Oglala Lakota College



ENGL 103 Course Syllabus

INSTRUCTOR: Kiri Close, Phd

OLC DEPARTMENT: Humanities/Social Science http://www.olc.edu/local_links/humanities

EMAIL: kclose@olc.edu

FACEBOOK / TWITTER / SKYPE / TUMBLR / YouTube
KIRI's BLOGs: http://mail.olc.edu/~kclose / www.tumblr.com

CELL/HOME: (308)360-0668

OFFICE HOURS: TBD - arranged specifically between teacher and student

(calls to or from students to me are allowed on weekdays from 10am - 9pm only, excluding the hours I am teaching or privately meeting with students & colleagues)

CLASS AFFILIATED PHONE CALLS: Calls for absences and tardiness are allowed up to 15 minutes before class begins. Phone calls after this will not be accepted. Please be considerate & leave a message with the OLC college center where we meet for class, or leave a brief message on my cell phone. DO NOT PERSISTENTLY CALL ME THEREAFTER IN HOPES I WILL ANSWER. SOME TEXTING IS OKAY.

Course Description: This course helps the student develop writing skills using rhetorical strategies (such as definition, compare/contrast) in college-related writing situations. The course uses Native American authors as models in many assignments and discussions. Prerequisite: R&W 093 or placement. 3 credits

Lakota Perspective

- The Lakota perspective is encouraged in this course. In fact, writing exercises and threaded discussion continually supplies a Lakota perspective on many topics considered in class.
- Wolakolkiciyapi. Students are encouraged to display the Lakota values of respect, knowledge, generosity, fortitude, truthfulness, and courage.
- Recommendations will be made to incorporate cultural themes and issues in papers.

Required Text: As demonstrated in the first class session of this semester.

Required Materials other than textbook:

- > Jump Drive
- Notebook
- Pen/Pencil
- Red Pen (for edits, revisions, modifications)

OLC HUMANITIES DEPARTMENT OVERALL STUDENT LEARNING OBJECTIVES:

- 1. identify, define, and solve problems that are relevant to ENGL 103, their OLC major, and postgraduate life (Critical Thinking)
- 2. locate and evaluate information using current technology that is relevant to ENGL 103, their OLC major, and postgraduate life (Research and Writing)
- 3. communicate with accuracy and clarity that is relevant to ENGL 103, their OLC major, and postgraduate life (Speaking, Writing, and Art)
- 4. read, comprehend, retain, and apply information responsibly that is relevant to ENGL 103, their OLC major, and postgraduate life (Reading and Writing)
- 5. demonstrate skills for leadership and participation in Oglala culture and philosophy within the larger context of a diverse tribal and global society that is relevant to ENGL 103, their OLC major, and postgraduate life (Wolakolkiciyapi)

EMPLOYMENT & CAREER: All students are invited to investigate the numerous EMPLOYMENT and CAREER opportunities this class may enable (writing, teaching, historian, art professor, literature professor, museum curatorship, art retrieval, auction houses, art appraisal, artist/artisan, graphic design, etc.). Additionally, the utilization of Lakota perspective is highly encouraged in this course. Lakota Iyapi always welcome. Lakota perspective always welcome.



LAKOTA PERSPECTIVE PROVIDED THROUGH, BUT NOT LIMITED TO:

- Students are aware of their cultural identity.
- Students will have a sense of Lakota and other indigenous people, and non-native history.
- Students will have careers relevant to Liberal Arts and ENGL 103 writing skills which enhance and benefit life on and off the reservation.
- Students will be prepared for graduate level work.
- Students exhibit civic responsibility.
- Students will include Lakota thought and language throughout the course.

The Lakota perspective, especially the practice of *Wolakota* and *Wolakolkiciyapi*, is provided via the interaction between students and the instructor where the traditional Lakota values of patience, mutual respect, and honor are maintained. Students are expected to assist the

instructor with the inclusion of the Lakota perspective within the scope of all of this course's activities. It is heavily encouraged that student thought, expression, and discussions continually supply a Lakota perspective on any topic considered in class.



