



**Course Title: Reading and Writing Skills**  
**Course #: ENGL 098-HY7**

**Credit Hours: 3**  
**Semester: Spring**  
**Cap:10**

**Faculty:** Mrs. Louise Tohtsonie  
**Office:** Teec Nos Pos  
**Office Hours** (face-to-face or online): 9:00-12:00  
**Preferred Communication** (email and text):

**E-mail:** [louise.tohtsonie@navajotech.edu](mailto:louise.tohtsonie@navajotech.edu)  
**Office Phone:** (928) 656-3600

**Modality** (face-to-face):  
**Class Location and Meeting Times:** Building C – Tuesday  
**Meeting Hours and Online Hours** (if hybrid): 9:00-12:00

**Required Materials:**

**Textbooks:** The Least You Should Know About English: Writing Skills-Form C 11<sup>th</sup> Edition  
by Paige Wilson and Theresa Ferster Glazier  
The Least You Should Know About Vocabulary Building: Word Roots  
by Carol Friend, Laura Knight, Teresa Ferster Glazier  
Growing Up Native American, by Patricia Riley

**Tools:**

**Laptop and Internet Access:** Every student is required to own a laptop and have internet access.  
**Lab Fee (if applicable):** 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), Íína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

**Course Description**

Course Outcomes	Course Measurements
A strong understanding of the basics of sentence structure	Homework Quizzes Reaction writing Writing reviews
A strong understanding of words that are often confused	
A strong understanding of the eight parts of speech	
A strong understanding of the rules for six marks of punctuation	
A strong ability to use subjects and verbs correctly in writing	
A strong ability to using common words in writing	
A strong ability to write clearly and acceptably	
A strong ability to use correct punctuation and practice them in their daily writing	
A strong knowledge of the eight parts of speech and their role in sentences	
An ability to communicate clearly in written essays	

## Connections to Program Assessment (Course-Embedded Measures)

### Course Activities

Wk	Date	Class Topics/Reading Due	Assignments Homework	Assessments
1	Jan 17-20	Introduction Begins Review syllabus, required texts and course expectations Pre-test Read and discuss pp 1-2 Part 1: Spelling and Word Choice, pp 3-5 Complete exercises pp 6-7, check and keep track of work (how many correct)	Read: “The Language We Know” by Ortiz Write a 5-paragraph reaction paper, making personal connections.	*Completed writing projects and other assignments, *Quizzes *Tests
2	Jan 24-27	<b>Words Often Confused (Set 1)</b> Read pp 8-12 Complete exercises pp13-16, check and keep track of work p 17. Complete Proofreading Exercise. Check work.	Read: “The Warriors” by Walters Write a 5-paragraph reaction paper, making personal connections.	*Completed writing projects and other assignments, *Quizzes *Tests
3	Jan 31- Feb 3	<b>Words Often Confused (Set 2)</b> Read pp 18-21, Complete exercises pp 22-25, check work Complete Proofreading Exercise p 26, check work Work on Sentence Writing, turn in to instructor	Read: “Life Among the Piutes” by Hopkins Write a 5-paragraph reaction paper, making personal connections	*Completed writing projects and other assignments, *Quizzes *Tests
4	Feb 7- 10	<b>The Eight Parts of Speech</b> – Read pp 27-29 Complete exercises pp 30-32, check work Complete Paragraphing Exercise p 32, check work Work on Sentence Writing, turn in.	Read: “Wasichus in the Hills” by Black Elk Write a 5-paragraph reaction paper, making personal connections	*Completed writing projects and other assignments, *Quizzes *Tests
5	Feb 14-17	<b>Adjectives and Adverbs</b> – Read pp 33-35 Complete exercises pp 36-39, check work Complete Proofreading Exercise p 39 Work on Sentence Writing, p 39	Read: “The Middle Five: Indian Boys of the Omaha Tribe” by Write a <i>page review</i> for the story	*Completed writing projects and other assignments, *Quizzes *Tests
6	Feb 21-24	<b>Contractions</b> – Read pp 40-41 Complete exercises 41-44, check work Complete paragraph writing exercise, p 45 Work on Sentence Writing, p 45	Read: “Wasichus in the Hills” by Black Elk Write a 5-paragraph reaction paper, making personal connections	*Completed writing projects and other assignments, *Quizzes *Tests
7	Feb 28- Mar 3	<b>Possessions</b> – Read p 46 Complete Exercises p 47-51 Complete paragraph exercise, p 51 Sentence writing, p 52	Read: “Love Medicine” by Louise Erdrich Write a 5-paragraph reaction paper, making personal connections	*Completed writing projects and other assignments, *Quizzes *Tests

