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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, Spring 2019****Course: EWPC 204 B Academic Reading and Writing****Instructor Information:**

<b>Instructor Name</b>	Jennifer Young
<b>Office Number:</b>	Office of First Year Experience, room 186
<b>Phone Number:</b>	219-473-4285
<b>Email:</b>	jyoung@ccsj.edu
<b>Office Hours:</b>	To be scheduled per your preferences and my availability. Check my office door, Blackboard, or the Student Success Center for posted hours once we have settled on them.

**Instructor Background:** I grew up in the Region and attended Purdue University in Hammond for a BA in English and Philosophy. I stayed there for graduate school and taught while I earned a MA in English. I also taught at other local colleges before being hired for full-time work as the Learning Community Coordinator at CCSJ. That job has evolved into Director of First Year Experience and Coordinator of General Education Composition. Because of what I have done as a student and what I have seen as a teacher, I know that good writing takes a lot of work. I also know that every one of us is capable of that work. We can write well -- and good writing can change the world.

**Course Information:**

<b>Course Time:</b>	Monday and Wednesday from 1:45-3:15
<b>Classroom:</b>	182
<b>Prerequisites:</b>	Passing grade in EWPC 103 with Portfolio or Transfer/Duel Credit Equivalent
<b>Required Books and Materials:</b>	Hendley, Doc. <i>Wine To Water</i> . Avery Publishing Group, 2012. Will, Allen. <i>The Food Food Revolution</i> . Avery Publishing Group, 2013.

## **Learning Outcomes/ Competencies:**

Students in this course will:

- know how to find and evaluate the quality of sources
- understand the conventions of academic argument.
- summarize non-fiction texts, identifying thesis, evidence, and reasoning.
- apply the elements of an argument (including claim, reasons, evidence, and warrants) in their own persuasive argument.
- apply ethical and emotional appeals in persuasive writing and adjust argument and style for particular audiences and purposes.
- analyze and evaluate the arguments of sources, weighing evidence and judging alternative arguments.
- synthesize their research into a persuasive academic essay, smoothly blending quotations and paraphrases into their own writing and applying the conventions of academic argument.
- create a version of their persuasive argument for a non-academic audience
- compile a portfolio of General Education work as evidence of their competence in the General Education program goals.

The course also meets the following General Education and English Program 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 be able to 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.
- Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
- 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.
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**This course meets Calumet College of St. Joseph's Signature Assignment requirement to demonstrate fundamental competency in written and/or oral communications.**

**Course Description:** This course teaches students the concepts and skills needed to read and write with sources. Students learn how to find, read, summarize, and respond to a variety of college level texts. It teaches students print and electronic search techniques, analytic and synthetic reading skills, and the conventions of academic argument, culminating in ten pages of source-based writing.

<p><b>Learning Strategies:</b> As part of your General Education capstone requirements, this course warrants an all-hands-on-deck approach. We will exercise nearly every possible learning and teaching strategy in order to ensure that all students are ready to leave General Education and move towards graduation. Students can expect lectures, readings, lots of homework and in-class assignments, group work, and the utilization of campus and community resources.</p>
<p><b>Experiential Learning Opportunities:</b> Students will have two opportunities to take the coursework outside of the course. The first will be to submit the completed research to an undergraduate research conference. The second will be to take the project to its intended non-academic audience.</p>

<b>Assessments:</b>	
<b>Major Assignments:</b>	<p>Summaries –Objective and fair to the original source            Essay – Written to academic standards and based on valid research            Project – Formulated from the essay and designed for a specific rhetorical situation            Additional Work as Required and Assigned            General Education Capstone Proficiency Portfolio</p>
<b>General Education Capstone Proficiency Portfolio</b>	<p>EWPC 204 is the first course of a two-course Capstone Experience to General Education at CCSJ. Because English 204 is a competency-based course, the final portfolio demonstrates your proficiency in reading, writing, and evidence-based reasoning and shows your readiness for THEO 230 and for upper-level academic work in the majors.</p> <p>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 EWPC 204 portfolio (other than the cover letter) must have been evaluated by the instructor prior to portfolio submission.</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 discusses for your advancement through the General Education curriculum.</li> <li>• A 6 - 10 page evidence-based academic argument within the framework of the course</li> <li>• An annotated bibliography, primary/secondary sources exploration essay, or a series of objective summaries of primary/secondary sources</li> <li>• A "public" project that presents your academic argument to a general audience in a form of your choosing and/or its rhetorical analysis</li> <li>• Examples of academic writing from other general education courses completed at CCSJ</li> </ul> <p>You will be preparing all semester for this portfolio. 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,</p>

	based on the course competencies and on the General Education competencies, will fail the course.	
<b>Assessments:</b>	In-class Writing Assignments, Group Discussions, On-line Postings, Summaries, Various Short Assignments, an Essay, a Project, the Portfolio, and anything else it takes to get you where you need to go.	
<b>Class Participation:</b>	A student's participation in the course will be reflected in the outcomes of his or her work; without engaging in the process, the student will be unable to successfully complete assignments. A student is also required to treat classmates and guests with respect. Straying from the conventions of polite society will not be tolerated. Students whose conduct or demeanor are detrimental to the course and its participants will be asked to leave the room only to return when ready to be a part of something important and bigger than one individual.	
<b>Total</b>	The course total will be quickly and easily determined by the total number of points assigned throughout the semester. This number varies between semesters depending on the needs of the students. To determine one's final grade, one must divide total points earned by total points assigned.	
<b>Grading Scale:</b>		
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:

