

**Oglala Lakota College**  
**Humanities & Social Science Department**  
**Course Syllabus**

**Fall, 2017**

*Rebuilding the Lakota Nation through Education*  
*Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo*



**Course Number and Name:** English 113 – Freshman English II

**Credit Hours:** 3

**Class Section:** 40

**Class Location:** He Sapa College Center

**Day/Time of Class:** Tuesday 1-4

**Instructor:** Jess Charest

**Phone(s):**

**Office Hours:**

**E-mail:**

**Required Text(s) and Materials:** Glenn, C. & L. Gray. 2012. Harbrace Essentials. Wadsworth Cengage Learning, Boston. ISBN 978-0-95-90836-4

**Prerequisites:** Engl 103 with a “C” or better

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**Humanities and Social Science Department Vision Statement:** To produce graduates who will become leaders in their chosen field and help rebuild the Lakota nation through education.

**Humanities and Social Science Department Mission Statement:** To provide programs that ensure students have the opportunity to learn key workplace skills while integrating cultural aspects of Wolakolkiciyapi. Our programs equip students with:

- verbal, written, and visual communication skills,
- the background necessary for competent and ethical government administration,
- the ability to think critically, and
- a general knowledge in humanities and social science content areas.

**Course Description:** This course teaches students how to prepare an acceptable research paper. Students are first taught how to focus their topic, brainstorm ideas, draft a thesis statement, and research their topic. Students are then instructed how to use the computer, books, articles, and other sources to support their thesis. They also learn how to introduce, paraphrase, and blend their cited material into their paper in APA documentation format.

**Course Goal:** The goal of this course is to teach students how to research and write a research paper using specified style guides.

**Course Rationale:** This course will assist students in the areas of research, research writing and documentation. It is designed and intended for the college freshman level. This course will provide the academic foundation needed to be successful in college writing and research.

**Outcome Alignment**

This section shows you what you will be able to do at the end of this course (Course Learning Outcomes CLOs) and how this course will help you reach OLC’s General Education Outcomes (GEOs), which describe the skills and knowledge that OLC would like all graduates regardless of their major to have acquired, as well as the Program Learning Outcomes (PLOs) of the BA in Social Science program.

**Upon completion of this course, students will be able to:**

<b>Course Student Learning Outcomes (CLO’s):</b>	<b>PLOs</b>	<b>GEOs</b>
1. Collect and organize various sources effectively	PLO 3	GEOs 6, 9
2. Paraphrase and summarize material successfully	PLO 4, 5	GEO 2
3. Take notes from research	PLO 4	GEO 2
4. Conduct interviews	PLO 4	GEO 3
5. Evaluate material for inconsistencies, flaws, lack of factual basis	PLOs 2, 3	GEOs 5, 6
6. Evaluate material for relevance and appropriateness	PLOs 2, 3	GEOs 5, 6, 10
7. Combine their voices with those of other sources to create a cohesive and compelling paper	PLO 4, 5	GEOs 1, 2, 7, 9, 11
8. Write an extended research paper that properly utilizes APA format	PLOs 2, 3, 4, 5	GEOs 1, 3, 5, 6, 9

*BA in Leadership and Communications (PLOs):*

*Students who complete the BA in Leadership and Communications will be able to:*

- *PLO 1: Analyze and apply professional ethics in a leadership context.*
- *PLO 2: Identify, define, and solve problems*
- *PLO 3: Locate and evaluate information using current technology.*
- *PLO 4: Communicate with accuracy and clarity.*
- *PLO 5: Comprehend, retain, and apply information.*
- *PLO 6: Demonstrate skills for leadership and participation in Oglala Lakota culture and policy within the larger context of a diverse tribal and global society.*

*Oglala Lakota College General Education Outcomes (GEOs):*

- *GEO 1: Apply cultural values in a learning atmosphere.*
- *GEO 2: Communicate effectively in writing using both Lakota and English.*
- *GEO 3: Demonstrate oral communication skills in both Lakota and English.*
- *GEO 4: Apply quantitative analytical skills.*
- *GEO 5: Examine concepts and theories across multiple contexts and disciplines.*
- *GEO 6: Critically review resource material.*
- *GEO 7: Develop ideas to address contemporary issues.*
- *GEO 8: Critically examine sovereignty.*
- *GEO 9: Demonstrate proficiency in the use of standard computer technologies.*

- *GEO 10: Examine the importance of diversity.*
- *GEO 11: Examine the contexts of Lakota social organizations, communities and global networks.*

**Instructional Methodology:** Instruction of this class is accomplished through a mixture of lecture, discussion, and active participation by the student. Students will read both from the text and supplemental hand-outs and articles that correlate to the goals and objectives of the assignment. Students will then complete assignments with assistance as needed from the instructor and student peers.

