

OGLALA LAKOTA COLLEGE
COURSE SYLLABUS & ADMINISTRATION
Spring 2015
Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course:	Engl 103: Freshman English I
Credit Hours:	3
Time & Day:	
Department:	Humanities and Social Science
Location:	
Instructor Name:	
Email Address:	
Home/Mobile Phone:	
Office Phone:	
Office Hours:	

Course Description (Wounspe Oyakapi): This course helps students develop writing skills for use in personal, on the job, and college related writing situations. The course uses Native American writings that emphasize cultural themes as models in many of the assignments. Grammar review and essay writing are emphasized. Students taking this course will learn how to develop a thesis that will then be developed into a proper sequential five paragraph essay. They will learn how to utilize proper grammar to create narrative, cause and effect, descriptive, expository, and many other types of essays. Students will be introduced to American Psychological Association (APA) formatting and style which they will utilize in their later coursework.

Prerequisites: RW 093 or Placement

Required Text and Materials: Glenn, C. & L. Gray. 2012. Harbrace Essentials, 2nd edition. Wadsworth Cengage Learning, Boston. ISBN 978-1-285-44699-8.

Course Goal: The goal of this course is to teach students how to write an essay using proper syntax, grammar, spelling and punctuation.

Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E): Upon completion of this course students will be able to:

- Master the elements of the basic college essay.
- Analyze and utilize the different essay styles (rhetorical modes).
- Create individualized strategies for generating topics, developing and organizing ideas, reviewing and revising drafts, and editing and proofreading a polished product.
- Collaborate with peers through peer review activities.
- Construct essays and papers that follow the rules and conventions of Standard Written American English.

Assessment: Student essays and writing will be assessed with the specified departmental rubrics.

Instructional Methodology: Instruction of this class is accomplished through a mixture of lecture, discussion, and physical involvement by the student. Students will read chapters and handouts that pertain to the objectives and then complete assignments with assistance as needed from the instructor and classmates.

Course Rationale: This course exists to assist students in the areas of sentence skills, grammar, and essay writing. This course is designed and intended for the freshman level. This course will provide you with the necessary foundation to be successful in college writing.

Homework: Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Reading Load: Reading will include approximately one (wanji) to two (nunpa) chapters per week, plus handouts and homework as assigned.

Type & Amount of Writing Load: The writing load in this course is extensive. Student writing will include Writing Journal paragraphs designed to practice critical thinking skills; essay writing (including editing and revision), and in-class exercises to improve writing and grammar skills. Types of essays include: Scholarship Autobiography, Narrative Essay, Five Paragraph Essay, Compare/Contrast Essay, and Cause/Effect Essay. Both the Compare/Contrast Essay and the Cause/Effect essay will include rudimentary research utilizing American Psychological Association (APA) Style and Formatting.

Paper format: Writing assignments will be typed/word processed and submitted in hard copy and/or electronically, depending on the instructor's requirements. Students will use American Psychological Association (APA) Formatting and Style for their writing. Writing assignments will have: a Title Page; 1" margins, 12 pt. Times New Roman font; double-spacing; and the proper APA header. Please find the sample Title Page and Text Page attached to this syllabus. (Consult with your instructor for his/her list of details to be included on the Title Page.)

Lakota Perspective Provided Through: This course stresses **Wolakotakiciapi** of "learning Lakota ways of life in the community". This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual's knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

Evaluation and Grading: Extensive Writing is required and will be collected by students in their Student Portfolio. Homework will consist of reading assigned sections of the textbook, writing and rewriting paragraphs for the Writing Journal, writing and rewriting assigned essays, and finishing any work not completed in class.

Writing Journal	25% of student grade
Student Essays	50% of student grade
Class participation, Grammar and Writing Hand-outs	10% of student grade
Mid-Term Exam	10 % of student grade
<u>Student Portfolio</u>	<u>5% of student grade</u>
	100%

A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%

F = Demonstrated concept mastery below the acceptable mark of 59%, which is well below what may be required in the business world.

College Policy on Grading and Change of Grades:

http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 9 and 10.

Basic Course Requirements: Since, the purpose of the Freshman English 103 course is to instruct students in the creation of the basic Five-Paragraph Essay and to expose them to an assortment of other essay formats that they will be expected to use during their college careers, **in order to receive a passing grade**, each student must demonstrate an acceptable level of writing competency with all of the following essays. **The student's final grade will depend on the quality of the final/corrected drafts of these essays and the completion of any other class assignments and exams required by the individual instructor.**

- **Scholarship Autobiography** (This supplies the instructor with a baseline sample of the student's writing and is not scored by the Rubric.)
- **5-Paragraph Essay** (Scored by the departmental Rubric.)
- **Narrative/Descriptive Essay** (This is a story with descriptive elements embedded in it. Scored by the departmental Rubric.)
- **Compare/Contrast Essay** (Scored by the departmental Rubric.)
- **Cause/Effect Essay** (Scored by the departmental Rubric.)

