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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.*

**COURSE SYLLABUS, Fall 2017****Course: EWPC 103 B****Instructor Information:**

<b>Instructor Name</b>	Ms. Jennifer Young
<b>Office Number:</b>	179
<b>Phone Number:</b>	219-473-4285
<b>Email:</b>	jyoung@ccsj.edu
<b>Hours Available:</b>	
<b>Instructor Background:</b> I have a MA in English and over 5 years of teaching experience. My full-time position at CCSJ as Learning Community Coordinator gives me the amazing opportunity to meet lots of new people every year and to hopefully make their (and your!) transition to college a good one. My office is a mess – and it's a pretty good reflection of my personality. A mix of business and fun but always good-intentioned and ready to be of service.	

**Course Information:**

<b>Course Time:</b>	
<b>Course Time:</b>	T/R 10:15-11:45
<b>Classroom:</b>	182
<b>Prerequisites:</b>	Accuplacer placement of 76 or better
<b>Required Books and Materials:</b>	<i>They Say, I Say</i> <i>The Wadsworth Handbook</i>
<b>Learning Outcomes/ Competencies:</b> Students in this course will:	
<ul style="list-style-type: none"><li>• The student will write a unified, coherent, well-developed familiar essay, expository essay, and persuasive essay.</li><li>• The student will understand and gain greater control over all the phases of the writing process – prewriting, writing, re-writing, and editing.</li></ul>	

- The student will apply various techniques for generating ideas. apply a variety of revision and editing strategies. understand the role of a writer in relation to academic audiences.
- The student will organize a familiar, expository, and persuasive essay using traditional academic form.
- The student will write a clear and focused thesis for an expository essay. support that thesis with paragraphs that express one, general main idea in a topic sentence, support those topic sentences with body paragraphs that develop the main idea through illustration, using an accumulation of specific details or one extended detail.
- The student will write coherent body paragraphs with effective use of transitions and correct pronoun reference.
- The student will write effective introductory and concluding paragraphs.
- The student will write clear, grammatically correct sentences.
- The student will write complete sentences, avoiding fragments, comma splices, run-ons, and other common errors.
- The student will write sentences with active verbs, eliminating wordiness, and correctly utilizing parallel construction.
- The student will write a variety of sentence types: simple, compound, complex, and compound-complex, distinguish correctly between subordinating and coordinating conjunctions.
- The student will correctly use common punctuation marks, including period, comma, semi-colon, colon, dash, parentheses, and quotation marks.

This course introduces the following General Education objectives:

- 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 appreciate, create, and critique the persuasive power of art and media.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

**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 a portfolio of semester writing.

**Learning Strategies:**

We are going to read and write a LOT. There is no better way to become a competent reader and writer than to read and write. Sometimes a lecture will be necessary, but a bevy of them will be avoided if possible.

**Experiential Learning Opportunities:**

Students will complete a real-world writing project in response to a real problem.

<b>Assessments:</b>	
<b>Major Assignments:</b>	<p>Objective Summaries  A Personal Narrative  A Persuasive Essay  A Real-World Writing Project  Additional Writing Assignments  Readings and Annotations</p>
<b>Proficiency Portfolio</b>	<p>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 "Incomplete" in the course and must pass EWPC 100 the following semester <i>regardless of the grade they were earning before they submitted the portfolio</i>. Failing EWPC 100 will result in failing grades for both courses.</p> <p>The following are required materials for the portfolio:</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• The Persuasive Essay (3-5 pages) plus one rough draft, including comments from the instructor</li> <li>• At least one objective summary (1 page)</li> <li>• 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</li> </ul> <p>You also have the option of including other written work, perhaps from another class at CCSJ. This is completely optional.</p> <p>You will be preparing all semester for the final portfolio and will have the option of revising all of your work except for the in-class essay and the cover letter. If your portfolio fails to meet minimal competencies, you must pass EWPC 100 the following semester, and will not be eligible for EWPC 204 until you have passing grades for both courses. If your portfolio is deemed <i>exemplary</i>, you may become eligible for the St. Gaspar's Honors Learning Community.</p>
<b>Class Participation:</b>	<p>Class participation will be reflected in the quality of submitted work. If you are engaged and paying attention, it will show in your homework, and, more importantly, in the quality and quantity of what you learn.</p>

