
Calumet College



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 2020

EMCO 204

Instructor Information:

Instructor Name	Janine Harrison-Poore
Office Number:	Rm. 523
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Email:	jharrisonpoore@ccsj.edu
Office Hours:	M-R, 1:30 – 9 PM by appointment. To schedule: https://www.signupgenius.com/go/10C0D4DA4A82EA6FFC16-office

Instructor Background: I am a first-generation college student who has earned a Bachelor of Arts degree in English from Roosevelt University, a Master of Arts degree in English from Purdue University, and a Master of Fine Arts degree in creative writing from Chicago State University. I have over two decades of experience as a college English professor, a creative and commercial freelance writer, and a literary not-for-profit leader. Writer E.M. Forster once stated, “How am I supposed to know what I think until I see what I say?” Writing helps us to think critically and creatively, process the world and our place in it, release mentally and emotionally, give voice to experience, and much more. It is a gift that I look forward to sharing with you.

On a more personal note, I live in Northwest Indiana with my husband, Michael Poore, a fiction writer and social studies teacher, and teen daughter, Jianna, a digital artist who plans to attend art college. I love to spend time with family and friends, travel far and wide, read voraciously, watch sci-fi/fantasy shows, play tennis, bike ride, and hike. Fun fact: In Summer 2018, I hiked 100 miles in seven days on El Camino de Santiago, over the Pyrenees from France to Spain.



Janine

Course Information:	
Course Delivery Method:	Virtual: Students will meet synchronously the first scheduled day of class each week.
Course Time:	Specify Online or an actual time (will differentiate by class section prior to posting on Bb)
Classroom:	Blackboard Learn/Zoom
Prerequisites:	Passing grade in EWPC 103 with Portfolio or Transfer/Duel Credit Equivalent
Required Books and Materials:	Columbo, Gary, Cullen, Robert, and Bonnie Lisle, eds. <i>Rereading America</i> . Bedford/St. Martin's, 2019.
<p>Learning Outcomes/ Competencies: <i>This course meets the following objectives:</i> Students in this course will...</p> <ul style="list-style-type: none"> • 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 their 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. <p><i>The course also meets the following General Education and English Program objectives:</i> Students in this course will...</p> <ul style="list-style-type: none"> • 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.
- 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.
- 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.
- appreciate, create, and critique the persuasive power of art and media.
- be able to 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 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.

Learning Strategies: 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, group work, considerable in-class and out-of-class assignments, and utilization of campus and community resources.

Experiential Learning Opportunities:

N/A Due to the pandemic, students will *not* be expected to have face-to-face interactions for this class to maximize safety.

Assessments:		
Major Assignments:	Literature Review Problem/Solution Essay Public Project: Written Project Presentation	140 200 100 50
Assessments:	Summaries Discussion Board (13 Weeks) Miscellaneous In-Class & Homework Assignments	100 (50 x 2) 260 (20 x 13) 150
Class Participation:	Class participation opportunities will be offered in two forms weekly: in writing via Discussion Board posts, which will be graded, and verbally during Zoom meetings. While verbal participation is not graded, if a student is between two grades at semester’s end, students who have regularly contributed	

	to class discussion will be likely to receive a higher grade.	
Total		1,000 Points (10 Percent Scale)
Grading Scale:		
100% – 92%: A	91% – 90%: A-	81% – 80%: B-
89% – 88%: B+	87% – 82%: B	71% – 70%: C-
79% – 78%: C+	77% – 72%: C	61% – 60%: D-
69% – 68%: D+	67% – 62%: D	59% and below: F
(900 – 1,000 points = A, 800 – 899 = B, 700 – 799 = C, 600 – 699 = D, <600 = F)		

Course Schedule:

Terms and Abbreviations:

synchronous – to work at the same time

asynchronous – to work at different times

RA – *Rereading America* (textbook)

DB – Discussion Board

Class Format:

- Class weeks will run Mondays through Sundays
- In addition to the work overviews provided on the Course Calendar, every Monday morning an Announcement will be posted on Blackboard, providing information about classwork for the week ahead
- We will meet synchronously via Zoom on our first appointed meeting day/time each week. *Please have your *RA* textbook and pen and paper on hand
- All other work will be completed asynchronously
- Initial Discussion Board (DB) responses (substantive, 250-word minimum) to prompts will be due on Wednesdays by midnight
- A minimum of two substantive participation posts (100-word minimum) must be completed on two separate days by midnight on Sunday
- Students should also work to lead discussion threads that have been initiated by their own initial responses in stimulating, productive, and engaging ways
- All major assignments will be due by midnight on Sundays (unless otherwise indicated).

Zoom Meeting ID: 5719259180 (No password)

Week I (Aug. 24 – 30)

Introduction to class. Discuss informative and affective reading, annotating, mapping, and summary writing. DB.

Week II (Aug. 31 – Sept. 6)

Discuss overview of writing process (pre-writing, writing, and rewriting). Unit 1: Read *RA*, Ch. 2: “Learning Power,” introduction and “I Just Wanna Be Average,” by Mike Rose. DB.

Week III (Sept. 8 – 13) (Labor Day – No classes on Sept. 7th)

*NOTE: Monday/Wednesday class will meet synchronously on **Wednesday** this week.

Introduction to significance and overview of research writing, source credibility, and proposing a research question. Read *RA*, Ch. 2: “From *Social Class and the Hidden Curriculum of Work*,” by Jean Anyon. DB. **Summary I due (all bolded assignments are due on Sunday by midnight, unless otherwise indicated).**

Week IV (Sept. 14 – 20)

Discuss preliminary and scholarly research; modes of persuasion (appeals: ethos, logos, pathos); and logical fallacies. Unit II: Read *RA*, Ch. 5: “True Women and Real Men,” introduction and “Guys’ Club: No Faggots, Bitches, or Pussies Allowed,” by Carlos Andrés Gomez. DB.