Additional Requirements:

- **Writing Journal** (The critical thinking/writing skills that are introduced via the paragraph topics for the Writing Journal are essential for success as a college student. Consequently, it is essential that students write and revise all assigned paragraphs in their writing journals.)
- **Student Portfolio** (Students' portfolio of their work will be assessed at Mid-term and at the end of the semester.)

Class Participation:

- Students are expected to participate in class discussion; this provides evidence of their interest in and preparation for the class. It also helps the instructor gauge the effectiveness of the instruction and the comprehension level of the material presented. Most importantly, fellow class members benefit from their opinions, insights, and the questions that they ask.

Additional Expectations of Students:

- Unannounced quizzes and graded in-class exercises will be given; content can include any assigned course material, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, students are required to wait at least 30 minutes past the normal start-time.

Department/Instructor Specifics:

- **Rubric:** Instructors utilize a departmental writing rubric to assess essay writing.
- **Artifact Collection:** According to a departmental schedule, certain essays will be accumulated as artifacts for course and program assessment.

****Special Message about Attendance in Class:** Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if a student is absent from one OLC class session, it's like he/she is missing three separate classes at another college.

It is college policy that 3 consecutive absences or 5 absences spread out through the semester will cause immediate student withdrawal from the course by the Registrar's office. This procedure is very strictly followed by the registrar's office, because many student grants and scholarships are administered according to attendance. In addition, it is required that students attend at least 2 hours of each class session in order to be counted as present for that class.

http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf see page 8.

Policies on Academic Honesty

http://www.olg.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 43

Standards of Conduct Policy

http://www.olg.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 38

ADA Policy

http://www.olg.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 37

Electronic Information Resources Acceptable Use Guidelines

http://www.olg.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 41

TOPICAL CONTENT

<i>Date</i>	<i>Objectives</i>	<i>Assignments</i>	<i>In-class Activities</i>
Oko Wanci Week One	Students will be able to: <ul style="list-style-type: none">• Identify syllabus contents.• Identify rhetorical methods• Write a scholarship autobiography• Save and send their writing files as email attachments	<ul style="list-style-type: none">• Read Ch. 24 Rhetorical Methods• Complete Weekly Schedule Chart• Grammar pre-test• Complete Scholarship Autobiography• 1st Paragraph for Writing Journal	<ul style="list-style-type: none">• Discussion of Syllabus• Time Management• Grammar Pre-Test• Scholarship Autobiography examples and Guide• Instruction in saving and sending files.
Oko Nunpa Week Two	Students will be able to: <ul style="list-style-type: none">• Identify sentence essentials• Write masterful sentences• Identify subjects and verbs• Identify prepositional phrases	<ul style="list-style-type: none">• Read: Ch. 1 Sentence Essentials• Complete Class hand-outs:<ul style="list-style-type: none">•Picking out subjects and verbs•Picking out prepositions and prepositional phrases•Combining sentences• 2nd Paragraph for Writing Journal	<ul style="list-style-type: none">• Discuss how to make sentences more interesting• Practice combining sentences• Grammar Skills: picking out subjects and verbs; identifying prepositions and prepositional phrases
Oko Yamni Week Three	Students will be able to: <ul style="list-style-type: none">• Identify Paragraph Components• Evaluate effectiveness of Paragraphs	<ul style="list-style-type: none">• Subject/ verb agreement hand-out• Read: Ch. 25 Planning and Drafting Essays• 3rd Writing Journal Paragraph	<ul style="list-style-type: none">• Introduction of Components of the Paragraph• Evaluate Paragraphs using Paragraph Rubric• Subject/verb agreement hand-out• Adjectives and Adverbs handouts• Prepositional Phrases as adjectives and adverbs handouts.