CLASS & STUDENT CONDUCT (in relation to Wolakota and Wolakolkiciyapi):

- WOLAKOLKICIYAPI: Students are encouraged to display the Lakota values of respect, knowledge, generosity, fortitude, truthfulness, and courage. If a student displays hostility, irrelevant & disruptive overgarrulousness, or other misconduct that is disturbing to his or her classmates and the instructor, the instructor will meet with that student privately to discuss the matter. Racial, and/or sexist slurs, jokes, teases, or other types of snide, hurtful, inappropriate, discriminatory, bullying, or embarrassing remarks or actions performed in/out of class times toward fellow students, guests, visitors, OLC staff, & faculty are considered "student misconduct". If misconduct persists, students may be approached by OLC administration. These comments can easily be considered threats which are grounds for expulsion from OLC and an immediate DROP or 'F' grade in my class. When students comment on the 'uselessness' of ENGL 103 courses, students should be prepared for me (instructor) to question them on the spot as why they would thoughtlessly produce such shallow, unfounded comments.
- CLASS DISRUPTIONS: Abrupt, random outbursts of loud garrulousness will not be tolerated (e.g., when speaking to me (the instructor), other students, staff, on the cell phone, passersby, etc.). Violent activities, loud music devices played at inappropriate times during class, noisy and late entrances into class once in session, hostile tones and comments/personalities, copying assigned work from another, incessant and disruptive movements, disruptive chatter amongst students who appear not to be attentive to lessons, etc., are not tolerated.
- SEXUAL HARASSMENT is not tolerated within or without class times toward fellow students, guests, visitors, OLC staff & faculty either online, via email, by phone, vis-à-vis/in person, or by other modes of digital communication (e.g., Facebook, Twitter, Skype, Bebo, Linked In, MySpace, iPod, iPod Touch, blogging, etc.). Since sexual harassment may be classified as a threat, a student can be immediately expelled from OLC. Additionally, a DROP or 'F' grade in my class will result. Sexual harassment is considered to be any of the following, but not limited to: unwanted touching of another's body that causes the other's discomfort; unwanted vocal, facial, or bodily expressions of an unwanted sexual nature from one student to another; any form of unwanted digital communication utilizing sexual denotation alor connotative innuendo; sexual abuse of double entendres in any language; harmful teasing of one's personal choice in sexual orientation (e.g., we will not use terms such as 'faggot', 'homo', 'dyke', 'butch', etc. in any harmful or uncomfortable way – therefore, the derogatory use of these terms is prohibited); inappropriate verbal or other use of body parts from one student to another; bullying of a student to date you or even "hang out" with you; "ogling" of any form over another's body and/or body parts inappropriately; sexual physical assault; date rape; use of pornographic images to approach another inappropriately; approaching another to pay for sexual favors; stalking; vocabulary that inappropriately privileges one gender or sex over the other; unwanted company; inappropriate approaching for a "date"; flirting to get your way; the meaning of 'NO'; defamation; cyber bullying affiliated with sexual harassment; etc. Sexual harassment can be caused by, and happen to anyone regardless of race, gender, sex, status, age, etc.
- thoughtful expression is absolutely encouraged in this course, I will not tolerate any form of insubordination, thoughtless insult, or any form of threat by students (e.g., threat to use a family relation or associate on the school, college center board, or political prestige as a way to bully or "corner" the instructor or other students from progressing or exercising their rights enforced by OLC policy; physical or verbal threats imposed on others; gang related; family related; romantically linked, etc.). If a student feels that another in the class has displayed such hostility, the 'accused' will be privately approached by instructor for a resolution. If threats/insubordination persist, OLC administration will be prompted for possible and immediate expulsion from OLC as well as an immediate DROP or 'F' grade in my class (in concurrence with OLC policies for student grievance, disciplinary actions, etc.). A student's personal expression of who they are NEVER LICENSES their right to impose upon another student, faculty, staff, administration, class guest, etc. According to OLC policy, all students are encouraged to practice their right to file a grievance against another student freely.
- STUDENTS UNDER THE INFLUENCE: On suspicion, the instructor reserves the right to approach intoxicated students under the influence of alcohol, illegal drugs, illegal use of prescription drugs, and other substances. Most likely, these students will be immediately sent home and reported to that OLC college center's administrative personnel. Students are expected to perform academic assignments while sober, and alert. The teacher will approach a student about their online assignment submissions on suspicion of alcohol influence, use of illegal drugs, illegal use of prescription drugs, and other substances.