Week V (Sept. 21 – 27)

Discuss pre-writing and introduce Literature Review. Read *RA*, Ch. 5: “Two Ways a Woman Can Get Hurt: Advertising and Violence” by Jean Kilbourne. DB. **Summary II due.**

Week VI (Sept. 28 – Oct. 4)

Discuss writing. Unit III: Read *RA*, Ch. 6: “Created Equal,” introduction and “Nobody,” by Marc Lamont Hill. DB.

Week VII (Oct. 5 – 11) Midterm Week

Read *RA*, Ch. 6: “How Immigrants Become ‘Other’” by Marcelo M. Suárez-Orozco and Carola Suárez-Orozco. Also read Ch. 4: “Money and Success,” introduction. Brainstorm one topic to use for both your Literature Review and Problem/Solution Essay. DB. **Summary III due. Research Question due.**

Week VIII (Oct. 12 – 18)

Research Week! Use Specker Library databases to complete research for your two major writing assignments. Introduce and compare and contrast MLA- and APA-styles of documentation. Discuss how to organize, analyze, and synthesize research. Direct quotation and paraphrase practice on DB. Start writing Literature Review. **Sources due on Friday.**

Week IX (Oct. 19 – 25)

Peer review Literature Review on DB. **Instructor Draft of Literature Review due.**

Week X (Oct. 26 – Nov. 1)

NOTE: In addition to Zoom class, this week, I will be conferencing with students one-on-one over midterm grades and Literature Review drafts, by appointment. Discuss Problem/Solution Essay. Begin drafting. DB. **Two Summary Final Drafts due.**

Week XI (Nov. 2 – 8)

Discuss Public Projects and Presentations. Peer review Problem/Solution Essay draft on DB. **Instructor Draft of Problem/Solution Essay due.**

Week XII (Nov. 9 – 15)

Discuss Public Project rhetorical situations and conventions, General Capstone Proficiency Portfolio requirements and introductory letter format, and how to give professional presentations. DB. Begin work on Public Project.

Week XIII (Nov. 16 – 22)

NOTE: No class this week. Instead, I will be conferencing with students one-on-one over Problem/Solution Essay drafts, by appointment. Workshop Public Projects on DB. Work on assignments due during Weeks XV and XVI.

Week XIV (Nov. 23 – 29) (CCSJ Fall Break and Thanksgiving – No classes this week!)
Eat, drink, relax, and be merry!

Week XV (Nov. 30 – Dec. 6) Dec. 4th – Last day to withdraw from a class with instructor approval

NOTE: Exact Presentation and work submission dates for this week will be announced during Week XIII.

Public Project Presentations (dress for success!). Public Project due. Problem-Solution Essay due. General Capstone Proficiency Portfolio due.

Week XVI (Dec. 7 – 13)

Presentations. Class wrap up.

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

Student Responsibilities	
Safety Measures	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:</p> <ul style="list-style-type: none"> • Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. • Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing. • Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track. • Disinfecting your personal space using the materials provided when you enter the classroom. • Maintaining physical distancing of at least six feet within classrooms and other common spaces. <p>Please note: To accommodate students who may not be able to attend class in person, this class may be taped and posted to the course Blackboard site. Tapes will not be used for any other purpose outside of class.</p>
What to Do in Case of Illness	<p>If you are exposed to COVID 19, become ill, or are otherwise unable to attend classes as required, notify the College by sending an email to illness@ccsj.edu. The message that you are unable to attend class will be relayed to your faculty. The College will contact you with expectations regarding next steps and follow-up.</p>

Attending Class	<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 more responsibilities to keep up and meet the objectives of this course.</p> <p>I will take attendance at the beginning of Zoom classes, which will count for one day's attendance per week. (Students will be marked tardy if late; three tardies will equal one absence.) Completion of Discussion Board work during the week that it is assigned will count as attendance for the second day of class for the week. Students are allowed a maximum of 6 absences for the course. Please note that since this is a fast-paced and intensive course, being absent is <i>not</i> advisable. Also, if you experience extenuating circumstances, it is always best to communicate in an open and timely fashion with all of your professors.</p>
Turning in Your Work	<p>You cannot succeed in this class if you do not turn in all your work when due. If you need to submit work late due to a good reason (illness, family emergency, etc.), then please email in advance of the deadline to arrange a extension without grade penalty. Any work submitted late without communication prior to the due date will be penalized. Grade deductions will occur as follows: 10% within 24 hours, 15% within 48 hours, and up to 50% thereafter. Late work will not be accepted after 7 days.</p>
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> • Use all the class time. 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. • Come prepared. 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. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. When we meet synchronously, your full attention should be on our Zoom meeting. No cell phones, video games, etc. should be used simultaneously. Thank you!
CCSJ Student Honor Code	<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"> • 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.
Doing Your Own Work	<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</p>

	<p>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 http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!</p> <p>Please note: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<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>
Withdrawing from Class	<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>

Resources	
CCSJ Book Rental Program	<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 http://www.ccsj.edu/bookstore. 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.</p>
Student Success Center	<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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.</p>
Disability Services	<p>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.</p>

<p>Student Assistance Program</p>	<p>Through a partnership with Crown Counseling, 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, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
<p>CCSJ Alerts</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: http://www.ccsj.edu/alerts/index.html.</p>