Class Date	Class Discussion/Activities	Assignments
<b>Week 1</b> <b>1/14-18</b>	1. Conversation about Needs 2. Begin Shared Reading 1 3. Introduction to Research with Purpose 4. Summary Rules and Annotation Basics	Annotate Shared Reading 1 Complete Discussion Assignment Draft Summary of Shared Reading 1 Exploring Places
<b>Week 2</b> <b>1/21-25</b>	1. Conversation about Shared Reading 1 and Discussion with Summary Peer Review 2. Introduction to Exploratory Research 3. Introduction to Proposal Structure	Exploratory Research Proposal Drafting Summary of Shared Reading 1 Annotate Shared Reading 2
<b>Week 3</b> <b>1/28-2/1</b>	1. Conversation about Exploratory Research 2. Source and Topic Sharing 3. Groupings and Workshop on Proposals 4. Discussion of Shared Reading 2	Summary Shared Reading 2 Draft of Proposals
<b>Week 4</b> <b>2/4-8</b>	1. Workshop on Documentation and Choosing Good Sources 2. Choosing Independent Reading 1	Exploratory Research Annotating Independent Reading 1 Discussion Assignment
<b>Week 5</b> <b>2/11-15</b>	1. Workshop on Finding Sources 2. Discussions and Group Work	Annotating Independent Reading 2 Summary Independent Reading 1

<b>Week 6</b> 2/18-22	1. Introduction to Problem/Solution Essay and Start of Drafting 2. Annotating Shared Reading 3 3. Annotating Independent Readings 3-8	Summary Independent Reading 2 Summary Shared Reading 3
<b>Week 7</b> 2/25-3/1 <b>Midterm Week</b>	1. Introduction to Problem/Solution Essay and Outlining 2. Introduction to Projects	Begin Composing PS Essay
<b>Week 8</b> 3/4-8	Spring Break	
<b>Week 9</b> 3/11-15	Workshop on PS Essay and Source Sharing	Instructor Draft of PS Essay
<b>Week 10</b> 3/18-22	Buffer Week for Regrouping	
<b>Week 11</b> 3/25-29	Choosing and Planning Projects	Research, Writing, and Preparations for Projects and Essay.
<b>Week 12</b> 4/1-5	Revision Workshop	Revision of Essay Continuation of Research
<b>Week 13</b> 4/8-12	Workshops	Prepare for Presentations Complete Essay Revisions Compile Portfolio
<b>Week 14</b> 4/15-19	Workshops	Prepare for Presentations Complete Essay Revisions Compile Portfolio
<b>Week 15</b> 4/22-26	Presentations	Prepare for Presentations Complete Essay Revisions Compile Portfolio
<b>Week 16</b> 4/29-5-3	Presentations	Prepare for Presentations and Complete Essay Revisions Compile Portfolio  Portfolios and Final Essays Due 5/1

**I reserve the right to change this schedule to meet the needs of the class,  
and you should anticipate it changing.**

<b>Responsibilities</b>	
<b>Attending Class</b>	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>You have paid for and agreed to attend this course. That has created a set of obligations for both of us. I am to come to class knowledgeable and prepared to help you become good college-level readers, writers, researchers, and thinkers. In doing that, I will be respectful of your time (coming and going as the schedule dictates, assigning manageable amounts of homework, and returning work with feedback within an appropriate time). I expect the same from you. You are to come and go as the schedule dictates, complete the assigned tasks, ask questions when you have them, and engage in the course as a student concerned for his or her own growth and the growth of his or her classmates.</p> <p>If you miss class, you are disallowed from submission of the day's in-class work <b>UNLESS</b> you let me know of your absence before class and complete the work before you return.</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.</p> <p>This course will use a domino analogy when discussing research with a purpose, but it is also helpful to think of all of your assignments as a line of dominoes. Each one is lined up in such a way as to have an immediate and measurable impact on the next. Just as skipping a domino or misplacing it ruins the line, failing to submit an assignment will also greatly impede your success in the course. A missed assignment becomes an obstacle instead of a step towards a finished product.</p> <p>In order to avoid obstacles, we are going to firmly adhere to deadlines and say that <b>NO</b> late work will be accepted. An exception to this rule will be made twice per student so that two assignments can be submitted no more than 24 hours late.</p>
<b>CCSJ Student Honor Code</b>	<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"> <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>Using Electronic Devices</b>	<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> <p>The internet has been a great boon to communication and research, but it is also a wicked distraction. If I can put my phone away and stay off social media for 90 minutes, so can you.</p>
<b>Participating in Class</b>	<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,</p>

	you may be asked to leave, in which case you will be marked absent and be unable to complete any of the day's in-class tasks.
<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 Handbook. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>This course has a zero tolerance policy for plagiarism. It is a lazy and cowardly way out of doing your own work. Do not plagiarize.</p> <p>All instances of plagiarism are reported to the VP for Academic Affairs. In the course, the first instance gets you yelled at with a POSSIBLE chance to fix your mistakes. The second instance results in a permanent and irreparable zero for the assignment. The third instance is an F for the course</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>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <b>essential</b> 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!
<b>Withdrawing from Class</b>	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.

<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>	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.
<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 219-473-4349.
<b>Student Assistance Program</b>	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> .
<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> .