

COURSE REVISION

Northwest Indian College Curriculum Committee

COURSE INFORMATION BEFORE PROPOSED CHANGE

Course Subject Code and Number: ENGL 305 Technical Writing for Tribal Leaders

Rationale: Students persist and successfully complete the work of TGBM 499A better when concurrently enrolled in ENGL 305.

PROPOSED REVISIONS TO THE COURSE – FILL IN CHANGES ONLY

Course Title for Published Catalog (60-character maximum): _____

Course Title for Electronic Catalog (30-character maximum): _____

(if course title is over 30 characters)

Credits: _____

Course Catalog Description (50-word maximum): Writing for upper-division students; literature review, capstone proposals, and other student-generated work is the context for learning. American Psychological Association Style is explored in depth. The coursework focuses on creating clear, concise, complete, and correct written communication.

Prerequisites, if any:

Form of Grading: ☐ A-F ☐ S/U

Course Type: ☐ Lecture only ☐ Lab only ☐ Lecture and lab ☐ Phys. Ed. ☐ Internship/Practicum

Allow course to be taught in separate modules? ☐ Yes ☐ No

Indicate number of credits for each module:

A ☐ credits B ☐ credits C ☐ credits D ☐ credits E ☐ credits F ☐ credits

Designed to meet the following general education and related requirements:

(Basic Skills) (Distribution) (Other) (NWIC)
☐ CS ☐ QS ☐ HP ☐ HT ☐ SS ☐ NS ☐ NSL ☐ TE ☐ NE ☐ NASD

Designed to meet the following program requirements:

☐ NWIC Requirements ☒ Program Core Requirements ☐ Electives

Name(s) of the program(s) if the course satisfies program core requirements: BA-TGBM

For the following type(s) of program (check all that apply):

Program of Study: ☒ BA ☐ BS ☐ AAS ☐ AST ☐ AAS-T ☐ ATA ☐ Certificate

Other Program Type: ☐ Award of Completion ☐ Training Program

Add course to the published NWIC catalog? ☒ Yes ☐ No

Required attachments: (Templates for required attachments are available on the Curriculum Committee web site.)

☒ Course Outcomes Form ☒ Course Syllabus

Lynda Jensen

Proposed by

10/27/17

Date

APPROVAL SIGNATURES


Dean of Academics and Distance Learning – approved to present

11/27/17
Date

Curriculum Committee Chair – approved by Curriculum Committee

Date

Vice President for Instruction and Student Services – approved to implement

Date



Course Outcomes Form

Northwest Indian College

Follow the *Instructions for Completing the Course Outcomes Form*, which is available on the **NWIC Assessment Website** at <http://www.nwic.edu/assessment>

Please submit this form electronically to the Chair of the Curriculum Committee

It is important to keep the following principles in mind when completing this form:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form is to be created for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for each course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class (e.g., "IL: Essay").

Most recent date this form was updated or edited	10/27/17
Course Number (e.g., ENGL 101)	ENGL 305
Course Name (e.g., English Composition I)	Technical Writing for Tribal Leaders
List the names of all instructor(s) and others who participated in creating and approved these course outcomes (consult with at least one other person)	Michelle Gladstone, Lynda Jensen, Laural Ballew
List the main textbooks, readings or other resources used in this course	Robin Wall Kimmerer, <i>Braiding Sweetgrass</i> Online Writing Lab (OWL), Purdue University APA Style Blog

A. NWIC Institutional Outcomes: Select the most important NWIC institutional outcomes that are assessed in this course (at least one NWIC outcome must be chosen and up to all eight outcomes).

NWIC institutional outcome # (e.g., #3 - "demonstrate knowledge of what it means to be a people")	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally.	Timely submission of homework is critical for grade success. Writing is submitted and reviewed in a group setting; every student receives individualized feedback.	Well-composed assignments including an annotated bibliography, a literature review, an IRB application, a capstone proposal, and an individual editing and proofreading checklist.
Use analytical and critical thinking skills to draw and interpret conclusions from	Group feedback sessions require students to be present, attentive, and supportive of their peers'	Attendance and participation in group review sessions are mandatory.

multiple perspectives including Indigenous theory and methods.	efforts and improvements.	
Work cooperatively toward a common goal.	The class opens with a discussion of <i>leng-e-sot</i> . The group work requires looking out for one another and helping one another succeed.	Attendance and participation in group review sessions are mandatory.

