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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.*

*We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.*

## **COURSE SYLLABUS, Fall 2019**

<b>Course: EWPC 103 A</b>	
<b>Instructor Information:</b>	
<b>Instructor Name</b>	Niki Avina
<b>Office Number:</b>	504
<b>Phone Number:</b>	219-796-7107
<b>Email:</b>	<a href="mailto:navina@ccsj.edu">navina@ccsj.edu</a>
<b>Office Hours:</b>	Mondays 12:00-2:00 pm or by appointment at our mutual convenience
<b>Instructor Background:</b> 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.	

<b>Course Information:</b>	
<b>Course Time:</b>	MW 8:30-10:00 AM
<b>Classroom:</b>	260
<b>Prerequisites:</b>	Successful completion of EWPC 096 or equivalent score on placement test
<b>Required Books and Materials:</b>	<i>Take the Cannoli</i> by Sarah Vowell Links to Purdue OWL and other helpful writing resources provided in Blackboard

**Learning Outcomes/ Competencies:**

*This course meets the following objectives:*

Students in this course will...

- write a variety of clear, grammatically correct sentences.
- actively read and annotate a variety of texts across the curriculum.
- understand and gain greater control over all the phases of the writing process: prewriting, writing, revising, and editing.
- write organized and well-developed familiar, expository, and persuasive essays.
- understand the elements of rhetorical situations in both reading and writing.

*The course also introduces the following General Education Program objectives:*

Students in this course will...

- read analytically, synthetically, and critically in a variety of genres.
- write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- 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.
- appreciate, create, and critique the persuasive power of art and media.
- 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. *(This course is a CCSJ General Education requirement.)*

**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.

**Reading**

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**

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**

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.

**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 CCSJ Humanities Festival

<b>Assessments</b>	
<b>Required Essays:</b>	<p><b>1. The Familiar Essay (5 Paragraphs)</b> The Familiar Essay is a <b>five-paragraph familiar essay</b> 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.</p> <p><b>2. The Expository Essay (3-5 Pages)</b> The Expository Essay is a <b>semi-formal expository essay</b>, 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.</p> <p><b>3. The Persuasive Essay (4-5 Pages)</b> 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.</p>
<b>The Proficiency Portfolio:</b>	Because English 103 is a competency-based course, the final portfolio demonstrates your proficiency in reading and writing and shows your readiness

	<p>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. <b>Students whose portfolios do not pass the portfolio evaluation will receive an F for the course regardless of the grade they were earning before they submitted the portfolio because they have failed to meet a minimal competency in college-level composition.</b></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 or the Expository 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>Students also have the option of including other written work, perhaps from another class at CCSJ. This is completely optional.</p> <p>Students will be preparing all semester for the final portfolio and will have the option of revising all of their work except for the in-class essay and the cover letter. <b>If a student's portfolio fails to meet minimal competencies, that student will receive a final grade of F for the course and will need to repeat it.</b> If a student's portfolio is deemed <i>exemplary</i>, that student may become eligible for the St. Gaspar's Honors Learning Community.</p>																
<b>Major Assignments:</b>	Familiar Essay Expository Essay Persuasive Essay Class work Assignments	100 100 100 150															
<b>Class Participation</b>	Attendance & Discussions	50															
<b>Total</b>	Total Course Points:	500															
<p><b>Grading Scale:</b></p> <table border="0"> <tr> <td>100% – 92%: A</td> <td>91% – 90%: A-</td> <td></td> </tr> <tr> <td>89% – 88%: B+</td> <td>87% – 82%: B</td> <td>81% – 80%: B-</td> </tr> <tr> <td>79% – 78%: C+</td> <td>77% – 72%: C</td> <td>71% – 70%: C-</td> </tr> <tr> <td>69% – 68%: D+</td> <td>67% – 62%: D</td> <td>61% – 60%: D-</td> </tr> <tr> <td>59% and below:</td> <td>F</td> <td></td> </tr> </table>			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	
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59% and below:	F																

**Course Schedule:**

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.

**Module 1: The Familiar Essay**  
**Workshop Focus Topics: Organization & Voice**  
**Grammar Review Topics: Pronoun Usage & Sentence Structure**

Class Date	Monday	Wednesday
<b>August 26 &amp; 28</b>	Introduction to Course & College  Blackboard Overview  Assignment Submission Guidelines  Reading Assignment: Excerpt from <i>Narrative of the Life of Frederick Douglass, an American Slave</i>	Discussion: What does it take to succeed?  In-Class Writing Assignment  Reading Assignment: <i>Michigan and Wacker</i>
<b>September 2 &amp; 4</b>	<b>Labor Day- Class will not meet</b>	The Writing Process & Traits <ul style="list-style-type: none"> <li>• Lecture &amp; Activity</li> <li>• Model analysis</li> </ul> Assignment: Academic Summary of <i>Michigan and Wacker</i>
<b>September 9 &amp; 11</b>	Read Like a Writer Group Activity  Revise summary and submit final copy  Familiar Essay Assignment Overview	Organization Strategies and Planning  Narrowing a Topic activity
<b>September 16 &amp; 18</b>	<b>*Familiar Draft Due</b>  Opening & Closing Activity  Workshop: Intro & Conclusions	Show, Don't Tell Activity  Workshop: Sensory details  Reading Assignment: <i>Vindictively American</i>
<b>September 23 &amp; 25</b>	The Name Game Activity  Workshop: Clarity & Specifics  <i>Vindictively American</i> discussion and speech outline	<b>*Final Familiar Essay due</b>  <i>Vindictively American</i> Collage Presentations  Reading Assignment: <i>Vindictively American</i>

