future generations a planet that is healthy and habitable by all species.”

— Sir David Attenborough, *State of the Planet* (2000)

COURSE SYLLABUS, Fall 2020 (2020-1)

Course: EWPC 103 A, B, E English Composition

Instructor Name	Mark Cassello
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Instructor Background: Like many students at CCSJ, I am a first generation college student that hails from a working class family. My mother emigrated from Norway after the Nazi invasion of Oslo during World War II. My father dropped out of high school and earned his G.E.D. in the army where he served in Korea shortly after the Korean War. Later, he worked for CTA in Chicago as a laborer and foreman with the South Shops. As for me, I attended Indiana University Northwest for my undergraduate degree while I worked full-time. Buckling under the pressure of juggling work and school, I left college for a decade to pursue a career in retail management for Wal-Mart and Office Depot. Unhappy, I returned to college, taking classes in the evening until I completed my bachelor's degree in English. Soon after, I earned a master's degree in American Literature with a minor in American Studies from Indiana University in Bloomington. I live in the historic Pullman neighborhood on Chicago's far South Side, which President Barack Obama declared a national monument in 2015. I am passionate about social justice, politics, and cultural heritage preservation.

Course Information:

Course Delivery Method:	This course uses a Hybrid delivery model, which means we will meet primarily online with occasional scheduled in-person meetings. We will meet once per week online for a "synchronous" (live) class with a group of about 10 students. We will also meet face-to-face three times during the semester.
Course Time:	You will meet with me on either Mondays or Wednesdays at the time listed on your course schedule. Visit the "My Class Day & Time" section of our Blackboard site to find your assigned group and scheduled meeting day/time.
Classroom:	(1) Online via Zoom. (2) Face-to-face locations will be posted on Blackboard. Assigned campus rooms - EMCO 103A, B: Room 182, EMCO 103E: Room 261.
Prerequisites:	None.
Required Books & Materials:	Austin, Michael, editor. <i>Reading the World: Ideas that Matter</i> . W.W. Norton & Company, 2015.

Learning Outcomes / Competencies:

This course meets the following objectives:

Students in this course will...

- write a variety of clear, grammatically correct sentences.
- actively read and annotate a variety of texts across the curriculum.
- understand and gain greater control over all the phases of the writing process: prewriting, writing, revising, and editing.
- write organized and well-developed familiar, expository, and persuasive essays.
- understand the elements of rhetorical situations in both reading and writing.

The course also meets the following General Education Program objectives:

Students will...

- 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.
- 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:

In this course students learn the concepts and skills needed to write an effective, college-level expository essay. Through both traditional and workshop methods, students gain greater control over the writing process, essay organization, paragraph construction, and sentence grammar. Before successfully completing the course, students must demonstrate basic competency in writing. (This course is a CCSJ General Education requirement.)

Learning Strategies:

Direct instruction with synchronous and asynchronous lessons provided primarily online via Zoom and Blackboard. 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, films, 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 for the General Education Program.

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.

Experiential Learning Opportunities:

-We will explore the natural environment surrounding the campus, and you will include your observations as part of key writing assignments.

Assessments:

The Proficiency Portfolio:

Because English 103 is a competency-based course, the final portfolio demonstrates your proficiency in reading and writing and shows your readiness for English 204 and for college-level 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 receive an F for the course regardless of the grade they were earning before they submitted the portfolio because they have failed to meet a minimal competency in college-level composition.**

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)
- The Persuasive Essay or the Expository Essay (3-5 pages) plus one rough draft, including comments from the instructor
- At least one objective summary (1 page)
- An in-class competency essay (2-3 pages) administered toward the end of the semester based on a writing prompt common to all English 103 sections

Students also have the option of including other written work, perhaps from another class at CCSJ. This is completely optional.

Students will be preparing all semester for the final portfolio and will have the option of revising all of their work except for the in-class essay and the cover letter. **If a student's portfolio fails to meet minimal competencies, that student will receive a final grade of F for the course and will need to repeat it.** If a student's portfolio is deemed *exemplary*, that student may become eligible for the St. Gaspar's Honors Learning Community.

Major Assignments:

<p>Student performance in this course will be evaluated using the weighted grading system described herein. Students can track their current grade in Blackboard by viewing the "Weighted Grade" column in the course gradebook. Students' final grade will be determined based on their performance in five different areas, weighted as follows:</p> <p><u>1. Participation Assignments:</u> <i>Students will complete a variety of short homework and online assignments. Some will assess if students have completed the assigned readings, understood vocabulary, and can articulate key concepts. Others will provide opportunities for students to express their thoughts about class readings or ideas presented in class to an audience that includes the instructor and/or their peers. Still others may be self-reflective assignments to help students formulate their thoughts.</i></p> <p><u>2. Summary:</u> <i>Students will a well-crafted, 250-word explanatory summary of a course text.</i></p>	<p>Weight</p> <p>30%</p> <p>20%</p>
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<p><u>3. Expository Paragraphs:</u> Students will write paragraphs demonstrating their knowledge of various “modes” of writing common in academic writing (e.g, narration, description, comparison/contrast, etc.). The paragraphs must be “unified” and “coherent” and adhere to basic paragraph structure.</p>	10%
<p><u>4. Expository Essay:</u> In this essay of no fewer than 1,000 words, students will explain how the assigned texts appear to respond to our course inquiry question. The paper should include a clear thesis (i.e., the answer the assigned texts give to the inquiry question). This thesis should be supported by your explanation of carefully selected supporting passages from the source texts.</p>	20%
<p><u>5. Persuasive Essay:</u> In this essay of no fewer than 1,250-words, students will respond to commonly held beliefs related to our inquiry question. Using a combination of rhetorical appeals (ethos, logos, pathos) convince your readers that these widely held beliefs are more complicated than they may appear.</p> <p><i>NOTE: Please refer to the “Student Responsibilities” section of the syllabus for the course attendance policy.</i></p>	20%
Total:	100%

Assessments:*Formative Assessments:*

- Participation Assignments
 - Reading, grammar, and vocabulary quizzes
 - Online activities
 - In-class and online discussion
 - Review of writing assignment drafts

Summative Assessments:

- Final drafts of writing assignments
- Proficiency Portfolio

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.

You can find detailed information about weekly lessons, assignments, and due dates on Blackboard. Be sure to review the “Announcements,” “Weekly Work,” and “Calendar” areas of our Blackboard course site regularly. The course schedule that follows provides an overview of the topics covered each week and indicates when “Major Assignments” are due.

UNIT ONE: Noticing Nature

Week One

8/24 – 8/28 The first week will provide an overview of the course requirements, introduce our course inquiry question, and review the four basic sentence structures used in English. You will also learn what “rhetorical situations” are and how to format your documents in accordance with Modern Language Association (MLA) style.

Week Two

8/31 – 9/4 **FACE-TO-FACE CLASS SESSION #1.** You will meet with your assigned group on campus and explore the CCSJ’s native plant garden and observe nature. In online lessons, you’ll learn about common “modes” of academic writing. Afterward, you will write about your observations of the native garden in well-constructed narrative and descriptive paragraphs that demonstrate your mastery of the four basic sentence structures you studied the first week.

Week Three

9/7 – 9/11 **NO CLASS – LABOR DAY (NOVEMBER 7)**

DUE: Expository Paragraphs. You will view the documentary, *Birders: The Central Park Effect* (2013). It follows a group of people living in New York who observe the wide variety of birds found in Manhattan’s famed Central Park. You’ll revise your narrative and descriptive paragraphs from Week 2 and write a third paragraph that compares and contrasts your experiences in our native garden with those of the birders of Central Park. You will turn in three well-written paragraphs by the end of the week.

