



Course Title: Reading and Writing Skills
Course #: English 098

Credit Hours: 3
Semester: Spring 2022

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: A:shiwi College and Career Readiness Center, Room 105, Google Meeting Room

Class Meeting Times: Wednesdays, 4-630 PM

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 BlackBoard (BB).

Required Materials: The course will be delivered face-to-face instruction as well as through virtual learning sessions. These virtual sessions will delivered using **Google Meet** as our meeting room, and as some of your learning activities require that you use **Adobe Spark** to record informational videos, these require that you have **a computer or laptop and reliable internet access**. To write your papers and participate in class, you will use **your NTU student account** to access its Google apps, such as **Google Docs, Jamboard, and Google Slides**. You may also **need a printer, or access to a printer**, to print extra copies of the materials I will post to your Blackboard classroom. You will use **Blackboard** to submit your assignments, to view supplemental material, and serves as your overall "classroom"

What is this Course Anyway?

Course Description from NTU's Catalog:

English 98—Reading and Writing Skills

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.

Course Objectives and Outcomes

What Will I Learn In this Class?	How Will I Learn This Stuff?
Sentences are full of rules that we need to know so our sentences are clear and effective. You'll learn about how nouns and verbs work together in sentences and the rules that other parts of speech play in creating a sentence. You'll also learn about how semicolons and commas work.	I will provide you with a series of lectures and activities to learn about the parts of speech and sentence construction rules. You'll demonstrate your learning through completing quizzes, creating tutorial videos where you show others the rules of creating sentences.
In this course, you will learn how to be an active reader. You will need to engage with the text beyond just reading.	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.
	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.
	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.
In this course, you will practice writing summaries. 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.	You will read a variety of short writings and learn about main ideas and supporting details.
	With each reading, you will practice identifying main ideas by writing summaries. Each summary you write has to use the structure we learn about.
	You'll learn about the pitfalls that students make when summarizing, which sometimes leads to plagiarism.
In this course, you will write essays that are well- organized and well-developed.	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.
	You'll practice different ways to write introductions. Introductions need a hook, context, and a thesis statement.
	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.
	Essays need details, so you'll practice how to develop a well-supported body paragraph.

	<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 can 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 narrates a personal experience. This essay will follow the structure learned about essay development, including an effective introduction, topic sentences and body paragraphs, and an effective conclusion.

What you'll learn

Grammar and Sentence Review: Sentences are full of rules that we need to know so our sentences are clear and effective. You'll learn about how nouns and verbs work together in sentences and the rules that other parts of speech play in creating parts of sentences called clauses. You'll also learn about how semicolons and commas work. The first half of the semester will focus on Grammar and Sentence Construction.

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.

Essay Structure: You'll see that the structure learned in writing constructed responses is the format for body paragraphs in an essay. You'll learn about the common types of essays you'll encounter as a student, narrative and expository essays. You'll have opportunities to practice writing both.

Introduction: Hook, Context, Thesis	Correct Sentence Structures and Punctuation
Body paragraphs	
Conclusion: Thesis, main ideas	

How You'll Learn

Daily Lectures

Quizzes

Editing sentences

Creating tutorial videos that teach others how to create sentences

Model Readings

Create annotations together

*Apply IIR

Practice Summarizing what we read

Evaluate your own summaries and others

Learn from lectures

You'll write a narrative essay about your own experience.

You'll use self-evaluation checklists to evaluate your work

You'll revise your essay to make sure your essay achieved all the criteria.

You'll practice again by writing another essay.

Expectations of You as a Student—How to Succeed in this Class

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—This isn't just a class you need to pass—it teaches you how to read and write to be successful as a college student
	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.
Attendance	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!
	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.
Your Instructor's Late Work Policy	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.
	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!
If you had an IEP in high school:	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).

Important Information from your University:

<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: akya 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 kohoł 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 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

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.

Summaries: You'll learn the structure your summaries need to follow, so your summaries will need to apply these. You'll use a checklist to make sure you're including everything you need to for this kind of 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 an essay, 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.

Week(s)	Unit	Anticipated Readings, Activities
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 half of the class will be a composition session to establish a baseline essay.</p>	<p>Reading: Course Syllabus</p> <p>Activities: Review Syllabus Syllabus Quiz Demonstration of MLA Formatting Composition Time</p>
2-4	<p align="center">Grammar Review</p> <p>This unit will provide a review of rules regarding grammar and sentence structure. Areas of focus will be on Nouns and Pronouns, Verbs, Adjectives, Adverbs and conjunctions</p>	<p>Instructor-led lectures You-Tube Videos to view</p> <p>Activities: Grammar Quizzes Create informational videos</p>
5-7	<p align="center">Sentence Construction</p> <p>This unit will teach you about the rules that you need to follow when constructing sentences. The way we talk is not the way we write, so you'll apply what you learned from the Grammar Unit and learn about clauses, simple sentences, compound sentences, and complex sentences. You'll practice using punctuation marks including</p>	<p>Instructor-led lectures</p> <p>Activities: Clauses Quizzes, Sentence Construction activities, Punctuation practice Create informational videos</p>
8	<p align="center">Midterm Portfolio and Compilation</p> <p>You will apply reflection as a process so you can see what you've done well in this class, as a student, and can also identify areas you need to improve.</p>	<p>3 reflective writing assignments will be assigned to complete</p>
9-10	<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: Inquiry—question Investigate—find answers Resonate—connect your learning</p>	<p>Instructor-led lecture</p> <p>Reading: <i>My Rosetta</i> by Judith Ortiz Cofer</p> <p>Activities: Annotation template Discussion and clarification of reading Draft 1, Influential Teacher, due</p>
11-12	<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>Instructor-led lecture, Summary Writing. YouTube Video: Plagiarism Quiz: Plagiarism</p> <p>Readings: Assorted Fairytales and Folktales</p>

13	<p style="text-align: center;">Essay Writing: The Basics</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.</p>	<p>Instructor-led lecture</p> <p>Activities: Note-taking Create an informational video</p>
14-15	<p style="text-align: center;">Essay Writing: Composition</p> <p>This unit will provide you with practice to compose a Narrative Essay. Narrative essays are written in the first person perspective and relay an experience you’ve had in your life. You will be expected to apply The Basics of Essay writing within the two essays you’ll compose in this unit.</p>	<p>Reading: <i>My Rosetta</i> by J.O Coffe Writing Prompt 1: An Influential Teacher Self-evaluation and revision</p> <p>Reading: <i>Two Kinds</i> by Amy Tan Annotations Writing Prompt 2: Expectations of you Self-Evaluation and Revision</p>
16	<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>	3 reflective writing prompts