
Calumet College



of Saint Joseph

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COURSE SYLLABUS

Term: Spring 2017 (2016-2)

Course: EWPC 096B Fundamentals of English II

Instructor Name: Mark Cassello
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Email: mcassello@ccsj.edu
Hours Available: Tuesday/Thursday 10:00-12:00, Wednesday 10:00-3:00, or by appointment.

Instructor Background: Like many of the 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 myself, while working full-time, I attended Indiana University Northwest for my undergraduate degree. 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 with this career path, I took classes in the evening and eventually finished my BA in English. Soon after, I earned a Master's Degree in American Literature from Indiana University in Bloomington where I am currently completing a Ph.D.

Course Information:

Course Time: Tuesday/Thursday, 8:30AM - 10:00AM
Classroom: 419
Prerequisites: None

Required Books & Materials: Kirszner, Laurie G. and Stephen R. Mandell. *The Concise Wadsworth Handbook*. New York: Cengage, 2013.

Learning Outcomes/ Competencies:

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.

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:

Competency Based Learning (Pilot), hybrid delivery, individualized instruction, online activities and assessment (using IXL and Blackboard), lecture, discussion, reading and writing assignments

Experiential Learning Opportunities:

-NA

Assessments:

Major Assignments: This course is a non-traditional course in that it is using a “competency based” approach to student learning. Students will attend class as they normally would in a traditional class; however, student success in the course will be assessed primarily by demonstrating proficiency in four (4) competency areas.

Students will work through the course at their own pace and will meet regularly with the instructor to measure progress, answer questions about course material, complete referrals to student support services (when necessary), and set progress goals for the upcoming week.

Students will complete 15 required modules comprised of a mixture of online and offline work. Students are expected to regularly access Blackboard and IXL throughout the semester.

Students’ preliminary proficiency in a competency area will be determined through a pre-assessment. This pre-assessment will be scored, and depending on their performance, may be given credit for modules in which they already demonstrate proficiency or mastery.

Upon completion of the modules in a given area, the students will take a post-assessment that measures their proficiency in this competency area after completing work in the area’s modules.

Modules: Students will complete 15 modules over the course of the semester covering four competency areas (grammar, vocabulary, reading, and writing). Proficiency in each module will be scored using a point system that corresponds to the students’ level of mastery of the material in the module:

40%

- 0 – Incomplete
- 1 – Insufficient proficiency
- 2 – Minimal proficiency
- 3 – Proficiency
- 4 – Mastery

Students who fail to complete all 15 modules and submit a final portfolio will have to retake the course next semester. Students must achieve at least minimal proficiency in 10/15 of the modules to pass the course.

Summative Assessments: Students will complete four (4) post-assessments that measure their summative proficiency in the four competency areas.

20%

Final Portfolio: 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.

10%

Attendance and Participation: Regular participation is required to succeed in this course. Students are expected to arrive on time, attend class, and participate during class and through regular online activity. Students who are absent more than three times will receive a zero (0) for the "Attendance and Participation" portion of their grade.

30%

Grading Scale:	100-92	A
	91.9-90	A-
	89.9-88	B+
	87.9-82	B
	81.9-80	B-
	79.9-78	C+
	77.9-72	C
	71.9-70	C-
	69.9-68	D+
	67.9-62	D
	61.9-60	D-
	59.9-0	F

Course Modules:

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

A. GRAMMAR COMPETENCIES

Module 1: Grammar Fundamentals I – The Parts of Speech

Module 2: Grammar Fundamentals II - Sentences

Module 3: Grammar Fundamentals III – Style and Clarity

Module 4: Capitalization, Punctuation, and Spelling

Grammar Competency Post-Assessment

B. VOCABULARY COMPETENCIES

Module 5: Vocabulary Fundamentals I – Etymology and Meaning

Module 6: Vocabulary Fundamentals II – Prefixes and Suffixes

Module 7: Vocabulary Fundamentals III – Denotation, Connotation, Inference

Vocabulary Competency Post-Assessment

C. READING COMPETENCIES

Module 8: Critical reading

Module 9: Structure and genre

Module 10: Main Ideas and Types of Support

Reading Competency Post-Assessment

D. WRITING COMPETENCIES

Module 11: Writing process

Module 13: Writing paragraphs

Module 14: Using rhetorical modes

Module 15: Academic essay form

Writing Competency Post-Assessment

E. SUBMIT FINAL PORTFOLIO

Responsibilities

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. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.

In accordance with the English Department attendance policy, **any student missing more than NINE (9) hours of class—six class sessions—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 absences due to birthdays, sport events, illness, work, etc.

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. Modules can be completed at your own pace, but be wary of falling behind. Students must complete all 15 modules and submit a final portfolio by the end of the semester to have the possibility of passing the class.

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 will receive a grade for your classroom participation. You must come to class prepared, be on time, stay for the duration of the class, engage in a constructive way with your classmates, and demonstrate your knowledge of assigned coursework. If you are unprepared or disengaged, you may be asked to leave, in which case you will be marked absent.

Communicating with your Professor *Social Media:* This course requires regular use of websites including, but not limited to, YouTube, Wordpress, Facebook, Twitter, Instagram, Blackboard, and CCSJ email. The class will have a private Facebook group that will be used to share texts and extend our classroom discussion. If you are not a regular Facebook user, you can set up an account using an alias. Look for me on Facebook (Mark Cassello) and send a friend request.

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

Doing Your Own Work

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

PLEASE NOTE: All papers may be electronically checked for plagiarism.

Withdrawing from Class

After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources

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.

Counseling Services:

If you are in need of emotional support, CCSJ has free services available on campus. A mental health professional is on campus in Room 301 at various times throughout the week. Br. Jerry Schweiterman is the head of the campus ministry and can be found in Room 408.

Other Services:

CCSJ has a food and clothing pantry available for students which is located in the basement. Contact Diane Bailey in the Student Activities Center for more information: dbailey@ccsj.edu

CCSJ Alerts:

Required: 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>.

In addition, you can check other media for important information, such as school closings:

Internet: <http://www.ccsj.edu>

Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 780

TV Channels: 2, 5, 7, 9, 3

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.