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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.*

Course Syllabus for  
**EWPC 325: The Literary Essay**  
**Spring, 2018**

**Instructor:** Dr. Chris Buczinsky

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**Office Hours:**

Mondays	7:00 a.m.-8:30 a.m.
Tuesdays	11:00 p.m.-3:00 p.m.
Wednesdays	7:00 a.m.-8:30 a.m.

**Instructor Background:** I graduated from Northwestern in 1994 with my Ph.D. in English, specializing in Victorian and Modern British literature. Before coming to CCSJ I worked for four years as a writer/illustrator/performer of children's poetry in Chicagoland schools. I then worked as an associate editor of several trade magazines. This is my 15th year at CCSJ. I have taught almost all of the EWPC literature and writing courses.

**Course Description:** This is a course in advanced non-fiction composition beginning with a close reading of great English literary prose stylists. The course is built on a five-part foundation of grammar, rhetoric, style, structure, and meaningful beauty. It uses classic readings as prompts and models on which students produce short pieces of technically correct and sophisticated writing. The course involves intensive reading and writing and extensive feedback using a workshop model. Students develop a portfolio of revised and polished work and pass a sequence of grammar and sentence construction tests

**Course Time:** Monday and Wednesdays 10:15-11:45

**Classroom:** 263

**Required Books and Materials:**

*The Art of the Personal Essay* by Phillip Lopate

*Revising Prose* by Richard Lanham

## Learning Outcomes/ Competencies:

The goal of this class is to become a better reader and writer.

1. To know some of the best essays and essayists in English.
2. To understand the characteristics of the personal or familiar essay as a form as well as the particular essays assigned.
3. To apply one's knowledge of good writing to the analysis and creation of essays.
4. To analyze particular essays for content, structure, and style, distinguishing between noun and verb, running and periodic styles.
5. To synthesize one's knowledge of grammar, style, logic, structure, rhetoric, and diction in the writing of personal essays.
6. To evaluate essays, judging their overall quality according to a set of clearly defined standards.

The course objectives listed above meet the following **EWPC program objectives**:

1. Know the principal authors, works, genres, periods, movements, and terms in the Western literary and professional communication traditions.
2. Apply knowledge of rhetoric and grammar to creating and editing a variety of literary, journalistic, and business texts.
3. Analyze a variety of complex nonfiction, literary and professional communications on both global structural and local sentence levels.
4. Synthesize knowledge of the English language and its literary and professional forms in clear, well-organized, rhetorically-effective English prose, including nonfiction essays, literary texts, and professional communications.

## Learning Strategies:

1. **Chalk Talk.** Mini-lectures that introduce either a personal essay or a writing technique. My job is to be clear, informative, and somewhat entertaining; your job is to listen attentively, to ask probing questions, and to take thorough notes.
2. **Class Discussion.** We discuss, through a series of pointed questions, the text we are examining for the day.
3. **Writing Workshop/Coaching.** Usually, Wednesdays are reserved for writing and revising your essays. I will come along beside each of you to coach.

## Experiential Learning Opportunities:

In order to pass the course, one of the essays written for the course must be posted or published in your Electronic Portfolio. If you do not have an **Electronic Portfolio**, you need to create one at [www.medium.com](http://www.medium.com). An online publishing platform and blog host, Medium publishes amateur and professionals.

In addition the class will, as a group, put on a short literary reading for **CCSJ's Spring Humanities Festival**. Each student must submit and read one short essay (Essay III: On a Rebel) to a live audience during the festival.

## ASSESSMENT

### Major Assignments

Your **final grade** in this class will be assigned based on your performance in three different areas as follows.

1. Homework Assignments and Pop Quizzes	100 pts.
2. The Personal Essays (4)	400 pts.
3. <u>Unit Exams (3)</u>	<u>300 pts.</u>
<b>Total Points</b>	<b>800 pts.</b>

#### 1. Homework Assignments and Pop Quizzes (100 pts.)

Each week you will be assigned: 1) essays from your essay anthology to read and/or analyze; 2) chapters from your *Revising Prose* textbook and 3) supplemental readings from a variety of other composition books. Many types of assignments can accompany these readings, including active reading assignments; essay or chapter outlining; close analyses and summaries, short writing assignments and pop quizzes.