<p>Oko Topa Week Four</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify elements of the five paragraph essay Plan and draft a five paragraph essay Identify and correct fragment sentences 	<ul style="list-style-type: none"> Read: Ch. 2 Sentence Fragments Brain-storm sheet for Five Paragraph Essay Complete Essay Guide Hand-out Turn in Five Paragraph Essay 4th Writing Journal Paragraph 	<ul style="list-style-type: none"> Brain-storming ideas for 5 paragraph essay Brain-storm sheet for Five Paragraph Essay Complete Essay Guide Hand-out Complete of 5 paragraph essay Sentence fragments
<p>Oko Zaptan Week Five</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Utilize Departmental Rubric to evaluate essays. Identify elements of narrative writing Identify and correct comma splices and fused sentences Apply comma rules 	<ul style="list-style-type: none"> Ch. 3 Comma Splices and Fused Sentences Ch. 15 The Comma Brain-storm and begin a narrative essay 5th Writing Journal Paragraph 	<ul style="list-style-type: none"> Evaluate Essays using the Departmental Rubric Introduction of the narrative essay. Brain-storming the narrative essay. Grammar Skills Exercises: <ul style="list-style-type: none"> ·Correcting Comma splices and fused sentences ·Comma Rules
<p>Oko Sakpe Week Six</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write a narrative/ essay Apply correct verb rules Apply semicolon and colon rules Revise and edit essays 	<ul style="list-style-type: none"> Continue working on Narrative Essay and turn-in at end of class. Ch. 4 Verbs Ch. 16 The Semicolon and the Colon Ch. 26 Revising and Editing 6th Writing Journal Paragraph 	<ul style="list-style-type: none"> Writing Exercise Grammar Skills Exercises
<p>Oko Sakowin Week Seven</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Apply pronoun rules Apply apostrophe rules Apply quotation mark rules 	<ul style="list-style-type: none"> Ch. 5 Pronouns Ch. 17 The Apostrophe Ch. 18 Quotation Marks 7th Writing Journal Paragraph 	<ul style="list-style-type: none"> Mid-term Exam Finishing up all writing assignments to date. Portfolio Assessment Grammar Skills Exercises
<p>Oko Saglogan Week Eight</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the elements of the Compare/Contrast essay Brain-storm for ideas for Compare/Contrast Essay Apply Research techniques Use modifiers correctly Apply period and other punctuation mark rules 	<ul style="list-style-type: none"> Ch. 6 Modifiers Ch. 19 The Period and other Punctuation Marks Brain-storming sheet for Compare/Contrast essay Research sheet for Compare/Contrast Essay 8th Writing Journal Paragraph 	<ul style="list-style-type: none"> Introduction of the Compare-Contrast Essay Students brain storm topics Introduction of research techniques Students research topic Grammar Skills Exercises

<p>Oko Napcinyunka</p> <p>Week Nine</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a Compare/Contrast Essay • Include cited material in essays • Create unified sentences • Understand good usage • Create concise essays 	<ul style="list-style-type: none"> • Ch. 7 Sentence Unity • Ch. 12 Good Usage • Ch. 14 Conciseness • Rough draft of Compare/Contrast Essay due. • 9th Writing Journal Paragraph 	<ul style="list-style-type: none"> • Students continue to research topic. • Techniques for embedding research information • In-text citation • Reference page • Students create 1st rough draft. • Practice with Sentence Unity, Good Usage, and Conciseness
<p>Oko Wikcemna</p> <p>Week Ten</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Edit and revise Compare/Contrast Essay • Follow subordination and coordination rules. • Exhibit more precise word choice 	<ul style="list-style-type: none"> • Ch. 8 Subordination and Coordination • Ch. 13 Precise Word Choice • Revision of rough draft of Compare/Contrast Essay • 10th Writing Journal Paragraph 	<ul style="list-style-type: none"> • Grammar Skills Exercise • Final work on Compare/Contrast Essay
<p>Oko Ake Wanci</p> <p>Week Eleven</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the elements of the Cause and Effect Essay • Brain Storm Cause and Effect Essay • Research the Cause and Effect Essay • Apply parallelism rules 	<ul style="list-style-type: none"> • Ch. 9 Parallelism • Brain storming sheet: Cause and Effect Essay • Research sheet: Cause and Effect Essay • 11th Writing Journal Paragraph 	<ul style="list-style-type: none"> • Introduction of the Cause and Effect Essay • Brain-storming topic • Researching topic • Grammar Skills Exercises
<p>Oko Ake Nunpa</p> <p>Week Twelve</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use emphasis in writing • Spell correctly • Write a cause/effect essay 	<ul style="list-style-type: none"> • Ch. 10 Emphasis • Ch. 20 Spelling • Turn in rough draft of the Cause and Effect Essay • 12th Writing Journal Paragraph 	<ul style="list-style-type: none"> • Work on Cause and Effect Essay • Grammar Skills Exercise
<p>Oko Ake Yamni</p> <p>Week Thirteen</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand grammar rules • Vary sentences • Apply capitalization rules • Apply rules for using italics • Edit and revise 	<ul style="list-style-type: none"> • Ch. 11 Variety • Ch. 21 Capitals • Ch. 22 Italics • Turn-in Revision of Cause and Effect • Grammar Review • 13th Writing Journal Paragraph 	<ul style="list-style-type: none"> • Grammar Skills exercises • Review of Grammar Skills • Revision of Cause and Effect Essay
<p>Oko Ake Topa</p> <p>Week Fourteen</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Review peer essays • Apply abbreviation, acronym, and number rules 	<ul style="list-style-type: none"> • Ch. 23 Abbreviations, Acronyms, and Numbers • Peer Review • 14th Writing Journal Paragraph 	<ul style="list-style-type: none"> • Grammar Post-Test • Portfolio Assessment • Grammar Skills exercises

Oko Ake Zaptan Week Fifteen	Students will be able to: <ul style="list-style-type: none"> • Write college level essays which are scored with the departmental rubric 	<ul style="list-style-type: none"> • Final Reflection Paper 	<ul style="list-style-type: none"> • Potluck • Student Reading Essay of their choice to class • Reflection Paper about Class
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Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

http://www.olg.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf



