

SGU Program Review Plan– March 2015 – Revised April 2016

Internal Program Review Self-Study

The Provost will provide oversight to the program review process, and will assist in identifying and mobilizing technical assistance and needed resources to the departments carrying out the reviews.

Section 1. Introduction

The Foundational Studies conducts numerous programs of instruction, including the Basic Math Course, Basic Reading Course, and Basic English Course. The department also provides orientation for new and returning students and tutoring.

Section 2. Program alignment with college mission and purposes

Sinte Gleska University Mission Statement

Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation and culture, concerned about the future, and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will help determine the future development and direction of the Tribe and its institutions. The mission of Sinte Gleska University is to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.

Foundational Studies Mission Statement

The mission of Foundational Studies program at Sinte Gleska University is to serve the college readiness needs of first-year students by providing college readiness testing, foundational skills coursework, tutoring, computer lab assistance, and basic orientation to the responsibilities associated with college life.

Foundational Studies promote Wolakota by:

- Assisting the students during registration and throughout the year
- Tutoring
- Designing a cohort group to help students with their study needs
- Assisting in scholarship applications
- Encouraging them to stay in school
- Administering the Accuplacer Test
- Respecting the students and their views
- Sharing our knowledge with them
- Working with other departments to meet their expectations for incoming freshman in their courses.

We consider the term “wolakota” to mean cooperation, sharing, and understanding. Our department is working with students who are nervous or who lack confidence in their skills. We try to meet their needs by setting an example of hard work and commitment in

all we do. We try to always preserve the dignity and right to confidentiality of our students.

Section 3. Alignment with Community Needs

Foundational Studies aligns community needs by being able to tutor students and anyone else that may need our help academically. We help those who need guidance in deciding what they would like to do. We also try to help those who are having difficulties with life so they are able to come to college.

Section 4. Student Participation and Success

Complete a table for each degree plan within your program to include figures for the past 4 years for annual enrollment to include the number of new students to the program; continuing students; completers; drop/stop out; and still enrolled at the end of the academic year.

Program:	Ma 091-092				
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
2015-2016	77		61	8	8
2014-2015	88		65	3	20
2013-2014	69		50	2	17
2012-2013	55		25	9	21

Program:	EN 091-092				
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
2015-2016	29		19	2	8
2014-2015	35		14	2	19
2013-2014	80		42	26	12
2012-2013	68		31	9	28

Program:	RG 091-092				
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
2015-2016	28		21	0	7
2014-2015	32		4	13	15
2013-2014	37		24	10	3
2012-2013	41		15	2	24

Our program is the stepping stone for our students to be able to fulfill their college dream and passing their college level courses.

Foundational Studies doesn't traditionally have students who are "Continuing" because our goal is to get them ready for college-level coursework, not to have them continuing in our program. The students who do continue in our program are serial-students who continually enroll in classes until Pell Grants are issued, when they drop out or stop coming to classes, receiving an F for the course. Another version of the serial-student is those who are advised to take our classes again to remove the F from their transcript, but continue to repeat the same behavior that garnered the "F" (mostly lack of attendance), so

receive more poor grades piled on top of the previous poor grade. We have made an effort to advise these students against taking our courses repeatedly until they are fully able to commit to college coursework because it affects their financial aid negatively.

Section 5. Program Learning Outcomes and Curriculum and Instruction

PROGRAM LEARNING OUTCOMES FOR FOUNDATIONAL STUDIES

Courses	Students will demonstrate metacognitive strategies.	Students will write using basic structure, form and appropriate technique.	Students will analyze and use critical thinking to solve mathematical problems.
RG 091	R		
RG 092	M, A		
EN 091		R	
EN 092		M, A	
MA 091			R
MA 092			M, A

Section 6. Human, Financial, and Physical Resources

- a) Using the chart on the next page, list full-time and adjunct instructors teaching in the program, including their degree attainment and/or evidence of known expertise in their content area. Describe the strengths this instructor brings to the program. Summarize professional development activities completed by faculty/staff over the past four years. Also provide SGU committee participation and community service activities completed by each.

PROGRAM HUMAN RESOURCES (FACULTY)						
Instructor	FT / A Status	Degree/Known Expertise	Strength to Program	PD Accomplished or Attended	Active SGU Committee Membership	Community Service Completed
Bud Poor Bear	F	BS Degree Computer Science AAS Degree Auto/Electronics	Have experience as a tutor and have taught adjunct faculty	A+ certification Military 14 yrs.	Participates in Friday meetings for the faculty	Active community volunteer
Lynne Simkins	PT	BS Degree Elementary Ed and English Numerous graduate credits in reading theory, pedagogy, and literature. Taught for over 30 years as preschool teacher, elementary teacher, and reading recovery teacher	Teaching experience and passion for literature and books.	Taken graduate level courses from SFU, attended South Dakota Indian Education Summit	Attends staff meetings, reflective English staff meetings	Tutoring students, volunteer with the SGU library reading program, Al Anon, family keeper of the family's addresses, birthdays, and anniversary's to put on family calendar, attend One Book South Dakota each year and the SD Festival of Books, member if the Tripp County Friends of the Library, and a life-time member of the American Legion Auxillary

Sammie Bordeaux-Seeger	F	MFA Creative Writing-Poetry BA Liberal Arts-English/Creative Writing AA General Studies/English Have taught the following English courses at SGU since 2001. EN101/EN102/EN360/EN301/EN091/092 Developed print publications for SGU from 1995-2005. Served as Director of the Sicangu Writing & Action Project in 2003-4 and 2004-5 (A National Writing Project site).	Knowledge of culture, ability to put culture into classes, build relationships with students, tribal member, Scholarship writing assistance to students each semester.	2015 Native American Literature Symposium presentation, "Teaching Place-based Literature on the Rosebud Reservation." "Place-based Education" presentation at 2015 AICF Conference	Faculty Council Technology Council Past Scholarship Committee member (2011-2015) Active in Strategic planning Committee for 2014-15 Accreditation process	Assist students in developing scholarship applications. Teach knitting and quilting in community education efforts.
Patrice Wright	FT	BS in Elementary Ed. With minor in math, Med in Administration-taught various grades from 2-8, was a principal for 7 years	Leadership skills, ability to work with adults and students, math background	HLC Conference, Learning Strategies,	Chairs, Committee for redoing handbooks and Orientation, Committee to align Foundation Studies with English and Math	Volunteer for Program Review, helped with t-ball, Mowing cemetery

- b) Describe how the staffing of your program is meeting the needs of your program; include any gaps you anticipate needing to address.

Foundational Studies has two full-time faculty members, one part-time faculty member, a full-time director, and a half-time administrative assistant. We could use a student work study position to monitor and assist in our computer lab.

- c) How well are your physical resources meeting your needs, which may include space, equipment, supplies and technology? How well is your budget meeting yours needs?

We need for all our faculty to have laptops and for each classroom to have an overhead projector which is bolted to the ceiling and accessible via Bluetooth technology. We need updated computers for student use in our computer lab.

