



Navajo Technical University

<http://www.navajotech.edu>

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Tel: (505) 387-7401

Course Title: Course Title: English 1110, Composition 1; sections 1, 2 and 3, SPR 2022

Credit Hours: 3

Faculty: Peter Moore

E-mail: pmoore@navajotech.edu

Office: MOD 12

Phone: 505 593 2391 text only

Office Hours (face-to-face or online): by email and immediately before and after class, and by appointment. If you contact me via email, I will get back to you within the next day.

Preferred Communication: Please contact me via email; I will generally respond within the same day. If you cannot make it to class, you can text me. Please follow good email or texting etiquette or manners, by including your full name and class and section number in any email or text.

Modality: face-to-face; possible additional handouts online. Some few classes may be via Zoom, particularly if winter weather makes travel dangerous.

Class Location: MOD 12

Class Meeting Times: English 1110-1: 12:30 to 1:50, MW; English 1110-2: 2:00 to 3:20, MW; English 1110-3, T Th 9:30am.

Required Materials: a notebook, folders, a thumb drive, pens and pencils, and access to a computer with Microsoft Word, as well as a computer printer on which to print out your assignments.

Please note that you must also have a working Navajo Technical University email address that you check regularly.

Textbooks: *Keys for Writers*, 8th edition; a paperback dictionary or access to Merriam Webster's online dictionary on your phone, plus a lot of handouts, some distributed electronically.

Tools: none

Lab Fee: none

The mission, vision, and philosophy of Navajo Technical University

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

In this course, English 110, you will read, write, and think about a variety of issues and texts, and will learn how to do so in an organized and focused way. You will develop reading and writing skills that will help with the writing required in your fields of study and in other personal and professional contexts. In the course you will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and to apply this knowledge to your reading and writing practice. You will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. You will learn to analyze the rhetorical context of any writing task and to compose with purpose, audience, and genre in mind. You will reflect on your own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

The Student Learning Outcomes for this course are as follows:

1. To analyze communication through reading and writing skills.
2. To employ writing processes such as planning, organizing, composing, and revising.
3. To express a primary purpose and organize supporting points logically.
4. To use and document research evidence appropriate for college-level writing.
5. To employ academic writing styles appropriate for different genres and audiences.
6. To identify and correct grammatical and mechanical errors in their writing.

Course Assessments

Course assessments will include the following:

Students will demonstrate genre awareness, application, and versatility, through mastering the ability to communicate well in formal academic writing that shows thoughtful, clear, coherent responses to questions or prompts about assigned readings.

The class will include regular assessment of arguments that students write in response to assigned readings. Students will demonstrate skill in producing arguments that use as evidence others' words and ideas that they integrate with their own thoughts and words in well-argued texts and presentations. These assessed materials include a variety of written assignments over the course of the semester.

Finally, students will assess their own progress in both their reading and writing skills at multiple times during the semester by writing formal reflective essays about their learning.

Grading Policies

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Students must attend each class session and show up on time. If you miss more than three classes, there is a good chance that you will not pass the class. You must also turn all assignments in on time. Late papers are unacceptable. In this class there are no make-up exams and no late papers. **If you do not hand in all the assigned essays, you will not receive a passing grade.**

Attendance and Participation, 30%
Four essays, with multiple revisions, 40%
Midterm and Final essays, 30%

<u>Grading Scale:</u>	100 – 90%	A
	89 – 80%	B
	79 – 70%	C
	69 – 60%	D
	59 – 0%	F

A note on this class

My goal in teaching is to ensure that all students learn to master the appropriate skills in reading and writing so that you pass the class. But your passing requires that you also put your best effort into the class. Plan to take advantage of all the opportunities that both the class and NTU as a whole offer, so that you can master the material and pass the class. If you do not understand something, please come and see me at the end of class or in office hours.

Note: For every credit hour spent in class, a student is expected to spend at least two hours outside of class studying the course materials and working on assignments.

Course Policies

- Come to every class, and arrive on time.
- Complete all reading assignments before class.
- Participate constructively and actively in all discussions.
- Provide support for the learning of both yourself and your fellow students.
- Turn in all assignments **on time**. Students who fail to turn in work will be dropped from the class, or will not receive a passing grade for the semester.

Attendance Policy

Regular attendance is required, and regular attendance and participation are part of your grade. If you must miss a class, it is your responsibility to find out what you missed. If you have more than 3 (three) unexcused absences, you will either be automatically dropped from the course, or may not receive a passing grade in the course. If you are late more than 3 (three) times, you will be counted absent for your next late entry to class, and for each one thereafter. Come to class on time!

