



Course Title: Composition I
Course #: English 1110

Credit Hours: 3
Semester: SPRING 22

Quick Glance—Key Info About Your Instructor

Professor Name: Bobbie J. Shack

NTU Email: b.shack@navajotech.edu. Email anytime, and I will respond within 24 hours.

Office Hours Online: Friday mornings, from 9 am-11pm.

I will be available on Friday mornings, just in case you need to talk out an assignment or a project for the course. Meetings by appointment only. **To request an appointment for office hours:** Please use <https://calendly.com/bshack>

Class Location: [Google Meeting link provided in Blackboard, virtual classroom via Blackboard](#)

Class Meeting Times: 4:00 -5:15 pm on Tuesdays and Thursdays

What Materials You'll Need to Succeed in this Course

Required Textbook: None--I will provide all readings for this course as handouts or PDF's within BB.

Required Materials: The entire course is delivered using **Google Meet** as our meeting room, and this requires that you have **reliable internet access**. You will use **your NTU student account** to access its Google apps, such as **Google Docs, Jamboard, and Google Slides**. You'll also **need a printer, or access to a printer**, to print the materials I post to your Blackboard.

What is this Course Anyway?

Course Description from NTU's Catalog:

ENGL-1110 (3) Composition I

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing. Prerequisite: A grade of C or higher in ENGL-098 or satisfactory placement scores. Offered: Fall, Spring, Summer.

| Course Objectives and Outcomes | |
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| What Will I Learn In this Class? | How Will I Learn This Stuff? |
| <p>In this course, you will learn how to be an active reader. You will need to engage with the text beyond just reading.</p> | <p>You will read short readings and will apply IRR—Inquiry, Research, and Resonate, to help you build your understanding of the reading. IRR will help you understand parts of the reading that confuse you.</p> |
| | <p>You will discuss the readings we read in class in different ways, like as a part of a pair, a group, or the whole class. Discussing the readings helps us figure out what we understand about the reading and what questions we might have and need help with.</p> |
| | <p>You will practice paraphrasing. You'll learn how to write about the main ideas of the reading so it's in your own words and style.</p> |
| <p>In this course, you will practice writing summaries and constructed responses (CR) first. This will help build the skills needed to write longer writing assignments like essays.</p> | <p>With each reading, you will practice identifying main ideas by writing summaries. Each summary you write has to use the structure we learn about.</p> |
| | <p>You'll use what you learn about summary writing and apply it to constructed responses. These kind of papers answer a question about your reading.</p> |
| | <p>You will compose constructed responses and learn how to support your answer by using textual evidence.</p> |
| | <p>You will practice including textual evidence as a citation that follows MLA guidelines.</p> |
| | <p>Your constructed responses will be evaluated using a rubric—you will learn about the characteristics of an effective CR and the rubric used to evaluate your own work.</p> |
| <p>In this course, you will write essays that are well- organized and well-developed.</p> | <p>You will learn about different ways to brainstorm ideas before you start writing. This helps you organize your ideas and allows you to plan your paper before you write.</p> |
| | <p>You'll practice different ways to write introductions. Introductions need a hook, context, and a thesis statement.</p> |
| | <p>In writing CR's, you will have learned how to turn a reading question into a thesis statement. You'll continue the practice of writing a thesis statement by including one in every essay you compose.</p> |
| | <p>Essays make sense when the writer uses topic sentences and transition statements. You'll apply this process by identifying topic sentences in our readings, and writing your own in your essays.</p> |

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| | <p>In writing CR's, you will have learned how to develop a well-supported response. You'll see that your body paragraphs follow the same approach.</p> |
| | <p>You'll practice writing conclusions for your papers. Conclusions restate your thesis, remind readers of your main ideas, and leave your reader thinking about what you wrote.</p> |
| <p>In this course, you will apply reflection as a process so you can see what you need to do to revise and edit your papers.</p> | <p>At midterm, you will compile your writings and evaluate your work. This will help you see how you've improved and can also help you identify areas that you might need to fix.</p> |
| | <p>You will use the checklists and rubrics I provide to evaluate your own work.</p> |
| | <p>You will choose one essay and one CR to revise. This means your grade can get better!</p> |
| | <p>You will evaluate yourself as a student by writing about your successes and challenges.</p> |