UNIT TWO: The State of Nature

Week Four

9/14 – 9/18 **FACE-TO-FACE CLASS SESSION #2.** Before our face-to-face class session, read the interesting academic essay, “The Four Laws of Ecology” by Barry Commoner. Commoner suggests that there are four fundamental rules of the natural world that humans cannot ignore. We will discuss Commoner’s essay as we walk from campus to the “Lost Marsh Fishing Peer” (rain or shine). How does what you see on our journey relate to what Commoner discusses in his text?

Next, you will write a one-page “explanatory” summary of his text. You’ll learn about the characteristics of a good explanatory summary in this week’s online lessons. These will include Stephen Wilhoit’s “CABIN” model of summary and how to use quotation and paraphrasing to integrate ideas from our sources into your writing. Lastly, you will engage in the prewriting and drafting stages of the writing process as you prepare your draft summary.

LAST DAY TO WITHDRAW WITHOUT INSTRUCTOR APPROVAL (9/18)

Week Five

9/21 – 9/24 **DUE: Summary 1 Rough Draft.** This week, you will focus on revising your summary. You will share your draft summary with me and a small group of your peers. To assist

you, I will select a few rough drafts and record my critique of them. Use my critique to hone and improve your summaries. This will be a good week to visit me during my “Virtual Office Hours.”

Week Six

9/28 – 10/2 **DUE: Summary 1 Final Draft.** You will deepen your understanding of our course inquiry question this week by studying several texts. You will read the essay, “The Obligation to Endure” by Rachel Carson. You will also view excerpts from three documentaries: *Plastic China* (2016), *The True Cost* (2015), and *Food Incorporated* (2008). We will discuss Carson’s reading in detail during our synchronous class session. Then, you will extend out conversation with an online discussion about Carson’s essay and the documentaries.

Week Seven

10/5 – 10/9 This week celebrates **CCSJ’s annual Humanities Festival**. This year’s theme is “Wonder/Women” and commemorates the 100th anniversary of women’s suffrage and the power of women in the world. In coordination with the festival theme and our course inquiry question you will read the essay, “Foresters Without Diplomas” by Wangari Maathai and learn about the Green Belt Movement she founded in 1977. You’ll begin work on your Expository Essay and have an extra credit opportunity related to the Humanities Festival.

MIDTERM GRADES

Week Eight

10/12 – 10/16 **DUE: Expository Essay Body Paragraphs.** Often students think writing has to be done in a linear or chronological process. For example, they will start by writing an introduction, then body paragraphs, and finally a conclusion. This week, I will propose that you write your essay out of order. Start by writing the body paragraphs *first*. You will write one excellent body paragraph for your essay. Once you receive my approval, you will write two additional body paragraphs for the expository essay.

Week Nine

10/19 – 10/23 **DUE: Expository Essay Rough Draft.** This week, we will focus on how to write introductory paragraphs, thesis statements, and conclusions to expository (i.e., informative) essays. You will share your rough draft with your assigned peer group and then meet with me to review and discuss your rough drafts.

UNIT THREE: The Rights of Nature

Week Ten

10/26 – 10/30 **DUE: Expository Essay Final Draft.** In this unit, we turn from the current state of nature to study ways people are learning to reconnect with it. In the previous weeks, you have studied expository writing, in this unit you will learn about writing persuasively. Specifically, you will be introduced to the three basic rhetorical appeals to *ethos*, *logos*, and *pathos*. You will begin thinking about the Persuasive Essay assignment, which will attempt to answer our course inquiry question: What obligation do humans have to nature? Your goal will be to persuade your readers that the natural world has “rights” like those afforded to humans. You will draw evidence your own experience and our sources

to make your persuasive appeal. You will also read a short, personal essay by Margaret Renkl that models great descriptive writing and the use of *pathos*, appeals to emotions.