Academic Integrity

I expect integrity (honesty) of every student in all your academic work. The guiding principle of academic integrity is that all of your submitted work must be your own, and not lifted from some other source, whether that source is a web site, your sister or brother, or any other person or printed work. You CANNOT use ideas or words from sources outside your own thinking and writing. Students who engage in academic dishonesty diminish their education and bring discredit to themselves and to college community. Avoid plagiarism, and avoid helping other students plagiarize.

You will be dropped from the class if you plagiarize on any assignment. DO NOT plagiarize. We will go over exactly what plagiarism is during the course. If you have any questions, ask!

Diné Philosophy of Learning: An important approach to mastering the content of this course is to consider each assignment as part of a progression through the four seasons of the year and the four directions. Think about the Diné Philosophy of Education as expressed through these words: ***Nitsáhákees*—thinking (east); *Nahat'a* —planning (south); *liná*—doing or executing (west); and *Sihasin*—reflecting (north).** We can connect these to the ideas of this course in the following ways.

***Nitsáhákees*—(east): think clearly – learn to think for yourself – do your own work:** Think about reading assignments as you read them, and also think about what you'll need to do to put the information into practice on a written assignment. Like the **spring season**, the reading assignments and ideas about writing are designed to plant seeds of information that will mature as you further reflect on them.

***Nahat'a*—(south): plan your schoolwork and assignments. Learn to plan and prepare for classes and assignments, and be on time and prepared for class.** Create plans to help you accomplish the task assigned. Plan on how you will complete the assignment should as we go over the ideas from readings in class and work on writing examples. Also plan what you'll need to do and how long it might take to do the assigned work. Like the **summer season**, your planning helps you grow towards successfully completing assignments and the class.

***liná*—(west): Use what you have learned in your everyday life, and use common sense and show respect for others at all times.** Practice your new skills by doing the work required for the course. Practice your new skills, and the ideas in what you've read and in what we've discussed by doing your homework assignments in a timely and engaged manner. Like the **autumn season**, you now harvest the information by completing assignments that demonstrate your full understanding and gather or store the knowledge you've gained for use in future assignments.

***Sihasin*—(north): Self-discipline: don't be lazy; develop a positive attitude, and work in a disciplined way. Also, reflect on what you have learned, so that the ideas become part of you.** Evaluate your skills by reading the comments on completed and graded work so that you understand what you did correctly and where you might need more work. Consider how to use what you've already learned in future assignments and in other classes. Envision how your new skills can be used to achieve desired results in the future. Like the **winter season**, it's time to reflect on the knowledge you've gained so that you can use it in conjunction with new seeds of knowledge you will gain in the next assignment.

Study Time Outside of Class for Face-to-Face Courses

For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Students with Disabilities

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf).

Email Address

Students are required to use NTU's email address for all communications with faculty and staff. Please also learn and practice good email etiquette (ask me if you are confused).

Weekly Schedule

(PLEASE NOTE that this schedule is subject to revision based upon student learning and class needs. You are responsible for knowing about any changes announced in class.)

Week 1: Introduction to class; grammar review of the parts of speech; intro to the essay genre, and to the skill of active reading; the connection between active reading and good writing.

Writing assignment on your personal experience of reading and writing.

Week 2: Annie Dillard, "Transfiguration"; prewriting. Work on essay genre; the thesis as part of a strong academic essay. Assign reaction paper on "Transfiguration" based on the essay prompt on Dillard. Sentence level grammar review.

Wk. 3: Work on Dillard essay; continue work on the genre of the college essay and the strong thesis paragraph. Introduction to the idea of rhetorical situation and define rhetoric.

Wk. 4: Dillard essay draft work in class.

Wk. 5: Dillard essay due. Read Sherman Alexie in *50 Essays*. Paragraph grammar review.

Wk. 6: Work on Sherman Alexie. Continue work on sentence level grammar and on coherent paragraphs. Begin working on using quotations in academic essays.

Wk. 7: Take home midterm handout. Work on midterm in class. Work on analyzing reading material for appropriateness in an academic setting.

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Wk. 8: MIDTERM DUE. Work on Frederick Douglass.

Wk. 9: Frederick Douglass essay assignment. Grammar review; work on paragraphs and quotations

Wk. 10: Work on Frederick Douglass essay; further work on paragraph transitions and quotations.

Wk. 11: Work on Frederick Douglass essay.

Wk. 12: Frederick Douglass essay due; read Malcolm X in *50 Essays*.

Wk. 13: Malcolm X essay assignment. Work on Malcolm X in class.

Wk. 14: Malcolm X essay due. Planning for take home final exam.

Wk. 15: Take home final assigned. Work on take home final.

Wk. 16: Finals week; final due.