**Wolakolkiciyapi:** The Lakota perspective will be used and developed in a reflective manner throughout this course. By embracing traditional Lakota Virtues such as **Waohola** (respect), **Wayuonihan** (honor), **Wacantognake** (generosity), **Woohitika** (bravery), **Wacintanka** (perseverance), **Cante Was'ake** (fortitude), and **Woksape** (wisdom) we will create a classroom environment that develops the whole person. 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.**

### **Course Requirements/Expectations of Students:**

- Lakota scholars and instructor will arrive prepared and on time to class.
- Lakota scholars will contact the instructor in a timely fashion, by email or text in the event of absence.
- Lakota scholars will support and interact with peers in writing workshops and discussions. Fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- Lakota scholars acknowledge that cell phones are not a part of wolakota and will not be used in the learning space/classroom.
- The instructor (class facilitator) will honor the knowledge and wisdom of Lakota scholars.
- Lakota scholars will honor the knowledge and wisdom of the class facilitator (instructor).
- Celebration and application of Indigenous knowledge systems will be practiced in our research and writing.
- Homework assignments must be turned in on the dates they are due to receive full credit.

Students are encouraged to utilize the Lakota language during this class, however, a translation to English may need to be provided for those that are Lakota language impaired.

**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 class 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.

**Assessment:** Students are scholars and will be assessed on research, writing, and documentation skills through essays scored with the specified rubric.

**Evaluation and Grading:** *Significant and persistent writing is required.* Homework will consist of essay writing, readings, in-class exercises and other writing assignments throughout the semester.

Paper #1 – Short story research assignment	20%
Paper #2 – Primary source assignment	20%
Paper #3 – 7 page research paper	30%
15% Rough draft	
15% Final revision	
Midterm	5%
<u>In-class assignments/activities</u>	<u>25%</u>
<b>TOTAL</b>	<b>100%</b>

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 0% - 59% = F

A = Superior Quality Work: Mastery of course content at the highest level of attainment. The grade A indicates a student shows comprehensive knowledge and understanding of the subject matter. The student has demonstrated outstanding promise in discipline under study by scoring 90% or higher on course assignments.

B = Good Quality Work: Strong performance at a high level of attainment. The grade B indicates a student shows moderately broad knowledge and solid understanding of the subject matter. The student has demonstrated promise in the discipline under study by scoring 80-89% on course assignments.

C = Satisfactory Quality Work: Adequate, but not solid, level of attainment of course content. The grade C indicates a student shows reasonable knowledge and understanding of subject matter. By scoring 70-79% on course assignments, the student may continue to study in the discipline with reasonable hope of continued progress.

D = Marginal Quality Work: Minimal level of attainment of course content. The grade D indicates a student shows minimal knowledge and understanding of subject matter. By Scoring 60-69% on course assignments, the student has not demonstrated prospective growth in the discipline.

F = Unacceptable: Almost no attainment of course content. The grade F indicates a student shows an unacceptable low level of knowledge and understanding of subject matter. By scoring 59% or below, the student has not demonstrated the growth necessary for further study in the discipline.

W = Withdrawal: A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

## **Oglala Lakota College Policies:**

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf)

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

### **Disability Policy (85-600)**

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education.

**Student's Responsibility:** It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests. The student should also notify instructors at the beginning of the semester. Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

### **Academic Freedom (76-100)**

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

### **Academic Dishonesty (76-300)**

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

### **Dropping / Adding Courses (81-300)**

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped. If a class is dropped after the second week, the student will be liable for the total cost of the tuition.

### **Attendance Policy (81-350)**

If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences. A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

### **Tardiness Policy (81-370)**

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent. If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

### **Standards of Conduct (86-300)**

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-Free/Weapon-free Policy.