Section 7. Program Recommendations

Based on the information provided in this program review summarize the strengths of the program. Secondly, describe the challenges faced by the program. Provide recommendations for direction of the program in the next four years. Describe the human, physical and financial resources needed to accomplish the mission of the program.

The strengths of our program are in our staff and faculty. All of them are committed to the students at Sinte Gleska University, willing to work to help students meet their needs through tutoring and informal counseling. Staff and faculty stay late at work to help students with scholarship applications, homework, or finishing papers for other classes.

The challenges our department faces include teaching students who experience high levels of poverty, unprepared students, students' lack of attendance at regularly scheduled classes, inability to reach students at their contact numbers on record, and finding some way to motivate students to show up for classes prepared and ready to learn. We also lack the necessary equipment needed to address the various learning styles of our students (for example, laptops and overhead projectors and speakers for audio books). We struggle with these issues and finding ways to keep students coming to classes, especially during the first semester because our data shows that students who experience at least one good semester in their first year in college will persist to completing their college degree.

Some ideas we have for building student persistence and completion in our department include a) stipends issued on a bi-weekly basis for attendance; b) offering the Foundational Studies courses for free; c) developing a semester-long seminar series to help students adjust to college life (similar to what Denise One Star is doing through Allied Health); d) a semester-end party for students who complete all of their foundational courses; e) a laptop or other reward for students who finish their first semester of college.

Another idea we had was to develop cohort groups with our first-year/first semester students and provide support for cohorts to continue throughout their college years together.

The human resources needed for this recommended plan include: volunteers to present the semester-long seminars for first-year students. Study group/cohort group advisors (possibly

we could have faculty volunteer for this task). A work study student to monitor the computer lab and assist students with using the computers in the lab.

The physical resources include updated computers for our computer lab and extra spaces for study groups to meet on campus. These could be added spaces in the library, spaces or meeting rooms in the student lounge or in the student lounge under construction.

The financial resources include enough money to provide a bi-weekly stipend for incoming students for one full semester (the time required to complete the Foundational Studies coursework); enough laptops for each student who completes Foundational Studies with a GPA of at least 2.5 (incentive to stay in school plus motivation in further college coursework); cost of equipping each classroom in the Science Center with an overhead projector and of equipping each faculty member with a laptop for instructional use.

Semester/Year:**Spring 2016****Class Prefix/Number/Section #/Name:****EN091/00 Basic English I/Session I (January 18-March 3) Tues & Thurs 1-4/ 3 Credit Hours****Prerequisites:** None**Instructor Information:**

Stephanie Bordeaux-Seeger (Sammie Bordeaux)

Office Hours: Monday 9-5; Tuesday 9-12; Wednesday 9-12; Thursday 9-12; Friday (In meetings)

Contact Information:

Office: 605-856-8253

Cell: 605-515-1384

Home: 605-856-2247

Email: Sammie@sintegleska.edu or sansarya@gmail.com

Course Description: EN 091 Basic English I 3 Semester Credit Hours A developmental composition course which provides individual and group instruction. Mechanisms and usage (spelling, punctuation, grammar, etc.) will be reviewed throughout the course. This course **will not** satisfy the General Education English requirement.

Required Texts:

The Journey of Crazy Horse: A Lakota History by Joseph Marshall III, Penguin Books (978-0143036210).

The Only Grammar Book You'll Ever Need: A One-Stop Source For Every Writing Assignment by Susan Thurman, Adams Media (978-1580628556)

Course Materials:

Handout Packet (provided by instructor)

Notebook (provided by student)

Journal (provided by student)

Flash drive (optional)

Encouraged but not required:

iPad, laptop, electronic tablet, desktop, or smart phone and access to broadband or wifi internet connection (this is not a requirement, but rather a suggestion for help in completing college coursework).

Student Responsibilities:

As a student at Sinte Gleska University it is important that you understand the responsibility you are undertaking as a college students. You are assuming an important role in the tribal nation, and as you progress through your college career you will take on even greater responsibilities each year. The tribal nation bears the cost of the University, and it was provided

to you with the sacrifice of our ancestors, the Sicangu Oyate, and by current tribal members and members of the SGU community. You are the hope for the future. The vision of SGU and tribal higher education encompasses you and expectations for you are high and profound. Please bear that in mind when you think about skipping classes, not doing your homework, or not paying attention in class. Your ancestors paid a high price for your education, a price that included their freedom, their safety, their land, their sense of well-being, and their lives.

- 1) Please be on time for class
- 2) Please take time to do your homework and come to class prepared to learn
- 3) Please treat others in the class respectfully
- 4) Please allow yourself time to learn
- 5) Please participate fully in class
- 6) Please speak up when you see or hear something wrong
- 7) Please set a good example for others

SGU Mission Statement

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Disability Statement: SGU strives to assist all students with disabilities that may impact their learning. Please consult with your instructor or academic advisor if you have any special needs. This information is in the SGU Catalog and the SGU Student Handbook for reference. The SGU Catalog is located on the SGU web site at www.sintegleska.edu

Student Learning Outcomes: Upon successful completion of this course students should be able to demonstrate:

Outcome #1: Clear understanding of basic sentence structure, grammatical conventions, and punctuation and spelling. (Demonstrated by clearly written essays that receive at least a 4 on the Writing Rubric—Attached)

Outcome #2: Ability to identify and develop a clear thesis statement, outline and essay. (Three to five papers will be assigned through the course) (Demonstrated by receiving a passing grade on the Thesis Statement activity in class; submission of outlines for each essay assigned; submission of essays that receive at least a 4 on the Writing Rubric).

Outcome #3: Ability to revise and edit papers for college courses using several tools. (Final evaluation of revised papers) (Demonstrated by receiving passing grades on each of the five assigned essays with a Writing Rubric score of at least 4 on a minimum of three of the papers).

Outcome #4: Ability to use technology to assist in writing for college coursework. (Use of blogs, email, and web search engines will be demonstrated and their use encouraged throughout the course. This will be measured by student submitting one paper via email,

blogging daily in class with submission of blog link to instructor's email; submitting all revised final drafts of assigned essays typed and using standard essay format).

Outcome #5: Ability to engage with texts and demonstrated understanding of the chosen readings and videos through classroom journaling, discussion, writing and oral presentations. (measured by responding to each chapter of the assigned novel in the journal; oral presentation about the novel; receiving a passing grade on each of the assigned essays and in-class activities).

Outcome #6: Introductory knowledge of research and writing appropriate to college-level coursework. (Demonstrated by receiving a passing grade on the Steps to Research activity in class).

Assessment/Evaluation/Grading Policy:

Writing into the Day (Blog): 30% (Two points per class period)

Three papers: 15% (15 points per paper=5% of grade, see Writing Rubric)

In Class Activities: 15% (One point per class period)

Reading Journal: 15% (One point per class period)

Oral Presentation: 15% (See Presentation Rubric)

Final Portfolio: 10% (Ten points—See Portfolio Rubric)

Grading: A : 90-100 points; B: 80-90 points; C: 70-80 points; D: 60-70 points: F: Below 60 points.

