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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.*

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## **Course Inquiry Question: How is language used to influence our perceptions?**

“The most effective way to destroy people is to deny and obliterate their own understanding of their history.”

- George Orwell

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## **COURSE SYLLABUS, Fall 2018 (2018-1)**

<b>Course: EWPC 096A, Fundamentals of English II</b>
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**Instructor Name:** Mark Cassello  
**Office Number:** Room 180  
**Phone Number:** (219) 473-4322  
**Email:** mcassello@ccsj.edu  
**Hours Available:** Mon/Wed 10:00-12:00 p.m., 2:00-3:30 p.m., or by appointment.

**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 GED 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 took classes in the evening and eventually finished my B.A. in English. Soon after, I earned a Master’s Degree in American Literature with a minor in American Studies from Indiana University in Bloomington.

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## **Course Information:**

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**Course Time:** Monday/Wednesday, 8:30 - 10:00 a.m.  
**Classroom:** 260

**Prerequisites:** None  
**Required Books & Materials:** Laurie Kirzner and Stephen Mandell, *Patterns for College Writing with 2016 MLA Update*, 13th ed. ISBN: 9781319088064

## **Learning Outcomes/Competencies:**

### **This course meets the following objectives:**

Students in this course will:

1. Write structurally, grammatically, and mechanically correct sentences.
2. Write a variety of sentence types using proper coordination and subordination.
3. Write paragraphs that are appropriate for the situation, purpose, and audience.
4. Use a dictionary or dictionary website to learn the definition, context, and origin of words and further build a college-level vocabulary.
5. Use a grammar handbook to identify and correct errors involving spelling and word choice, and to revise fragments, run-ons, and comma splices.
6. Identify discourse markers commonly associated with particular genres of writing.
7. Express the main idea of a text orally and in writing and distinguish between main idea and different kinds of support.
8. Employ critical reading strategies including pre-reading, note-taking, and annotating, to understand and infer meaning from a range of college-level texts.
9. Gain greater control over the writing process, including prewriting, drafting, revising, editing and peer review.
10. Write summaries that are complete, accurate, brief, independent, and neutral and that include attributive tags and structural markers.

### **This course meets the following General Education Program objectives:**

- Students will read analytically, synthetically, and critically in a variety of genres (introduced).
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation (introduced).
- Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience (introduced).

### **Course Description:**

English 096 is the second course in the remedial writing sequence. It further develops the reading, writing, and technical concepts and skills students need to comprehend and summarize college-level texts. The course solves the sentence-level errors and weaknesses in paragraph unity, development, and coherence addressed in English 095. Student reading and writing skills are brought to adequate college level by responding in writing to more complex and difficult classic and contemporary essays and by working through targeted exercises in the college's educational software. Not applicable toward a degree.

### **Learning Strategies:**

*Direct instruction* with PowerPoint and other visual aids will be used to provide and reinforce required course content. Students are expected to prepare handwritten notes during periods of direct instruction, including during class discussions. Students' notes should include the day/date of the class session. They should also include a list of unfamiliar vocabulary encountered during direct instruction and class discussions. These notes should be assembled into a chronological archive and stored in a notebook, a folder, or on a digital platform. Student notes may be reviewed and/or collected periodically gauge student participation.

*Reading* is essential to mastering the learning objectives of this course. Students should be prepared to read, re-read, annotate, summarize, discuss, and analyze texts selected from a wide variety of genres, which may include textbooks, essays, scholarly articles, reportage, editorials, and literary texts. Reading regularly will also help expand students' vocabulary and strengthen their ability to "decode" the meaning, structure, and rhetorical situation of different kinds of texts.

*Writing* is essential to mastering the learning objectives of this course. Students should be prepared to pre-write (list, brainstorm, freewrite), write (draft), re-write (revise), edit, and publish (print/post) a variety of writing assignments. Students will prepare a mixture of explanatory summaries, elementary academic essays, exploratory and expressive writing assignments (e.g., online discussion forum posts, freewriting, journals, reader response). Students will assemble a portfolio of writing to demonstrate attainment of basic competency in writing.

*Oral Communication* is essential to mastering the learning objectives of this course. Students should be prepared to formulate their ideas orally during full-class or small-group discussions. Students may also be asked to deliver oral presentations related to course reading and writing assignments.