- TOBACCO ON CAMPUS: The use of commercial chewing and/or smoking tobacco for leisure is absolutely prohibited at all OLC college centers and grounds as well as inside the classrooms (whether class is in session or otherwise).
- PERMISSION TO ELECTRONICALLY RECORD CLASS SESSION: Any student wishing to audio/video record via some device MUST acquire documentation to do so. Any class session found on YouTube, Vevo, Vimeo, or other form of online/internet, or other form of recording must go through a clearance process. This is to protect the privacy and safety of fellow students in the class, as well as faculty/staff when orally presenting or otherwise.
- **DISABILITY:** If you feel you have a disability and are in need of assistance to successfully complete this class please contact the OLC Coordinator of Support Services, at (605)455-6040. I am happily always ready to offer any assistance as your teacher to ensure your well being:

ADA Statement (American Disabilities Act):

"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 Oglala Lakota College'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 a physical injury, illness, or complicated pregnancy*. In keeping with the Americans with Disabilities Act (ADA) and with section 504, Oglala Lakota College can only provide accommodations and/or referrals to ensure students with disabilities equal access to education. The college does not alter curriculum or provide services that would be construed as "special education." It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. Once admitted the student must notify the Coordinator of Support Services by filling out an Application for Service. Once the college has been notified and specific accommodations are requested and appropriately documented, the College will work with the student to obtain the approved accommodations and/or referrals to ensure the student has the opportunity to equal access to education" (OLC Handbook).

If you have a disability that interferes with your ability to learn and are in need of assistance please contact the

OLC Support Services, at (605)455-6000.

This class requires extensive reading and writing. If you have a disability that prevents you from taking part in any activities, please talk to the Instructor. Do this as soon as possible, so we can make arrangements to fit your need s. If you're not sure if you r writing or read in g skills are sufficient for this course, please see me immediately, so we can determine whether you need assistance to do well. If you are having problems with the material during the semester, please contact me right away.

CHILDREN: As OLC college center policy states, children of students are not permitted in class while it is in session. Please make arrangements for their care outside class. While children are a blessing, there is no facility available that allows children to be present in classes with their parent(s). I am absolutely strict with this rule. Students who must leave or be absent from class due to child issues will be marked absent for that day/evening. Situation approached on a case by case basis.

*As situations not listed above arise, other codes of conduct, conduct resolutions, etc. will be utilized. Teacher reserves the right to combine the above words and OLC 2011-2013 Catalog AND OLC 2011-2013 Handbook policies, OLC Policy and Procedure Manual links on the college website (http://www.olc.edu/about/governance/), as well as OLC Administrative personnel regarding class & student conduct along with other aspects listed in this syllabus as deemed necessary (e.g., Academic Integrity & Plagiarism, Policies on Plagiarism or Cheating, etc.).

Oglala Lakota College has adopted the improvement of student learning as an integral purpose related to students learning objectives. Additionally, the OLC Humanities and Social Sciences Department encourages this fundamental belief within its LIT 203 course. As a result of the reflective process each student undergoes, students will have the opportunity to develop an enhanced understanding of the integral aspect of literature's "human & artful experience" from a multiplicity of perspectives internationally.

STUDENT RESPONSIBILITIES AND SPECIAL COURSE REQUIREMENTS: Our department has adopted a course portfolio policy for all of our courses, including ENGL 103. Each student will retain a personal copy of all of her/his activity and assignment materials for her/his course portfolios. Active class participation is an essential element to the successful completion of this course. Each student will be expected to participate by involving herself/himself in each activity and assignment as this course progresses without adding additional duress to the class, the instructor, or to her/himself.

ACADEMIC INTEGRITY AND PLAGIARISM: Oglala Lakota College has established an academic dishonesty policy. The current OLC college catalog states: "Academic dishonesty is the taking of an examination or 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 of academic dishonesty".

POLICIES ON PLAGIARISM OR CHEATING: Part of the learning process includes the review and integration of the work of others with your thoughts and ideas. In this process, there is no room for plagiarism, which robs you of meaningful learning and is unfair to the original author. Plagiarism is an ethical violation that is not tolerated at OLC. Oglala Lakota College faculty and staff are fully aware of the many online resources now available and we encourage you to focus on learning rather than the inappropriate use of another person's work without proper citation (a form of acknowledgement).

