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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, Spring 2019

### EWPC 325 The Literary Essay

#### Instructor Information

<b>Instructor Name</b>	Chris Buczinsky, Ph.D.
<b>Office Number:</b>	Room 177
<b>Phone Number:</b>	(219) 473-4250
<b>Email:</b>	cbuczinsky@ccsj.edu
<b>Office Hours:</b>	Mondays 7:30-8:30 a.m. Tuesdays 10:00-3:00 p.m. Wednesdays 7:30-8:30 a.m.
<b>Instructor Background:</b>	I graduated from Northwestern in 1994 with my Ph.D. in English, specializing Victorian and Modern British literature and social theory. Before coming to CCSJ I worked for four years as a writer and illustrator and performer of children's poetry, and I did a two-year stint as an associate editor of trade magazines. This is my 17th year at CCSJ. I have taught almost all of the EWPC literature and writing courses. In my spare time I write, draw and paint, practice yoga, and drink coffee.

#### Course Information

<b>Course Time/Place</b>	Mondays and Wednesdays 10:15 a.m.-11:45 a.m. Room 418
<b>Course Description</b>	The Literary Essay is an advanced English composition course founded on the close-reading and stylistic analysis of classic literary essays. Using the essays as examples of English style and as models for their own writing, students learn to write technically proficient, rhetorically sophisticated, and stylistically pleasing essays. Using a variety of traditional and writing workshop methods, students develop a portfolio of revised and polished work. To pass the course, all students must pass a sequence of grammar and sentence construction tests.
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	<i>The Art of the Personal Essay</i> by Phillip Lopate <i>Revising Prose</i> by Richard Lanham
<b>Learning Outcomes/ Competencies:</b>	Students in this course will:

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 features of 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 also meets the following **EWPC program objectives**. Students will

1. Know nature of narrative, the elements of story, storytelling genres and structures, the story writing process.
2. Understand the mechanics of textual, aural, and visual storytelling, the nature of current industry platforms, and the production process.
3. Analyze textual, aural, and video stories in a variety of genres to determine and convey meaning.
4. Synthesize their knowledge of multimedia storytelling in a variety of real-world multimedia journalistic, entertainment, and business storytelling projects

**Teaching Methods/Learning Strategies:**

To teach writing, I use four basic methods:

1. **Writing Workshop.** We learn to write by *writing, regularly, with commitment and energy*. At least half of classroom time is spent either doing writing exercises or writing your required essays.
2. **Coaching.** We learn to write by *being coached by more experienced writers*. I coach you, one-on-one, during workshop hour, helping you gain greater control over your process and product.
3. **Chalk Talk.** We learn to write by *learning to recognize the characteristics of good writing*. In these mini-lectures at the chalk board, we study the English sentence—grammar, style, and usage.
4. **Close Reading and Discussion.** We learn to write by *reading and imitating good writing*; hence, we will be reading, analyzing and discussing, some of the best familiar or personal essays written in English.

**Assessments**

Your final grade in this class will be assigned based on your performance in **four main areas**:

Assignment	Points Possible
1. Homework/Exercises/Pop Quizzes	150 pts. (approx.)
2. The Personal Essays	300 pts.
3. The Publications	50 pts.
4. <u>The Mid-Term and Final Exams</u>	<u>200 pts.</u>
5. <b>Total Points</b>	<b>700 pts.</b> (approx.)

**1. Homework/Exercises/Pop Quizzes (approximately 15 @ 10 pts. each; 150 pt. total)**

Each week you will be required to read 1) essays from *The Art of the Personal Essay*; 2) chapters from your *Revising Prose* textbook; and/or 3) supplemental readings from a variety of other books. Many types of assignments can accompany these readings, from short writing assignments to pop quizzes.

Not all of these weekly assignments are graded, but each assignment that I grade is worth about 10 points. If you miss an assignment, you can sometimes make it up by submitting or taking the quiz the following

week. 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 (3 @ 100 pts. each; 300 pts. total)

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

- 1) one on **A Person, Place, or Thing**
- 2) one on **An Experience**; and
- 3) one on **An Idea**.

One of the essays must be **short** (2-3 pages); one must be **medium** length (3-5 pages); and one must be **longer** (5-7 pages), and it is up to you to choose which of the essays described about is which.

I will hand out descriptions of each of the essays and the rubric used to grade them; I will also post them on the class's Blackboard site. Essays will be rewritten **once** for a better grade, but rewrites must be submitted on time. Further rewrites are at my discretion.

## 3. The Publications (25 pts. each; 50 pts. total.)

You are required to **publish two pieces written in this class** (or shorter, edited versions of two of the pieces).

One must be submitted to either *Against the Grain*, the college literary magazine, or *The Shavings*, the college online newspaper. The other must be published on [www.medium.com](http://www.medium.com).

## 4. The Mid-Term and Final Exams (100 pts. each; 200 pts. total)

The **Mid-Term and Final Exams** test everything we study during each half of the semester: essay readings, grammatical rules, composition concepts, sentence and style types, etc. The multiple-choice, matching, T/F, short answer, and essay questions will be based on the class essays we read, my chalk talks, and our class discussions.

