



Course Title: Composition I
Course #: 1110-HY7

Credit Hours: 3
Semester: Spring
Cap: 10

Faculty: Mrs. Louise Tohtsonie

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Office: Teec Nos Pos

Office Phone: (928) 656-3600

Office Hours (face-to-face or online): 9:00-12:00

Preferred Communication (email and text):

Modality (face-to-face):

Class Location and Meeting Times: TeecNosPos – Thursday

Meeting Hours and Online Hours (if hybrid):

Required Materials:

Textbooks: The College Writer Brief, Sixth Edition
by Van Rys, Meyer VanderMay, Sebranek

Tools:

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

Lab Fee: none

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.

Course Description

Course Outcomes	Course Assessments
Develop and improve organizational abilities, interactive learning skill and studying strategies	
Actively read different written texts and produce personal responses to the texts	
Implement strategies to think critically about topics and practice modes of thinking through writing	
Identify and classify fields of study in the college curriculum	
Critique and create the elements of narrative writing and develop well-organized personal essay that includes narration, description and reflection	
Identify and correct logical fallacies and examine written arguments critically	
Examine and assess writers' analyses of literature and the arts	
Be familiar with MLA and APA writing and citation formats	

Connections to Program Assessment (Course-Embedded Measures)

Course Activities

Wk	Date	Class Topics/Reading Due	Assessments
1	Jan 17-22	<p>Syllabus and course expectations Pre-test</p> <p>I Rhetoric: A College Student's Guide to Writing Critical Thinking Through Reading Read and discuss "Why Change Is So Hard." pp. 4-5 <i>Reading for Better Writing</i>: respond to Connections. <u>Read</u> and <u>discuss</u> the main points in the following areas: *Read Actively, Map the Text, Outline the Text, Evaluate the Text; study Responding to a Text and Summarizing a Text</p>	*Writing responses, *Completed assignments, *Quizzes, tests
2	Jan 24-27	<p>Critical Thinking Through Viewing, pp 10-15 <u>Read</u> and <u>discuss</u> the main points in the following areas: Interpreting an Image; Evaluating an Image; Critical Thinking Through Writing Practicing Modes of Thinking in Your Writing, p 19. <u>Read</u> and <u>discuss</u>: Think by Using Analysis; Think by Using Synthesis; Think by Using Evaluation; Think by Using Application. Critical Thinking and Writing: Applications, p 24 4. Living Today or 5. Major Work</p>	*Writing responses, *Completed assignments, *Quizzes, tests
3	Jan 31 Feb 3	<p>Beginning the Writing Process, pp 25-41 <u>Read</u> and <u>discuss</u> The Writing Process: From Start to Finish Understanding the Rhetorical Situation; Aiming for Writing Excellence; Understanding the Assignment; Developing a Topic; Researching Your Topic Critical Thinking and Writing: Applications, p 42 1. Wise Words</p>	*Writing responses, *Completed assignments, *Quizzes, tests
4	Feb 7-10	<p>Planning, pp 44-55 <u>Read</u> and <u>discuss</u> the main points in the following areas: Revisiting the Rhetorical Situation; Forming Your Thesis Statement; Using a Thesis to Pattern Your Writing; Developing a Plan or an Outline Critical Thinking and Writing: Applications, p 56 Your choice.</p>	*Writing responses, *Completed assignments, *Quizzes, tests
5	Feb 14-17	<p>Drafting, pp 57-69 <u>Read</u> and <u>discuss</u> the main points in the following areas: Reconsider the Rhetorical Situation; Basic Essay Structure: Major Moves; Opening Your Draft; Developing the Middle; Ending Your Draft 1. Wise Words Revising, pp 72-91 <u>Read</u> and <u>discuss</u> the main points in the following areas: Consider Whole-Paper Issues; Revising Your First Draft; Revising for Ideas and Organization; Revising for Voice and Style; Addressing Paragraph Issues; Revising Collaboratively Critical Thinking and Writing: Applications, p 92 Complete Activity: 1. Wise Words</p>	*Writing responses, *Completed assignments, *Quizzes, tests