Not all of these assignments are graded, but each assignment I grade is worth 10 points. If you miss an assignment, you can *sometimes* make it up by submitting it the following week, but then you can only receive a top score of B (8 pts.). Sometimes, given the time-sensitive nature of the assignment, I won't accept any make-ups at all. *Acceptance of any assignment beyond a week later than it is due is entirely at my discretion.*

#### 2. The Personal Essays (4 @ 100 pts. each; 400 pts. total)

To pass this class you must write **three Personal Essays**:

- 1) one on **A Person, Place, or Thing (2 ½ pages)**
- 2) one on **An Experience (3-5 pages)**
- 3) one on **A Rebel (1 page)**
- 4) one on **An Idea (5-7 pages)**

Descriptions of each of the essays and the rubrics used to grade them will be handed out in class, but they will also be available on the class's Blackboard site.

*Note: All essays must be written to pass the class. Essays may be rewritten once for a better grade, but rewrites must be submitted **before** the following essay is due.*

#### 3. The Unit Exams (3 @ 100 pts. each; 300 pts. total)

We will have **three unit exams** (See Course Calendar). The exams will cover all reading done during the unit, including the personal essays, the Lanham text, and any supplementary materials I cover in Chalk Talks. The exams are limited only to the units studied (they are not comprehensive) and will include multiple-choice, matching, short-answer, and essay questions, so keep a good, accurate, thorough notebook during the semester.

## Grading Scale

Grades will be assigned based on your performance on the requirements listed above. Students will be assigned final grades based on a traditional scale: A (100-95); A- (94-90); B+ (89-87); B (86-84); B- (83-80); C+ (79-77); C (76-74); C- (73-70); D+ (69-67); D (66-64); D- (63-60); F (59 and below).

## Class Schedule

### Unit I: Person, Place, or Thing: Description

Monday		Wednesday
<b>Jan 15/17</b>	<b><i>Martin Luther King Jr. Day</i></b> <i>No Class</i>	<i>Introductions; Syllabus; Essay 1</i>
<b>Jan 22/23</b>	“Introduction” to Lopate “A Piece of Chalk” G. K. Chesterton	Writing Workshop
<b>Jan 29/30</b>	“The Boarding House” by Samuel Johnson	Writing Workshop
<b>Feb 5/7</b>	“Under the Influence” by Scott Russell Sanders	Writing Workshop
<b>Feb 12/14</b>	<b><i>Unit Exam I</i></b>	<b>Essay I</b> <b>Person, Place, Thing Due</b>

### Unit II: An Experience: Narration

Monday		Wednesday
<b>Wk 6</b>	“The Death of a Moth” by Virginia Woolf	Writing Workshop
<b>Wk 7</b>	“On Going on A Journey” W. Hazlitt	Writing Workshop
<b><i>Spring Break: March 5-9</i></b>		
<b>Wk 8</b>	“Notes of a Native Son” J. Baldwin	Writing Workshop
<b>Wk 9</b>	<b><i>Unit Exam II</i></b>	<b>Essay II Experience Due</b>

### Unit III: An Idea: Explication

<b>Wk 10</b>	“Of Greatness” Abraham Cowley	Writing Workshop <b>Essay III Rebel Due</b>
<b>Wk 11</b>	<b><i>Humanities Festival</i></b> <b><i>April 2-6</i></b>	
<b>Wk 12</b>	“An Apology for Idlers” R. L. Stevenson	Writing Workshop
<b>Wk 13</b>	“Against Joie de Vivre” Phillip Lopate	Writing Workshop
<b>Wk 14</b>	Electronic Portfolio Publication Writing Opportunities: Chicago	Summary, Conclusions, Farwells <b>Essay IV Idea Due</b>
<b><i>Final (Unit Exam)</i></b>		

## 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.

### English Department Attendance Policy

In accordance with English 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. If a problem arises with your absences, please come and talk to me immediately. *Note: there is no need to contact me if you are going to be absent from class.*

### Turning In Your Work

You cannot succeed very well in this class if you do not turn in all your work on the day it is due. Late work may be submitted by one week after it is due, but all late work will be reduced one full letter grade. Accepting work beyond the one-week limit is entirely at my discretion.

### 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

There are no cell phones allowed in student possession during class. If you have a family emergency or work situation that requires you to have your phone on your person, please ask permission before class. Research has shown that students assimilate and remember information better using hand written notes. The use of laptop computers for note taking is therefore prohibited.

## 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 discussion, 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 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.

## Tracking Your Progress

Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.

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

<b>Resources</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 <b>(219) 473-4287</b> 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 <b>(219) 473-4349</b> .
<b>Student Assistance Program</b>	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a <b>free Student Assistance Program (SAP)</b> 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 their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at <b>219-736-4067</b> .
<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.