



**Course Title: Composition II**  
**Course #: English 1120**

**Credit Hours: 3**  
**Semester: SPRING 22**

**Quick Glance—Key Info About Your Instructor**

**Professor Name:** Bobbie J. Shack

**NTU Email:** [b.shack@navajotech.edu](mailto:b.shack@navajotech.edu). Email anytime, and I will respond within 24 hours.

**Office Hours Online:** Friday mornings, from 9 am-11pm.

I will be available on Friday mornings, just in case you need to talk out an assignment or a project for the course.

Meetings by appointment only. **To request an appointment for office hours:** Please use

<https://calendly.com/bshack>

**Class Location:** [Google Meeting link provided in Blackboard, virtual classroom via Blackboard](#)

**Class Meeting Times:** 5:30 -645pm on Tuesdays and Thursdays

**What Materials You'll Need to Succeed in this Course**

**Required Textbook:** None--I will provide all readings for this course as handouts or PDF's within BB.

**Required Materials:** The entire course is delivered using **Google Meet** as our meeting room, and this requires that you have **reliable internet access**. You will use **your NTU student account** to access its Google apps, such as **Google Docs, Jamboard, and Google Slides**. You'll also **need a printer, or access to a printer**, to print the materials I post to your Blackboard.

**What is this Course Anyway?**

**Course Description from NTU's Catalog:**

ENGL-1120 (3) Composition II

In this course, students will explore argument in multiple genres. Research and writing practice 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. *Prerequisite: A grade of C or higher in ENGL-1210 or ENGL1110.*

<b>Course Objectives and Outcomes</b>	
<b>What Will I Learn In this Class?</b>	<b>How Will I Learn This Stuff?</b>
<p>In this course, you will learn how to be an active reader. You will need to engage with the text beyond just reading.</p>	<p>You will read short readings and will apply IRR—Inquiry, Research, and Resonate, to help you build your understanding of the reading. IRR will help you understand parts of the reading that confuse you.</p>
	<p>You and I will discuss the readings we read in class. Discussing the readings helps us figure out what we understand about the reading and what questions we might have and need help with.</p>
	<p>You will practice paraphrasing. You'll learn how to write about the main ideas of the reading so it's in your own words and style. This will help you avoid plagiarizing the text we read.</p>
<p>In this course, you will practice writing summaries and constructed responses (CR) first. This will help build the skills needed to write longer writing assignments like essays.</p>	<p>With each reading, you will practice identifying main ideas by writing summaries. Each summary you write has to use the structure we learn about.</p>
	<p>You'll use what you learn about summary writing and apply it to constructed responses. These kinds of papers answer a question about your reading.</p>
	<p>You will compose constructed responses and learn how to support your answer by using textual evidence.</p>
	<p>You will practice including textual evidence as a citation that follows MLA guidelines.</p>
	<p>Your constructed responses will be evaluated using a rubric—you will learn about the characteristics of an effective CR and the rubric used to evaluate your own work.</p>
<p>In this course, you will write papers that choose a side. You will write papers that defend, or argue, a side.</p>	<p>When you write arguments, you not only need to have research that supports your position, but you'll need to anticipate countering viewpoints.</p>
<p>In this course, you will write essays that use research.</p>	<p>You will learn about different ways to brainstorm ideas before you start writing. This helps you organize your ideas and allows you to plan your paper before you write.</p>
	<p>Brainstorming is helpful for another reason. It lets you see what you already know about your topic and what you'll need to research.</p>
	<p>You'll need to choose a side for the topics we discuss. A lot of the topics will be fairly new to you, so you'll have to learn how to research for supporting evidence. You'll learn about the difference between a primary and secondary source.</p>