Course Policies:

Means of Instruction: We will use the computer lab, audio books, blogs (weblogs), word processing, videos, a grammar text, and the novel in this course. We will use podcasts, paper and online linked handouts. We will use email and online applications. We will use field work for investigation and research.

Attendance Policy:

SGU Attendance Policy

Students who miss the number of consecutive classes listed below may be subject to withdrawal by the instructor.

3 Semester Credits—9 consecutive hours or 15 hours over all.

If the student has valid reasons for class reinstatement, then written permission from the instructor to the Registrar must be submitted. **Valid reasons for excused absences are: personal illness, severe illness of a family member, death in the family.** Students do have access to transportation through the SGU Transportation Program, therefore lack of transportation or lack of gas money is not considered an excused absence. Students who do not make arrangements with the instructor prior to the next class period for make-up work or to get assignments will be counted absent/unexcused for the missed class period. (SGU Catalog-2010-2012)

(In a 3 credit hour class meeting once a week you may miss up to 2 class periods in a row or 4 class periods total. If you miss three in a row or five total, you will be dropped or withdrawn or may fail the course. If you have missed the classes after drop/add period ends you will be withdrawn from the course. If you have missed the classes after Withdrawal Period ends you will receive a failing grade in the course. In a 3 credit hour class meeting twice a week you may

miss up to 2 classes in a row or 4 classes throughout the semester before the drop/withdrawal/failure rule goes into play. If you are dropped even when you have been present in class, please see the instructor to confirm the drop. Sometimes students are dropped because of a clerical error rather than lack of attendance. Please stay in contact with your instructor regarding absences, as it will help your grade and your financial aid status.)

Cell Phone Policy:

Your cell phone can be hugely distracting and disturbing to you and the rest of the class. I ask students to keep their cell phones off during class unless you are asked to look up information using your phones. If you need to take a call, text, or make a call, please leave the class. Do not disturb the instructor or other students with your cell phone or you will be asked to leave the class and you will be counted absent for that class period. Two instances of disturbing the class with your cell phone will result in a lowering of one grade point on your total class grade.

Academic Honesty:

It is anticipated that all SGU students will adhere to the academic standards set forth in the student handbook. As such, acts that are dishonest (such as plagiarism) are not acceptable student behavior and students will bear the responsibility of dishonest acts. If you have questions about academic honesty, please contact your instructor or relevant academic administrator.

Plagiarism:

*Definition of **PLAGIARIZE***

transitive verb: to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source

intransitive verb

: to commit literary theft : present as new and original an idea or product derived from an existing source

I try to design assignments so that they are personal to each student, thereby removing the ability to plagiarize. Occasionally I have a student who brings in work they did not do themselves. I know when students do this because their writing style IN CLASS is very different from the writing style done by someone else OUTSIDE OF CLASS. Students who engage in plagiarism are subject to: 1) having to redo the assignment in the presence of the instructor; 2) receiving a failing grade for the course; 3) being reported to the Academic Vice President; 4) losing financial aid; and 5) being expelled from school, dependent on the instructor's discretion. Don't do it. It's not worth it.

COURSE SCHEDULE (Tentative)

WEEK ONE: January 19 & 21 (Introduction to the course)

January 19, 2016

Introduction to the course and syllabus.

Handout Packet Week One-Two: Writing an Introduction of Myself, How to sign up for blogs, How to sign up for email, The Who, What, Where, and When of Writing Rituals (See Handout Packet) (Instructor will work individually with each student to sign up for email and blogs).

We'll watch an Orientation to SGU set of videos that familiarize new students with Sinte Gleska University and its staff and faculty.

<https://www.youtube.com/watch?v=-4MTT0BYR60>

<https://www.youtube.com/watch?v=f4eV6WiiKdw>

<https://www.youtube.com/watch?v=wfq08AjfEgg>

We'll also look at a Powerpoint about the history of writing among the Lakota and take a Learning Styles quiz.

At home: Read the Writing Rituals handout. Begin studying your writing rituals. Work on writing your **Introduction of Myself** essay (rough draft due Thursday, August 27) **(First Writing into the Day assignment)**. **BRING YOUR PHOTO ID OR TRIBAL ABSTRACT TO THE NEXT CLASS!**

Reading: Read the Introduction and Chapters 1 & 2 of Journey of Crazy Horse. Remember to take notes about each chapter in your Reading Journal.

January 21, 2016

Writing into the Day: Write about your goals for the semester.

In class: **We'll listen to the Introduction to Journey of Crazy Horse and talk about it. We'll learn how to discuss literature we read in college. (Handout: Literary Terms)**

We'll look at the American Indian College Fund scholarship and how to apply. We'll go over the steps and begin shaping our essay questions for the application. We'll take photos and upload them to the AICF scholarship application.

Computer Lab: We'll go over blogs and blogging and discuss how practicing writing leads to increased confidence and skills in writing. We'll look at some tools to use for more effective writing in college. We'll begin the Writing Rituals field work on campus.

At home: Continue to work on the Writing Rituals research at home. Organize your notes into an essay for class.

Writing Rituals Essay due by end of week two (September 3) **(Assigned paper #1)**. Read up to and including Chapter 4 in The Journey of Crazy Horse.

WEEK TWO: January 26 & 28 (Getting started writing and reading)

January 26, 2016

Writing into the day: Write about the community where you grew up. Who lives there? What do they do? What distinguishes your community from others? What are some memories you have of that community?

We'll go over the writing process and discuss how it differs and relates to our writing rituals.

We'll look at sample essays and handouts on writing an essay, writing a thesis statement, what an essay looks like.

Handouts: Thesis Statements, Writing Process, An Essay About Writing Essays.

In class: Work on identifying thesis statements in the handout and identifying them in your own previous two assigned essays (Introduction of Myself and Writing Rituals). Work on developing your thesis statements into better, more concise and informative thesis statements.

January 28, 2016

Writing into the Day: Write about what you think is the most important issue we deal with on the Rosebud Reservation.

In class: We'll listen to and discuss the Journey of Crazy Horse as it pertains to issues we deal with today (Chapters 3 and 4). We'll look at the style of writing in the book and study voice, audience, point of view, and sentence structure. We'll write about Chapter 3 specifically.

Handouts: Process Analysis.

At home: **Process Analysis** essay due at end of week three (September 10) **(Assigned paper #2)**. Read up to and including first Reflection Chapter of Journey of Crazy Horse.

WEEK THREE: February 2 & 4 (Revising)

February 2, 2016

Writing into the Day:

In class: We'll study revision and make comparisons to revision and editing processes. We'll work on revising the first two essays (Writing Rituals and Process Analysis).

