
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 2018

Course: EWPC 103 B	
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 12:00-2:00 pm and Wednesday 12:00-1:30pm
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. As a middle school Language Arts teacher for ten years, I worked to build solid foundations in young writers. In 2005, I began teaching night classes to help foster not only a foundation for college writing but a love for the craft of writing as well. Outside of my teaching career, I am a founding board member of Hannah's Hope, a charity that helps children in Northwest Indiana with special needs to purchase costly therapy and medical equipment.	

Course Information:	
Course Time:	MW 10:15-11:45 AM
Classroom:	263
Prerequisites:	Successful completion of EWPC 096 or equivalent score on placement test
Required Books and Materials:	All readings will be posted on Blackboard. Links to Purdue OWL and other helpful writing resources provided in Blackboard
Learning Outcomes/ Competencies: Students in this course will:	
<ul style="list-style-type: none">• The student will write a unified, coherent, well-developed familiar essay, expository essay, and persuasive essay.• The student will understand and gain greater control over all the phases of the writing process – prewriting, writing, re-writing, and editing.• The student will apply various techniques for generating ideas, apply a variety of revision and editing strategies, and 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.

This course meets Calumet College of St. Joseph’s Signature Assignment requirement to demonstrate fundamental competency in written and/or oral communications.

Course Description:

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

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:

- Students will attend the Art Institute of Chicago field trip.
- Students will participate in the On the Table 219 community conversation and develop an action plan based on the conversation.

Assessments:

Required Essays

1. The Familiar Essay (5 Paragraphs)

The Familiar Essay is a **five-paragraph familiar essay** written in an expository form on some topic of the student's personal interest and knowledge. It serves to introduce the students to the structure of academic writing and the central skill to that form of writing: namely, the ability to move gracefully between generalizations and specific details.

2. The Expository Essay (3-5 Pages)

The Expository Essay is a **semi-formal expository essay**, a 3-5-page explanation of a set of ideas about some topic in which the student is already an "expert." The topics students choose should not require research; the more they already know about their topic, the better. Bracketing the problem of generating new ideas frees students to focus on building effective exposition skills.

During the writing of this essay, classroom instruction focuses primarily on the local challenges of effective sentence construction and of using correct sentence grammar. Instructors demand multiple revisions of this essay.

3. The Persuasive Essay (4-5 Pages)

The persuasive essay is an evidence-based essay that incorporates at least two to three sources and a counter-argument. It teaches students the fundamentals of academic argument: how to make a claim, how to support it with evidence, how to argue persuasively, and how to prepare a counter argument to alternative claims. The essay introduces students to the challenges of writing with sources, a skill that is taken up in earnest in English 104: Academic Reading and Writing.

Proficiency Portfolio

Because English 103 is a competency-based course, the final portfolio demonstrates your proficiency in reading and writing and shows your readiness for English 204 and for college-level writing in general. In order to submit a final portfolio, students need to be passing the course at the time portfolios are collected. All work in the final portfolio (other than the cover letter) must have been read by the instructor prior to portfolio submission. During finals week, portfolios will be read by committees of CCSJ writing faculty, who will use the CCSJ Rubric for Written Communications to evaluate the portfolios. Students whose portfolios do not pass the portfolio evaluation will receive an "Incomplete" in the course and must pass EWPC 100 the following semester *regardless of the grade they were earning before they submitted the portfolio*. Failing EWPC 100 will result in failing grades for both courses.

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 (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. 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 *exemplary*, you may become eligible for the St. Gaspar's Honors Learning Community.

Major Assignments:	Familiar Essay	100
	Expository Essay	100
	Persuasive Essay	100
	Class work Assignments	150
Class Participation	Attendance & Discussions	50
Total	Total Course Points:	500
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:

