



**Composition 1  
ENGL 1110-OL3  
Credit Hours: 3  
Spring 2022  
Cap: 16**

**Faculty:** Dr. Joseph Lamperez

**E-mail:** [jlamperez@navajotech.edu](mailto:jlamperez@navajotech.edu)

**Office:** Building E, Room 108

**Office Phone:** N/A

**Office Hours:** Tuesday/Thursday, 4:00-6:00

**Preferred Communication:** email; will respond within 24 hours

**Modality:** Online

**Class Location and Meeting Times:** online via Zoom

**Meeting Hours and Online Hours:** Mondays, 1:00-3:40

**Required Materials: Notebook, writing instruments, required textbooks**

**Textbooks:**

*The Little Seagull Handbook, with Exercises 4E*, Richard Bullock, Michal Brody, and Francine Weinberg

*Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, Robin Wall Kimmerer

*The Norton Field Guide to Writing, with Readings + Handbook 6E* Richard Bullock, Deborah Bertsch, Maureen Daly Goggin, Francine Weinberg

*They Say/I Say: The Moves that Matter in Academic Writing, 4<sup>th</sup> Edition*, Gerald Graff and Cathy Birkenstein

**Laptop and Internet Access:** Every student is required to own a laptop and have internet access.

**Mission, Vision, and Philosophy**

**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.

### **University Mission Statement**

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, Nahat'á, Iiná, Siihasin.*

### **Course Description**

Writing with clarity and force, and the power to think critically that underpins such writing, are essential to your success as a student, as a citizen, and as a professional. In this course, English 1110, 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 other personal and professional contexts. In our course you will learn to analyze rhetorical situations in terms of audience, context, purpose, and medium, 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 compose with purpose, audience, and genre in mind. You will also reflect on your own writing processes, learn to workshop drafts with other writers, and to practice techniques for writing, revising, and editing.

### **Course Outcomes**

**The Student Learning Outcomes for this course are as follows:**

1. Develop the ability to produce writing that has a clear purpose and engages with the intended audience.
2. Use organizational conventions appropriate to a range of rhetorical situations.
3. Produce compositions free of grammatical and mechanical errors that interfere with clarity and comprehension.
4. Use diverse rhetorical strategies and genres in order to engage various audiences.
5. Use the research process to seek out and evaluate secondary sources that facilitate your own rhetorical agenda.
6. Gain mastery of processes like brainstorming, outlining, planning, research, drafting, peer review, and revision.

## **Pedagogical Approaches**

### **The following principles will inform our work together:**

- Students should come to appreciate writing as a process and learn to recognize and exploit their own processes.
- Essays should reflect the diversity of real-world writing situations in which a student may find herself.
- Short, non-graded reflective, exploratory, and expressive writing, such as journals, will be used to provide help generate ideas and to begin the writing process.
- Summary writing will be taught as an essential component of the writing process.
- Student-centered response, such as peer-review, is important during the middle stages of the process.
- Effective revision is essential to the production of effective prose.
- Grammar should be taught on an as needed basis and reviewed as part of the writing process.

## **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 using others' words and ideas that they integrate with their own writing in well-argued texts and presentations. These assessed materials include a variety of written assignments over the course of the semester.

## **Grading Policies**

Students must attend each class session and show up on time. If you miss more than two 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.

### **Grade breakdown:**

Descriptive essay: 10%

Definition essay: 10%

Literacy essay: 10%

Proposal essay: 10%

Reflection essay: 10%

In-class freewriting/blog assignments, journaling, homework: 20%

Presentation: 10%

Participation: 10%

### **Course Policies**

- Come to every class, arrive on time, and turn in all assignments **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.
- 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 two unexcused absences, you will either be automatically dropped from the course, or will not receive a passing grade in the course. If you are tardy more than two times, you will be counted absent for your next tardy class, and for each one thereafter. Come to class on time!

#### **Academic Integrity**

Presenting another person's work as one's own constitutes plagiarism, a flagrant violation of the intellectual honesty expected of all students. Any assignment that gives evidence of not being completely one's own work will receive a grade of F or zero. Egregious plagiarism or additional evidence of plagiarism after the first incident may result in a grade of F for the course and possible administrative action.

#### **Students with Disabilities:**

Navajo Technical University and the Arts and Humanities Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he or she may need specific accommodations based on disability should contact me directly. Students who need an accommodation should also contact the Vocational Rehabilitation Counselor.

**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 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.

## Weekly Schedule

### January 17:

**Martin Luther King, Jr. Day: no class**

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### January 24:

Introduction to the syllabus.

**In-class writing activity:** describe one place where you consistently interact with the Earth. What is this place? It's a mesa that me and my siblings used to visit when we were younger. It's a rocky, long brown hill that runs down toward Many Farms, situated between Chinle and the hospital. It's a very long stretch of land. What did you do there? How did you feel when you did it/when you were there? Why does what you did there matter? To whom does it matter: to yourself alone, or to others as well? What words describe your relationship to this place? In what way does this relationship go both ways, i.e., how does this place respond to your presence? Let's write four sentences at least in response to each of these questions.

**Discuss:** "Skywoman Falling," pages 4-10 from *Braiding Sweetgrass*.

**Freewrite:** choose a response: evaluate; connect; elaborate; approve/disapprove; express feeling; express appreciation; or express your lack of reaction (see pages 14-15 of *The Norton Field Guide to Writing*). Our discussion will be based on your responses here.