*Individualized Instruction* will be provided at various times during the course, particularly to assist students in the writing process. These interactions (e.g., informal paper conferences) provide an opportunity for students to ask questions, respond to instructor feedback, and gain greater control over their personal writing process.

*Online Instruction* will be incorporated throughout the course. This will include regular use of Blackboard and may include assigned online grammar, vocabulary, reading, and writing exercises and assessments.

#### **Experiential Learning Opportunities:**

- Field Trip to Pullman National Monument

### **Assessments:**

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#### **The Proficiency Portfolio:**

Students enrolled in EWPC 096 can earn the opportunity to participate in **CCSJ's Learning Communities Proficiency Portfolio**. 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 (1) passing the course at the time portfolios are collected, and (2) have work deemed adequate for submission to the portfolio review committee by your EWPC 096 instructor. 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.

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 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

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 except for the in-class essay and the cover letter. Students who pass the Proficiency Portfolio have the option to earn credit for EWPC 103 and to proceed to EWPC 204 at the appropriate point in their Gen Ed sequence, saving students valuable time and money. Students whose portfolios do not pass the portfolio evaluation, but who have earned a passing grade in EWPC 096, will be enrolled in EWPC 103 the following semester, as is customary. If your portfolio is deemed *exemplary*, you may become eligible for the St. Gaspar’s Honors Learning Community.

**Major Assignments:**

Student performance in this course will be evaluated using the <b>weighted grading system</b> 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 <b>six different areas</b> , weighted as follows:	<b>Weight</b>
<p><u>1. Participation Assignments:</u>  <i>Students will complete a variety of short homework and in-class 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>	<b>20%</b>
<p><u>2. IXL Checkpoints:</u>  <i>Students’ knowledge of (1) basic grammar and (2) college-level vocabulary will be assessed. Based on their individual performance on these pre-assessments, students will be assigned a prescription of exercises to complete. To receive credit at the “checkpoints” indicated on the syllabus, students must show proof that he/she has (a) achieved mastery in their assigned lessons, or (b) invested an average of at least three hours per week working on their lessons, or (c) took and passed the post-assessment.</i></p>	<b>10%</b>
<p><u>3. Summary Paragraphs:</u>  <i>Students will write complete, cogent, and clear 250-word explanatory summaries of selected course readings. Summaries require students to identify main ideas and supporting details included in the source and to arrange this information into an organized and coherent written form that provides insight into both the content, structure, and tone of the text.</i></p>	<b>20%</b>

<p><u>4. Five Paragraph Essays:</u> Students will write a familiar essay and an expository essay that is between 750-1000 words in length.</p>	<b>20%</b>
<p><u>5. Final Portfolio:</u> Students will prepare a final portfolio that includes a rough draft expository essay, a final draft expository essay revised according to instructor feedback, and a timed essay based on a shared prompt. The portfolio will include a cover letter that discusses how this work indicates their readiness to move on to English 103.</p>	<b>10%</b>
<p><u>6. Attendance:</u> Regular attendance is required to succeed in this course. Students are expected to arrive on time, attend the entire class, and participate during class and through regular online activity. Each absence will reduce students' attendance grade by 10%. <b>Students who miss more than six hours of class will receive a zero (0) for the attendance portion of their final grade.</b> (Be sure to review the complete English Program attendance policy below under "Responsibilities").</p> <p><i>NOTE: University policy permits absences for <b>athletic competition</b> (i.e., not practice, meetings, etc.) provided that 48 hours advance notice is provided in writing (e.g., by email) to the instructor. Absences for any other reasons will not be excused.</i></p>	<b>20%</b>
<b>Total: 100%</b>	

**Assessments:**

*Formative Assessments:*

- Participation Assignments
  - Reading and vocabulary quizzes
  - Review of class notes and reading annotations
  - In-class and online discussion
  - Grammar and vocabulary pre-assessments
  - Review of writing assignment drafts

*Summative Assessments:*

- Final drafts of writing assignments
- Final portfolio submission
- Grammar and vocabulary post-assessment exam