Although a person may give her/his permission to you to utilize her/his words or ideas, it is plagiarism unless you credit her/him for the specific idea or words. You are responsible for understanding plagiarism. Contact me with any questions you may have. Most cases of plagiarism are the result of improper citation or utilization of punctuation (quotation marks) and can be easily avoided. We will utilize the current MLA style manual for this course (I have a copy of MLA style). If you are unfamiliar with it or have forgotten how to utilize the MLA formats, contact me immediately and I can provide you with several sources.

*On suspicion of cheating and/or plagiarism, the teacher reserves the right to search online for phrases and words verbatim from the student's assignment submission, and to also require the student to rewrite the same assignment (or another work) while the teacher is physically present. The teacher also has the right to suspect then privately approach any student if cheating and/or plagiarism is sensed.

COURSE GEOGRAPHY: Students should use the syllabus as a map or guide to the course. Although you have completed a thorough orientation to OLC, you will still need special directions for each session's activities and assignments. This will require your weekly participation throughout the semester. Class discussions should include substantive input from each student each week.

COURSE ASSIGNMENTS: There will be a variety of reading and written activities and assignments explicating art history as the course progresses. Among these are interpretive and reflective essays, and course portfolios. Quizzes and additional activities (discussions, presentations, etc.) should be anticipated. I will provide and retain all student work in portfolio folders that I will distribute. ALL ASSIGNMENTS DUE AT THE END OF EVERY CLASS.

ELECTRONIC/ORAL MIDTERM & FINAL EXAMS: N/A.

OVERALL COURSE GRADING CRITERIA AND TOTAL COMPONENTS OF A GRADE: Course grades will be based on participation and completion of assignments listed below in syllabus timeline. For a passing grade, students must obtain 70% or higher. (see below for further information on evaluation standards of written assignments)



EVALUATION OF ESSAYS and POINT	
Narrative Essay (03 Paragraphs)	25 Points
Descriptive Essay (03 Paragraphs)	25 Points
Definition Essay (04 Paragraphs)	25 Points
Compare and Contrast (04 Paragraphs)	25 Points
Cause and Effect (05 Paragraphs)	25 Points
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DEPARTMENTAL GRADE SCALE:	
A = 90-100 %	
B = 80-89 %	
C = 70-79 %	
D = 60=69 %	
F = Below 60 %	
GRADE CHANGES and INCOMPLETES:	See Attendance portion of this syllabus.
PER ESSAY GRADING CRITERIA: Gene	erally, your work will be evaluated according to the development of ideas,
adherence to structure, sentence style a	nd diction, grammar, usage, spelling, and minor punctuation.
A = 4 B = 3.5	C = 3 D = 2.5 F = 2 and below
ENGL 103 RUBRIC:	
The thesis sentence indicates a topic	and expresses direction.
1 2	3 4
The introduction grabs the reader's of	attention and introduces the topic.
1 2	3 4
The body involves information that is	s developed and supported in topic sentences. Paragraphs support
•	y and relevant and contains a balance of both generalities and
	ics, etc.) Claims are supported rationally or empirically.
•	zation within a paragraph and/or between paragraphs. The essay is
	om beginning to end. The information is focused and apparent
•	The approach to the topic is interesting, demonstrates an air of
•	• • • • • • • • • • • • • • • • • • • •
	s or writes, and makes an evaluation. When readings and
presentations are used, they are eval	luated analyzed, and interpreted and not merely summarized.
	3 4
The conclusion creates a feeling of c	losure.
1 2	3 4
Style: word choices are appropriate	and effective for purpose and audience.
1 2	3 4
Language Use and Correctness in sen	tences is clear, coherent and varied. Writing adheres to the
conventions of edited English in mech	nanics, grammar, and spelling.
1 2	3 4
Averaged Score:	_
COMMENTS:	

ENGL 103 KEY:

- The thesis sentence indicates a topic and expresses direction. $\underline{1\ 2\ 3\ 4}$
- \bullet The introduction grabs the reader's attention and introduces the topic. $\underline{1}$ $\underline{2}$ $\underline{3}$ $\underline{4}$
- The body involves information that is developed and supported in topic sentences. Paragraphs support the thesis.

 The evidence is necessary and relevant and contains a balance of both generalities and specifics (details, anecdotes, statistics, etc.) Claim are supported rationally or empirically. Transitions are used to signal organization within a paragraph and/or between paragraphs. The esse is well organized and reads smoothly from beginning to end. The information is focused and apparent digressions connect with the thesis. The approach to the topic is interesting, demonstrates an air of inquiry, challenges what someone says or writes, and makes an evaluation. When readings and presentations are used, they are evaluated analyzed, and interpreted and not merely summarized. 1 2 3 4
- The conclusion creates a feeling of closure. 1 2 3 4
- \bullet Style: word choices are appropriate and effective for purpose and audience. $\underline{1}$ $\underline{2}$ $\underline{3}$ $\underline{4}$
- Language Use and Correctness in sentences is clear, coherent and varied. Writing adheres to the conventions of edited English in mechanics, grammar, and spelling. $\underline{1}$ $\underline{2}$ $\underline{3}$ $\underline{4}$



Albert White Hat, Sr. (Sicangu)

Smart 1

Pat Smart

Professor IM. Sage

English 111-78B

August 14, 2000

Using Modern Language Association Format for Academic Essays:

A Sample for Students

Modern Language Association (MLA) formats are standard for papers in courses in the humanities, including English composition and literature courses. Among the required features are double-spacing throughout, %-inch (5 space) paragraph indents, no extra space between paragraphs, 1-inch margins, and a last name header with page number at the right margin. For word processed work, automatic headers and pagination are required. Additionally, set left justification and use Times New Roman or a similar "book" font with a 12-point size unless otherwise assigned or permitted. The Help files of your word processor, accessible through the upper menu bar, provide directions for setting these features.

Many teachers of other subjects also accept MLA formats for formal papers. However,
other styles might be assigned. For example, courses in education and psychology might require
American Psychological Association (APA) style, and courses in science might require Council
of Biology Editors (CBE) style. Students usually need to learn how to follow the guidelines for a
style rather than to memorize them. Following the designated format guides demonstrates your
seriousness and your adaptability, both attributes of an educated citizen.

PARTICIPATION STANDARD/COMMUNICATION REQUIREMENTS: OLC's institutional attendance policy is outlined on page 6 of the current 2011-2013 Handbook which states:

- Students are required to attend class regularly.
- Instructors will submit attendance on-line (JENZABAR) weekly to the end of the semester.
- If a student wishes to be excused from a class, it is the stud en t's responsibility to clear the absence with the instructor first.
- At that time, the student must arrange for a make-up assignment...[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.
 HOWEVER, THE INSTRUCTOR HAS THE FINAL SAY AS TO WHETHER OR NOT A CLASS CAN BE MADE UP.
- 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 may be dropped from a course after three consecutive absences and will be dropped by the Registrar after five total absences.
- On Jenzabar, an EXCUSED ABSENCE is perceived equally as an UNEXCUSED ABSENCE. A combination of both kinds of absences equates absences all the same and in general.

Additionally, in this course, 2 tardies (consecutive or not) equate one absence as the class tardy policy is the instructor's prerogative with out the interference of Oglala Lakota College (see Tardy Policy in current 2011-2013 OLC Handbook).

Students are expected to actively participate in class WEEKLY throughout the semester by demonstrating and exhibiting a tertiary level (at the very least) of weekly class involvement having read & screened all assigned materials. As backed by current OLC policy as stated on p. 7 of the latest 2011-2013 Handbook:

- In formulating this policy it is understood that unique problems exist for both students and faculty due to the decentralized nature of OLC. Since classes meet only once per week, it is important that they be held even if they begin late.
- Generally speaking, if an instructor is going to be late getting to a college center for class, the center staff should always be notified. The following policy applies to cases where this has not been done:
- As 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, [sic] may be marked absent. This policy will not interfere with the instructor's prerogative to grade for class participation.
- If an instructor is late for a class, students must wait for one-half hour [sic]. After this time, the class will considered cancelled for that week and must be made-up.
- In the event that no students appear for class at the scheduled starting time, the instructor should wait at least one-half hour [sic] before deciding to cancel the class.
- All missed classes must be made up [referring to classes that are cancelled due to weather/road conditions, or sick instructors, etc., but not referring to students who miss class(s)].

ATTENDANCE:

- Attendance in this class is absolutely required. Much happens in class which can never be made up by reading a chapter or doing some written exercises.
- Each student, present or absent, is responsible and accountable for his or her assignments, attendance, and participation.
- Therefore, the following attendance policy will be followed:
- Three (3) excused/unexcused absences (largely defined) in a row constitutes an automatic drop.
- Five (5) scattered excused/unexcused absences (largely defined) constitute an automatic drop (or a total of 15 hours missed).
- Tardiness and leaving early will be recorded (see below). Further, 2 tardies = 1 absence in my class.
- Students, not their bags and other belongings, must be in their seats by 9am/1pm/5pm. By 9:01am/1:01pm/5:01pm, students not in their seats are considered TARDY.