<b>Module 2: The Expository Essay</b> <b>Workshop Focus Topics: Ideas &amp; Sentence Fluency</b> <b>Grammar Review Topics: Transition Usage &amp; Sentence Problems</b>		
Class Date	Monday	Wednesday
September 30 & October 2	Lecture: Expository Writing “How to Be” Discussion  Reading Assignment: <i>Let these American Spirits Grow</i> By Pope Francis	Discussion of <i>American Spirits</i> <ul style="list-style-type: none"> <li>Evaluate organizational structure</li> <li>Analyze Evidence</li> </ul> Trait Focus: Ideas <ul style="list-style-type: none"> <li>Choosing &amp; Supporting Ideas</li> </ul> Expository Essay Assignment Workshop: Essay prewriting
October 7 & 9  <i>*Midterm grades will be posted this week.</i>	Layers of Organization Activity  Workshop: Expository Draft Creation	Trait Focus: Fluency <ul style="list-style-type: none"> <li>Sentence variation</li> <li>Avoiding sentence-level distractions</li> </ul> <b>*Expository Draft Due*</b>
October 14 & 16	Best Practices: Effective Summarizing  Workshop: Sentence fluency checklist	Best Practices: Summary & Citation <ul style="list-style-type: none"> <li>Learning Stations</li> </ul> Reading Assignment: <i>Shooting Dad</i>  <b>*Final Expository Essay Due*</b>
October 21 & 23	Lecture: Persuasive Writing  Discussion of <i>Shooting Dad</i>	Persuasive Topic Choice and Research  Essay Prewriting
<b>Module 3: The Persuasive Essay</b> <b>Workshop Focus Topics: Word Choice &amp; Tone</b> <b>Grammar Review Topics: Parallelism &amp; Comma Usage</b>		
Class Date	Monday	Wednesday
October 28 & 30  <b>Humanities Fest</b>	Class will not meet as scheduled this week. Instead, students will attend a minimum of FIVE Humanities Fest activities and complete an assignment based on their experiences. Festival schedule as well as assignment guidelines will be posted when the event gets closer.	
November 4 & 6	<b>*Persuasive Essay Draft Due</b>  Group Speeches—present research  Development of Counterargument	Revision Learning Stations: <ul style="list-style-type: none"> <li>Active Word Choice</li> <li>Instructor Review</li> <li>Persuasive Essay Revisions</li> </ul> Group Speeches—present research
November 11 & 13	Lecture: Using a Rubric  Workshop: Tone and Voice  Reading Assignment: <i>Take the Cannoli</i>	<b>*Final Persuasive Essay Due*</b>
November 18 & 20	Lecture: Revising Using Writing Traits Revising in Action Activity	Portfolio Assignment: In-class Timed Writing (due by end of class period)
November 25 & 27	<b>No classes—Thanksgiving Break</b>	

<b>Module 4: The Competency Portfolio</b> <b>Workshop Focus Topics: Audience &amp; Purpose</b> <b>Grammar Review Topics: Punctuation &amp; Capitalization Review/Issues</b>		
<b>Class Date</b>	<b>Monday</b>	<b>Wednesday</b>
<b>December 2 &amp; 4</b>	Punctuation BOLO Review activity  Workshop: Cover Letter argument review	Small Group Activity: Analyzing sample portfolios  Workshop: Portfolio revisions
<b>December 9 &amp; 11</b>	<b>Finals week- See Blackboard for details.</b>	

As semester progresses, a listing of class activities can be found in the weekly folders in Blackboard. I reserve the right to change this schedule to meet the needs of the class.

<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. 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>In accordance with EWPC program policy, <b>any student missing more than NINE (9) hours of class will receive an F.</b> 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><b>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.</b></p>
<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. 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>
<b>Meeting Standards for Classroom Behavior</b>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.</li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions.</li> <li>• <b>Food &amp; Beverages.</b> Because our class meets in a computer lab, food will not be permitted. Beverages with a lid that seals will be permitted.</li> </ul>
<b>CCSJ Student Honor Code:</b>	This course asks students to reaffirm the CCSJ Student Honor Code:

	<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>Doing Your Own Work:</b>	<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 <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience:</b>	<p>Your voice matters! 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!</p>
<b>Withdrawing from Class:</b>	<p>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.</p>

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	<p>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></p>
<b>Student Success Center:</b>	<p>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.</p>
<b>Disability Services:</b>	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA)</p>



	<p>guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
<p><b>Student Assistance Program</b></p>	<p>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>.</p>
<p><b>CCSJ Alerts:</b></p>	<p>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>.</p>