<b>Grading Scale:</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	

## Course Schedule:

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

### Understanding the Schedule of Assignments:

PCW = *Patterns for College Writing*

Online = Reading located on Blackboard → Class Readings (listed by week number)

**BOLD ITEMS** = Homework to be turned in or important information

[ ] = Planned in-class activities

### Week One

#### **UNIT ONE: WHAT WORDS SAY AND DON'T SAY**

**Mon 8/27** [Today's Topic(s): Introductions; Syllabus; On Becoming Academic]

**Wed 8/29** **DUE: DIAGNOSTIC PORTFOLIO**  
READ: Online, Bean, "Helping Students Read Difficult Texts"  
[Today's Topic(s): **IXL Grammar Pre-Assessment**; Discuss Bean's ten difficulties]

### Week Two

**Mon 9/3** **NO CLASS - LABOR DAY**

**Wed 9/5** **DUE: REFLECTIVE WRITING ON BEAN'S TEN DIFFICULTIES**  
READ: Online, Chapter 1, "Critical Reading" (start with this)  
**READING #1, PCW, Henry Louis Gates, Jr., "What's in a Name?"** (2)  
PCW, Reading to Write (13-16, 22)  
[Today's Topic(s): Annotating; Discuss READING #1]

### Week Three

**Mon 9/10** **DUE: REFLECTIVE WRITING ON NAMES, NICKNAMES, AND GROUP NAMES**  
**RE-READ & ANNOTATE READING #1**  
READ: Online, Chapter 4, "Summary"  
[Today's Topic(s): Intro to Summary; CABIN; Attributive Tags and Structural Markers]

**Wed 9/12** **DUE: IXL CHECKPOINT**  
**DUE: SUMMARY READING #1 ROUGH DRAFT [BRING 2 COPIES]**  
[Today's Topic(s): Formatting Documents Using Microsoft Word; Peer review]

### Week Four

**Mon 9/17** **DUE: SUMMARY READING #1 FINAL DRAFT**  
READ: **READING #2, Online, Lutz, "The World of Doublespeak"**  
[Today's Topic(s): Discuss READING #2]

**Wed 9/19** **DUE: ANNOTATE READING #2**  
**ORAL PRESENTATION ON DOUBLESPEAK**  
[Today's Topic(s): Students present, and explain specific examples of "doublespeak"]

Week Five

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**Mon 9/24** DUE: **SUMMARY 2 ROUGH DRAFT 1 [BRING 2 COPIES]**  
[Today's Topic(s): Peer review]

**Wed 9/26** DUE: **SUMMARY 2 FINAL DRAFT**  
[Today's Topic(s): **IXL Grammar Post-Assessment; IXL Vocabulary Pre-Assessment**]

Week Six

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**Mon 10/1** DUE: **ONLINE DISCUSSION – EXAMINE A LINK BETWEEN LUTZ'S AND GATES' ESSAYS**  
READ: PCW, Chapter 2, "Invention" (27-40)  
PCW, Chapter 3, "Arrangement" (49-60)  
[Today's Topic(s): Introduction to the academic essay; prewriting for Essay 1]

**Wed 10/3** READ: PCW, Chapter 8, "Exemplification" (203-17)  
Online, Chapter 2, "Quotation"  
[Today's Topic(s): What is exemplification? In-class work-day on Essay 1]

**MIDTERM GRADES**

Week Seven

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**Mon 10/8** DUE: **ESSAY 1 ROUGH DRAFT (PAPER CONFERENCE)**  
[Today's Topic(s): Individual Paper Conferences, Day 1 of 2]

**Wed 10/10** DUE: **ESSAY 1 ROUGH DRAFT (PAPER CONFERENCE)**  
[Today's Topic(s): Individual Paper Conferences, Day 2 of 2]

**\*\*\*INTERNATIONAL FILM FESTIVAL EXTRA CREDIT OPPORTUNITY\*\*\*** (see Professor Cassello)

Week Eight

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**UNIT TWO: WHAT WORDS CAN DO**

**Mon 10/15** DUE: **ESSAY 1 FINAL DRAFT**  
**IXL CHECKPOINT**  
[Today's Topic(s): Small group reading of Austin excerpt]