Handouts: Revising Your Paper, Revision vs. Editing. and Shitty First Drafts by Anne Lamott
Spend the whole class working on revising and typing your first two papers with instructor input. Meet with instructor before the end of class to go over the changes you made and further changes that might be needed.

February 4, 2016

Writing into the Day:

In class: We'll read up to chapter 12 and study the major concepts of the book as a hero story. We will talk about The Hero Story and watch a video about what a hero story is and how it functions in the context of Journey of Crazy Horse. We'll talk about the scholarship involved in the book and how we can use the example in our own writing.

Introduction to literary analysis. We'll begin working on Essay #3: Compare/Contrast essay.

Handouts: Compare/Contrast Essays; Literary analysis, Tribal College Student essay,

Compare/Contrast Essay rough draft due by the end of week four. **(Assigned paper #3)**

Reading: Read up to and including Third Reflection chapter of Journey.

WEEK FOUR: February 9 & 11 (Mid-Term)

February 9, 2016

Writing into the Day: Evaluate your performance and learning in this class. Reflect on how you think you're doing, how the instructor is doing, what you could use more help with, what is working best for you.

In class: We'll listen to Chapter 12 in class and talk about the changes Crazy Horse is going through as he reaches the critical age of young adulthood.

We'll watch a movie about U.S. history that was happening at the time Crazy Horse was a young man. **This activity may take up two class periods.**

Handout: The Fort Laramie Treaties of 1851 and 1868.**February 11, 2016****Writing into the Day:**

In class: We'll watch the Aaron Huey TED Talk "America's Native Prisoner of War Camps" and discuss and analyze. We'll talk about the Reaction paper.

Handouts: Reaction Paper.

We'll have a guest speaker.

Reaction Paper due at the end of week five (September 24). (**Assigned paper #4**)

WEEK FIVE: February 16 & 18 (Analyzing)**February 16, 2016**

Writing into the Day: Write about what interests you most in Journey of Crazy Horse.

IN class: We'll listen to Chapter 14 of Journey and talk about the battles that led to changes for the Lakota.

We'll watch a movie about Little Big Horn and talk about the impact of that battle on today's Lakota. We'll study the art work and literature that grew from that era of time.

Handouts: Packet on the art of the Lakota and western art and the Battle of Little Big Horn.

Write in your journal about how the battle might have impacted you or your family or relatives today.

Reading: Read up to Chapter 16 in Journey.

February 18, 2016

In class: We'll work on developing our **oral presentation** about Journey of Crazy Horse.

Handouts: Oral Presentation, Oral presentation rubric.

Reading: Read up to Chapter 18 of Journey.

At home: Work on finishing your oral presentation for class next week. Meet with instructor by the end of the week to schedule your presentation and set up any media you may need for your presentation.

WEEK SIX: February 23 & 25 (Research)**February 23, 2016**

Writing into the Day: Write down what you learned this week about your research topic.

We will have an overview of research and writing and we'll work on specifically using sources within the text of our work. We'll write about possible research topics and look at how research is conducted on this campus specifically.

Handouts: Writing and Research, Research Check List; Analyzing Sources; Taking notes for research.

Writing assignment: by end of week turn in a Working Thesis Statement for your research essay.

Handouts: Citing sources, writing outlines

Reading: Read up to Chapter 20 of Journey.

February 25, 2016**Writing into the Day:**

In class: We'll listen to the final chapter of Journey and discuss. We'll do our **Oral Presentations**.

Turn in your oral presentation outline.

We'll talk about how to cite sources and work on writing a Works Cited page in class.

At home: Write your rough draft of your research essay. Include your Works Cited page (up to three sources). We'll finish reading/discussing Journey of Crazy Horse.

WEEK SEVEN: March 1 & 3 (Research and Revision)

March 1, 2016

Writing into the Day:

In class: We will focus on writing an outline and revising the research essay. We'll look at samples of outlines and deconstructing our research essays as revision practice.

Handouts: Outline format, Deconstructing an Essay, Portfolio Rubric.

Work on typing and revising your research essay. Work on developing your portfolio for turn in next week.

March 3, 2016

Writing into the Day:

In class: Type and turn in your **research essay (Assigned paper #5)**. Look at your assignment spreadsheet and make sure everything is finished or work on what is not finished. We'll evaluate the different kinds of essays required for college coursework and review the approaches to writing various forms of college writing assignments.

Handouts: Writing for College: Essay forms and approaches

At home: Work on your portfolio assignment.

WEEK EIGHT: March 8 & 10 (Finishing up)

March 8, 2016

Writing into the Day: Course Evaluation

In class: Accuplacer Post-test

March 10, 2016

Writing into the Day: **Turn in final portfolio**

Portfolio due: Three revised and typed essays (Writing Rituals, Process Analysis, Reaction Essay)

Writing into the Day: 12 assignments; Short paragraph about each chapter of Journey of Crazy Horse (Daily Journal); Oral Presentation; Research Exploration; In class assignments.

EN091/092 Spring 2016 S. Bordeaux

Ideas and tips for Reading Journals:

Read the chapters or pages assigned, taking notes in your reading journal as you go along. Notes can include:

- 1) **words you don't understand (look them up and write down the definition in your journal);**
- 2) **questions you think of while reading;**
- 3) **things you are reminded of while reading;**
- 4) **what you are thinking while you read;**

- 5) images that come to mind while you are reading;
- 6) draw pictures if you want
- 7) make a timeline
- 8) make a character study (focus on one character and try to write about just that one person)
- 9) make a family tree of the characters in the novel (or several)
- 10) write a letter to the author
- 11) write a letter to one of the characters
- 12) write a text message to someone in the novel
- 13) write what you would put on your Facebook status about reading the novel (remember, only 420 characters—including spaces—are allowed in a FB status update)
- 14) write a review of the story, telling what you liked and didn't like
- 15) write about what you think will happen
- 16) write an outline of what has happened
- 17) make a poster advertising an event in the book
- 18) write a letter to the instructor saying what you liked or didn't like in the story
- 19) write about which actors you would cast in a movie about the book
- 20) write about why you didn't read the book 😊

If you find writing while reading is too distracting from just reading and comprehending the story, wait until you are finished and then write a short paragraph or two about what you just read. Just make sure you WRITE SOMETHING in your reading journal that has to do with what you read. DO NOT LEAVE YOUR READING JOURNAL AT HOME ON CLASS DAY!!!!

Sample of a Writing into the Day assignment:

Writing into the Day (WITD): Write about the community where you grew up.

I grew up in South Antelope community on the Rosebud Reservation, in a small neighborhood called the Horseshoe. I lived with my grandmother, mother, aunts, and brother in a low-rent house under the water tower. My grandma was the first person to live in that house right after it was built in 1967, as part of the Indian Self-Determination years in the 60s. She planted trees in that yard that are still there today.

My grandma worked for the Tribe in the property and supply office, my mom worked for Sinte Gleska College, and my aunts were in high school. After a few years my grandma took another job in Lower Brule, so my mom and aunts lived in the house. Then my aunts married and moved out and it was just my mom, brother and me.