### **Computer Account and Network Policy (93-500)**

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

## **HUMANITIES AND SOCIAL SCIENCE ATTENDANCE POLICY**

To clarify some of the situations that may arise and to maintain fair and consistent guidelines for students, the Humanities and Social Science Department has enacted the following additional policies:

- Students are required to be in the classroom for a minimum of two hours to be counted present.
- Students who arrive fifteen or more minutes late will be considered tardy, not absent.

- If a student is tardy three times, the instructor may choose to count the student as absent. The instructor will maintain clear records of student attendance times on a weekly basis and include this policy in the course syllabus. Additionally, absences resulting from tardies cannot be made up.
- Make-up work **MUST** require assignments and activities equivalent to attending class, which is to say, the make-up work (work in addition to regular homework) must take the average student about three hours to complete.
- Make-up assignments must pertain to the topics covered during the missed class session.
- Instructors are not required to allow students to make-up absences. The decision to allow a student to make up a class should be based on what works for that course or specific week's content. General make-up guidelines will be included in the syllabus.
- The student will complete the make-up assignment(s) independently, outside of class sessions. If the student needs individual help, this should occur during the office hour, not during class time.
- The instructor is responsible for completing a drop form for students who have missed three classes in a row or five scattered classes.
- The instructor is responsible for submitting Early Alerts for students who have attendance issues.

## **DEPARTMENT PLAGIARISM POLICY**

Plagiarism (copying the work of others, or using the work of others without proper citations) and all other forms of cheating will not be tolerated and can lead to a failing grade or expulsion from the college. Although students are highly encouraged to work with other students, they are expected to submit work that is completed individually. Abrupt changes in the writing tone or tempo through the course of a paper, or two or more papers that sound suspiciously alike, are all it takes to begin an investigation that can have very severe consequences.

Oftentimes students plagiarize without intending to do so. It is never acceptable to simply cut and paste text from another source into your papers without proper citation. You need to cite authors not only when you use their exact words, but also when you paraphrase them or even just refer to their ideas. If you use more than 60% of an author's exact words, you must cite the page number. If you work with others, be sure that your papers are not word for word. Be careful. You are strongly encouraged to share rough drafts of your written work with your instructor *prior to* the respective due dates. Use citation guides to help you properly cite sources and ask your instructor for guidance.

## **DEPARTMENT EMAIL POLICY**

Students should check their OLC e-mail accounts at least twice a week for announcements. Faculty should check their email at least once per day each week day and at the beginning of the day Monday, and end of the day Friday.

## Course Outline and Assignments:

Date	Session Topics/Outcomes	Readings/Assignments
Oko Wanji  Week One  <i>List actual date each week</i>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify what is covered in the syllabus</li> <li>• Understand course expectations</li> <li>• Discuss how to use the “Harbrace Essentials” text in this course</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities: Peer Research Scavenger Hunt, Research Concept Web</li> <li>• In-class writing assignment</li> <li>• HOMEWORK – Write down one thing that you researched this week (we are researching all the time)</li> </ul>
Oko Nunpa  Week Two	Students will be able to: <ul style="list-style-type: none"> <li>• Analyze and discuss the elements of a short story</li> <li>• Respond critically to a scholarly journal article</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss Ernest Hemingway’s “Hills Like White Elephants”</li> <li>• Read a scholarly article about the text</li> <li>• HOMEWORK – Read pages 64-72 in the textbook: finding appropriate sources</li> </ul>
Oko Yamni  Week Three	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the scholarly review process</li> <li>• Access academic databases</li> <li>• Find useful sources</li> <li>• Evaluate quality of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Paper #1 – Short Story Research Assignment (Due week 6)</li> <li>• Explore academic databases in class and independently</li> <li>• HOMEWORK – Select a short story from the list and read it</li> </ul>
Oko Topa  Week Four	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the difference between and effectively utilize summary, paraphrase and direct quotation</li> <li>• Take notes on their research</li> <li>• Locate scholarly sources that relate to their writing assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Read excerpts from The Curious Researcher by Bruce Ballenger and complete activities</li> <li>• Practice paraphrase, summary and quotation, using the readings and videos presented in class</li> <li>• HOMEWORK – Read and take notes on the two scholarly articles you found that relate to your story</li> </ul>
Oko Zaptan  Week Five	Students will be able to: <ul style="list-style-type: none"> <li>• Recognize, understand and utilize proper APA formatting</li> <li>• Understand the purpose of in-text citations and how to integrate them</li> </ul>	<ul style="list-style-type: none"> <li>• Read the APA paper example found in the textbook on page 182</li> <li>• Create your own APA style document, following along with demonstration</li> <li>• <b>Paper #1 is due next week</b></li> </ul>
Oko Sakpe  Week Six	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the difference between a primary and a secondary source</li> <li>• Be able to incorporate primary sources into their research writing</li> </ul>	<ul style="list-style-type: none"> <li>• Watch primary source videos</li> <li>• Google Map museum tour in-class assignment</li> <li>• Introduction to Paper #2: Primary Source Assignment (Due week 9)</li> <li>• HOMEWORK - Read pages 82-93: Using sources critically and responsibly</li> </ul>