**Wed 10/17** DUE: **ANNOTATE READING #3**  
READ: **READING #3, Online, Austin, How to Do Things with Words (excerpt)**  
[Today's Topic(s): Discuss READING #3]

Week Nine

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**Mon 10/22** READ: Online, "54 U.S.C. §320301. National monuments (a.k.a "Antiquities Act of 1906")  
Online, "Presidential Proclamation 9233"  
[Today's Topic(s): Doing things with words: national monuments; View Proclamation 9233]

**Wed 10/24** [Today's Topic(s): In-class work day for Pullman group research project]

Week Ten

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**Mon 10/29 DUE: PULLMAN ORAL PRESENTATIONS**

[*Today's Topic(s)*: Students deliver brief oral presentations about their assigned topic]

**Fri 11/2**

**FIELD TRIP TO PULLMAN NATIONAL MONUMENT**

*All students are expected to attend, so plan accordingly. The walking tour will be from 9:00 a.m. to 12:00 p.m. Transportation by CCSJ will be provided. Students may also carpool and/or meet us at the location—but professor must be notified in advance. We will leave at 8:15 a.m. from CCSJ. We will meet at The Pullman National Monument Visitors Center located at 11141 S Cottage Grove Ave, Chicago, IL 60628. Dress warmly.*

Week Eleven

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**Mon 11/5 DUE: A PLACE THAT MATTERS TO YOU**

[*Today's Topic(s)*: Bring photos and write two paragraphs. The first should describe the historic and current physical appearance of the building, site, or place that matters to you. The second should provide a brief discussion of the why the place is significant; this could be because of its architectural style, association with a historical event or person, or other reasons. Come prepared to informally share these paragraphs with the class]

**Wed 11/7**

[*Today's Topic(s)*: **IXL Vocabulary Post-Assessment**; In-class work day on essay]

Week Twelve

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**Mon 11/12 DUE: ESSAY 2 ROUGH DRAFT (PAPER CONFERENCES)**

[*Today's Topic(s)*: Individual Paper Conferences, Day 1 of 2]

**Wed 11/14 DUE: ESSAY 2 ROUGH DRAFT (PAPER CONFERENCES)**

[*Today's Topic(s)*: Individual Paper Conferences, Day 2 of 2]

**NO CLASS - FALL BREAK / THANKSGIVING RECESS (November 19-24)**

Week Thirteen

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**UNIT THREE: THE FINAL PORTFOLIO**

**Mon 11/26 DUE: ESSAY 2 FINAL DRAFT**

[*Today's Topic(s)*: Final Portfolio Instructions; Begin work on Final Portfolio]

**Wed 11/28**

[*Today's Topic(s)*: **In-class essay based on shared prompt** for Final Portfolio]

Week Fourteen

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**Mon 12/3**

[*Today's Topic(s)*: In-class work day - revisions for Final Portfolio]

**Wed 12/5**

[*Today's Topic(s)*: In-class work day - prepare cover letter Final Portfolio]

Week Fifteen

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**Mon 12/10 DUE: REFLECTIVE WRITING ON EWPC 096 (In-Class)**

[*Today's Topic(s)*: IDEA Course Evaluations]

**Wed 12/12**

**DUE: FINAL PORTFOLIO**



## Responsibilities

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### Attending Class

You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course.

Students who miss more than **SIX (6) hours of class** will receive a zero (0) for the attendance portion of their final grade.

In accordance with the English Program attendance policy, any student missing more than **NINE (9) hours of class** will receive an **F** (a failing grade) for the course.

### Turning In Your Work

You cannot succeed in this class if you do not turn in all your work on the day it is due. To pass the course, you must complete and turn in all required assignments. Work is to be turned in at the beginning of class on the due date listed on the course syllabus or stated by the instructor in-class or online. All written work must be typed and stapled (unless otherwise instructed).

**Late Work:** You will not receive credit for any late assignment unless you have made formal, written arrangements with the instructor via email prior to the next scheduled class session. Any work submitted more than **five days late** will receive a zero. Contact me at [mcassello@ccsj.edu](mailto:mcassello@ccsj.edu) to determine how/where you should submit any late work. In other words, do not show up to class a week after an assignment is due, hand in your work, and expect to receive credit for it.