This is how our class will move so you can write a final paper that applies everything you learned. Your Goal: You will write an essay that uses textual evidence to support your understanding of how and why figurative language is being used in the model reading

What you'll learn

How You'll Learn

The Reading Process: This unit will teach you how to read actively by applying the acronym IIR:

- Inquiry—question
- Investigate—find answers
- Resonate—connect your learning

Summary Writing: Summary writing will help you focus on the main ideas of the reading. It will also allow you practice in paraphrasing what you read, and you'll learn about plagiarism.

Correct Sentence Structures and Punctuation

Model Readings

Create annotations together

*Apply IRR

Practice Summarizing what we read

Constructed Responses:

You will learn the format to write responses to questions related to your readings. You'll learn the acronym RACER:

- Restate
- Answer
- Cite
- Explain
- Resonate

Correct Sentence Structures and Punctuation

Model Readings

Learn about rubric by evaluating example CR

Write your own CR

Evaluate your own CR

Essay Structure: You'll see that the structure learned in writing constructed responses is the format for body paragraphs in an essay. You'll have your first attempt to respond to a reading question and build a response that uses more than one source of textual evidence. By the end of the unit, you will know how to write about a reading and will employ

Learn from lectures

See how the CR builds an effective body paragraph.

Write your own CR with more than one textual source.

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| Introduction: Hook, Context, Thesis | Correct Sentence Structures and Punctuation |
| Summary of Reading | |
| CR-style paragraphs | |
| Conclusion: Thesis, main ideas | |

| Expectations of You as a Student—How to Succeed in this Class | |
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| Preparedness | Come to class ready to learn. This means you'll need to have read the reading for the week and have your annotations ready to discuss. You have this syllabus to remind you of what readings will be coming up next, and I'll also announce the homework during class as a reminder, will post the content in BB AND will email you reminders as needed. This means you have plenty of reminders about my expectations of you to have read and annotated your text so you can engage with the expectations for the week. |
| Participation | Attend class with a positive attitude—English Composition isn't just a class you need to pass—it teaches you how to comport yourself as a college student through your writing. |
| | Know that you will have to work with peers, and that you'll interact with every student in the class. |
| | The work you produce reflects you and your effort. Do your best! The more you engage, the more meaningful the content of this course becomes. Incomplete work is not going to be accepted, but instead, I'll work with you toward successfully completing your assignments. |
| | If you're having trouble with an assignment, you have resources! Seek help from classmates, drop in on your SSC and talk with a tutor, ask Google or watch a YouTube video! |
| Attendance | It's never a good idea to skip a class without letting your instructor know. Email me, or if you have an upcoming appointment, let me know when you'll be absent. |
| | If you do miss a class, it is your responsibility to engage with the material you missed. Ask classmates for notes, visit BB to see what information I posted. |
| | If you missed a class and sought the help of classmates but still feel like you need help, then schedule an appointment to see me during my virtual office hours. |
| | Missing 3 classes back-to-back will result in being disenrolled from the course. I will withdraw you for non-attendance. If you will be absent from the class, please be sure to email me ahead of time so I will be aware and can record the session you'll miss. If you miss more than three classes, I'll reach out to you and we can establish a meeting so we can see how we can work together so you're successful in the class. However, I'll also have to notify your advisor and make a referral to Skyhawks4Success so we can all work together to provide you with what resources you need. |
| Your Instructor's Late Work Policy | I understand life throws us challenges, and sometimes we need an extension to turn in work late. I want you to succeed! If you need extra time, all it takes is an email! |
| | You have up to three days to submit your assignment late. You must EMAIL ME and let me know: <ol style="list-style-type: none"> 1. What class you're in (I teach three, so specify which course you're in) 2. What assignment you're turning in. 3. Missing too many assignments will cue me in to talk with you, but it's better than failing! |