	You will use a checklist to make sure the source you intend to use in your writing is credible
<p>In this class, you will write essays that are well-organized, supported by research, and defend your viewpoint.</p>	You'll practice different ways to write introductions. Introductions need a hook, context, and a thesis statement.
	In writing CR's, you will have learned how to turn a reading question into a thesis statement. You'll continue the practice of writing a thesis statement by including one in every essay you compose.
	Your thesis statements must always state the side you choose to defend, or argue.
	Essays make sense when the writer uses topic sentences and transition statements. You'll apply this process by identifying topic sentences in our readings, and writing your own in your essays.
	In writing CR's, you will have learned that each body paragraph you write must include a citation from your source. Your citation will be formatted correctly following MLA standards.
	In writing CR's, you will have learned how to develop a well-supported response. You'll see that your body paragraphs follow the same approach.
	You'll practice writing conclusions for your papers. Conclusions restate your thesis, remind readers of your main ideas, and leave your reader thinking about what you wrote.
<p>In this course, you will apply reflection as a process so you can see what you need to do to revise and edit your papers.</p>	At midterm, you will compile your writings and evaluate your work. This will help you see how you've improved and can also help you identify areas that you might need to fix.
	You will use the checklists and rubrics I provide to evaluate your own work.
	You will choose one essay and one CR to revise. This means your grade can get better!
	You will evaluate yourself as a student by writing about your successes and challenges.

**This is how our class will move so you can write a final paper that applies everything you learned. Your Goal: You will research a topic, state your position on the topic, and compose an informative, well-supported, well-organized, essay that encompasses primary and secondary sources accordingly.**

**What you'll learn**

**How You'll Learn**

**The Reading Process:** This unit will teach you how to read actively by applying the acronym IIR:

- Inquiry—question
- Investigate—find answers
- Resonate—connect your learning

**Summary Writing:** Summary writing will help you focus on the main ideas of the reading. It will also allow you practice in paraphrasing what you read, and you'll learn about plagiarism.

Correct Sentence Structures and Punctuation

Model Readings

Create annotations together

\*Apply IIR

Practice Summarizing what we read

**Constructed Responses:**

You will learn the format to write responses to questions related to your readings. You'll learn the acronym RACER:

- Restate
- Answer
- Cite
- Explain
- Resonate

Correct Sentence Structures and Punctuation

Model Readings

Learn about rubric by evaluating example CR

Write your own CR

Evaluate your own CR

**Research:** You will learn how to integrate primary and/or secondary sources to support your position.

Learn from videos and lectures

**Essay Structure:** You'll see that the structure learned in writing constructed responses is the format for body paragraphs in an argumentative essay. These kinds of essays state a position, support the position through research and citations, consider concessions, and must inform the reader of your topic throughout.

Introduction: Hook, Context, Thesis

Summary of Reading

CR-style paragraphs

Primary/Secondary Sources

Concessions

Conclusion:

Correct Sentence Structures and Punctuation

**Concessions:** To argue effectively, you'll also need to consider the other side of the coin. You'll have to consider what people in opposition of your viewpoint might say.

Learn from lectures

Practice during in-class examples

Brainstorm your own concessions

Learn from lectures

See how the CR builds an effective body paragraph.

Write your own essay with more than one textual source.

Learn from models

<b>Expectations of You as a Student—How to Succeed in this Class</b>	
Preparedness	Come to class ready to learn. This means you'll need to have read the reading for the week and have your annotations ready to discuss. You have this syllabus to remind you of what readings will be coming up next, and I'll also announce the homework during class as a reminder, will post the content in BB AND will email you reminders as needed. This means you have plenty of reminders about my expectations of you to have read and annotated your text so you can engage with the expectations for the week.
Participation	Attend class with a positive attitude—English Composition isn't just a class you need to pass—it teaches you how to comport yourself as a college student through your writing.
	Know that you will have to work with peers, and that you'll interact with every student in the class.
	The work you produce reflects you and your effort. Do your best! The more you engage, the more meaningful the content of this course becomes. Incomplete work is not going to be accepted, but instead, I'll work with you toward successfully completing your assignments.
	If you're having trouble with an assignment, you have resources! Seek help from classmates, drop in on your SSC and talk with a tutor, ask Google or watch a YouTube video!
Attendance	It's never a good idea to skip a class without letting your instructor know. Email me, or if you have an upcoming appointment, let me know when you'll be absent.
	If you do miss a class, it is your responsibility to engage with the material you missed. Ask classmates for notes, visit BB to see what information I posted.
	If you missed a class and sought the help of classmates but still feel like you need help, then schedule an appointment to see me during my virtual office hours.
	Missing 3 classes back-to-back will result in being disenrolled from the course. I will withdraw you for non-attendance. If you will be absent from the class, please be sure to email me ahead of time so I will be aware and can record the session you'll miss. If you miss more than three classes, I'll reach out to you and we can establish a meeting so we can see how we can work together so you're successful in the class. However, I'll also have to notify your advisor and make a referral to Skyhawks4Success so we can all work together to provide you with what resources you need.
Your Instructor's Late Work Policy	I understand life throws us challenges, and sometimes we need an extension to turn in work late. I want you to succeed! If you need extra time, all it takes is an email!
	You have up to three days to submit your assignment late. You must EMAIL ME and let me know: <ol style="list-style-type: none"> <li>1. What class you're in (I teach three, so specify which course you're in)</li> <li>2. What assignment you're turning in.</li> </ol> Missing too many assignments will cue me in to talk with you, but it's better than failing!