<p>Oko Sakowin</p> <p>Week Seven</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and utilize critical thinking</li> <li>• Use critical thinking skills to create arguments that are supported by student research</li> </ul>	<ul style="list-style-type: none"> <li>• Watch critical thinking Prezi</li> <li>• Complete critical thinking assignments</li> <li>• Review for midterm</li> <li>• <b>HOMEWORK</b> - Read pages 98-103: Avoiding plagiarism</li> </ul>
<p>Oko Saglogan</p> <p>Week Eight</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Complete the midterm exam</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper #2 is due next week</b></li> </ul>
<p>Oko Napciunka</p> <p>Week Nine</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the importance of curiosity and perseverance in the research writing process.</li> <li>• Understand that there is no such thing as “a boring topic”</li> </ul>	<ul style="list-style-type: none"> <li>• Read an excerpt from Chapter 1 of Bruce Ballenger’s The Curious Researcher, and complete the activities.</li> <li>• Complete an interest inventory and use what you find to explore the academic databases.</li> <li>• <b>HOMEWORK</b> – Read pages 93-98: Analyzing and synthesizing sources</li> </ul>
<p>Oko Wikcemna</p> <p>Week Ten</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Ask meaningful research questions</li> <li>• Develop a thesis statement</li> <li>• Organize sources</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the “Dialogue with Dave” activity from The Curious Researcher</li> <li>• Draft potential thesis statements and work with a partner to critique them</li> <li>• Introduction to Diigo</li> <li>• Introduction to Paper #3 – Final Research Paper</li> <li>• <b>HOMEWORK</b> – Read pages 8-9: Developing a thesis statement, + 75-82</li> </ul>
<p>Oko Ake Wanji</p> <p>Week Eleven</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the importance of indigenous research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the video “Indigenous Research as Storytelling”</li> <li>• Read the chapter from Research is Ceremony by Shawn Wilson</li> <li>• In-class writing assignment</li> <li>• Finish compiling sources for Final Paper</li> </ul>
<p>Oko Ake Nunpa</p> <p>Week Twelve</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Effectively integrate quotations into their papers</li> <li>• Conduct interviews and integrate them into their research</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 174-184 of The Curious Researcher</li> <li>• Watch interview techniques video</li> <li>• Read pages 72–75 in the textbook: Conducting interviews</li> <li>• Generate interview questions about your topic and work with a partner to practice interviewing</li> <li>• <b>HOMEWORK</b> – Conduct an interview with a community or family member related to your research topic</li> <li>• <b>Paper #3 Rough Draft due next week</b></li> </ul>

Okó Ake Yamni Week Thirteen	Students will be able to: <ul style="list-style-type: none"> <li>• Successfully revise a research paper</li> <li>• Edit for conciseness</li> <li>• Participate in peer review process</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 205-215 of <i>The Curious Researcher</i></li> <li>• Complete exercise 5.4</li> <li>• HOMEWORK – Read pages 22-26: Revising and editing essays</li> </ul>
Okó Ake Topa Week Fourteen	Students will be able to: <ul style="list-style-type: none"> <li>• Continue revising research papers to be as cohesive and effective as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Complete course evaluations</li> <li>• <b>Final Paper due next week</b></li> </ul>
Okó Ake Zaptan Week Fifteen	Students will be able to: <ul style="list-style-type: none"> <li>• Reflect upon skills gained throughout the semester</li> <li>• Reflect upon quality of work</li> </ul>	<ul style="list-style-type: none"> <li>• End of semester potluck</li> </ul>

**Early Alert System:** The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student’s ability to successfully complete the course.

**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.