My brother and I spent all our time playing outside, running around Antelope Dam, and exploring the old Rosebud Boarding School that was behind our house. There were times we were probably in danger, especially from snakes and from falling-down old buildings, but we weren't aware of the danger and we were wild kids, running around with the other kids from the Horseshoe (the neighborhood where we lived). Some of the names of the people who lived in the

Horseshoe with us were: LeBeau, Young, Reifel, Prue, Schmidt, Kindle, Blacksmith, Fuller, Provancial, Moran, Staub, Brave Bird, Charging Elk, Pioche, and Antoine.

When I grew up and had my own house with my kids in South Antelope (not in the Horseshoe) my neighbors were some of the same people who used to live in the Horseshoe when I was younger, people who knew me since I was a baby. I always felt safer because I was living near people I had known my whole life, even though South Antelope had become a more dangerous place by that time.

Stephanie L. Bordeaux
 EN091/00 Spring 2014
 January 27, 2014
 What an Essay Looks Like

Introduction of Myself

My name is Stephanie Lynn Bordeaux, but people have always called me “Sammie”, a nickname I received from my grandmother when I was a baby. I’ve been married for seven years, so my legal name is actually Stephanie Bordeaux-Seeger, but few people know me by that name so I prefer to go by “Sammie Bordeaux.”

I was born and raised on the Rosebud Reservation. I am a member of the Rosebud Sioux Tribe (Sicangu Oyate). My parents are Sherry Red Owl-Neiss and the late Alvin Bordeaux, Sr.. My family on my mother’s side are the Whipples, Red Owls, Cordiers, and Hollow Horn Bears. My family on my father’s side are the Bordeauxs and Little Elks.

I teach Basic English in the Student Support Service Department at Sinte Gleska University. I graduated from Sinte Gleska University with a BA in General Studies/Creative Writing in 2001. I’ve been teaching here for the past twelve years off and on, sometimes as a full-time instructor and sometimes as a part-time instructor. I enjoy my job because the English

language is a skill that our students need to be successful in college and in their future jobs, and I can help them do that.

I have always been a writer since I was a little girl. I used to write stories for my friends and my brother. As a high school student I became interested in journalism and worked as editor of my high school newspaper. After high school I attended college to become a journalist, but returned to the reservation because I wanted to attend SGU to learn more about my language and culture. I've worked as a reporter and photographer for several newspapers in South Dakota and for several international online newspapers and blogs, and I've had some of my poems and short stories published in national and local literary journals. I'm currently attending the Institute of American Indian Arts, studying to get my Master of Fine Arts in Poetry.

My interests besides writing, reading and teaching are knitting, quilting, science fiction and online communities and gaming.

The thing that makes me believe in myself is my children. I have four children ages 21, 19, 15 and 14. My children are my motivation to continue working, teaching, and enjoying life.

Semester/Year:

Spring 2016

Class Prefix/Number/Section #/Name:

EN091/00 Basic English I/Session II (March 7-May 6, 2016) Tues & Thurs 1-4/ 3 Credit Hours

Prerequisites: None

Instructor Information:

Stephanie Bordeaux-Seeger (Sammie Bordeaux)

Office Hours: Monday 9-5; Tuesday 9-12; Wednesday 9-12; Thursday 9-12; Friday (In meetings)

Contact Information:

Office: 605-856-8253

Cell: 605-515-1384

Home: 605-856-2247

Email: Sammie@sintegleska.edu or sansarya@gmail.com

Course Description: EN 091 Basic English I 3 Semester Credit Hours A developmental composition course which provides individual and group instruction. Mechanics and usage (spelling, punctuation, grammar, etc.) will be reviewed throughout the course. This course **will not** satisfy the General Education English requirement.

Required Texts:

The Journey of Crazy Horse: A Lakota History by Joseph Marshall III, Penguin Books (978-0143036210).

The Only Grammar Book You'll Ever Need: A One-Stop Source For Every Writing Assignment by Susan Thurman, Adams Media (978-1580628556)

Course Materials:

Handout Packet (provided by instructor)

Notebook (provided by student)

Journal (provided by student)

Flash drive (optional)

Encouraged but not required:

iPad, laptop, electronic tablet, desktop, or smart phone and access to broadband or wifi internet connection (this is not a requirement, but rather a suggestion for help in completing college coursework).

Student Responsibilities:

As a student at Sinte Gleska University it is important that you understand the responsibility you are undertaking as a college students. You are assuming an important role in the tribal nation, and as you progress through your college career you will take on even greater responsibilities each year. The tribal nation bears the cost of the University, and it was provided to you with the sacrifice of our ancestors, the Sicangu Oyate, and by current tribal members and members of the SGU community. You are the hope for the future. The vision of SGU and tribal higher education encompasses you and expectations for you are high and profound. Please bear that in mind when you think about skipping classes, not doing your homework, or not paying attention in class. Your ancestors paid a high price for your education, a price that included their freedom, their safety, their land, their sense of well-being, and their lives.

- 8) Please be on time for class
- 9) Please take time to do your homework and come to class prepared to learn
- 10) Please treat others in the class respectfully
- 11) Please allow yourself time to learn
- 12) Please participate fully in class
- 13) Please speak up when you see or hear something wrong
- 14) Please set a good example for others

SGU Mission Statement

Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation culture, concerned about the future, and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal development needs. Sinte Gleska University graduates will help determine the future development and direction of the Tribe and its institutions. The mission of Sinte Gleska University is to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.

Disability Statement: SGU strives to assist all students with disabilities that may impact their learning. Please consult with your instructor or academic advisor if you have any special needs. This information is in the SGU Catalog and the SGU Student Handbook for reference. The SGU Catalog is located on the SGU web site at www.sintegleska.edu

Student Learning Outcomes: Upon successful completion of this course students should be able to demonstrate:

- Outcome #1:** Clear understanding of basic sentence structure, grammatical conventions, and punctuation and spelling. (Demonstrated by clearly written essays that receive at least a 4 on the Writing Rubric—Attached)
- Outcome #2:** Ability to identify and develop a clear thesis statement, outline and essay. (Three to five papers will be assigned through the course) (Demonstrated by receiving a

passing grade on the Thesis Statement activity in class; submission of outlines for each essay assigned; submission of essays that receive at least a 4 on the Writing Rubric).

Outcome #3: Ability to revise and edit papers for college courses using several tools. (Final evaluation of revised papers) (Demonstrated by receiving passing grades on each of the five assigned essays with a Writing Rubric score of at least 4 on a minimum of three of the papers).

Outcome #4: Ability to use technology to assist in writing for college coursework. (Use of blogs, email, and web search engines will be demonstrated and their use encouraged throughout the course. This will be measured by student submitting one paper via email, blogging daily in class with submission of blog link to instructor's email; submitting all revised final drafts of assigned essays typed and using standard essay format).