8	Mar 7-10	<b>Midterm and grades</b> <b>Reviews of Contractions and Possessives</b> p 52 And A Journal of My Own p 53 Progress Test – p 54	Read: “Sundown” by John Mathews Write a 5-paragraph reaction paper, making personal connections	*Completed writing projects and other assignments, *Quizzes *Tests
9	Mar 14-17	<b>Part 2: Sentence Structure</b> – pp 55-58 Complete Exercises pp 59-62 Paragraph Exercise p 62 <b>Locating Prepositional Phrases</b> – Read pp 63-64 Complete Exercises pp 65-67 Paragraph Exercises p 68 Sentence Writing p 68	Read: “Mean Spirit” by Linda Hogan Write a 5-paragraph reaction paper, making personal connections	*Completed writing projects and other assignments, *Quizzes *Tests
10	Mar 21-24	<b>Understanding Dependent Clauses</b> , Read pp 69-71 Complete Exercises pp 71-75 Paragraph Exercise p 75 Sentence Writing p 75 <b>Connecting Fragments</b> – Read pp 76-78 Complete Exercises pp 78-81 Proofreading Exercises pp 81-82	Read: “The Names: Memoir” by Momaday Write a 5-paragraph reaction paper, making personal connections	*Completed writing projects and other assignments, *Quizzes *Tests
11	Mar 28-31	<b>Correcting Run-On Sentences</b> – Read pp 83-85 Exercises pp 85-89 Review of Fragments and Run-on Sentences 89 Proofreading Exercise p 90 <b>Identifying Verb Phrases</b> Read pp 91-92 Exercises 92-94 and Review Exercise p 95	Read: “Turbulent Childhood” by Lee Maracle Write a review for the story.	*Completed writing projects and other assignments, *Quizzes *Tests
12	April 4-7	<b>Using Standard English Verbs</b> – Read pp 96-97 Exercises pp 98-101 Proofreading Exercises p 101 Sentence Writing p 101 <b>Using Regular and Irregular Verbs</b> - Read pp 102-106 Exercises pp 106- 110 Complete the Progress Test; p 111 <b>Maintaining Subject-Verb Agreement</b> pp 112-114 Exercises pp 115-118	Read: “Water Witch” by Louis Owens Write a reaction paper	*Completed writing projects and other assignments, *Quizzes *Tests
13	April 11-14	<b>Recognizing Verbal Phrases</b> – Read pp 122-123 Exercises pp 123-126 <b>Correcting Misplaced or Dangling Modifiers</b> -Read p 129 Exercises 130-132 <b>Following Sentence Pattern</b> – Read pp133-135 Exercises pp 135-138	Read: “Yellow Raft in Blue Water” by Michael Dorris Write a reaction paper	*Completed writing projects and other assignments, *Quizzes *Tests
14	April 18-21	<b>Avoiding Cliches, Awkward Phrasing and Wordiness</b> – Read pp 140-142 Exercises pp 143-144 <b>Correcting for Parallel Structure</b> – pp145-146 Exercises pp 146-150 <b>Using Pronouns</b> – Read pp 151-153 Exercises pp 153-156	Read: “Uncle Tony’s Goat” by Leslie Silko Write a reaction paper	*Completed writing projects and other assignments, *Quizzes *Tests

15	April 25-28	<b>Part 3: Punctuation and Capital Letters</b> - pp165-167 Exercises pp 167-171 <b>Comma Rules</b> 1, 2, and 3 – Read pp 173-178 Exercises pp 174-178 <b>Comma Rules</b> 4, 5, and 6 – Read 180-181 Exercises 182-183	Read: “At Last I Kill a Buffalo” by Luther Standing Bear Write a reaction paper	*Completed writing projects and other assignments, *Quizzes *Tests
16	May 2-5	<b>Capital Letters</b> – Read pp 195-196 Exercises pp 196- 199 <b>Review of Punctuation and Capital Letters</b> -page 200 Punctuate the 15 sentences.  <b>Post Test</b> with the remaining time.		*Completed writing projects and other assignments, *Quizzes *Tests
17	<b>May 9-12</b>	<b>Finals</b>		

### Grading Plan

Homework:

Class Participation:

Project(s):

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#accommodations-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](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**