All ABSENCES - EXCUSED OR UNEXCUSED - will be used to drop each student who has exceeded absences by OLC Registrar. Once a student is dropped, they CANNOT be reinstated (OLC Registrar policy). If your absences affect your performance in class, absences (and tallied tardies) may result in a grade that is dependent upon your attendance/non-attendance.

• If you must miss a class in case of an emergency, you should call or email the instructor, and arrange to pick up assignments from my box at the college center, or utilize other methods of correspondence in regards to make-up work. Do not call to speak to me once class for the day/evening has begun (9am/1pm/5pm). If you are to be late, or absent for class, please leave a polite message with the college center staff,

& leave the message(s) by at least 15 minutes before class begins. Please be considerate.

• Early leave from class (unannounced & not authorized by the instructor) is considered an absence for the day. Also, if you announce or inform me that you will leave prior to the completion of class (12noon/4pm/8pm), it may also be considered an absence. Informing me (instructor) does not equate an allowed excuse from class. Please inform me via email or by phone ahead of time (15 minutes before class begins) to discuss.

NOTE: Simply asking the teacher to be excused during class before the day's course hours are complete does not automatically license a student toward an allowed excused absence". Please be considerate and serious about your work and class attendance.

- As stated in the OLC 2011-2013 Handbook, STUDENTS not the instructors are fully liable and responsible for Withdrawal/Adding/Dropping all courses and are subject to OLC deadlines and penalties in doing so. Please see page 5 in said updated Handbook.
- ADDITIONALLY: 1) attendance is counted as a points regulated assignment in class. In other words, absences and tardies = minus of points; 2) I (instructor) will not offer any INC (INCOMPLETES) for final grades. Only LETTER GRADES of A, B, C, D, or F will be submitted in finality and unchangeable; 3) a student who has attended all his/her classes but failed to submit any or too few assignments will lead to his/her result in a grade of an unchangeable final grade of 'F'; 4) I (instructor) will keep an electronic record of your presence in and arrival to class for every day we meet; 5) A doctor's note, or letter from an employer (or other equivalency of documentation for missing class) NEVER clears an excused/unexcused absence; 6) For all ceremonial and family activities that keep students from attending class, proper documentation is required though it never clears an excused/unexcused absence; 7) A phone to me or to the relevant college center does not excuse a tardy nor an absence.

Normally, there is a 15 minute break during class times. Students are to immediately report back to the classroom upon completion of 15 minute time period for break. Students will be deducted points for prolonged and unauthorized absence from class during class break.

You should also be aware that drops from my class will very likely affect your financial award: Pell, Higher Ed., Scholarship s, etc. You must be willing to make a commitment in order to be successful in your journey at OLC.

At an announced point in time during the semester, the ENGL 103 instructor (Kiri Close) will 'warn' you about the OLC Registrar's office dropping you from courses if class absences are exceeded. Instructors no longer have the final authorization on the OLC Jenzabar site in this regard - EXCUSED ABSENCES also result in OLC Registrar's Office officially dropping you from class.

FEEDBACK SCHEDULE: I hope to provide you feedback IMMEDIATELY following the final submission of an assignment. I will be checking my OLC email (kclose@olc.edu) frequently throughout the week and daily (usually). I will also utilize your OLC email address to communicate with you, & am open to using your other personal email addresses to correspond with you if needed. When possible, I'd like to return your work on the same evening.

THERE IS NO 'EXTRA CREDIT' OPTION for this course. Missed class attendance and missed assignments remain 'missed' (though late work is allowed within reason).

COURSE PROCEDURES AND POLICIES ON LATE ASSIGNMENTS:

Late Papers MIGHT receive one of the two following grades:

- 1. The grade the work actually deserves.
- 2. The reduced grade because of lateness.

NOTE: It is the student's responsibility to keep copies of all papers and records of grades in case of a grade dispute.

METHODS FOR DELIVERING ASSIGNMENTS: Each assignment should be submitted by the student (herself/himself). Remember to utilize all of your edit/revision tools learned in ENG 103. Assignment documents can be formatted with the current or older edition of MS Word software. There may be circumstances which may require a student to submit an assignment in an alternative manner than originally assigned.