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| <p>If you had an IEP in high school:</p> | <p>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#acomodations-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).</p> |
| <p>Important Information from your University:</p> | |
| <p>A Note about Academic Integrity</p> | <p>Integrity (honesty) is expected of every student in all academic work. A student’s submitted work must be the student’s own. 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. Please instead prioritize your time to truly invest in learning the content and demonstrating your understandings, rather than steal another’s ideas. Your ideas are the important too.</p> |
| <p>Mission, Vision, and Philosophy</p> | <p><i>Mission:</i> Navajo Technical University honors Diné culture and language, while educating for the future. <i>Vision:</i> Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically. <i>Philosophy:</i> 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</p> |
| <p>Diné Philosophy of Education</p> | <p>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.</p> |
| <p>A:shiwí Philosophy of Education</p> | <p>At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkyá hon detsemak a:wannikwa da: hon de:tsemak a:ts’umme. <i>Our language and ceremonies allow our people to maintain strength and knowledge.</i> A:shiwí core values of hon i:yyułashik’yanna:wa (respect), hon delank’oha:willa:wa (kindness and empathy), hon i:yyayumofa:wa (honesty and trustworthiness), and hon kohof lewuna:wedyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.</p> |

How Your Instructor Will Evaluate Your Work

You will participate in the course through a variety of assignments and activities. This includes:

- Annotations of readings
- Discussions as a class, in pairs, or in groups
- Writing summaries, constructed responses, and essays as drafts and revisions
- Creating learning materials to share with others.
- Self-evaluations, peer-evaluations
- Midterm: Compile your Midterm Portfolio and compose your reflection
- Final: Final Portfolio and reflection

Your instructor will evaluate your work using a point system. Everything you do has value in the class, but not everything is graded.

Annotations: 10 points
Summaries: 20 points

Constructed Responses: 40 points

Essays: 100 points

Other Learning Activities: Points Vary

Midterm and Final Portfolio: 75 points
*3 sections in Portfolio
*25 points per section

Your instructor will use the following measures to assess the work you do turn in:

Annotations: You'll have a template given to you to use. It is for your own benefit as a learner to fill out the template as fully as possible.

Constructed Responses: You'll learn the structure you need to follow, and you'll also become familiar with the rubric used to measure your writing.

Essays: All essays assigned will have a writing prompt that tells you exactly what needs to be in the paper. You'll also see its accompanying rubric so you can see how I will be scoring your paper.

NTU's Distribution of Grades:

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

Your Success is Important to Me!

While I do my best to work with my students about the coursework I assign, I don't give any extra credit opportunities. I want you to understand what you're learning in this class is applicable to the college courses you have yet to complete. Writing is an important skill, and the two styles you'll learn requires practice. If you're unhappy with a score you received for a CR, you have an opportunity to improve this grade at the end of the semester. Unfortunately, this does not apply to assignments that received a zero for non-submission-- only assignments that were previously evaluated can be re-done for a better score.

Weekly Schedule of Topics and Anticipated Assignments

| <i>Week</i> | <i>Unit</i> | <i>Focus of the Unit, Anticipated Readings and Activities</i> |
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| Week 1 | <p align="center">Class Expectations</p> <p>It's important for students to understand the objectives of this course and what you'll learn. A review of the syllabus will begin the course. The second day of the class will be a composition day to establish a baseline essay.</p> | <p><u>Writing Activity:</u></p> <ul style="list-style-type: none"> ● MLA Formatting Demonstration |
| Week 2 | <p align="center">The Reading Process</p> <p>This unit is intended to provide students with strategies to read the assigned texts. unit will teaches you how to read actively by applying the acronym IIR:</p> <p>Inquiry—question</p> <p>Investigate—find answers</p> <p>Resonate—connect your learning</p> | <p>Lecture Reading to Write</p> <p>Applying IRR strategies: Annotation Practice</p> <p>Reading: <i>White Lies</i> by Erin Murphy</p> <p>Discussion of text</p> |
| Weeks 3-4 | <p align="center">Summary Writing</p> <p>Summary writing will help you focus on the main ideas of the reading. It will also allow you practice in paraphrasing what you read, and you'll learn about plagiarism.</p> | <p>Lecture: Summary Writing</p> <p>Practice summarizing <i>White Lies</i> by Erin Murphy</p> <p>Continued Annotation and Summary Practice: Selected Readings from Rudolfo Anaya's <i>Serafina's Stories</i></p> |