B. Course outcomes: In order of priority, list the central learning outcomes for this course that are assessed (a maximum of 10).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Perform efficient research.	Research is demonstrated and performed.	Writing assignments.
Refine their personal writing style and methods.	Reflection invites suggestions for strategic improvements.	Writing assignments and group interactions.
Refine their ability to assess academic tasks and plan for success.	Efficacy questionnaires and reflection essays.	Writing assignments.
Demonstrate advanced academic writing and editing skills.	All writing is reviewed and improved. An iterative thinking and writing process is the focus of the course work.	Writing assignments are submitted for review and returned with suggestions for improvement. Improved documents are submitted for a grade.

C. List the NWIC outcomes and course outcomes from above on your syllabus.

D. Assess the NWIC outcomes and course outcomes, which are listed above, in your classes.



**ENGL 305OLH Technical Writing for Tribal Leaders
Fall 2017**

Lynda Jensen
ljensen@nwic.edu

Credits: 5

Class Time & Location: Monday and Wednesday 5:00pm- 7:00pm, Zoom (or Canvas) online classroom

Office Hours: by appointment

NWIC MISSION STATEMENT

Through education, Northwest Indian College promotes indigenous self-determination and knowledge

Prerequisites:

ENGL 102

Please note: this course is linked to TGBM 499A; much of the work in this course is designed to support and overlap with the assignments in TGBM 499A.

Required Text:

Supplemental texts provided by instructor.

Course Description:

Writing for upper-division students; literature review, capstone proposals, and other student-generated work is the context for learning. American Psychological Association Style is explored in depth. The coursework focuses on creating clear, concise, complete, and correct written communication.

NWIC Outcomes:

1. Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally;
2. Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods.
3. Work cooperatively toward a common goal.

Course Outcomes; as a result of this class, students will be able to:

1. Perform efficient research;
2. Refine their personal writing style and methods;
3. Refine their ability to assess academic tasks and plan for success;
4. Demonstrate advanced academic writing and editing skills.

Course Requirements and Expectations:

Some of the principle academic skills that a student utilizes to ensure successful academic progress are regular attendance and class participation. In order to ensure the continued development of these principle academic skills, students must not only attend class regularly but

be on time with complete homework which will be available for review at each class meeting. If a student arrives late, it should be understood that the student should not interrupt class. Students should also understand that respective to the student evaluation process, both attendance and class participation are used as direct measures during the instructor's final assessment.

Students taking this online hybrid course will need to have high speed internet access, computer with a webcam (with mic) or a headset with a microphone. **This is essential.** Please make sure you have the technology to interact with our digital classroom reliably for every class meeting.

As you move toward the end of your four-year program, and in order to facilitate your ultimate success in both classes, the grading for this class is largely based in on-time delivery of homework.

Evaluation/Assessment:

On-time completion of Readings and Assignments	70%
Final Project – Proofreading checklist, Completed Literature Review, Research Proposal & IRB application complete prior to presentation.	30%

Attendance and Participation:

Students taking the online hybrid course will need to have high speed internet access, computer with a webcam (with mic) or a headset with a microphone. Please make sure you have the technology to interact with our Canvas/Zoom classroom.

Class participation is based on students' attendance, preparedness for class, and verbal and written participation. Please log into class on time and be prepared with the information, assignments, or readings necessary for class. While attending digitally, students still need to be available for class discussions, feedback, and assignments at ALL times during the class session. While in class, please be courteous and keep your microphone muted unless actively engaging with discussion during class time. The background noise from multiple microphones can become distracting. It is expected that you will maintain a visual presence in class via your webcam. Please make it your priority to attend every scheduled class session. Learning is a cumulative process and we will build on material covered in previous class sessions. I'll do my best to keep it relevant, fun, and interesting.

Students who have a valid issue that prevents them from attending class need to notify the instructor **prior** to the start of class, email messaging is preferred but phone message is acceptable. It is understood in some situations an absence will be unavoidable. In the event that you must miss a class meeting, please submit your homework for that class meeting on the day it is due. **Late work will receive no points toward the course grade.**

Any exceptions to this attendance policy must be approved by the TGBM Department Chair and the instructor in writing before the start of the quarter.

