



**Navajo Technical
University**

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Course Title: ENGL 1120 - Composition II - Online Synchronous Course
Semester: Spring 2022 Credit Hours: 3 Cap: 15

Faculty: Brian Connolly **E-mail:** bconnolly@navajotech.edu
Office: Home/Mod 15 **Office Phone:** (831) 331-3149 (email preferred)
Office Hours: Tues. & Weds. 3:30 to 4:30 p.m. via Blackboard Collaborate, or by appointment.

Class Location: Online Synchronous Classes via Blackboard Collaborate
Class Meeting Times: **Section ONL** - Tuesdays & Thursdays 2:00 p.m. - 3:20 p.m.
Section OL2 - Mondays & Wednesdays 2:00 p.m.- 3:20 p.m.

Required Materials:

Textbooks: Van Rys et al. *The College Writer: A Guide to Thinking, Writing and Researching*, 6th edition. (Cengage Learning, 2017.)
American Heritage Dictionary (or any good paperback dictionary)

Tools: - Notebook or composition book for writing-journal assignments and research
- Flash drive

Lab Fee: None

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, Nahátá, Íina, Sihasin.*

Course Description

In this course, students will explore argument in multiple genres. Research and writing practices emphasize summary, analysis, evaluation, and integration of secondary sources. Students will analyze rhetorical situations in terms of audience, context, purpose and medium, and apply this knowledge to their reading, writing, and research. Students will sharpen their understanding of how writing and other modes of communication work together for rhetorical purposes. The emphasis of this course will be on research methods.

Prerequisite: A grade of C or higher in ENG 1110 (or an equivalent course).

Syllabus for ENGL 1120 - Composition II - Spring 2022 - Connolly

Student Learning Outcomes

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

Grading Plan

- Three essays exploring essay topics, 30%
- Two distinct drafts of a research essay, 20%
- Final research essay, 30%
- Attendance and participation, 20%

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

A Note on Grading

This course is designed to allow as many as possible of students to succeed and pass the class. But it is up to you to determine how well you would like to do in the class, and to then take the necessary steps to achieve your goal. There will be no extra credit. **Please take advantage of all tutoring opportunities offered here at NTU (e.g. the STEAM Lab); and feel free to ask me about these opportunities.** All documents will be written according to the Modern Language Association (MLA) documentation style format, which can be found in your writing handbooks and textbooks. All documents will be double spaced, typed in a standard 12 point font, and all margins should measure one inch. You must proofread and revise all your documents.

Grading Policy

Each student must do his or her own homework and written assignments. Discussion among students is encouraged for clarification of assignments, technical details of using software, and structuring major steps of assignments. Students must do their own work on homework and research papers. Cheating and plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

Participation

Students are expected to attend and participate in all class activities as listed above, as this accounts for **20% of the grade**. Points will be given to students who actively participate in class activities and ask questions of guest speakers and other presenters.

Cell phone and headphone use

Please turn cell phones off or place them in silent or vibrate mode **before** coming to class. Also, answer cell phones **outside of class** (not in the classroom). Exercising courteous cell phone use is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage (20%) 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 his/her responsibility to complete all course work by the 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.**

If for some reason you must miss a class, it is your responsibility to find out from one of your classmates what you missed. Do not come to the next class session and ask, "What did I miss?" You should already know and have completed your assignments.

Course Policies

- Attend class regularly
- Complete ALL reading assignments BEFORE class
- Participate actively in ALL class activities
- Turn in your assignments on time

Instructor Expectations

A great deal of your work will be done during class, so I expect you to come to every class with a good attitude about learning and working hard. It is the student's responsibility to advise me of any circumstance(s) that may affect attendance and performance. Students are expected to not only attend all classes, but to be on time and to be prepared for each class. Each student is also expected to contribute to class in a meaningful way, through discussion, peer editing, and other such opportunities.

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

For every credit hour spent in a class, a student is expected to spend two hours (2) outside of class studying the 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.

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 their affiliation with the four directions, four sacred mountains, the four sets of thought processes and so forth -- *Nitsáhákees, Nahát'á, Íina and Sihasin* -- which are essential and relevant to self-identity, respect and wisdom, and to achieving career goals successfully.

Students with Disabilities

The Navajo Technical University and the English Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or who needs special accommodations, should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook, and is advised to contact the Special Needs Counselor, Virginia Edgewater, whose phone number is 786-4138.

