



Our Mission

“Navajo Technical University’s mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin.*”
ENG-098 6B Reading and Writing Skills — Spring 2022— 03 Credits

Syllabus and Course Outline

Instructor: Gloria D. Sells, M.A.
Class Time: Monday, 6:00 – 8:40 pm
Credit Hours: 03

Email: gsells@navajotech.edu
Classroom: Building E, Room 103
Lab Fee: No Fee

Course Description:

This course teaches vocabulary and grammar skills in addition to strengthening reading comprehension. Other strategies like skills-based exercises, reading silently and aloud, and writing exercises will be applied with the focus are on improving both written and oral communication skills. Using lecture, lab, and individual tutoring, students will learn to read and understand a variety of diverse texts and draft short essays using differing rhetorical forms. Successful completion of this course involves participation in class lectures, occasional computer lab work as assigned, and individual tutoring if necessary.

Required Texts:

Grassroots Readings: The Writers Workbook by Susan Fawcett, 12th Edition, ISBN 978-1-337-61431-3 (Student Copy ISBN: 978-1-337-61431-3)

Other selections may be included based on student interest and relevancy to the course. Please purchase all required books during the first week of classes. If a required book is not yet in, pre-charge it at the bookstore.

Tools: Computer with internet
Flash Drive
3-ring binder or folder with pockets
Pens, pencils, and paper
Composition notebook

Student Expectations:

Students will:

- Develop and improve reading, comprehension and critical thinking skills to support and assess arguments, while also thinking about larger societal applications.
- Identify main ideas and central points, including their supporting details, discursive relationships, inferences, and tones of assigned readings.

- Develop and improve writing fundamentals, including capitalization, grammar and punctuation usage, proper sentence structure and cohesive paragraphs.
- Develop and improve organizational skills, interactive learning skills and studying strategies.
- Expand vocabulary and develop oral communication skills.
- Foster personal responsibility for attendance, class preparation and participation.
- Complete all assignments at the times requested.

Course Outcomes	Course Measurements
Students will demonstrate improved use of writing mechanics, including quotation marks, commas, apostrophes and punctuation.	Students will engage with daily writing assignments to assess their growth throughout the semester. Quizzes may be given at various points in the semester.
Students will learn proper sentence structure, including paragraph organization, and become familiar with MLA and APA writing styles and formats.	Students will engage with in-class writing exercises and lessons on sentence structure and organization. Students will demonstrate growth through essays, including several semester papers and a final paper.
Students will expand upon their vocabulary and utilize learned vocabulary in their daily writing and essays.	Students will be taught a set of new vocabulary words each week and given credit for their use of these words in their writing assignments and essays.
Students will demonstrate improved reading skills and comprehension through engagement with literary works that discuss similar societal issues present in their communities.	Students will write periodic reader responses, write essays in response to thematic prompts, discuss thematic elements and story structure individually and in small groups. Students will also present on selected readings.
Students will analyze texts for both implied and apparent meanings. While beginning with summarizing, students will move towards forming conclusions and societal application.	Students receive credit for participation in classroom discussions and for their responses to short answer questions about the text.
Students will become responsible for their learning and think critically about their educational trajectory.	Students will take an educational goals inventory at the beginning of the semester, in which we identify their short-term and long-term educational goals and the steps to get there. Students will also discuss the importance of their educational pursuits to achieving tribal sovereignty and community development.
Students will learn how to organize their writing through planning, brainstorming, textual analysis, and composition of essays.	Students will engage with organizational tools to develop their writing skills. Specifically, students will learn brainstorming and outline techniques. Students will also learn how to take proper notes and how to keep an organized portfolio of their writing.

Students will demonstrate enhanced confidence in group communication, the sharing of ideas and opinions, presentation of arguments, and in the engagement of homework assignments.	Students will present on specified readings in class, engage in group discussions and group projects, and defend their responses to reading assignments.
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Overall Grading Plan:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-0%

Note: Grading percentages are standard throughout NTU.

Required Assignments:

1. Short essays (2): On dates specified on the syllabus, students will submit short essays (1-2 pages) on a previously assigned prompt. All essays will involve significant issues raised in the assigned texts and will be subject to strict capitalization, grammar and punctuation usage.

Note that these essays will not simply summarize the plot or repeat our class discussions. They should begin with a consideration of the prompt. What questions does the prompt raise? Your essay will aim to explicate rather than summarize.

I will provide very detailed feedback on each short essays, noting strengths and weaknesses. Pay close attention to marked typographical and grammatical errors so that you don't make the same mistake twice. **NOTE TO THE WISE:** Using Spark Notes, Cliff Notes, or any other electronic, published, or unpublished sources to write these essays, without due citation or acknowledgement, in terms of content and/or ideas, is academically dishonest, constitutes plagiarism, and will be subject to the appropriate penalties. I will check your essays for plagiarism.

