
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, Fall 2017**Course: EWPC 096****Instructor Information:**

Instructor Name	Niki Avina
Office Number:	Student Success Center (tutoring area in library)
Phone Number:	219-796-7107
Email:	navina@ccsj.edu
Hours Available:	Monday & Wednesday 10 AM- 2 PM

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. My teaching career has been filled with variety as I've worked with learners from first through eighth grade in a number of subject areas. My last ten years in the classroom have been spent as a middle school Language Arts teacher, working to build solid foundations in young writers. In 2005, I also began teaching night classes at the college level to help foster both a foundation for college writing and a love for the craft of writing. Outside of my teaching career, I am a founding board member of Hannah's Hope, a local charity, and mom to two young daughters. I look forward to working with you this semester as you grow as a writer.

Course Information:

Course Time:	Monday & Wednesday, 8:30-10:00 AM
Classroom:	182
Prerequisites:	none
Required Books and Materials:	<i>The Concise Wadsworth Handbook</i> , Kirszner & Mandell, 3 rd ed. Other readings will be posted online to Blackboard or provided in class.

Learning Outcomes/ Competencies:

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.

The following General Education objectives will be introduced in this course:

- 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.

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

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: none

Assessments:

Major Assignments:	Summary Paragraphs & Portfolio Reading to Write Assignments I-XL coursework Weekly Class Assignments Attendance & Participation	250 (5 @ 50 pts) 400 (4 @ 100 pts) 100 (10 @ 10 pts) 150 <u>100</u> 1000 total points
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Class Participation:	At the end of the semester, you will receive points for the quality and frequency of your class participation. Participation includes discussing readings, taking notes, listening to and assisting your peers. Your participation score hinges upon you having drafts prepared on time and readings completed in advance of the class session.	
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:		
Unit 1: Take Action! The Process of Writing Writing Workshop Focus Skills: Organization & Ideas College Reading Skills: Active reading & Purpose		
Class Date	Monday	Wednesday
September 4 & 6	Labor Day- Class will not meet	Introduction to Course Blackboard Overview Assignment Formatting Guidelines
September 11 & 13	Lecture: The Writing Process in Action IXL Overview & Assignments RtW #1: Writing Profile Assignment	Trait Focus: Organization <ul style="list-style-type: none"> Organizing based on a prompt Paragraphing tips Workshop: Paragraphing in RtW #1 Reading Assignment: <i>The Banana Tree</i>
September 18 & 20	Discussion of <i>The Banana Tree</i> <ul style="list-style-type: none"> Author’s purpose Genre awareness Strategies for reading 	Lecture: Effective Summarizing Small Group Activity: Child-sized Summaries Reading Assignment #2
September 25 & 27	Discussion of Reading #2 <ul style="list-style-type: none"> Compare/Contrast purpose, genre markers, etc. Lecture: Active Reading Strategies	Trait Focus: Audience & Purpose Workshop: Active Revisions
October 2 & 4 *Midterms Week*	Lecture: Author’s Purpose & Theme RtW #2: Summary & Response Assignment *Summary #1 Due*	Small Group Activity: Effective Outlining Workshop: RtW #2
Unit 2: Learn from Others! The Common Traits of Good Writing Writing Workshop Focus Skills: Voice & Clarity College Reading Skills: Main Idea & Supports		
Class Date	Monday	Wednesday
October 9 & 11	Lecture: Traits of Writing Reading Assignment: <i>The Real McCoy</i>	Discussion of <i>The Real McCoy</i> <ul style="list-style-type: none"> Technical vocabulary Big Ideas Trait Analysis Activity—Did the author have it all? Summary #2 Assignment- In class
October 16 & 18	Lecture: Ideas in Writing Small Group: Thesis Activity Summary # 3 Assignment	Trait Focus: Topic Choices <ul style="list-style-type: none"> Appropriate ideas/topics Narrow/Widen topic Find & Approve summary articles

October 23 & 25	Lecture: Analyzing Voice Summary Template Activity	Task & Purpose Scavenger Hunt Trait Focus: Taming Annotations Workshop: Summary # 3 revisions
Oct. 30 & Nov. 1	Lecture: Clarity in Writing Reading Assignment: <i>Magic and the Brain</i>	Discussion of <i>Magic and the Brain</i> <ul style="list-style-type: none"> • Technical vocabulary • Organizational strategies RtW #3: Writing Analysis Assignment
November 6 & 8	Lecture: Using Academic Resources Handbook Scavenger Hunt	Signature Assessment: Timed Writing
Unit 3: Show off! Rubrics & Portfolios Workshop Focus Topics: Structure, Tone, and Flow College Reading Skills: Compare & Contrast, Making Inferences		
Class Date	Monday	Wednesday
November 13 & 15	Lecture: Effective Sentence Structure Small Group Activity: Building Fluency Reading Assignment: <i>It Worked for Me in Life and Leadership</i>	Discussion of <i>It Worked for Me in Life and Leadership</i> <ul style="list-style-type: none"> • Evaluate voice • Analyze purpose and effectiveness • Grade on rubric
November 20 & 22	Art Institute Field Trip	Lecture: Understanding Writing Rubric Portfolio Assignment Overview Workshop: portfolio elements
November 27 & 29	Lecture: Revising Using Writing Traits	Workshop: Revised Essay
December 4 & 6	Punctuation BOLO Review activity Small Group Activity: Analyzing sample portfolios	RtW #4 Assignment: Student Success * Portfolio Due*
December 11 & 13 *Finals Week*	Date/time of final will be announced.	

I reserve the right to change this schedule 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>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.</p> <p>Athletes must notify the instructor in advance of any athletic commitments</p>

	that will result in missed class time in order for it to be excused. All assignments due during missed time should be turned in at the assigned time in order to receive points.
Turning In Your Work	<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>
CCSJ Student Honor Code	<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.
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 discussion, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<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 each of these manuals, and there are brief checklists in your Student Handbook and Planner.</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>Grades will be updated on Blackboard within one week of assignment deadline. You should check your grades regularly on Blackboard, note instructor comments, and ask questions if you have them.</p>
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), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.
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Resources	
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 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.
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 .

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.