Outcome #5: Ability to engage with texts and demonstrated understanding of the chosen readings and videos through classroom journaling, discussion, writing and oral presentations. (measured by responding to each chapter of the assigned novel in the journal; oral presentation about the novel; receiving a passing grade on each of the assigned essays and in-class activities).

Outcome #6: Introductory knowledge of research and writing appropriate to college-level coursework. (Demonstrated by receiving a passing grade on the Steps to Research activity in class).

Assessment/Evaluation/Grading Policy:

Writing into the Day (Blog): 30% (Two points per class period)

Three papers: 15% (15 points per paper=5% of grade, see Writing Rubric)

In Class Activities: 15% (One point per class period)

Reading Journal: 15% (One point per class period)

Oral Presentation: 15% (See Presentation Rubric)

Final Portfolio: 10% (Ten points—See Portfolio Rubric)

Grading: A : 90-100 points; B: 80-90 points; C: 70-80 points; D: 60-70 points: F: Below 60 points.

Course Policies:

Means of Instruction: We will use the computer lab, audio books, blogs (weblogs), word processing, videos, a grammar text, and the novel in this course. We will use podcasts, paper and online linked handouts. We will use email and online applications. We will use field work for investigation and research.

Attendance Policy:

SGU Attendance Policy

Students who miss the number of consecutive classes listed below may be subject to withdrawal by the instructor.

3 Semester Credits—9 consecutive hours or 15 hours over all.

If the student has valid reasons for class reinstatement, then written permission from the instructor to the Registrar must be submitted. **Valid reasons for excused absences are: personal illness, severe illness of a family member, death in the family.** Students do have access to transportation through the SGU Transportation Program, therefore lack of transportation or lack of gas money is not considered an excused absence. Students who do not

make arrangements with the instructor prior to the next class period for make-up work or to get assignments will be counted absent/unexcused for the missed class period. (SGU Catalog-2010-2012)

(In a 3 credit hour class meeting once a week you may miss up to 2 class periods in a row or 4 class periods total. If you miss three in a row or five total, you will be dropped or withdrawn or may fail the course. If you have missed the classes after drop/add period ends you will be withdrawn from the course. If you have missed the classes after Withdrawal Period ends you will receive a failing grade in the course. In a 3 credit hour class meeting twice a week you may miss up to 2 classes in a row or 4 classes throughout the semester before the drop/withdrawal/failure rule goes into play. If you are dropped even when you have been present in class, please see the instructor to confirm the drop. Sometimes students are dropped because of a clerical error rather than lack of attendance. Please stay in contact with your instructor regarding absences, as it will help your grade and your financial aid status.)

Cell Phone Policy:

Your cell phone can be hugely distracting and disturbing to you and the rest of the class. I ask students to keep their cell phones off during class unless you are asked to look up information using your phones. If you need to take a call, text, or make a call, please leave the class. Do not disturb the instructor or other students with your cell phone or you will be asked to leave the class and you will be counted absent for that class period. Two instances of disturbing the class with your cell phone will result in a lowering of one grade point on your total class grade.

Academic Honesty:

It is anticipated that all SGU students will adhere to the academic standards set forth in the student handbook. As such, acts that are dishonest (such as plagiarism) are not acceptable student behavior and students will bear the responsibility of dishonest acts. If you have questions about academic honesty, please contact your instructor or relevant academic administrator.

Plagiarism:

*Definition of **PLAGIARIZE***

transitive verb: to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source

intransitive verb

: to commit literary theft : present as new and original an idea or product derived from an existing source

I try to design assignments so that they are personal to each student, thereby removing the ability to plagiarize. Occasionally I have a student who brings in work they did not do themselves. I know when students do this because their writing style IN CLASS is very different from the writing style done by someone else OUTSIDE OF CLASS. Students who engage in plagiarism are subject to: 1) having to redo the assignment in the presence of the instructor; 2) receiving a failing grade for the course; 3) being reported to the Academic Vice President; 4)

losing financial aid; and 5) being expelled from school, dependent on the instructor's discretion. Don't do it. It's not worth it.

COURSE SCHEDULE (Tentative)

WEEK ONE: March 8 & 10, 2016 (Introduction to the course)

March 8, 2016

Introduction to the course and syllabus.

Handout Packet Week One-Two: Writing an Introduction of Myself, How to sign up for blogs, How to sign up for email, The Who, What, Where, and When of Writing Rituals (See Handout Packet) (Instructor will work individually with each student to sign up for email and blogs).

We'll watch an Orientation to SGU set of videos that familiarize new students with Sinte Gleska University and its staff and faculty.

<https://www.youtube.com/watch?v=-4MTT0BYR60>

<https://www.youtube.com/watch?v=f4eV6WiiKdw>

<https://www.youtube.com/watch?v=wfq08AJfEgg>

We'll also look at a Powerpoint about the history of writing among the Lakota and take a Learning Styles quiz.

At home: Read the Writing Rituals handout. Begin studying your writing rituals. Work on writing your **Introduction of Myself** essay (rough draft due Thursday, August 27) **(First Writing into the Day assignment)**. **BRING YOUR PHOTO ID OR TRIBAL ABSTRACT TO THE NEXT CLASS!**

Reading: Read the Introduction and Chapters 1 & 2 of Journey of Crazy Horse. Remember to take notes about each chapter in your Reading Journal.

March 10, 2016

Writing into the Day: Write about your goals for the semester.

In class: **We'll listen to the Introduction to Journey of Crazy Horse and talk about it. We'll learn how to discuss literature we read in college. (Handout: Literary Terms)**

We'll look at the American Indian College Fund scholarship and how to apply. We'll go over the steps and begin shaping our essay questions for the application. We'll take photos and upload them to the AICF scholarship application.

Computer Lab: We'll go over blogs and blogging and discuss how practicing writing leads to increased confidence and skills in writing. We'll look at some tools to use for more effective writing in college. We'll begin the Writing Rituals field work on campus.

At home: Continue to work on the Writing Rituals research at home. Organize your notes into an essay for class.

Writing Rituals Essay due by end of week two (September 3) **(Assigned paper #1)**. Read up to and including Chapter 4 in The Journey of Crazy Horse.

SPRING BREAK IS MARCH 13-18, 2016

WEEK TWO: March 22 & 24, 2016 (Getting started writing and reading)

March 22, 2016

Writing into the day: Write about the community where you grew up. Who lives there? What do they do? What distinguishes your community from others? What are some memories you have of that community?

We'll go over the writing process and discuss how it differs and relates to our writing rituals. We'll look at sample essays and handouts on writing an essay, writing a thesis statement, what an essay looks like.

Handouts: Thesis Statements, Writing Process, An Essay About Writing Essays.

In class: Work on identifying thesis statements in the handout and identifying them in your own previous two assigned essays (Introduction of Myself and Writing Rituals). Work on developing your thesis statements into better, more concise and informative thesis statements.

March 24, 2016

Writing into the Day: Write about what you think is the most important issue we deal with on the Rosebud Reservation.