6	Feb 21-24	<p>Editing and Proofreading, pp 93-109 <u>Read</u> and <u>discuss</u> the main points in the following areas: Strategies for Polishing Your Writing; Combining Sentences; Expanding Sentences; Checking for Sentence Style; Avoiding Vague, Weak, and Biased Words Critical Thinking and Writing: Applications, p 110 Complete Activity: 3. Word Play Submitting Writing and Creating Portfolios, pp 111-113 <u>Read</u> and <u>discuss</u> the main points in the following areas: Formatting Your Writing; Submitting Writing and Creating Portfolios Critical Thinking and Writing: Applications, p 114 5. Major Work</p>	<p>*Writing responses, *Completed assignments, *Quizzes, tests</p>
7	Feb 28 Mar 3	<p>One Writer’s Process, pp115-130 <u>Read</u> and <u>Study</u> the main points in the Angela’s assignment. Planning; First Draft, First Revision; Second Revision; Edited Draft; Proofread Draft; Finished Essay Critical Thinking and Writing: Applications, p 131 4. Writing Reset Homework: One Writer’s Process Read and study pp 115 – 132</p>	<p>*Writing responses, *Completed assignments, *Quizzes, tests</p>
8	Mar 7-10	<p>Mid Term Exams and Grades Fall Break</p>	
9	Mar 14-17	<p>SPRING BREAK Reader: Strategies and Samples, p 133 <u>Read</u>, <u>study</u>, and <u>discuss</u>, Forms of College Writing, The Three Curricular Division in writing: Humanities, Social Sciences and Natural Sciences Narration, Description, and Reflection p143 Read and Study, Strategies Personal Essays: Rhetorical Situation; Principles of Narration, Principles of Description, Sample Descriptive Paragraph Principles of Reflection, Principles of Organization, Reading Personal Writing</p>	<p>*Writing responses, *Completed assignments, *Quizzes, tests</p>
10	Mar 21-24	<p>Begin reading the Personal Essays Essay #1: “Story Time: A True Story,” pp150-152 <u>Read</u> the essay and <u>make</u> connections with it. Assignment: <i>Reading for Better Writing</i>, Make connections by doing “connections” activity. Homework: Do “Your Project” activity.</p>	<p>*Writing responses, *Completed assignments, *Quizzes, tests</p>
11	Mar 28-31	<p>Personal Essay #2: Narrating an Encounter “Spare Change,” pp153-155 <u>Read</u> the essay and <u>make</u> connections with it. Assignment: <i>Reading for Better Writing</i>, Make connections by doing “connections” activity, p 153. Homework: Do “Your Project” activity.</p>	<p>*Writing responses, *Completed assignments, *Quizzes, tests</p>
12	April 4-7	<p>Personal Essay #3: Examining a Failed Institution “What I Learned in Prison,” pp 156-158 <u>Read</u> the essay and <u>make</u> connections with it. Assignment: <i>Reading for Better Writing</i>, Make connections by doing “connections” activity, p 158. Homework: Read 173-175-Strategies for Definition Essays</p>	<p>*Writing responses, *Completed assignments, *Quizzes, tests</p>

13	April 11-14	<p>Begin Reading Definition Essays</p> <p>Definition Essay #1: Defining Key Terms Within an Essay “Economic Disparities Fuel Human Trafficking,” pp 176-177 Read the essay and <u>make</u> connections with it. Assignment: <i>Reading for Better Writing</i>, Choose an activity and respond to it, p 177</p> <p>Definition Essay #2: Distinguishing Related Terms “Deft or Daft,” p 182 Read the essay and <u>make</u> connections with it. Assignment: <i>Reading for Better Writing</i>, Respond to all of the activities, p 182</p>	*Writing responses, *Completed assignments, *Quizzes, tests
14	April 18-21	<p>Definition Essay #3: Illustrating a Term - “Confession,” pp 176-177 Read the essay and <u>make</u> connections with it. Assignment: <i>Reading for Better Writing</i>, Choose an activity and respond to it, p 183-184</p> <p>Classification #1: Analyzing Weight Lifters “Why We Lift,” pp 200-201 - <u>Read</u> the essay. Assignment: <i>Reading for Better Writing</i>, Complete the Comprehension activity, p 201</p> <p>Classification #2: Analyze How Readers Read “The Lion, the Witch, and the Metaphor,” pp 204-205 Assignment: <i>Reading for Better Writing</i> Your choice, p 205.</p>	*Writing responses, *Completed assignments, *Quizzes, tests
15	April 25-28	<p>PROCESS ESSAYS: Process Essay #1: “The Washing,” pp 220-225 Assignment: <i>Reading for Better Writing</i> – Connections & Your Project p 225</p> <p>Comparison-Contrast Essays: Analyzing Two Cultures “Beyond the Polite Smile,” p 236-237 Assignment: <i>Reading for Better Writing</i>- connections and comprehension, p 337</p>	*Writing responses, *Completed assignments, *Quizzes, tests
16	May 2-5	<p>Comparison-Contrast Essays: Analyzing a Journey, pp 242-243 “Journey” Assignment: <i>Reading for Better Writing</i>-connections and comprehension, p 243</p> <p>Complete any missing assignments.</p>	*Writing responses, *Completed assignments, *Quizzes, tests
17	May 9-12	Final Exam and Grades	

Grading Plan:

Attendance:
Homework:
Participation:
Quizzes:
Mid-term:
Final Exam:

Grading Scale:

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

Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. 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 responsibility to complete all course work by 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.**

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.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week 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.**

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

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.

Final Exam Date: May 9-12, 2022