



**Composition 1  
ENGL 098-6C  
Credit Hours: 3  
Spring 2022  
Cap: 15**

**Faculty:** Dr. Joseph Lamperez

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**Office:** Building E, Room 108

**Office Phone:** N/A

**Office Hours:** Tuesday/Thursday, 4:00-6:00

**Preferred Communication:** email; will respond within 24 hours

**Modality:** Hybrid

**Class Location and Meeting Times:** Building F, Room 118, and online via Zoom

**Meeting Hours and Online Hours:** 6:00-8:40

**Required Materials:** Notebook, writing instruments, required textbooks

**Textbooks:**

**Laptop and Internet Access:** Every student is required to own a laptop and have internet access.

**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), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

**University Mission Statement**

Navajo Technical University's mission is to provide university readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic

development. The University is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: *Nitsáhákees, Nahat'á, Iiná, Sihasin*.

## Course Description

“The writer writes to live life a second time, a third, a fourth, each life richer, more fully experienced on the page than in reality. The writer writes to feel, to think, to learn.”

—Donald M. Murray

This course will encourage you to feel, to think, and to learn by writing. It will provide you with techniques you can use to generate ideas; to explore language; to research questions that compel you; to reflect on your self, your work, and your environment; and to analyze the texts that compose the world around us.

The course will be divided into three units, and you will write a different kind of essay in each. We will (mostly) focus our writing in this course on film, media, and popular culture, because this focus allows multidisciplinary and interdisciplinary work while also giving us some common ground to work from.

The first unit will focus on *analysis*, specifically the analysis of a movie. Analytical skills are essential for success as a college student, and we will work to hone your analytical skills from the beginning. Analyzing a movie lets you strengthen your skills by looking closely at something already familiar to you.

The second unit will add *research* to analysis by asking you to gather evidence and analyze it in an essay. Research is a primary task for all universities, and this unit will help you develop a process for research and to learn to use some of the many resources available to you as an NTU student. You will research a review of one of the films that we've watched up until that point in time.

The third unit will bring your skills of research and analysis to bear on a *personal* concern. You will, in effect, research and analyze yourself and your relationship to an item of media and/or popular culture. Being able to construct and communicate a story of your self is a vital skill for both school and the world beyond school.

Weekly short assignments in response to each week's film will help you prepare for each major essay, as will the multiple drafts of each paper that you write. Workshops and instructor conferences will give you many opportunities to closely analyze your own writing and thus learn ways to enhance it.

## Course Objectives

*By the end of this course, you should be able to:*

- demonstrate your ability to write in a variety of modes (personal, academic, civic);
- use various invention strategies to identify suitable topics for writing projects;

- explore, develop, and organize your ideas, information, and arguments;
- analyze and understand rhetorical situations, including purpose, writer positioning, audience, and genre;
- use various online and library resources to identify and choose appropriate material for your research and writing;
- evaluate and incorporate information from external sources (both library and web-based) into your own writing and document sources appropriately;
- develop texts that use grammatical, stylistic, and genre conventions that are appropriate for college-level writing;
- summarize, analyze, and respond to texts written by other writers, including your peers;
- revise, edit, and proofread your own texts for maximum effectiveness.

## Course Requirements

*You will be expected to:*

1. attend all class meetings and conferences (see attendance policy, below);
2. arrive in class on time and well prepared;
3. thoroughly read and reread all assigned texts;
4. provide evidence of that close reading in online journal and discussion prompts;
5. participate actively and constructively in class discussions;
6. participate in in-class writing exercises;
7. participate in draft workshops and group work (a draft for workshop must be a complete draft: it has a beginning, middle, & end, and it is ready to share);
8. compose and submit out-of-class exercises and reading responses;
9. conduct various types of research in the library and on the Web;
10. draft and revise three essays of various lengths and purposes;
11. submit all work on time (on the day it is due; see Late Policy).

## Course Assessments

Course assessments will include the following:

Students will demonstrate genre awareness, application, and versatility, through mastering the ability to communicate well in formal academic writing that shows thoughtful, clear, coherent responses to questions or prompts about assigned readings.

The class will include regular assessment of arguments that students write in response to assigned readings. Students will demonstrate skill in producing arguments using others' words and ideas that they integrate with their own writing in well-argued texts and presentations. These assessed materials include a variety of written assignments over the course of the semester.

## **Grading Policies**

Students must attend each class session and show up on time. If you miss more than two classes, there is a good chance that you will not pass the class. You must also turn all assignments in on time. Late papers are unacceptable. In this class there are no make-up exams and no late papers.