You will have the opportunity to revise one of the two essays, or to replace one with an extra credit short paper. The revised essay or extra credit will be due towards the end of the semester. **No late work will be accepted.**

2. Journaling: For each class, students will respond to a journal prompt pertaining to the materials read. Prompts will range from excerpts from literary texts to grammatical questions. Each student must bring a composition book to class each meeting.

3. Oral Presentation (2): Each student will present to the class discussions of passages in one of the assigned texts for about 5-7 minutes. Further instructions will be disseminated later in the semester. For this particular assignment, you must consider the following:

- (a) How you are presenting yourself rhetorically, which means the material makes sense.
- (b) Keep track of your time so that we have enough time for discussion.
- (c) Conclude your presentation with one question for the class to consider as we discuss the text.

4. Response Papers (2): Students will submit two response papers, both 3 to 4 pages long. These longer papers will explore assigned topics and should merely describe, summarize, or report. You have the option of drafting the first response paper and meeting with me before submitting. **No late response papers will be accepted.**

5. Midterm Exam: The midterm exam will consist of several sections, including fill in the blank, multiple choice, and short answers. Keep in mind that the midterm is designed to help you.

6. Final Paper: You will be able to revisit and expand on one of your response papers. The revision must expand upon the original for the final paper. **Absolutely no late final papers will be accepted.**

7. Participation and Attendance: Participating in class is contributing during discussion. This requires fulfilling class obligations in a timely manner, coming to class on time and fully prepared to discuss the material assigned each session.

Be present, both physically and mentally, is crucial for your success in this course.

Detailed Grade Breakdown:

Short Essays (2)	20%
Journaling	10%
Oral Presentation (2)	20%
Response Papers (2)	20%
Midterm Exam	10%
Participation and Attendance	10%
Final Exam	10%
Total:	100%

Course Policies:

Plagiarism is the practice of taking another person's ideas and claiming them as your own. It is a serious infraction of academic honesty and disrupts the trust between teacher and student. Every student must follow Navajo Technical University's policy on plagiarism. If any student is caught plagiarizing, they will be dealt with accordingly.

Preparing for class: Much like I will come prepared to class, you are also expected to be prepared. My expectation is that you will put time and effort into preparing for this course, which includes completing all assignments and readings. We are here to develop your reading and writing skills so please do your work. Suggestions for adequately preparing for class:

- Complete all readings assignments.
- Bring any questions you have about the reading to class.
- Take notes, in which you jot down your ideas and questions about the readings.

Grading policy: Each student must complete all assignments and readings. Final grades will be a combination of in-class work, homework, journals, group activities, essays, exams, and class participation. Please note that material in this syllabus are subject to change throughout the course of the semester based on student need.

Attendance Policy: Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3)**

absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

Cell phone and head phone usage: Please turn cell phones off or place them on silence or vibrate mode **BEFORE** coming to class. Cell phone courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Study time outside of class: For every credit hour spent in a class, a student is expected to spend two hours outside of class studying the course materials. Also, students should prepare themselves for class by taking notes and reviewing the previous class notes.

Diné Philosophy of Education: The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

Students with Disabilities: The Navajo Technical University and the Department of English are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled “Students with Disabilities” under Section 7: Student Support Programs, NTU Student Handbook.

Course Schedule

Keep in mind that readings are due on the date listed. The same goes for essays and other homework. The course schedule is subject to change based on student progress.

Please submit all typed work online. No papers will be excepted.			
Week	Dates	Readings, class discussion topic, in-class exercises, etc.	Assignments due
Week 1: Instruction begins on January 24, 2022, syllabus overview & sign in.			
1	1/31	Introductions: Syllabus	Students Introduce themselves Syllabus
2	2/7	Pretest Grassroots: Chapter 1: Exploring the Writing Process Reading selections in the back of the book; pages 442-447	Pretest Grassroots, chapter 1: p. 2 practices write. P. 8 Practice 7 Read pages 442-447, practice on page 446

