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| 1. **Institution and Course Information**
 |
| Name of Institution | **Navajo Technical University** |
| Department | **Arts & Humanities** |
| Course Number, Title, Credits | **ENG 111 Composition and Research (3)** |
| Co-requisite Course Number and Title, if any |  |
| Is this application for your system (ENMU, NMSU, & UNM)? |  |
| Name and Title of Contact Person | **Anita Roastingear, Department Chairperson** |
| Email and Phone Number of Contact Person | **aroastingear@navajotech.edu; 505-786-4100** |

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

**☒** Yes **☐** No

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

**☒** AA/AS/BA/BS **☐ 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.*

**☒** Communications **☐** Mathematics **☐** Science **☐** Social & Behavioral Sciences

**☐** Humanities **☐** Creative & Fine Arts **☐** Other

**Which essential skills will be addressed?**

**☒** Communication **☒** Critical Thinking **☒** 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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| ENGL 1120 Composition II. 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, contexts, purpose, mediums, and technologies 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.  |

**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 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). |

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| **Institution-specific Student Learning Outcomes**  |
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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.*  |
| Students read, evaluate and analyze a variety of texts across a variety of genres, evaluating various rhetorical situations in terms of context and content as they identify and locate relevant source material for a series of assigned research papers. Students learn various strategies for understanding and evaluating written texts, and also learn how to combine these strategies into ways of gathering information for their own writing. Starting with an orientation from the university librarian, followed by reading assignments and in-class lectures and discussions about effective research and note-taking techniques, students learn and apply various strategies for effective library and online research and note-taking, while also interpreting and evaluating the messages of the texts they encounter in their research. There is a focus on active reading and re-reading of texts, using best academic practices of looking up unknown words, asking questions and carrying on a dialogue with each text, and through using underlining, highlighting and note-taking. Students are encouraged to use a research journal/notebook (or maintain a dedicated research document on their laptop) to thoroughly track their research and related notes, particularly to record relevant citation information and to protect against unintentional plagiarism by avoiding confusion between source material and student ideas or notes. |

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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| Students develop and apply essential critical thinking skills while identifying and gathering relevant information to analyze in a series of assigned research papers. In writing assignments for this class, students are invited -- in fact, required -- to evaluate and interpret information from a variety of texts, including both primary and secondary sources. Starting with a working thesis on a self-chosen topic, students develop an outline and then write (and revise) drafts of research-based essays using well-chosen textual evidence from their sources; this evidence they introduce and interpret, following the three-fold approach of introduction, quotation, interpretation which is modeled in class lectures and reading assignments. Through practicing and mastering this skill set, students learn to participate in the general interpretive community and academic discourse in a responsible, thoughtful way, while also developing and sharpening their critical thinking skills. Students also model the skills related to critical thinking by in-class discussions, whether in small group conferences or in the class as a whole. In general, the class is structured so that students feel welcome, if not compelled, to speak up and join the conversation, and to actively ask (and answer) questions during class. Finally, students learn how to frame a question and a working thesis for a research project, how to evaluate sources in terms of credibility and relevance, and how to analyze and interpret textual material in order to confirm or revise that working thesis, while proceeding through the stages of a multi-draft research paper. |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*  |
| In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words. |

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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*  |
| In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words. |

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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 and the application of effective research techniques using both digital and analog resources; not only is careful and credible research the foundation for any academic writing, but practicing this kind of research helps develop critical thinking skills. The semester begins with an orientation from the university librarian on the resources available at NTU (both digital and analog), how to access those resources via the university library web site, and how to get started using them, from basic issues like passwords to tips on keyword searching and effective note-taking. This is followed by in-class modeling and discussion of both online and in-library research techniques, and reading assignments and in-class discussions about how to evaluate the credibility of sources (with a focus on distinguishing primary, secondary and tertiary sources) and the risks of both intentional and unintentional plagiarism when writing a research paper. Students then apply these techniques as they identify and locate source material for a series of assigned research papers; in this process they evaluate sources for their credibility and relevance, and incorporate information from their research in their written work, with an emphasis on complete and accurate attribution of sources following MLA guidelines for in-text citations and citation lists. |

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| 1. Supporting Documents
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**☐ Sample Course Rubric Attached** (recommended) **☒ 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** Click here to enter text.

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 will be gathered from the last of the course's project 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

**Sample Assessment: Assignment-with-Rubric**

**Assignment Steps**

1. Decide on a specific research topic/question for your paper, within the assignment parameters.

2. Write a working thesis, as a tentative answer to your question.

3. Use library and online resources to identify and locate at least 3 primary/secondary sources which are relevant to your question, and which contain information that will help you confirm or revise the working thesis for your paper.

4. Take thorough notes on the relevant information in your sources, with complete and accurate citation information following MLA citation guidelines.

5. Write an outline as a plan for an essay that states and argues for your thesis (in other words, an essay that answers the question that you framed in step 1), incorporating evidence from your research notes that will support your thesis.

6. Write a draft of the essay (in Microsoft Word or Google Docs), based on your outline from step 5.

7. Exchange drafts with a classmate, for reading of and exchanging of feedback on each other’s draft essays.

8. Revise the draft, incorporating your reader’s feedback as well as your own editing and proofreading decisions. (Repeat as desired, or as needed.

9. Create a final essay, observing MLA guidelines for formatting an academic paper, as well as for your in-text citations and citation list acknowledging your sources.

10. Turn the essay in on time, during class on the due date, per assignment parameters.

**Rubric**

**COMMUNICATION RUBRIC**

**Adapted from NMHED Communication rubric • Navajo Technical University**

Student: Date:

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| OUTCOMES | SCALE | SUBTOTALS & COMMENTS |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Communicate in various genres and mediums* | Student communicates in various genres and mediums. | Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths | Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation. |  |
| *Apply reading strategies* | Student uses more than one for understanding and evaluating messages. Describes the central idea of a message. | Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies. | Student uses wide range of strategies for understanding and evaluating messages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations. |  |
| *Evaluate an argument* | Student understands that sources have varies validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported. | Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported. | Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments |  |
| TOTAL/COMMENTS |

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F