**Missed In-class Work:** Except under dire circumstances (e.g., serious bodily injury requiring hospitalization or prolonged illness) in-class activities such as worksheets, journals, quizzes, review of notes/annotations, presentations, performances, group work, etc. cannot be made up if you are absent on the day the assignment is due.

### 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.

### 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, you may be asked to leave, in which case you will be marked absent.

**Doing Your Own Work** If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite>

**Please note:** All papers may be electronically checked for plagiarism.

**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 in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

**Communicating with your Professor** *Blackboard:* Blackboard will be used to distribute readings, handouts, and announcements. Your grades will also be recorded regularly in Blackboard. It is essential that you log into Blackboard regularly to ensure that you stay informed about the course. If the campus is closed or class cancelled due to bad weather, alternative assignments will be distributed via Blackboard and must be completed on time.

*Office Hours:* Students are encouraged to use office hours for assistance and clarification. Office hours are an excellent forum to discuss individual questions which are not appropriate during class (a question about your particular assignment, a question about the Communications program, your attendance, etc.). Appointments are not necessary, but they help me to prepare for your visit and ensure that I will not be out of the office. My office hours are specified on the first page of the syllabus.

*Email:* I will use CCSJ's email to send urgent announcements about class or assignments. You should use CCSJ's email to communicate about absences and to ask small but important questions (e.g. clarification about an assignment). Don't use email to request information or materials readily available elsewhere (e.g. due dates ← listed on the syllabus, handouts ← available on Blackboard). I generally respond to emails within 24-48 hours with the exception of breaks/holidays when I may be unavailable until the next scheduled business day.

*Phone Calls:* Reserve phone calls for urgent communications. For example, call if you have a flat tire and will be unable to make it to class or if you have been snowed in. My office phone number is (219) 473-4322.

In all instances (Blackboard, office hours, email, phone), remember that communication with college instructors should *always* maintain standards of professionalism and formality.

## Resources

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<b>CCSJ Book Rental Program</b>	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 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> .

# 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.

## Mr. Cassello's Grading Key:

- ¶ Paragraph. Either your paragraph is too long and needs to be split and reorganized, or it is too short and needs to be lengthened.
- | Indent Needed
- AWK Awkward wording. The sentence uses words imprecisely or incorrectly or the sentence is generally confusing.
- G Grammar. There is something grammatically wrong with the sentence. The problem may be punctuation, spelling, syntax, or other problems which impact readability.
- INF Informal. The words or phrase are too casual for college prose. Remember, no contractions (can't, don't, didn't) in formal prose.
- W Wordy / Verbose. State more concisely. Avoid passive voice and "there is/are" sentence structures.
- WC Word choice. The word you are using here conveys either a confusing or incorrect meaning. Action: look up the word you used in a dictionary so you fully understand its meaning.
- TS Topic Sentence. Your paragraph either completely lacks a topic sentence, or the topic sentence you have constructed is too vague, broad, or unclear.
- DS Double space . Either your line spacing is too large or too small.
- E Evidence/example needed. You make a claim or statement but give no textual information to back it up.
- M Metaphor/Abstract/Cliché. Formal writing is concrete and detailed. Avoid metaphors and clichés ("right off the bat," "not out of the woods," "clear as mud,"). Instead, state in detail what these statements literally mean (i.e., "immediately," "the problem will persist," "unclear").
- I Independence. Reader needs more background/context to understand your discussion. Be sure you have answered who, what, when, where, why about the source texts or topics you are discussing. For example: Who wrote it? When did they write it? Where was it published? What is it about overall? Why did they write it?
- S Spelling
- SP Signal phrase (transition word) needed. Tell the reader what function your sentence or paragraph is performing. Remember, is it more of the same type of information (in addition, similarly), is it contrary information (by contrast, on the other hand), is it clarifying, concluding, or solidifying a logical connection you are making (thus, therefore, as a result, hence).
- V Vague. The words being used to express your idea are simply too broad or vague.
- Link Cohesion. Sentences or paragraphs need to be connected more logically. There should be a clear logical path from sentence-to-sentence and paragraph-to-paragraph with no abrupt leaps. You can achieve cohesion by using signal phrases, repeating key phrases, etc.