Week Eleven

11/2 – 11/6 **FACE-TO-FACE CLASS SESSION #3.** We will gather face-to-face one last time to view and discuss the film *The Biggest Little Farm* (2018). Refer to Blackboard for details about which showing day/time you should attend.

Week Twelve

11/9 – 11/13 **DUE: Persuasive Essay Rough Draft.** Your energy this week will be focused on crafting the structure and locating the evidence to make your Persuasive Argument. In our synchronous class session, you will share your thesis and some of your supporting appeals with your peers. We will critique your thesis, offer suggestions for additional supporting evidence, and most importantly, provide an opposing viewpoint that you must address. You will practice the “criticize with kindness” approach to respond to a possible opposing point of view.

UNIT FOUR: The Proficiency Portfolio

Week Thirteen

11/16 – 11/20 **DUE: Persuasive Essay Final Draft.**
DUE: Timed Essay for Final Portfolio. I will be available this week to meet with you individually as you work to revise and complete the final draft of your Persuasive Essay. You will review the specific requirements of the EMCO 103 Proficiency Portfolio and begin to work on it. Over break, you will complete the Timed Essay, which will be part of your final portfolio.

NO CLASS – FALL BREAK (NOVEMBER 23-28)

Week Fourteen

11/30 – 12/4 **DUE: EMCO 103 Proficiency Portfolio.** You will work on revising your earlier pieces of writing to make them the best they can be for the final portfolio. You will also write a “cover letter” for your portfolio that describes the contents of the portfolio and the strengths and weaknesses of your writing. You will submit the portfolio by Friday, 12/4. Remember, you must be passing the course to submit a final portfolio.

LAST DAY TO WITHDRAW WITH INSTRUCTOR APPROVAL (12/4)

Week Fifteen

12/7 – 12/11 **DUE: IDEA Course Evaluation.**
DUE: Course Reflection. For our final week of class, you will reflect on what you have learned this semester. To what extent has this course affected you intellectually or personally?

Student Responsibilities

Safety Measures The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:

- Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices.
- Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing.
- Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track.
- Disinfecting your personal space using the materials provided when you enter the classroom.
- Maintaining physical distancing of at least six feet within classrooms and other common spaces.

Please note: To accommodate students who may not be able to attend class in person, this class may be taped and posted to the course Blackboard site. Tapes will not be used for any other purpose outside of class.

What to Do in Case of Illness If you are exposed to COVID-19, become ill, or are otherwise unable to attend classes as required, notify the College by sending an email to illness@ccsj.edu. The message that you are unable to attend class will be relayed to your faculty. The College will contact you with expectations regarding next steps and follow-up.

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 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. Exceptions to this policy may be made at the discretion of the Program Director or Administration.

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. All assignments are to be submitted through Blackboard, unless directed otherwise by the instructor. Do not email your work to Professor Cassello without his permission.

Late Work: Due dates and times for all assignments will be indicated on Blackboard and in the Blackboard calendar. Work that is less than one week late may be accepted, but for partial credit. If your work is later than one week, it will be assigned a grade of zero (0), unless you make formal, written arrangements by email with Professor Cassello to submit it for partial credit. The purpose of this policy is to encourage students to submit work on time, so they can succeed in this course.

Missed In-class Work: Our class will meet face-to-face approximately four times during the semester. During these sessions we will be discussing course readings and completing writing activities. If you are unable to attend these class sessions for personal or medical reasons, contact Professor Cassello by email to make arrangements to attend remotely or for an alternative assignment.

**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.
- **Use electronic devices only for class purposes.** Engage with your classmates and the instructor without technological distractions.
- **No food or drink is allowed in class.** Do not bring food or beverages to our in person or online class sessions. You are there to learn. You may consume lozenges or other hard candy.
- **Have a professional presence for online class sessions.** Please sit upright at a desk or table for our online class sessions. Be sure to wear appropriate clothing (e.g., no pajamas).

**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>

You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at <https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf> This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!

Please note: All papers may 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.

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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
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 .