If you had an IEP in high school:	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 ( <a href="http://www.navajotech.edu/student-services/accomodations-services">http://www.navajotech.edu/student-services/accomodations-services</a> ) in accordance with the university's Disability Accommodations Policy (see <a href="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</a> ).
<b>Important Information from your University:</b>	
<b>A Note about Academic Integrity</b>	Integrity (honesty) is expected of every student in all academic work. A student's submitted work must be the student's own. 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. <b>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. Please instead prioritize your time to truly invest in learning the content and demonstrating your understandings, rather than steal another's ideas. Your ideas are the important too.</b>
<b>Mission, Vision, and Philosophy</b>	<p><i>Mission:</i> Navajo Technical University honors Diné culture and language, while educating for the future.</p> <p><i>Vision:</i> Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.</p> <p><i>Philosophy:</i> 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</p>
<b>Diné Philosophy of Education</b>	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, Íína and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.
<b>A:shwi Philosophy of Education</b>	At NTU's Zuni Campus, the A:shwi Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. <i>Our language and ceremonies allow our people to maintain strength and knowledge.</i> A:shwi core values of hon i:yyuʔashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumofa:wa (honesty and trustworthiness), and hon kohoʔ lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

### How Your Instructor Will Evaluate Your Work

You will participate in the course through a variety of assignments and activities. This includes:

- Annotations of readings
- Discussions as a class, in pairs, or in groups
- Writing summaries, constructed responses, and essays as drafts and revisions
- Creating learning materials to share with others.
- Self-evaluations, peer-evaluations
- Midterm: Compile your Midterm Portfolio and compose your reflection
- Final: Final Portfolio and reflection

Your instructor will evaluate your work using a point system. Everything you do has value in the class, but not everything is graded.

Annotations: 10 points

Summaries: 20 points

Constructed

Responses: 40 points

Essays: 100 points

Other Learning Activities: Points Vary

Midterm and Final Portfolio: 75 points

\*3 sections in Portfolio

\*25 points per section

Your instructor will use the following measures to assess the work you do turn in:

Annotations: You'll have a template given to you to use. It is for your own benefit as a learner to fill out the template as fully as possible.

Constructed Responses: You'll learn the structure you need to follow, and you'll also become familiar with the rubric used to measure your writing.

Essays: All essays assigned will have a writing prompt that tells you exactly what needs to be in the paper. You'll also see its accompanying rubric so you can see how I will be scoring your paper.

NTU's Distribution of Grades:

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59% or less

#### **Your Success is Important to Me!**

While I do my best to work with my students about the coursework I assign, I don't give any extra credit opportunities. I want you to understand what you're learning in this class is applicable to the college courses you have yet to complete. Writing is an important skill, and the two styles you'll learn requires practice. If you're unhappy with a score you received for a CR, you have an opportunity to improve this grade at the end of the semester. Unfortunately, this does not apply to assignments that received a zero for non-submission-- only assignments that were previously evaluated can be re-done for a better score.