In class: We'll listen to and discuss the Journey of Crazy Horse as it pertains to issues we deal with today (Chapters 3 and 4). We'll look at the style of writing in the book and study voice, audience, point of view, and sentence structure. We'll write about Chapter 3 specifically.

Handouts: Process Analysis.

At home: **Process Analysis** essay due at end of week three (September 10) **(Assigned paper #2)**. Read up to and including first Reflection Chapter of Journey of Crazy Horse.

WEEK THREE: March 29 & 31 (Revising)

March 29, 2016

Writing into the Day:

In class: We'll study revision and make comparisons to revision and editing processes. We'll work on revising the first two essays (Writing Rituals and Process Analysis).

Handouts: Revising Your Paper, Revision vs. Editing. and Shitty First Drafts by Anne Lamott. Spend the whole class working on revising and typing your first two papers with instructor input. Meet with instructor before the end of class to go over the changes you made and further changes that might be needed.

March 31, 2016

Writing into the Day:

In class: We'll read up to chapter 12 and study the major concepts of the book as a hero story. We will talk about The Hero Story and watch a video about what a hero story is and how it functions in the context of Journey of Crazy Horse. We'll talk about the scholarship involved in the book and how we can use the example in our own writing.

Introduction to literary analysis. We'll begin working on Essay #3: Compare/Contrast essay.

Handouts: Compare/Contrast Essays; Literary analysis, Tribal College Student essay, **Compare/Contrast Essay** rough draft due by the end of week four. **(Assigned paper #3)**

Reading: Read up to and including Third Reflection chapter of Journey.

WEEK FOUR: April 5 & 7 (Mid-Term)

April 5, 2016

Writing into the Day: Evaluate your performance and learning in this class. Reflect on how you think you're doing, how the instructor is doing, what you could use more help with, what is working best for you.

In class: We'll listen to Chapter 12 in class and talk about the changes Crazy Horse is going through as he reaches the critical age of young adulthood.

We'll watch a movie about U.S. history that was happening at the time Crazy Horse was a young man. **This activity may take up two class periods.**

Handout: The Fort Laramie Treaties of 1851 and 1868.

April 7, 2016

Writing into the Day:

In class: We'll watch the Aaron Huey TED Talk "America's Native Prisoner of War Camps" and discuss and analyze. We'll talk about the Reaction paper.

Handouts: Reaction Paper.

We'll have a guest speaker.

Reaction Paper due at the end of week five (September 24). (**Assigned paper #4**)

WEEK FIVE: April 12 & 14 (Analyzing)

April 12, 2016

Writing into the Day: Write about what interests you most in Journey of Crazy Horse.

IN class: We'll listen to Chapter 14 of Journey and talk about the battles that led to changes for the Lakota.

We'll watch a movie about Little Big Horn and talk about the impact of that battle on today's Lakota. We'll study the art work and literature that grew from that era of time.

Handouts: Packet on the art of the Lakota and western art and the Battle of Little Big Horn.

Write in your journal about how the battle might have impacted you or your family or relatives today.

Reading: Read up to Chapter 16 in Journey.

April 14, 2016

In class: We'll work on developing our **oral presentation** about Journey of Crazy Horse.

Handouts: Oral Presentation, Oral presentation rubric.

Reading: Read up to Chapter 18 of Journey.

At home: Work on finishing your oral presentation for class next week. Meet with instructor by the end of the week to schedule your presentation and set up any media you may need for your presentation.

WEEK SIX: April 19 & 21 (Research)

April 19, 2016

Writing into the Day: Write down what you learned this week about your research topic.

We will have an overview of research and writing and we'll work on specifically using sources within the text of our work. We'll write about possible research topics and look at how research is conducted on this campus specifically.

Handouts: Writing and Research, Research Check List; Analyzing Sources; Taking notes for research.

Writing assignment: by end of week turn in a Working Thesis Statement for your research essay.

Handouts: Citing sources, writing outlines

Reading: Read up to Chapter 20 of Journey.

April 21, 2016

Writing into the Day:

In class: We'll listen to the final chapter of Journey and discuss. We'll do our **Oral Presentations**.

Turn in your oral presentation outline.

We'll talk about how to cite sources and work on writing a Works Cited page in class.

At home: Write your rough draft of your research essay. Include your Works Cited page (up to three sources). We'll finish reading/discussing Journey of Crazy Horse.

WEEK SEVEN: April 26 & 28 (Research and Revision)

April 26, 2016

Writing into the Day:

In class: We will focus on writing an outline and revising the research essay. We'll look at samples of outlines and deconstructing our research essays as revision practice.

Handouts: Outline format, Deconstructing an Essay, Portfolio Rubric.

Work on typing and revising your research essay. Work on developing your portfolio for turn in next week.

April 28, 2016

Writing into the Day:

In class: Type and turn in your **research essay (Assigned paper #5)**. Look at your assignment spreadsheet and make sure everything is finished or work on what is not finished. We'll evaluate the different kinds of essays required for college coursework and review the approaches to writing various forms of college writing assignments.

Handouts: Writing for College: Essay forms and approaches

At home: Work on your portfolio assignment.

WEEK EIGHT: May 3 & 5 (Finishing up)

May 3, 2016

Writing into the Day: Course Evaluation

In class: Accuplacer Post-test

May 5, 2016

Writing into the Day: **Turn in final portfolio**

Portfolio due: Three revised and typed essays (Writing Rituals, Process Analysis, Research paper/Works Cited); Writing into the Day: 12 assignments; Short paragraph about each chapter of Journey of Crazy Horse (Daily Journal); Oral Presentation; In class assignments.

EN091/092 Spring 2016 S. Bordeaux

Ideas and tips for Reading Journals:

Read the chapters or pages assigned, taking notes in your reading journal as you go along.

Notes can include:

- 21) words you don't understand (look them up and write down the definition in your journal);
- 22) questions you think of while reading;
- 23) things you are reminded of while reading;
- 24) what you are thinking while you read;
- 25) images that come to mind while you are reading;
- 26) draw pictures if you want
- 27) make a timeline
- 28) make a character study (focus on one character and try to write about just that one person)
- 29) make a family tree of the characters in the novel (or several)
- 30) write a letter to the author
- 31) write a letter to one of the characters
- 32) write a text message to someone in the novel
- 33) write what you would put on your Facebook status about reading the novel (remember, only 420 characters—including spaces—are allowed in a FB status update)
- 34) write a review of the story, telling what you liked and didn't like
- 35) write about what you think will happen
- 36) write an outline of what has happened
- 37) make a poster advertising an event in the book
- 38) write a letter to the instructor saying what you liked or didn't like in the story
- 39) write about which actors you would cast in a movie about the book
- 40) write about why you didn't read the book ☺

If you find writing while reading is too distracting from just reading and comprehending the story, wait until you are finished and then write a short paragraph or two about what you just read. Just make sure you WRITE SOMETHING in your reading journal that has to do with what you read. DO NOT LEAVE YOUR READING JOURNAL AT HOME ON CLASS DAY!!!!