<b>Grading Scale: In percentages of points earned compared to points possible</b>		
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	
<b>Course Schedule</b>		
This is a basic schedule we will follow...and probably stray from at some point. Your best and most accurate detailed account of what is happening and what needs to happen will be available in Blackboard.		
<b>Class Date</b>	<b>Assignments</b>	<b>Class Discussion/Activities</b>
<b>Week 1 9/5 &amp; 7</b>	Always check Blackboard	<b>Introduction and Assessments</b>
<b>Week 2 9/12 &amp; 14</b>	Always check Blackboard	<b>Summary 1</b>
<b>Week 3 9/19 &amp; 21</b>	Always check Blackboard	<b>Personal Essay Begins</b>
<b>Week 4 9/26 &amp; 28</b>	Always check Blackboard	<b>Summary 2</b>
<b>Week 5 10/3 &amp; 5</b>	Always check Blackboard	<b>Personal Essay Ends</b>
<b>Week 6 10/10 &amp; 12</b>	Always check Blackboard	<b>Summary 3</b>
<b>Week 7 10/17 &amp; 19</b>	Always check Blackboard	<b>Midterm Meetings</b>
<b>Week 8 10/24 &amp; 26</b>	Always check Blackboard	<b>Summary 4</b>
<b>Week 9 10/31 &amp; 11/2</b>	Always check Blackboard	<b>Persuasive Essay Begins</b>
<b>Week 10 11/7 &amp; 9</b>	Always check Blackboard	<b>Summary 5</b>
<b>Week 11 11/14 &amp; 16</b>	Always check Blackboard	<b>Persuasive Essay Ends</b>
<b>Week 12 11/21 &amp; 23</b>	Always check Blackboard	<b>In-class Essay and Thanksgiving</b>
<b>Week 13 11/28 &amp; 30</b>	Always check Blackboard	<b>Project</b>
<b>Week 14 12/5 &amp; 7</b>	Always check Blackboard	<b>Project</b>
<b>Week 15 12/10-16</b>	<b>Portfolios are due (and evaluated)</b>	

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

<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. 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 <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>Students are allowed four absences in this course, with no distinction being made between excused and unexcused. You should reserve your allowed absences for illness and major events. At the fifth absence (and beyond), your final earned percentage will drop 1/3 of a letter grade for each occurrence. As an example, a student missed 6 classes and earned a 73%. This would normally mean a C, however the student has</p>

	lost 2/3 of a letter grade for 2 excessive absences. That means the student now has a final grade of D+. Don't be that student.
<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. Late work puts you behind and causes you to run to play catch-up. That's no way to win the race. Late work is not accepted because it puts you in a bad position.</p> <p>However, sometimes life gets in the way of living. Each student can submit one assignment up to 24-hours late OR resubmit one poorly-done assignment for a chance at an improved evaluation within 24 hours. This allowance, which we will call the <i>Do Over</i>, will be tracked in Blackboard.</p> <p>All written work done outside of class must be typed and submitted through Blackboard. The timestamp will confirm your submission made the deadline. If there is a submission link in Blackboard for an assignment, it will not be accepted in any other format.</p>
<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>Using Electronic Devices</b>	<p>Electronic devices can be extremely helpful when used in class for course-related purposes. They can also be a terrible distraction. Keep them put away, out of sight and out of mind. If your use of a phone is a distraction to me, you, or your classmates, you will get one warning to put it away. After that, you will be asked to leave the room and marked absent.</p> <p>If you so much as touch your phone during a quiz or exam, you earn an automatic zero.</p> <p>And take your earbuds out. It is rude to have them in when someone is talking to you.</p>
<b>Participating in Class</b>	<p>You must be on time. The door is staying shut once the class starts. You need to stay for the whole class. If you aren't there from start to finish, you aren't there. If you aren't there, you are absent.</p> <p>Most importantly, you need to be mentally and emotionally present when you are physically present. Pay attention and stay engaged. Ask questions and answer questions asked of you.</p>
<b>Doing Your Own Work</b>	<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</p>

	<p>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>Because a lot of what we are learning will be totally new to you, it can be tempting to look for other people’s thoughts as you form your own. Sometimes that is okay, but most assignments in this class will ask that you NOT do that. Trust yourself and the information you get in class. You will get all the information you need to complete what is asked of you. You can do it on your own.</p> <p>As an academic and an intellectual, I find plagiarism and cheating to be cowardly and dirty. It will not be tolerated. The first instance gets you a firm talking to and a zero for the assignment; the second instance is an irreparable F for the course.</p> <p><b>PLEASE NOTE:</b> All papers will be electronically checked for plagiarism.</p>
<b>Tracking Your Progress</b>	<p>All of your grades will be tracked in Blackboard. You can determine your grade at any point by dividing your earned points by the total points you could have earned (you will get a decimal number that gives your percentage).</p> <p>Your midterm grade will be available on MyCCSJ between Weeks 6 and 8.</p> <p>We can have a respectful and earnest conversation about your progress any time you like.</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 <i>essential</i> 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), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

<b>Resources</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 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.
<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> .

**Emergency Procedures**

**MEDICAL EMERGENCY**

**EMERGENCY ACTION**

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**

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - 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.