## **Assignments**

***Analysis Essay (20%)***, in which you will analyze a scene from a movie of your choice. The goal of your analysis is to show how the scene's form (its structure, cinematic techniques, etc.) contributes to some of the meanings it communicates. You will look at the film's genre, style, apparent purpose(s), and likely audience(s). This is not a film review, though you may evaluate the effectiveness of the film's rhetoric. The fundamental question for this essay is: "*How* does this scene/movie mean?"

***Researched Essay (20%)***, in which you will inquire into a specific research question and then write to persuade your audience that your view on this question is informed and supported. Your topic will be about media and/or popular culture, but there are many different approaches that could take — historical, sociological, cultural, technical, etc. You will identify claims you want to make in the paper, and develop techniques to persuade your audience that your claims are well-informed and valid. You will need to research the topic thoroughly, using a variety of credible sources.

***Annotated bibliography/research logs (10%)***, consisting of summaries and evaluations of sources for your researched/persuasive essay.

***Personal Essay (20%)***, in which you will explore media and/or popular culture by using your own thoughts, experiences, and story to shape the essay. You will employ techniques that make a personal essay effective, such as narrative, description, dialogue, reflection, creative use of language, etc. You may experiment with structure as well. Your goals are 1.) to understand your own place within a media environment, and 2.) to make your views and experiences clear and compelling to readers.

***Homework\* (20%)***, including responses to and summaries of the readings, components of each final essay, and writing and research exercises to help you improve your skills

## ***Participation (10%)***

*\*Quizzes will be given if a majority of the class is not keeping up with the readings. A quiz will count as a homework assignment.*

## Course Policies

- Come to every class, arrive on time, and turn in all assignments **on time**.
- Complete all reading assignments before class.
- Participate constructively and actively in all discussions.
- Provide support for the learning of both yourself and your fellow students.
- Students who fail to turn in work will be dropped from the class, or will not receive a passing grade for the semester.

### Attendance Policy

Regular attendance is required, and regular attendance and participation are part of your grade.

If you must miss a class, it is your responsibility to find out what you missed. If you have more than two unexcused absences, you will either be automatically dropped from the course, or will not receive a passing grade in the course. If you are tardy more than two times, you will be counted absent for your next tardy class, and for each one thereafter. Come to class on time!

### Academic Integrity

Presenting another person's work as one's own constitutes plagiarism, a flagrant violation of the intellectual honesty expected of all students. Any assignment that gives evidence of not being completely one's own work will receive a grade of F or zero. Egregious plagiarism or additional evidence of plagiarism after the first incident may result in a grade of F for the course and possible administrative action.

### Students with Disabilities:

Navajo Technical University and the Arts and Humanities Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he or she may need specific accommodations based on disability should contact me directly. Students who need an accommodation should also contact the Vocational Rehabilitation Counselor.

**Diné Philosophy of Learning:** An important approach to mastering the content of this course is to consider each assignment as part of a progression through the four seasons of the year and the four directions. Think about the Diné Philosophy of Education as expressed through these words: *Nítsáhákees*—**thinking (east)**; *Nahat'a* —**planning (south)**; *liná*—**doing or executing (west)**; and *Sihasin*—**reflecting (north)**. We can connect these to the ideas of this course in the following ways.

***Nitsáhúkees*—(east): think clearly – learn to think for yourself – do your own work:** Think about reading assignments as you read them, and also think about what you’ll need to do to put the information into practice on a written assignment. Like the **spring season**, the reading assignments and ideas about writing are designed to plant seeds of information that will mature as you further reflect on them.

***Nahat’a*—(south): plan your schoolwork and assignments. Learn to plan and prepare for classes and assignments, and be on time and prepared for class.** Create plans to help you accomplish the task assigned. Plan on how you will complete the assignment as we go over the ideas from readings in class and work on writing examples. Also plan what you’ll need to do and how long it might take to do the assigned work. Like the **summer season**, your planning helps you grow towards successfully completing assignments and the class.

***liná*—(west): Use what you have learned in your everyday life, and use common sense and show respect for others at all times.** Practice your new skills by doing the work required for the course. Practice your new skills, and the ideas in what you’ve read and in what we’ve discussed by doing your homework assignments in a timely and engaged manner. Like the **autumn season**, you now harvest the information by completing assignments that demonstrate your full understanding and gather or store the knowledge you’ve gained for use in future assignments.

***Sihasin*—(north): Self-discipline: don’t be lazy; develop a positive attitude, and work in a disciplined way. Also, reflect on what you have learned, so that the ideas become part of you.** Evaluate your skills by reading the comments on completed and graded work so that you understand what you did correctly and where you might need more work. Consider how to use what you’ve already learned in future assignments and in other classes. Envision how your new skills can be used to achieve desired results in the future. Like the **winter season**, it’s time to reflect on the knowledge you’ve gained so that you can use it in conjunction with new seeds of knowledge you will gain in the next assignment.

## **Weekly Schedule**

# **Unit 1: Analysis**

## **January 18:**

Introduction to the themes and content of our course.

## **January 25:**

Preliminary discussion of *Smoke Signals*

What's the movie that you remember most vividly? What do you remember about it? What impression on you did it make? Why do you think this movie continues to stand out for you?

Have you ever seen a movie featuring Native American characters? How were they portrayed?

## **February 1:**

Continue discussing *Smoke Signals*.

Discussion of sentence construction and paragraphing.

## **February 8:**

Continue discussing *Smoke Signals*.

Discussion of the elements of cinema: editing, sound, cinematography, mise-en-scene, characters

## **February 15:**

Review essay examples and assign the analysis essay

## **Unit 2: Research**

## **February 22:**

Analysis essay due. Peer review.

Discuss *Thunderheart*. Analyze a scene in terms of the language of film.

Read chapters 1 & 2 of *They Say/I Say: The Moves That Matter in Academic Writing*.

## **March 1:**

Continue discussion of *Thunderheart*.

Research and read two movie reviews. Outline the claims and evidence used in each review.

## **March 8:**

Discuss *Dreamkeeper*. Research and read two movie reviews. Outline the claims and evidence used in each review.

Read chapter 4 in *They Say/I Say*

## **March 15:**

Spring Break

## **March 22:**

Assign the Research essay

# **Unit 3: The Personal Essay**

## **March 29:**

Research essay due. Peer review.

## **April 5:**

Working toward the third formal assignment – the personal essay – will entail practicing the following skills and approach.

This assignment is designed to help you expand on what we have learned about purpose, audience, analysis, and style. In this assignment, you will put what you have learned into practice by telling a story for which you are the living expert: a story of you and your relationship to an object of media and/or popular culture. You will analyze the context(s) and meaning(s) of your story, and then seek out the most effective way for that story to communicate beyond yourself. You will lead the reader on a journey into some moments of your being — moments that lead you and us to both knowledge and empathy.

### **Details**

Personal essays can come in so many different shapes and styles that we need to impose some limitations if you are to have greater chance of success with this assignment, given the short amount of time we will be working on it.



First, you need to choose your story. The requirements for the story are these:

- Your story must be about a relationship to an object of media and/or popular culture that, in some way or another, changed you. This means your essay must include something about the you who you were **before** the experience and the you who you became **after** the experience. (For further explanation of this, see *Transitions* p.160, the “Assignment Description for *Perennials*”.)
- Your story does not need to be about a monumental change. Seemingly trivial experiences can have huge effects on us. (For instance, I can trace my love of horror movies to when I was 8 years old and my father let me watch, against my mother’s will, *Poltergeist*.) Small moments can make us into new people. All that is required is that the relationship to the media/cultural object somehow changed you, and that you want to think about how.
- You are, however, welcome to write about monumental events in your life, if you wish. But remember: Everybody in class could potentially read this essay. Many people in class certainly *will* read this essay. Don’t write about something you’re unwilling to share with everyone.
- Remember that your story needs an *after*. You’ll probably want to stay away from events that happened recently. You need some distance and perspective. Writing about 5, 10, even 15 years ago in your life is fine.
- You do not need to know the significance of the event before you write, you just need to know that there is a before and after. As you have learned by now, writing is itself a way of learning. If you do this assignment well, you will learn about yourself and your experience. It will probably be more interesting for you to write if you *don’t* know all of what the experience means to you. Trust the process.

Once you have finished the final draft, you have one more thing to write: a **reflection on your process**.

- The reflection must be at least 800 words long. At least. *At least*.
- The reflection must answer the following questions, either in a Q&A format or a narrative:
  - How and why did you choose this experience to write about?
  - How did you create the first draft? What were the successes and challenges?
  - What kind of feedback did you get on the draft? Be specific — what sorts of things did your peers tell you in their responses?
  - Did you use the feedback in creating your next draft? Explain.

- How did you go about revising your essay? Did you really revise (re-envision), or did you just edit?
- Looking over your process and your final product, how do you feel?

Finally, the final draft must be carefully proofread and formatted according to [the MLA standards for academic manuscripts](#).

## **April 12:**

TBD

## **April 19:**

TBD

## **April 26:**

Presentations

## **May 3:**

Presentations