
Calumet College



of Saint Joseph

You Belong!
ccsj.edu

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 2018**Course: EWPC 096B****Instructor Information:**

Instructor Name	Niki Avina
Office Number:	Adjunct Office in Tutoring Center
Phone Number:	219-796-7107
Email:	navina@ccsj.edu
Office Hours:	Monday & Wednesday 12:00-2:00pm
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:	263
Prerequisites:	none
Required Books and Materials:	Patterns for College Writing by Kirszner & Mandell
Learning Outcomes/ Competencies:	Students in this course will: A. Grammar 1. Demonstrate proficient use of English grammar and usage.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.

B. Vocabulary

3. Use a dictionary or dictionary website to learn the definition, context, and origin of words.

4. Use Greek and Latin word roots to determine meanings of words.

5. Use knowledge of common prefixes and suffixes to determine the meanings of words.

6. Distinguish between the denotative and connotative meanings of words.

7. Use context to determine the meanings of words.

C. Reading

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. Recognize and decode the structure and meaning of texts written in common genres of the academic and professional world, specifically textbooks, essays, editorials, news, formal letters, and formal reports.

10. Identify the main idea of a text and distinguish between main idea and different kinds of support.

D. Writing

11. Demonstrate knowledge of the writing process, including prewriting, drafting, revising, editing and peer review.

12. Write structurally, grammatically, and mechanically correct sentences using a variety of sentence types and using proper coordination and subordination.

13. Write paragraphs that are appropriate for the situation, purpose, and audience that include clear topic sentences.

14. Differentiate between and demonstrate fundamental proficiency in use of the following modes: description, narration, exemplification, extended definition, division/classification, comparison/contrast, cause/effect, argument).

15. Compose a brief academic essay with an introduction and thesis/central idea, supporting paragraphs that support the central idea, and a conclusion.

The course also meets the following General Education Program objectives:

1. Students will read analytically, synthetically, and critically in a variety of genres. (introduced)
2. Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation. (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

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:

- Community Tour & Analysis
- On the Table 219 Community Conversation

Assessments:

Proficiency Portfolio	<p>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.</p> <p>The following are required materials for the portfolio:</p> <ul style="list-style-type: none"> • 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 writing prompt common to all English 103 sections <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. 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 <i>exemplary</i>, you may become eligible for the St. Gaspar’s Honors Learning Community.</p>	
Major Assignments:	<p>Summary Paragraphs & Portfolio Reading to Write Assignments I-XL coursework Weekly Class Assignments Attendance & Participation</p>	<p>250 (5 @ 50 pts) 400 (4 @ 100 pts) 100 (10 @ 10 pts) 150 100 1000 total points</p>
Class Participation:	<p>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</p>	

	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
August 27 & 29	Introduction to Course Blackboard Overview Assignment Formatting Guidelines	In-Class Writing Assignment IXL Assessment Note: Reading & Grammar Assignments will be announced based on these results. An updated calendar with readings and specific IXL assignments will be posted in Blackboard.
September 3 & 5	Labor Day- Class will not meet	Lecture: Best Practices in Writing Activity: Process Learning Stations
September 10 & 12	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 17 & 19	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 TBA as noted above
September 24 & 26	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 1 & 3	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 8 & 10	Lecture: Traits of Writing	Discussion of <i>The Real McCoy</i> <ul style="list-style-type: none"> • Technical vocabulary

	Reading Assignment: <i>The Real McCoy</i>	<ul style="list-style-type: none"> • Big Ideas Trait Analysis Activity—Did the author have it all? Summary #2 Assignment- In class
October 15 & 17	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 22 & 24	Lecture: Analyzing Voice Summary Template Activity	Task & Purpose Scavenger Hunt Trait Focus: Taming Annotations Workshop: Summary # 3 revisions
October 29 & 31	Lecture: Clarity in Writing Reading Assignment: TBA as noted above	Discussion of Reading <ul style="list-style-type: none"> • Technical vocabulary • Organizational strategies RtW #3: Writing Analysis Assignment
November 5 & 7	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 12 & 14	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 19 & 21	Thanksgiving Break	Thanksgiving Break
November 26 & 28	Lecture: Understanding Writing Rubric Portfolio Assignment Overview Workshop: portfolio elements	Lecture: Revising Using Writing Traits Workshop: Revised Essay
December 3 & 5	Punctuation BOLO Review activity Small Group Activity: Analyzing sample portfolios	* Portfolio Due* Individual Student Conferences
December 10 & 12 *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. 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</p>

	<p>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 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.</p>
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	<p>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.</p>
Participating in Class	<p>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.</p>
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>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 –</p>

	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.
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 .