However, the alternative delivery should be discussed with me before the assign ment's duedate. You need to retain a copy of all of your activities and assignments. I should never have the only copy of anything (consider a USB flash drive for your archives).

NOTE ON PEER REVIEW: While it would behoove you to allow another person to review & critique your written assignments, I am highly concerned about whom you allow to do so. Please choose a reviewer who is well informed,

truly experienced, & positive of the writing level expectations of ENGL 103 at the very least. I strongly suggest you choose an experienced academic tutor to look over your work. Please do not allow them to solely edit/revise/proofread, as that task is upon you.

COURSE EVALUATION: I expect students to complete the instructor evaluation distributed at the end of the course. Ideally, this activity will be completed during week thirteen or fourteen of the semester. I value your viewpoint and your assessment of each course. It is vital to my continued development as an instructor.

STUDENT ASSIGNMENT EVALUATION: At the very least, this literature course will utilize the writing standards used in the ENG 103: Freshman Writing I as far as editing & format are considered. However, the reflective level of ideas should be at the ENG 113: Freshman Writing II level (see attached writing rubric scoring sheets).

LETTERS OF RECOMMENDATION: Only students that complete this course with a letter grade of 'B' or higher will be allowed LORs, or letters of recommendation.



Mary Crow Dog

LAPTOPS: Please feel free to bring and utilize your laptop and/or iPad device in class

CELL PHONES: All cell phones must be turned off during class times - field trips included (unless directed otherwise by the instructor). When the instructor finds that a cell phone rings or is answered during class (whether the student steps outside of class or not), points for that student will be deducted for the day. Text messaging is also not permitted and similar point penalties will apply.

DISCLAIMER: Information contained in this syllabus is, 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 an inflexible "contract" between Oglala Lakota College and any student. The instructor reserves the right to make necessary changes in course content and/or the instructional technique.



Luther Standing Bear

ENGL 103 Class Schedule

1pm - 2:15pm - LECTURE, discussion 2:16pm - 2:31pm - Break 2:32pm - 3:45pm - Lecture, discussion 3:46pm - 4pm - Class dismissal, etc. CLASS FIELD TRIP: Wed, June 6 at

the 44th Annual Red Cloud Indian Art Show & Higher Ground Café Writing Session

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Day	Writing Topics Covered	Writing Aspect for the Day	Due By End of Class Session
1 Tues	Introductions, real life & personal writing dilemmas, basic collegiate level essay 'recipe' and outline to follow, preserving personal style, CLARITY, etc.	N/A	NARRATIVE ESSAY rough draft
2 Wed	-NARRATIVE ESSAY rough draft: -Transitions I: from sentence to sentence -Transitions II: from paragraph to paragraph -Edits, Revisions, Modifications -MLA style -How to set MLA on computer using MS Word -Brainstorming	Subject, Verb, Predicate (basic sentence discipline) Punctuation Capitalizations Abbreviations	NARRATIVE ESSAY rough draft after edit, revisions, modifications, added transitions
3 Thurs	NARRATIVE ESSAY final	Parts of speech: -Nouns -Verbs -Pronouns -Adjectives -Adverbs Increasing Word Power -Synonyms -Antonyms -Homonyms -dictionaries, etc. What reading can do for a writer	NARRATIVE ESSAY final (email to kclose@olc.edu as an attachment in MS Word document) Must follow the exact MLA format; 3 paragraphs long; 10+ sentences per paragraph; 10+ words per sentence; TYPED; DS (double spaced) correctly; Times New Roman font style only; font size 12 only; no boldface of main body; no italicization of main body; and no underlining of main body.
4 Fri	DESCRIPTION ESSAY rough draft STUDENT CHOICE finalized: 1.Chinese Food Preparation 2.Japanese Butoh Dance 3.Experimental Animation Short (The Invention of Love) 4. Paralyzed Woman Brain Controls Robot clip We will screen each film selection in class. Further instruction for personal student choice.	-P.O.V. (point of view) -Dangling Modifiers -Prepositions -Numbers in Collegiate Essays -Run on sentences -Fragments -Comma splices	DESCRIPTION ESSAY rough draft

