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| 1. **Institution and Course Information**
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| Name of Institution  | Navajo Technical University, Department Arts & Humanities |
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| Course Number, Title, Credits  | English 110; Composition; 3 credits |
| Co-requisite Course Number and Title, if any |  |
| Is this application for your system (ENMU, NMSU, & UNM)? | No |
| Name and Title of Contact Person  | Anita Roastingear, department chair |
| Email and Phone Number of Contact Person | aroastingear@navajotech.edu; 505 786 4131 |

**Was this course previously part of the general education curriculum?**

**X** Yes [ ] No

**This course will fulfill general education requirements for (check all that apply):**

**X** AA/AS/BA/BS **X** AAS

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| 1. Content Area and Essential Skills
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**To which content area should this course be added?** *Indicate “Other” if the course is not associated with one of the six NM General Education content areas.*

 **X** Communications [ ] Mathematics [ ] Science [ ] Social & Behavioral Sciences

[ ] Humanities [ ] Creative & Fine Arts [ ] Other

**Which essential skills will be addressed?**

**X** Communication **X** Critical Thinking **X** Information & Digital Literacy

[ ] Quantitative Reasoning [ ] Personal & Social Responsibility

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| 1. Learning Outcomes
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**This course follows the CCNS SLOs for**

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| English 1113 |

**List all learning outcomes that are shared between course sections at your institution.**

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| **Common Course Student Learning Outcomes (find Common Course SLOs at:** [**http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx**](http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)**)**  |
| 1. Analyze communication through reading and writing skills. 2. Employ writing processes such as planning, organizing, composing, and revising. 3. Express a primary purpose and organize supporting points logically. 4. Use and document research evidence appropriate for college-level writing. 5. Employ academic writing styles appropriate for different genres and audiences.6. Identify and correct grammatical and mechanical errors in their writing. |

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| **Institution-specific Student Learning Outcomes**  |
| NA |

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| 1. Narrative
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**Explain what students are going to do to develop the critical skills** (selected above) **and how you will assess their learning?**

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| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*  |
| First of all, students participate in reading aloud in class, so that the skills of active reading are modeled in and for the class as a whole. Students also learn how genre expectations affect useful patterns of reading. They read a variety of texts during the course of the semester, and are regularly asked to compare different readings, paying attention to the rhetorical strategies of the writers, how each writer uses genre expectations to help convey her or his point, and how the particulars of word choice, voice, and other characteristics help convey those points in a powerful way. Students learn various strategies in learning how to understand and evaluate written texts, and also learn how to combine these strategies into ways of gathering ideas for their own writing. Specifically, we emphasize freewriting as a means of arriving at improved understanding; and we also focus on intensive rereading using best academic practices of looking up all unknown words, actively reading by carrying on a dialogue with each text, and through using underlining and note taking. Students are also encouraged to use a journal to help them understand their writing; and the combination of freewriting and writing in a journal help students begin to arrive at the kind of understanding that helps produce substantive, well-informed, and well-argued essays.  |

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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| English 110 provides its students with a strong background in critical thinking through requiring students to successfully argue for specific, clear, and adequately supported interpretations of assigned readings when they write about these readings. They learn this through learning how to ask appropriate questions about the readings. This asking of useful questions is modeled through class discussions, but also through well-chosen essay prompts and rubrics for evaluating student answers. In writing, students are invited and even required to argue for their specific interpretive position using well-chosen textual evidence, which they then introduce and interpret, and we specifically teach the threefold pattern of introduction, quotation, and interpretation. Through practicing and mastering this skill set, students learn to add their voices to the general interpretive community in a responsible, thoughtful way, while also revealing their critical thinking skills. Students also model the skills related to critical thinking by in-class discussions, both in small groups and in the class group as a whole. In general, the classroom is structured so that students feel welcome and even compelled to speak out. Finally, students learn how to analyze a text according to its logical claims, whether explicit or implicit, and learn to become aware of possible logical flaws in arguments. |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*  |
| Not applicable. |

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| **Personal & Social Responsibility***. Intercultural reasoning and intercultural competence; Sustainability and the**natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*  |
| **Not applicable.** |

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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
| Students learn the responsible use of digital information, both to become better thinkers, but also to avoid plagiarism. The internet, which makes both thoughtless and planned plagiarism easy and relatively effortless, is something we strive to help students avoid. We achieve this through modeling web searches, and through noting how information can be misused as well as used responsibly, through citation and through the meeting academic norms. We also help students learn how to decide how valid information found on the internet is, using best practices on evaluating the quality of sources, modeling the questioning of digital sources in class, through having students work on judging selected sources on their own, and through having the university librarian make a presentation on how students can gain access to normative academic databases through the university library.  |

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| 1. Supporting Documents
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[ ]  **Sample Course Rubric Attached** (recommended)[x]  **Sample Assessment Attached** (required)

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| 1. Assessment Plan (Must be on file with HED by August 1, 2019)
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**Link to Institution’s General Education Assessment Plan**

This course meets Navajo Tech's institutional standards for General Education and has been reviewed and approved by our General Education Committee and Assessment Committee. Student learning data from the course's skills rubric will be gathered from the last of the course's four writing assignments. Data summaries from all sections of the course will be compiled on a semester-by-semester basis by the University's Offices of Assessment and Institutional Research. Departmental faculty will review the data and design course and GenEd program improvements during Assessment Days each semester. An annual summary that includes summaries of program improvement will be prepared by the Assessment Committee and included in the University's Annual Student Learning Report. Curriculum revisions as needed will be designed by the General Education Committee and reviewed and approved by the Faculty Congress.

**This course meets institutional standards for general education.**

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Signature of Chief Academic Officer Date

**HED Internal Use Only**

Presented to NMCC on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

[ ]  Approved [ ]  Denied

If denied, rationale:

Institution Notified on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

**E. Sample assessment: Essay Writing Assignment-with-Rubric**

**Assignment steps**

1. Ensure that you are addressing the assignment topic.
2. Start early so you can write several drafts.
3. Develop an outline with thesis statement and topic sentences. Ensure that elements of the outline address the assignment topic.
4. Write a first draft. Word process the draft.
5. Have at least one other person read and react to your essay.
6. Revise the first draft incorporating your reader's feedback. Create a second draft.
7. Repeat steps 5 and 6 as desired and needed.
8. Create a final essay. Develop a cover page with title and author information. Format the cover page and all other pages appropriately. Ensure that all citations are properly formatted.
9. Submit the essay on the due date, during class.

**Rubric**

Student: Assignment: Date:

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| Criteria | Emerging (1) | Developing (2) | Proficient (3) | Scores & comments |
| Ideas | 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. | 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 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. |  |
| Thesis | Essay has a thesis that is vague or not central to argument; the central terms are not defined clearly. | The essay has general thesis or controlling idea, but this thesis does not contain sufficient ideas to structure the complete essay. | The essay is controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight |  |
| Development and support | 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 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 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. |  |
| Structure | 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 some awkward transitions; some brief, weakly unified or undeveloped paragraphs; the overall arrangement may not appear entirely natural, and may contains extraneous information. | The essay uses appropriate, clear and smooth transitions and the arrangement of paragraphs helps the reader fully understand its ideas, which are fully developed. |  |
| Conventions | The essay shows major grammatical or proofreading errors (subject-verb agreement; sentence fragments); spelling errors; there are frequent unclear sentences. | The essay shows frequent wordiness and several unclear, awkward sentences along with an 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. | 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. |  |
| Overall comments | Reader |

A=15-14; B=13-12; C=11-10; D=9-8; F=7 or less