Syllabus for ENGL 1120 - Composition II - Spring 2022 - Connolly

Weekly schedule with key dates from NTU academic calendar:

Week	Date	Important Dates/Reading (TBD)	Assignments - details TBD
1	1/18 - 1/21	Classes begin/Chapter 1	
	1/21/20	Last day to add/drop	
2	1/24 - 1/28	Chapter 2 & 8 (sample paper)	Introductory Essay due
3	1/31 - 2/4	Chapter 3 & Navajo Treaty of 1868	Treaty Summary
4	2/7 - 2/11	Chapter 4	Research Proposal & Ongoing Research
5	2/14 - 2/18		Ongoing Research
6	2/21 - 2/25	2/21/2022: Presidents Day holiday 2/25/2022: Spring Graduation Petition due	Outline of midterm research essay due
7	2/28 - 3/4		Draft of research essay due
8	3/7 - 3/11	Midterm	Midterm Essay due
9	3/14 - 3/18		
10	3/23 - 3/27	Spring Break	
	4/2/20	Last day to withdraw with a "W"	
11	3/30 - 4/3		3rd paper: Outline & Draft
12	4/6 - 4/10		3rd paper due
13	4/13 - 4/17		Begin work on final paper
14	4/20 - 4/24		Proposal/Outline
15	4/27 - 5/1		1st draft due
16	5/4 - 5/8		2nd draft due
17	5/11 - 5/13	Finals Week	Final paper due
	5/14/20	Grades due to the Registrar	
	5/15/20	Spring Graduation	

On the following page, you will find the grading rubric for all your multi-draft essays. Please spend as much time as you need to in order to understand it fully. And again, if you have questions about how this rubric works, please ask in class.

Syllabus for ENGL 1120 - Composition II - Spring 2022 - Connolly

The grading rubric for multi-draft essays written for this course.

	IDEAS	THESIS	DEVELOPMENT & SUPPORT	STRUCTURE	LANGUAGE: GRAMMAR, SPELLING
GRADE: A	The essay offers a powerful analysis and argument, and shows an understanding of interpretive and conceptual tasks required by assignment. Its ideas show insight, and go beyond the class discussions.	The essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	The essay gives well-chosen examples and uses persuasive reasoning to support its thesis consistently. It uses quotations and citations effectively; and makes clear causal connections between ideas.	The essay uses appropriate, clear and smooth transitions and the arrangement of paragraphs helps the reader fully understand its ideas, which are fully developed.	The essay uses sophisticated sentences effectively; it chooses words well and observes conventions of written English and manuscript format. It makes few minor or technical errors.
GRADE: B	The essay shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may contain one minor factual or conceptual inconsistency	The essay has a clear, specific, interpretive thesis central to the essay; it may have left some minor terms undefined.	The essay follows through by consistently developing the thesis. It develops a main argument with clear major points and appropriate textual evidence and/or supporting detail; mostly organizes paragraphs clearly.	The essay shows distinct units of thought in paragraphs controlled by specific, detailed topic sentences; clear transitions between developed, coherent, and logically arranged paragraphs that show internal coherence.	The essay shows some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors; usually presents quotations effectively.
GRADE: C	The essay shows some understanding of the basic ideas and information involved in the assignment; but may contain some factual, interpretive, or conceptual errors.	The essay has general thesis or controlling idea, but this thesis does not contain sufficient ideas to structure the complete essay.	The essay only partially develops its argument and shows shallow analysis. It does not fully develop ideas, and makes limited use of textual evidence. It fails to integrate quotations and supporting evidence.	The essay shows some awkward transitions; some brief, weakly unified or undeveloped paragraphs; the overall arrangement may not appear entirely natural, and may contain extraneous information.	The essay shows frequent wordiness and several unclear, awkward sentences along with imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splices, etc.); it reveals an effort to present quotations accurately.
GRADE: D	The essay shows inadequate command of course materials or contains significant factual and conceptual errors; it does not directly answer the question or may confuse some significant ideas.	Essay has a thesis that is vague or not central to argument; the central terms are not defined clearly.	The essay frequently only narrates or summarizes and digresses from one topic to another without developing ideas or terms; it makes minimal or no use of textual evidence.	The essay is simplistic, tends to narrate or summarize; it wanders from one topic to another, in an illogical arrangement of ideas.	The essay shows major grammatical or proofreading errors (subject-verb agreement; sentence fragments); spelling errors; there are frequent unclear sentences.
GRADE: F	The essay shows no real understanding of the lectures, readings, discussion, or assignment, and no mastery of the college essay genre.	Essay has no clear thesis, and lacks any unified answer to the question. There is no "road map" for the reader.	Essay shows little or no development of ideas; may list facts or misinformation; it uses no quotations or fails to cite sources or plagiarizes.	The essay shows no transitions; incoherent paragraphs; suggests poor planning or no serious revision.	The essay shows numerous grammatical errors and stylistic problems that seriously distract from its content or meaning.