**Homework:** Identify and recount one story that you have either heard or told about the land. Why does this story matter? Who does it affect? How has it influenced your impression of the place that it references? Three to five paragraphs. Be ready to read and discuss in our meeting January 31.

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### January 31:

**Review** homework and discuss.

**Discuss** "The Gift of Strawberries," pages 22-32 from *Braiding Sweetgrass*.

**Discuss** pages 21-22 of *The Norton Field Guide to Writing*.

**Choose** five paragraphs from “The Gift of Strawberries.” Write a one-sentence summary, and four-sentence paragraph of each.

**Identify** the most important passage from “The Gift of Strawberries.” Why did you choose this passage?

**Discuss** pages 43-52 of *They Say/I Say*. Practice combining summary/paraphrase, and quotations.

**Homework:** Think about what you offer the land, and what it offers you. In what way are these offerings a kind of gift? Why does these offerings or gifts matter, and to whom? Three to five paragraphs. Be ready to read and discuss in our meeting February 1.

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## February 7:

**Review** homework and discuss.

**Discuss** “An Offering,” pages 33-38 and “Burning Cascade Head,” pages 249-253 from *Braiding Sweetgrass*.

**Freewrite:** Ceremonies and ways of knowing.

**Discuss** Pages 53-66 of *They Say/I Say*. Find a passage from the four chapters that we’ve read, and build your own response in dialogue with this passage. We’ll be building off Kimmerer’s writing in order to explore our own relationship with the land by describing a gift, relationship, or ceremony associated with a place of your own choosing.

**Brainstorm:** Read 333-337 of *The Norton Field Guide to Writing*

**Discuss** pages 456-463 in *The Norton Field Guide to Writing*.

**Homework: descriptive essay due February 8.**

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## February 14:

**Descriptive essay due.** Peer-review.

**Discuss** “Asters and Goldenrod,” pages 39-47 in *Braiding Sweetgrass*.

**Freewrite:** Ways of knowing

**Homework:** Choose a place you know well that you haven't discussed before. Describe it from an outsider's point of view, imagining how someone unfamiliar with the families, relationships, and history of this place might view it. Then, describe what this place means to you, and why. What differences do you notice above these two perspectives? What differing kinds of knowledge does each position use? Three to five paragraphs.

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## February 21:

**President's day: no class**

**Read** "Learning the Grammar of Animacy," pages 48-59 of *Braiding Sweetgrass*. What do the words "organic" and "mechanical" mean? Is the difference between these words the same as the difference between the animate and the inanimate?

**Read** pages 445-455 of *The Norton Field Guide to Writing*.

**Freewrite:** Describe a repeated process or experience in your life that is organic. Justify your definition: in what way does it qualify as such?

**Homework:** Describe a repeated process or experience in your life that is mechanical. Justify your definition: in what way does it qualify as such? Three to five paragraphs.

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## February 28:

**Review** homework and discuss.

**Discuss** "Learning the Grammar of Animacy," pages 48-59 of *Braiding Sweetgrass*. What do the words "organic" and "mechanical" mean? Is the difference between these words the same as the difference between the animate and the inanimate?

**Discuss** pages 445-455 of *The Norton Field Guide to Writing*.

**Freewrite:** Describe a repeated process or experience in your life that is organic. Justify your definition: in what way does it qualify as such?



**Homework:** Describe a repeated process or experience in your life that is mechanical. Justify your definition: in what way does it qualify as such? Three to five paragraphs.

**Review** homework and discuss.

**Discuss** “The Three Sisters,” pages 128-140 of *Braiding Sweetgrass*

**Freewrite:** Choose an object that is closely connected to you. What would it say to you, if it could talk? What story would it tell, what perspective or advice or opinions would it want to share? Three to five paragraphs.

**Assign definition essay:** the organic and the mechanical.

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## **March 7:**

**Definition essay due.** Peer-review.

**Discuss** “Superman and Me,” Sherman Alexie, and “Reading to Write,” Stephen King

**Workshop** on sentence construction

**Homework:** describe an area in your life in which feel a sense of literacy. Where did you learn this literacy? What does it offer you? How do others respond to this literacy? Three to five paragraphs.

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## **March 14:**

**Spring Break**

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## **March 21:**

**Review** homework and discuss.

**Discuss** pages 81-103 from *The Norton Field Guide to Writing*.

**Discuss** “Learning to Read and Write,” Frederick Douglas, and “Learning to Read,” Malcolm X

**Workshop** on transitional language

**Homework:** Describe a skill or activity in your life that you want to be able to do better. In other words, what lack of literacy in your life bothers you? What does this lack of literacy prevent you from doing? Do you have plans to improve your literacy in this area?

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## **March 28:**

**Read** homework and discuss

**Workshop** on paragraphing.

**Assign literacy essay**

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## **April 4:**

**Literacy essay due.**

**Watch** and discuss Mitch Landry’s speech

**Read** about and discuss the Dignity statue of South Dakota.

**Homework:** Describe a statue that you think should be taken down.

**Presentations**

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## **April 11:**

**Discuss** pages 258-268 in *The Norton Field Guide to Writing*

**Freewrite:** describe a statue that you think should be put up.

**Assign proposal essay**

**Presentations**

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**April 18:**

**Proposal essay due.** Peer-review.

**Discuss** pages 391-401 in *The Norton Field Guide to Writing*

**Assign reflection essay**

**Presentations**

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**April 25:**

**Reflection essay due.** Peer-review.

**Presentations**

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**May 2:**

**Presentations**