Week	Units	Reading/ Activities Assessments
1	<p align="center"><b>Class Expectations and Initial Assessments</b></p> <p>The first week of class is meant to familiarize you with the expectations of this class and will gather baseline information about your present writing skills.</p>	<p>Opinion Paper: Does the media affect body image?</p>
1-2	<p align="center"><b>The Reading Process</b></p> <p>This unit will focus instruction on the processes involved in reading material to learn. You will learn to apply the acronym IRR as you read.</p> <p align="center"><b>I= Inquiry</b> <b>R= Research</b> <b>R= Resonate</b></p>	<p>Reading: <i>Where Anonymity Breeds Contempt</i> by Julie Zhou</p> <p>Lecture: The Reading Process Practice: What are annotations? Creating annotations on Google Docs</p>
3-4	<p align="center"><b>Summary Writing</b></p> <p>This unit will focus instruction on focusing on the main ideas of various readings and providing a written summary.</p>	<p>Assorted Readings Summary Writing, Lecture Peer Edit: Summary Writing</p>
5-7	<p align="center"><b>Constructed Responses</b></p> <p>Students will learn the format for developing short, constructed responses related to readings. Students will learn how to textual citations and develop answers that thoroughly address the question.</p>	<p>Pre-assessment: answer reading question</p> <p>Lecture—What are Constructed Responses? You Try—Use template to construct your first response.</p> <p>Reviewing Exemplars and the Rubric</p> <p>You Try—Construct a response without the template.</p>
8	<p align="center"><b>Midterm Portfolio:</b></p> <p>Students will have an opportunity to reflect on their overall progress in the course. Here, students will have an opportunity to review and reflect previous assignments submitted. This will help students see how they've improved overall in the course.</p>	
9-10	<p><b>Sources: What are Primary Sources and Secondary Sources?</b></p> <p>This unit will introduce the two kinds of sources students will use as a basis for their writing and research</p>	<p>Assorted Readings</p> <p>Lecture: Primary Sources Lecture: Secondary Sources Creating Primary Sources Finding Secondary Sources</p> <p>Revising Opinion Paper 1— Does the media affect body image? Adding Sources</p>



11	<p style="text-align: center;"><b>Concessions</b></p> <p>To argue effectively, you'll also need to consider the other side of the coin. You'll have to consider what people in opposition of your viewpoint might say. This unit will help you through the process of anticipating opposing viewpoints and refuting them.</p>	<p>Lecture: Concessions  Activity: Anticipating Concessions  Activity: Addressing Concessions in your essay</p> <p>Revising Opinion Paper 1— Does the media affect body image? Adding Concessions</p>
12	<p style="text-align: center;"><b>Essay Structure Review</b></p> <p>You'll see that the structure learned in writing constructed responses is the format for body paragraphs in an argumentative essay. These kinds of essays state a position, support the position through research and citations, consider concessions, and must inform the reader of your topic throughout. You'll review key features like topic statements, transitions, introductions, and conclusions</p>	<p>Lecture: Essay Structures</p>
13	<p style="text-align: center;"><b>Research Paper: Research</b></p> <p>Students will have an opportunity to research a topic and argue its merits.</p>	<p>Lecture--What goes into an argument paper?  Pre-writing activities for your research paper.  Researching your topic, anticipating counterpoints.</p> <p>Outline of research paper.</p>
14-15	<p style="text-align: center;"><b>Research Paper: Compose and Defend</b></p> <p>With this style of writing, students will work to incorporate other texts and multimedia sources into their essay writing. This final unit will work to encompass the readings from the course into a third person essay that evaluates texts, supports claims made by the writer by using credible, outside resources, and appropriately cites these outside sources.</p>	<p>Reviewing Outlines of Peers  Student/Instructor Conference  Peer Edit Day,  Works Cited Page Due  Final Draft Due</p>
16	<p style="text-align: center;"><b>Reflection Unit:</b></p> <p>Students will reflect on the growth of the writing from the course through a series of reflective writings evaluating both short, written responses (reading responses) and longer essays. Students will have the opportunity to meet with the instructor about dropping their lowest CR grade. Students also have the opportunity to revise one CR and one essay for an improved grade</p>	

\*\*Weekly schedule subject to change—holidays not listed but will be shared in class meetings.