Keep a clear and thorough notebook. Before each exam an exam review sheet will be distributed for study and

### 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

### Unit 1: A Person, Place, or Thing The Writing Process, Organization, Paragraphs, The Sentence

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<b>Jan 13</b>	Introductions. The Syllabus Assignment #1: Person, Place, Thing “Tangerine of Mindfulness” Buddha	<b>Jan 15</b>	The Writing Process: Creation/Construction <i>Writing Workshop: Getting Started</i> Intro to <i>Art of the Personal Essay</i> by P. Lopate
<b>Jan 20</b>	<b>Martin Luther King Day—No Class</b>	<b>Jan 22</b>	<b>Essay Organization: The Outline</b> “Structure” by John McPhee “A Piece of Chalk” by GK Chesterton
<b>Jan 27</b>	<b>The Paragraph: The 3 Standards</b> Editing Live: The Paragraph	<b>Jan 29</b>	<b>The Sentence: The Paramedic Method</b> Lanham 1: Action and Lanham 2: Attention
<b>Feb 3</b>	Essay Analysis and Discussion “The Boarding House” by S. Johnson <b>Essay #1 First Draft Due</b>	<b>Feb 5</b>	<b>The Sentence: Five Standards/Four Types</b> Correctness, Clarity, Economy, Vigor, Variety Sentence Type Exercises
<b>Feb 10</b>	<b>The Four Basic Moves of Revision</b> <i>Writing Workshop: Essay Revision</i>	<b>Feb 12</b>	Essay Analysis and Discussion: “Under the Influence” by S.R. Sanders
<b>Feb 17</b>	Unit 1 Exam Review	<b>Feb 19</b>	<b>Unit 1 Exam</b> <b>Essay #1 Final Draft</b>
<b>Feb 24</b>	Reader’s Coffee House	<b>Feb 26</b>	Writer’s Coffee House

***Spring Break: No Classes March 2-6***

<b>Unit 2: An Experience</b>			
<b>Having an Experience, Telling Stories, and the Two Great Styles</b>			
<b>Mar 9</b>	“Having an Experience” by John Dewey Essay Analysis and Discussion: “The Death of a Moth” by V. Woolf	<b>Mar 11</b>	<i>Assignment #2: An Experience</i> <i>Writing Workshop: Getting Started Again</i>
<b>Mar 16</b>	Essay Analysis and Discussion: “The Fight” By William Hazlitt	<b>Mar 18</b>	Reading Aloud Lanham 3 Voice: <b>Essay #2: First Draft Due</b>
<b>Mar 23</b>	<i>Writing Workshop: Essay 2 Revision</i>	<b>Mar 25</b>	Essay Analysis and Discussion: “Notes of a Native Son” by J Baldwin
<b>Mar 30</b>	The Two Great Styles: The Running and Periodic Sentences	<b>Apr 1</b>	<i>Writing Workshop</i> <b>Essay #2 Draft Due</b>
<b>Unit 3: An Idea</b>			
<b>Thinking Well, Developing Ideas</b>			
<b>Apr 6</b>	“1 <sup>st</sup> Thot Best Thot” Allen Ginsberg “On Greatness” by Abraham Cowley	<b>Apr 8</b>	<i>Writing Workshop: Getting Started Again</i> <i>Assignment #3: An Idea</i>
<b>Apr 13</b>	“An Apology for Idlers” By Robert Louis Stevenson	<b>Apr 15</b>	<i>Writing Workshop</i> <b>Essay #3: First Draft Due</b>
<b>Apr 20</b>	<i>Writing Workshop: Essay 2 Revision</i>	<b>Apr 20</b>	“Against Joie de Vivre” By Phillip Lopate
<b>Apr 27</b>	Unit 3 Exam Review	<b>Apr 29</b>	<b>Essay #3 Draft Due</b> <b>Final Exam</b>

***I reserve the right to change this schedule to meet the needs of the class. Always check our class Blackboard site for daily assignment updates.***

<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.

	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, talk to me immediately.
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work when due. Work will be docked one letter grade for every week it is late unless some mutually agreeable arrangement has been made with the professor beforehand. Late work is not accepted beyond a week later than the due date.
<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 until it ends. Coming late or leaving early disrupts class. Use the restroom <i>before</i> class begins.</li> <li>• <b>Come prepared.</b> Bring your texts. Come with pencil and pen, prepared to take notes. Demonstrate that you have completed the assignments for the day through your class participation.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Eat modestly.</b> You may snack discretely on low-mess items like a mini muffin and coffee, but no hot, sloppy, and fragrant pizza, McDonalds egg sandwiches, and the like. This is not a cafeteria.</li> </ul>
<b>Using Electronic Devices</b>	<b>Electronic devices are strictly prohibited.</b> Research has shown that the use of cell phones and even laptops in class distracts students from learning. All phones must be placed in the storage slot at the start of each class. If you fail to do so and/or use your phone for any purpose (unless approved and directed by the professor) you may be asked to leave, in which case you will be marked absent for the class period. If a home emergency demands you have your phone for the day, you must clear it with the professor.
<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>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>	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!
<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>	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>
<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> .