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| 1. **Institution and Course Information** | |
| Name of Institution | **Navajo Technical University** |
| Department | **Arts & Humanities** |
| Course Number, Title, Credits | **ENG 160 Native American Literature (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 |

**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 |

**This course follows the CCNS SLOs for**

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| ENG 2733 Native American Literature: Students in this course will look at a cross-section of Native American literature focusing on contemporary fiction. Students will explore issues relevant to the study of Native American literature and to other literature in general. In addition, the course will attempt to broaden the student’s understanding of literary devices, while exploring the voices of Native people in the twenty-first century. This course maybe taken to fulfill the general education Humanities requirement. This course may not be offered every semester. |

**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. Participate in a constructive conversation and community about Native American Literature. 2. Read and critically engage with a variety of media forms, predominately written texts. 3. Compose media reviews and book reviews in the context of Native American Literature formats and genre. 4. Seek proof of tutoring and feedback from peers about their work. 5. Revise writing based on peer feedback and critique. 6. Reflection on students' own writing and writing process is essential to understanding how Native American Literature affects students’ world view. 7. Evaluate and engage with the community about what has been revealed in the classroom through reading and sharing Native American Literature. |

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| **Institution-specific Student Learning Outcomes** |
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| 1. Narrative |

**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 participate in question and answer sessions during class, thereby practicing the skills of active participation and open discussion. Students learn how different written genres affect their daily lives within their communities. Students read a wide variety of creative texts during the course, and are asked to write craft essays based on the format and text from the IAIA workshop model created in Santa Fe, NM. The Tribal College Journal Media Reviews are also used in the course. Students practice strategies for understanding and evaluating Native American Literature texts and they learn how to express their ideas and opinions verbally and in writing through assignments, class discussions, and question and answer sessions with the professor. Through craft essays, students write in an academic format (e.g. Eighth Edition MLA, and gain skills and confidence to communicate in diverse environments. Each student was asked to submit their own writing to the TCJ and over the years, some have been published in the journal as well as online. |

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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| This course focuses on students’ abilities to comprehend the written word of Native American/American Indian/Indigenous/Dineh free thought and spiritual expression. Through a Native American lens, students are encouraged to write deeply about how Native American authors create stories which affect their readers’ emotions. By writing objectively, each student is exploring past experiences which are relative to their own. The NAL textbooks deal with the treatment of Native Americans by the United States federal government. The text books are selected to accentuate current issues and Native American authors from across the America are selected. Adaptation of book to film is also explored. Critical Thinking is the ability to question everything and the ability to think for oneself. This course was created so that students would have a path to clear their minds and begin to question why their thoughts, ideas, opinions and dreams matter. |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models* |
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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* |
| This course is designed to give students a writing experience and an exposure to the literature of and/or about other Native Nations in America. This course provides hidden and lost historical experiences which lead each student to his or her understanding of local and global cultural. Creative writing as a means of expression is also incorporated into the course. The combination of academic and creative writing produces a balance with Intercultural reasoning and intercultural competence. Students were required to submit their creative writing to the 2019 Tribal College Journal Writing Contest. Through collaboration within the classroom, their work was submitted on time. Many of the students commented that they had never written a poem, fiction or nonfiction story, but have now gained that valuable experience of civic knowledge and engagement. Students will participate in a co-curricular project by reading a textbook created by a Dineh author to a member of their indigenous community and writing a reflection essay on the experience. |

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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |

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| 1. Supporting Documents |

**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) |

**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 Gen Ed 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.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Mar 14 2019

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: Craft Essay Assignment with Example Craft Essay**

**Assignment Steps**

1. ALL Craft Essays must use the Five Paragraph 8th ed. MLA style format and adhere to the Craft Essay example

2. Craft Essays will be typed, Double Spaced with one (1) inch margins, 12 point Times New Roman font

3.  Craft Essays will be two pages long with citations

4. All assignments must be uploaded to MOODLE

5. Upload a draft to MOODLE receive constructive criticism and feedback from the professor.

6. Revise your first draft incorporating the Craft Essay example; as well as Tutor and professor’s feedback.

7. Submit a second revision on the due date into MOODLE

**Rubric**

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| |  | | --- | | **ENG 160, Native American Literature HYBRID**  **Rubric for the Craft Essay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Name:**     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Section: 1 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| CATEGORY | **(90-100)** | **(89-80)** | **(79-70)** | **(69-60)** | Points |
| The two page essay is typed in 8th edition MLA format | The entire paper is typed according to 8th edition MLA style of formatting. | Most of the paper is typed according to 8th edition MLA style of formatting. | Half of the paper is typed according to 8th edition MLA style of formatting. | The entire paper is not typed according to 8th edition MLA style of formatting. |  |
| Times New Roman 12 point font | The entire paper is in Times New Roman 12 point font | Most of the paper is in Times New Roman 12 point font | Half of the paper is in Times New Roman 12 point font. | The paper is not in Times New Roman 12 point font |  |
| Two pages long | Exactly two pages | > two pages | < two pages | one page |  |
| Double Spaced | The entire paper is Double Spaced according to 8th edition MLA style of formatting. | Most of the paper is Double Spaced according to 8th edition MLA style of formatting. | Half of the paper is Double Spaced according to 8th edition MLA style of formatting. | The entire paper is not Double Spaced according to 8th edition MLA style of formatting. |  |
| One (1) inch margins. | The entire paper has a margin of one inch according to 8th edition MLA style of formatting. | Most the paper has a margin of one inch according to 8th edition MLA style of formatting. | Half the paper has a margin of one inch according to 8th edition MLA style of formatting. | The entire paper does not have a one inch margin according to 8th edition MLA style of formatting. |  |
| Craft Paper is | The entire paper is written objectively and contains many citations and third person words, phrases and has a beginning, middle and end. | Most of the paper is written objectively and contains some first person words, phrases. The paper has a beginning and middle but no ending | Half the paper is written objectively and contains many first person words, phrases and has no beginning and end | The entire paper does not have objective phrases and has many first person opinions. There is no order to the paper at all. |  |
| Film Substitution | No film substitution | Native film substitution | Film with few native qualities. | Non-Native film substitution |  |

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