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| <p>Weeks 5-7</p> | <p style="text-align: center;">Constructed Responses Unit</p> <p>This unit will focus instruction on structured paragraph development. Students will practice applying the conventions of writing responses geared toward readings. Students will first practice summary writing, and will then learn to construct clear, concise response papers to questions that require a short response. This includes learning to incorporate textual references and applying correct citations. Students will also have practice with multiple choice questions related to their reading.</p> | <p style="text-align: center;">Reading Responses</p> <p>Lecture: Writing Constructed Paragraphs, incorporating textual references, learning to expand on your response.</p> <p>Quiz: Writing Constructed Paragraphs</p> <p>Reading: <i>Anxiety: Challenge by Another Name</i> by James Lincoln Collier</p> <p>Annotations of Text</p> <p>Application of CR lecture to CR development (writing a draft) using Collier’s reading.</p> <p>Evaluating the Rubric and viewing Exemplars</p> <p>Revision of CR.</p> |
| <p>Week 8</p> | <p style="text-align: center;">Midterm Portfolio</p> <p>you will apply reflection as a process so you can see what you need to do to revise and edit your papers.</p> | <p style="text-align: center;">3 Reflective Writing Assignments</p> |
| <p>Week 9</p> | <p style="text-align: center;">Essay Writing Review</p> <p>This unit will provide a review the components for an essay. Students will learn how to create effective paragraphs, transitions, and practice organization of ideas. Students will integrate the objectives learned from the Reading Responses Unit and learn to develop whole essays that relate to, support, and analyze the texts used for discussion.</p> | <p>Lecture: Converting the Reading Response into an Essay, use of effective transitions.</p> <p>Project: Student-Created Lesson: The Parts of An Essay</p> |
| <p>Weeks 10-11</p> | <p style="text-align: center;">Essay Writing: Narrative Writing Unit</p> <p>This unit will encourage students to narrate an experience while practicing thesis placement, incorporating dialogue, using expressive verbs to establish tone, using parenthetical insertions, and applying comparisons within their writing.</p> | <p style="text-align: center;">Narrative Essay</p> <p>Lecture: The narrative essay, incorporating dialogue, using expressive verbs, parenthetical insertions, application of comparisons within writing</p> <p>Reading: <i>Unforgettable Miss Bessie</i> by Carl T. Rowan</p> <p>Annotations of Text</p> <p>Application of lecture into drafts and revision, Rubric evaluation</p> |

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| <p>Weeks 12-14</p> | <p style="text-align: center;">Literary devices</p> <p>Students will begin learning about literary elements used within writing and develop both short responses and an essay discussing the use of literary devices. LD include the evolution of character, the use of metaphors and similes, hyperboles, perspective, etc.</p> | <p>Lecture: Literary Devices (LD)</p> <p>Various learning activities to strengthen your understanding of Literary Devices Hyperboles, Metaphors, Similes, and Personification.</p> |
| <p>Weeks 14-15</p> | <p style="text-align: center;">Essay Writing: Expository Writing Unit</p> <p>With this style of writing, students will work to write an essay that evaluates the effectiveness of the use of an LD within their readings. Students will incorporate texts and multimedia sources into their essay writing and appropriately cites these outside sources.</p> | <p>Lecture: Literary Devices</p> <p>Reading <i>The Jacket</i> by Gary Soto</p> <p>Annotations of Text</p> <p>Application of lecture into drafts and revision, Rubric evaluation</p> |
| <p>Week 16</p> | <p style="text-align: center;">Final: Reflection</p> <p>Students will revisit their various writing assignments and consider reflective questions to see and discuss their overall growth and progress in this course.</p> | <p style="text-align: center;">Final Portfolio</p> <p>The final portfolio is a compilation of your past assignments. You will review your work following a series of questions and develop reflections for the reading responses and essays you constructed in this course, as well as make considerations about your own growth as a student.</p> |

*Schedule subject to change.