Midterm

Your midterm grade will be determined by your on-time completion of pre-midterm homework and your midterm essay.

On-time completion of Readings and Assignments (70%):

Late assignments will be reviewed, and will benefit thereby; however, late assignments will receive no points toward the final course grade.

Final Project – Research Proposal (30%):

The capstone project is taken during the last two quarters of a student's program of study. Students will learn research methodology, conduct research, conduct due diligence, write a literature review, and fully develop a business plan or research project for a commercial business, non-profit community based organization, or tribal governmental entity.

The development and completion of the project will occur in phases over two quarters. During the TGBM 499A course the student will develop a research proposal and submit it to the NWIC Institutional Review Board (IRB). The final assignment for this course is a literature review, which students will be able to insert in their final capstone paper during 499B.

It is possible to earn a passing grade only by attending at least 70% or more of our class meetings. All absences should include notifying the instructor.

Please note it is only possible to earn a passing grade in this course by submitting more than half of the assignments on time AND with the development and submission of a research proposal to the IRB by the end of the quarter.

Grading Scale:

A = 93-100	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F = Below 60

Reading and Assignment Schedule

	Class topics/Readings	Assignments
Week 1	Course introduction Read “Council of Pecans” from Robin Wall Kimmerer’s <i>Braiding Sweetgrass</i> Discussion of <i>Leng-e-sot</i> Self-efficacy questionnaire (private) and Success Essay	Read your syllabi for 305 and TGBM 499A. Make a list of all of the assignments. Complete the self-efficacy questionnaire. Write an essay that describes how you will successfully complete ENGL 305 and TGBM 499 A and B. Be prepared to share your essay at our next class meeting, and email it to me as soon as it is complete. Decide on your project. You do not have a moment to lose with this work. Do! It! Now!
Week 2	What is a literature review and how do I make a reading list? What’s an annotated bibliography and why should I bother with one?	We will start this class sharing our essays. We will then dive into academic databases and literature search techniques. I will tell you just about everything you need to know about annotated bibliographies and literature reviews. This class meeting is essential to your success. Next class, you should bring and be prepared to discuss at least 8 relevant scholarly works that pertain to your project; they should be itemized in your annotated bibliography.
Week 3	Draft Purpose and Rationale section	Write your first draft of your purpose and rationale section.
Week 4	Methods and Ethics	Write a first draft of your methods section; also write potential harms and benefits of your project.
Week 5	Draft Surveys & Interviews	Write your first draft of your survey/interview. Be prepared to share with the class.

	Class topics/Readings	Assignments
Week 6	Write your consent form(s).	Write first draft of consent document(s). You should copy your various sections and paste them into the appropriate spots in your IRB application this week (prior to meeting with Michelle). Midterm: Your midterm essay will describe your successes and hurdles so far. You will also anticipate your successes and hurdles for the rest of the quarter, and for your capstone project. Write the story of how you are going to succeed.
Week 7	Reading week: We will share our lit review successes and inspire one another.	Submit your first draft of your literature review. Also: from the writing you have done so far, please create a first draft of your proofreading checklist. Ask yourself what you tend to get corrective feedback about and put that on your list.
Week 8	Literature review updates	Come to class with an updated and refined, indeed: nearly complete literature review.
Week 9	Application revisions	This week we will review one another's IRB applications and make suggestions for improvement. If you can email me your application before class, it will make things go more smoothly. Also: I will work with applications on a <i>First Submitted First Edited</i> basis, so get it to me quickly! ☺
Week 10	Fiddle with the formatting	You should be done writing, nearly done editing, and should have a properly formatted proposal, IRB application, and literature review this week.
Week 11	IRB Application & Capstone Proposal due	Your IRB Application, your Capstone Proposal, literature review and your final proofreading checklist are all due this week.

Instructor Discretion:

Should it be deemed necessary, the instructor(s) of this course reserves the right to make alterations, at any time, to the course materials or what is contained within this syllabus in order to improve the course itself, the learning environment, or the opportunity for student success. If such a change is made, it will be made in a timely manner so as not to impede the learning process or interfere, in any way, with student success.