5 Mon	DESCRIPTION ESSAY rough draft by STUDENT CHOICE: 1.Chinese Food Preparation 2.Japanese Butoh Dance 3.Experimental Animation Short (The Invention of Love) 4. Paralyzed Woman Brain Controls Robot clip	N/A	DESCRIPTION ESSAY rough draft after edit, revisions, modifications, added transitions
6 Tues	DESCRIPTION ESSAY rough draft by STUDENT CHOICE: 1.Chinese Food Preparation 2.Japanese Butoh Dance 3.Experimental Animation Short (The Invention of Love) 4. Paralyzed Woman Brain Controls Robot clip	INTRO to DEFINITION ESSAY: What is Native American Art? Prep for next day's Field Trip to the 44th Annual Red Cloud Indian School Heritage Center/Museum Indian Art Show	DESCRIPTION ESSAY final (email to kclose@olc.edu as an attachment in MS Word document) Must follow the exact MLA format; 3 paragraphs long; 10+ sentences per paragraph; 10+ words per sentence; TYPED; DS (double spaced) correctly; Times New Roman font style only; font size 12 only; no boldface of main body; no italicization of main body; and no underlining of main body.
7 Wed	Meet at Red Cloud Heritage Center/Museum Indian Art Show by about 12:45pm. Then meet at Higher Ground Café after Art Show. Attendance for BOTH sites is mandatory, otherwise it is an unexcused absence for the day.	Handout (neatly handwritten) DEFINITION ESSAY lecture & discussion at Higher Ground Cafe	Completed Handout (neatly handwritten)
8 Thurs	DEFINITION ESSAY final writing: What is Native American Art?	Parallelism	DEFINITION ESSAY final (email to kclose@olc.edu as an attachment in MS Word document) Must follow the exact MLA format; 4 paragraphs long; 10+ sentences per paragraph; 10+ words per sentence; TYPED; DS (double spaced) correctly; Times New Roman font style only; font size 12 only; no boldface of main body; no italicization of main body; and no underlining of main body.
9 Fri	COMPARE & CONTRAST ESSAY rough draft; Student Choice for Topic	a) BLOCK STYLE b) LINE by LINE	COMPARE & CONTRAST ESSAY rough draft

10 Mon	COMPARE & CONTRAST ESSAY rough draft; Student Choice for Topic	N/A	COMPARE & CONTRAST ESSAY rough draft after edit, revisions, modifications, added transitions
11 Tues	COMPARE & CONTRAST ESSAY final	N/A	DEFINITION ESSAY final (email to kclose@olc.edu as an attachment in MS Word document) Must follow the exact MLA format; 4 paragraphs long; 10+ sentences per paragraph; 10+ words per sentence; TYPED; DS (double spaced) correctly; Times New Roman font style only; font size 12 only; no boldface of main body; no italicization of main body; and no underlining of main body.
12 Wed	CAUSE & EFFECT ESSAY rough draft	CAUSE & EFFECT ESSAY transition phrases and vocabulary	COMPARE & CONTRAST ESSAY rough draft after edit, revisions, modifications, added transitions
13 Thurs	CAUSE & EFFECT ESSAY rough draft	N/A	COMPARE & CONTRAST ESSAY rough draft after edit, revisions, modifications, added transitions
14 Fri	CAUSE & EFFECT ESSAY final	EXIT private student- teacher conference	DEFINITION ESSAY final (email to kclose@olc.edu as an attachment in MS Word document) Must follow the exact MLA format; 4 paragraphs long; 10+ sentences per paragraph; 10+ words per sentence; TYPED; DS (double spaced) correctly; Times New Roman font style only; font size 12 only; no boldface of main body; no italicization of main body; and no underlining of main body.
15 Indy Assignment (Memorial Day make Up class)	TBD	TBD	TBD

STUDENT AGREEMENT THAT THIS SYLLABUS WILL BE FOLLOWED (due by the $3^{\rm rd}$ day of class):

I, (OLC STUDENT prints name clearly) agree to adhere to all intricacies of this ENGL 103 course syllabus for the SUMMER 2012 First Session. I understand that by signing herein, I am agreeing to abide by all policies and precepts as set in this syllabus by the ENGL 103 Instructor, Kiri Close, Phd.				
Signature: Kiri Close, Phd - ENGL 103 Instructor	DATE SIGNED			
Student Signature	DATE SIGNED			
OTHER:	DATE SIGNED			
OTHER:	DATE SIGNED			
I would like Kiri Close to clarify the following before I (student) si	gn:			
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