<p>This course will be split into four distinct modules in order to encourage growth in specific areas of writing. Each module’s main assessment is one of the required course benchmarks. Each module embeds structural and grammatical content as well as anchor texts that model high-quality writing to improve student writing while meeting the objectives stated above.</p>		
<p>Module 1: The Familiar Essay Workshop Focus Topics: Organization & Voice Grammar Review Topics: Pronoun Usage & Sentence Structure</p>		
Class Date	Monday	Wednesday
August 27 & 29	Introduction to Course & College Blackboard Overview Assignment Submission Guidelines	In-Class Writing Assignment Activity: What I Know About Writing
September 3 & 5	Labor Day- Class will not meet	The Writing Process & Traits <ul style="list-style-type: none"> Lecture & Activity
September 10 & 12	The Writing Process & Traits, continued <ul style="list-style-type: none"> Model Analysis 	Trait Focus: Organization <ul style="list-style-type: none"> Prewriting strategies Workshop: Essay prewriting
September 17 & 19	Note taking & Annotation Lesson: <ul style="list-style-type: none"> Active Reading Reading Assignment: Excerpt from <i>Narrative of the Life of Frederick Douglass, an American Slave</i> *Familiar Draft Due*	Trait Focus: Organization <ul style="list-style-type: none"> Introduction & Conclusion paragraphs Workshop: Familiar Essay Revisions
September 24 & 26	Discussion of excerpt from <i>Frederick Douglass</i> <ul style="list-style-type: none"> Organizational structure Audience and voice Sentence Structure Review Activity	Experience: On the Table 219 community conversation Sentence Analysis of excerpt from <i>Frederick Douglass</i> *Final Familiar Essay Due*
<p>Module 2: The Expository Essay Workshop Focus Topics: Ideas & Sentence Fluency Grammar Review Topics: Transition Usage & Sentence Problems</p>		
Class Date	Monday	Wednesday
October 1 & 3	Discussion: On the Table results Lecture: Expository Writing Reading Assignment: <i>How Not to Live in Your Parent’s Basement Forever</i>	Trait Focus: Ideas <ul style="list-style-type: none"> Choosing Ideas Supporting main ideas Effective paragraphing Expository Essay Assignment Workshop: Essay prewriting

October 8 & 10	Discussion of <i>How Not to Live...</i> <ul style="list-style-type: none"> • Main idea of reading • How does author support main ideas? • Transition usage for flow *Expository Draft Due*	Trait Focus: Fluency <ul style="list-style-type: none"> • Using appropriate transitions • Sentence variation • Avoiding sentence-level distractions Workshop: Expository Revisions
October 15 & 17	Lecture: Conducting Research <ul style="list-style-type: none"> • Sources & Citations • MLA basics • Using Sources 	Best Practices: Summary & Citation <ul style="list-style-type: none"> • Learning Stations *Final Expository Essay Due*
Module 3: The Persuasive Essay Workshop Focus Topics: Word Choice & Tone Grammar Review Topics: Parallelism & Comma Usage		
Class Date	Monday	Wednesday
October 22 & 24	Lecture: Persuasive Writing Reading Assignment: <i>Is a Degree Still Worth It?</i>	Workshop: Persuasive Research & Topic Development Counterargument development *Persuasive Sources & Outline Due*
October 29 & 31	Discussion of <i>Is a Degree Still Worth It?</i> <ul style="list-style-type: none"> • Evaluate arguments • Relevant Evidence • Parallel structure *Persuasive Draft Due*	Peer Revising Activity: Analyze persuasive draft for same elements as Monday's discussion I-XL Assignment: Relevant & Irrelevant Evidence
November 5 & 7	Revision Learning Stations: <ul style="list-style-type: none"> • Active Word Choice • Instructor Review • Persuasive Essay Revisions 	Sensory Writing- Show, Don't Tell <ul style="list-style-type: none"> • Art Institute field trip discussion *Final Persuasive Essay Due*
Module 4: The Competency Portfolio Workshop Focus Topics: Audience & Purpose Grammar Review Topics: Punctuation & Capitalization Review/Issues		
Class Date	Monday	Wednesday
November 12 & 14	Lecture: Using a Rubric Reading Assignment: <i>Let these American Spirits Grow</i> By Pope Francis	Discussion of <i>American Spirits</i> <ul style="list-style-type: none"> • Evaluate organizational structure • Analyze Evidence
November 19 & 21	Thanksgiving Break	Thanksgiving Break
November 26 & 28	Lecture: Revising Using Writing Traits Revising in Action Activity	Portfolio Assignment: In-class Timed Writing (due by end of class period)
December 3 & 5	Punctuation BOLO Review activity Small Group Activity: Analyzing sample portfolios	Workshop: Portfolio clean-up
December 12 & 14	Finals week- See Blackboard for portfolio deadline.	

A more detailed course schedule will be posted on Blackboard once Learning Community activities are finalized. I reserve the right to change this schedule to meet the needs of the class.

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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 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.</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, 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	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
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 .