3	2/14	<p>Grassroots: chapter 2: Prewriting to generating ideas Chapter 3: Developing Effective Paragraphs Chapter 4: Improving your paragraphs Reading Selection; page 448-449, “Superman and Me.”</p>	<p>Grassroots: chapter 2-4 Page 15, clustering Page 19, practice 1 Page 40-41, practice 1 Read, “Superman and Me,” pages 448-449 Complete writing assignments (1-3)</p>
<p>“Success is living up to your potential. Don’t just show up for life—live it, enjoy it, taste it, smell it, feel it.” — Joe Kapp</p> <p>Note: 2/21/22 – NO Class, President’s Day – Holiday.</p>			
4	2/28	<p>Short Essay 1 & Oral Presentation Grassroots: Chapter 5: Illustration, Description, and Narration Chapter 6: Process, Comparison-Contrast, and Classification Chapter 7: Definition, Cause-Effect, and Persuasion Reading Selection; “Tamales and Other Holiday Foods.”</p>	<p>Due, Short Essay 1 with Oral Presentation Grassroots; Chapter 5-7 Page 65, practice 10 Page 77, practice 6 Page 93, practice 7 Read Tamales and Other Holiday Foods, page 451-453 Complete Writing Assignments (1-3)</p>
5	3/7	<p>MIDTERM Grassroots: Chapter 8: Moving from Paragraph to Essay Chapter 9: Proofreading to Correct Your Personal Error Patterns Chapter 10: Subjects and Verbs Reading Selection: “A Day in the Life of an Emergency Room Nurse,” pages 454-456</p>	<p>Grassroots, Ch. 8-10 Page 103, practice 1 Page 110, practice 1 Page 131, practice 13 Reading Selections; Writing Assignments: page 456 (1-3)</p>
6	3/14 3/21	<p>SPRING BREAK.</p> <p>Grassroots: Chapter 11: Avoiding Sentence Fragments Chapter 12: Present Tense (Agreement) Chapter 13: Past Tense Reading Selection: “Heroes Everywhere,” pages 456-458</p>	<p>Grassroots, Ch. 11-13 Page 135, practice 1 Page 154-155, practice 1 Page 179, practice 9 Reading Selections: Writing Assignments: page 459 (1-3)</p>

<p>“The tragedy of life does not lie in not reaching your goals, the tragedy lies in not having any goals to reach. It isn’t a calamity to die with dreams unfulfilled, but it is a calamity not to dream...” — Dr. Benjamin Mays</p>			
7	3/28	<p>Short Essay 2 & Oral Presentation Grassroots: Chapter 14: The Past Participle in Action Chapter 15: Progressive Tenses (To Be + -ing Verb Form) Chapter 16: Fixed-Form Helping Verbs and Verb Problems Reading Selection: “Are We Losing Our Connection to Nature?” Pages 460-462</p>	<p>Due, Short Essay 2 with Oral Presentation Grassroots, Ch. 15-18 Page 190, practice 4 Page 205, practice 2 Page 216, practice 7 Reading Selections: “Are We Losing Our Connection to Nature?” Writing Assignments: Page 462-463 (1-3)</p>
8	4/4	<p>Grassroots: Chapter 17: Coordination Chapter 18: Subordination Chapter 19: Avoiding Run-Ons and Comma Splices Chapter 20: Semicolons and Conjunctive Adverbs Reading Selection: Put the Brakes on Driving While Texting, page 465-467</p>	<p>Grassroots Ch. 17-20 Page 231-232, practice 1 Page 239, practice 1 Page 248, practice 1 Page 262, practice 7 Reading Selection: Put the Brakes on Driving While Texting, page 468 (1-3)</p>
9	4/11	<p>Grassroots: Chapter 21: Relative Pronouns Chapter 22: -ING Modifiers Chapter 23: Nouns Chapter 24: Discussion of response paper 1 Reading Selection: No Time to Be Nice to Work, pages 468-470</p>	<p>Grassroots, Ch. 21-242 Page 269, practice 2 Page 273, practice 1 Page 289, practice 3 Page 296, practice 1 Response paper 1 Reading Selection: Page 470 (1-3)</p>
10	4/18	<p>Grassroots: Chapter 25: Adjectives and Adverbs</p>	<p>Grassroots, Ch. 25-27 Page 315, practice 1 & practice 2</p>

		<p>Chapter 26: Prepositions Chapter 27: Consistent Tense Reading Selection: Waste More, Want More, page Response Paper 1</p>	<p>Page 328, practice 1 Page 346-348, practice Chapter Review Reading Selection: page 474, (1-3)</p> <p>Due, Response Paper 1 (3-4 pages)</p>
11	4/25	<p>Grassroots: Chapter 28: Consistent Person Chapter 29: Parallelism Chapter 30: Capitalization</p> <p>Reading Selection: Garbage, Man, page 476</p> <p>Response Paper 2</p>	<p>Grassroots, Ch. 28-30 Pages 349-350, practice 1 Page 354, practice 1 Page 370, practice 1</p> <p>Reading Selection: page 477-478, (1-3)</p> <p>Due: Response Paper 2 (3-4 pages)</p>
<p>“So many of our dreams at first seem impossible, then they seem improbably, and then, when we summon the will, they soon seem inevitable.” — Christopher Reeve</p>			
12	5/2	<p>Grassroots: Chapter 31: Commas Chapter 32: Apostrophes Chapter 33: Direct and Indirect Quotations Chapter 34: Putting Your Proofreading Skills to Work Chapter 35: Spelling Chapter 36: Look-Alikes/Sound Alikes</p>	<p>Grassroots, Ch. 31-33 Pages 381-382, chapter review; Warrior Champion Page 386, practice 1 Page 394, practice 1 Grassroots, Ch. 34-36 Page 400-401, practice 1 Page 417, practice 1</p> <p>Page 431, practice 1</p>
13	5/9	<p>Final Exam</p> <p>Online course evaluation</p> <p>Posttest</p>	<p>Final Exam Due</p> <p>Online course evaluation due</p> <p>Posttest</p>

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