Sample of a Writing into the Day assignment:

Writing into the Day (WITD): Write about the community where you grew up.

I grew up in South Antelope community on the Rosebud Reservation, in a small neighborhood called the Horseshoe. I lived with my grandmother, mother, aunts, and brother in a low-rent house under the water tower. My grandma was the first person to live in that house right after it was built in 1967, as part of the Indian Self-Determination years in the 60s. She planted trees in that yard that are still there today.

My grandma worked for the Tribe in the property and supply office, my mom worked for Sinte Gleska College, and my aunts were in high school. After a few years my grandma took another job in Lower Brule, so my mom and aunts lived in the house. Then my aunts married and moved out and it was just my mom, brother and me.

My brother and I spent all our time playing outside, running around Antelope Dam, and exploring the old Rosebud Boarding School that was behind our house. There were times we were probably in danger, especially from snakes and from falling-down old buildings, but we weren't aware of the danger and we were wild kids, running around with the other kids from the Horseshoe (the neighborhood where we lived). Some of the names of the people who lived in the Horseshoe with us were: LeBeau, Young, Reifel, Prue, Schmidt, Kindle, Blacksmith, Fuller, Provancial, Moran, Staub, Brave Bird, Charging Elk, Pioche, and Antoine.

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Stephanie L. Bordeaux
 EN091/00 Spring 2014
 January 27, 2014
 What an Essay Looks Like

Introduction of Myself

My name is Stephanie Lynn Bordeaux, but people have always called me "Sammie", a nickname I received from my grandmother when I was a baby. I've been married for seven years, so my legal name is actually Stephanie Bordeaux-Seeger, but few people know me by that name so I prefer to go by "Sammie Bordeaux."

I was born and raised on the Rosebud Reservation. I am a member of the Rosebud Sioux Tribe (Sicangu Oyate). My parents are Sherry Red Owl-Neiss and the late Alvin Bordeaux, Sr.. My family on my mother's side are the Whipples, Red Owls, Cordiers, and Hollow Horn Bears. My family on my father's side are the Bordeauxs and Little Elks.

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Writing in 2001. I've been teaching here for the past twelve years off and on, sometimes as a full-time instructor and sometimes as a part-time instructor. I enjoy my job because the English language is a skill that our students need to be successful in college and in their future jobs, and I can help them do that.

I have always been a writer since I was a little girl. I used to write stories for my friends and my brother. As a high school student I became interested in journalism and worked as editor of my high school newspaper. After high school I attended college to become a journalist, but returned to the reservation because I wanted to attend SGU to learn more about my language and culture. I've worked as a reporter and photographer for several newspapers in South Dakota and for several international online newspapers and blogs, and I've had some of my poems and short stories published in national and local literary journals. I'm currently attending the Institute of American Indian Arts, studying to get my Master of Fine Arts in Poetry.

My interests besides writing, reading and teaching are knitting, quilting, science fiction and online communities and gaming.

The thing that makes me believe in myself is my children. I have four children ages 21, 19, 15 and 14. My children are my motivation to continue working, teaching, and enjoying life.

Course Number: EN 092 / 00
Semester: Spring 2016

Instructor: Sammie Bordeaux - Seeger
Base: 1

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

- 1. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.**
 1. Everything they were talking about.
- 2. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.**
 1. Nothing.
- 3. What are the instructor's greatest strengths as a teacher?**
 1. Teaching the class.
- 4. What changes or improvements in his or her teaching would benefit you as a student?**
 1. Nothing, she's doing a good job.
- 5. What are your suggestions for improving this course?**
 1. Nothing.
- 6. Do you see Lakota values or culture implemented in this course through instruction, if so, how?**
 1. Yes, with the work she hands out.
- 7. What suggestions or how would you better integrate Lakota values or culture into the course?**
 1. None.
- 8. General comments**

1. Great class.

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

The Instructor	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.			1	
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.			1	
3. The instructor used a variety of teaching methods to accommodate different learning styles.			1	
4. The instructor was present and on time for class.			1	
5. The instructor provided regular and meaningful feedback on my progress in the course.			1	
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			1	
7. I would recommend this instructor to other students.			1	
8. The instructor encouraged student participation and stimulated intellectual curiosity.			1	
9. The instructor promoted a climate of cooperation, respect, and tolerance.			1	
10. The instructor encouraged students to have high expectations for their performance in the class.			1	

Course Organization	1	2	3	4
11. Course organization, planning, and preparation were evident.			1	
12. The course goals and objectives were clearly defined on the syllabus.			1	
13. The activities and assignments and/or tests reinforced course objectives.			1	
14. The text(s) and/or other materials were appropriate for the course objectives.			1	
15. The grading system for this course was clearly defined and stated on the syllabus.			1	
16. I would recommend this course to the other students.			1	

Student Self - Evaluation

	1	2	3	4
17. I was present and on time for class.			1	
18. I sought extra help outside of class time or during his or her office hours when I needed it.			1	
19. I completed readings and other assignments by due date.			1	
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			1	
21. I asked and answered questions and to state my own views.			1	
22. I worked with other class members and a respectful way and tolerant way.			1	
23. I worked to meet my expectations for my performance in the class.			1	
24. I viewed the instructor as a professional role model.			1	

Semester: Spring 2016
Credit Hours: 3
Instructor: Patrice Wright, B.S. in El. Ed., M.Ed.
Office Hours: 8:00-12:00, 1:00-4:00, Monday-Friday, Science Building
Phone: Office: 605-856-8137 Cell: 605-319-9594
E-Mail: Patrice.Wright@sintegleska.edu
Time: Wednesday 4:00 to 7:00 Location: Science Building, Room 2
Text: Basic College Mathematics with Early Integers, 5th Edition
 By Alan S. Tussy and Diane R. Koenig
 ISBN-978-1-285-45087-2 Publisher: Cengage Learning

Course Description: A developmental math course that builds on the skills developed in MA 091 or skills that the students already possess. At the end of this course students will have the skills to succeed in College Algebra.

Materials: Paper, pencil, and calculator

Student Responsibilities: Participation is an important part of success in this course. The discussions and problem solving experiences the student will not find elsewhere. Therefore, there are no excused absences since there is no way to repeat the discussions and sharing that take place during class time. However there are explained absences, and I appreciate an explanation if you will not be in class. It is also important for you to complete your homework in a timely manner.

Disability Statement: If you have a disability for which you are or may be requesting an accommodation you are encouraged to contact your instructor within the first two weeks of the course. Every effort will be made to provide a fair opportunity for involvement and success in this class. Please see the instructor if you require an accommodation for a recognized disability while enrolled in this class.

Student Learning Outcomes:

Students will be able to:

1. Evaluate math problems and story problems that include the adding, subtracting, multiplying, and division of whole numbers and integers.
2. Compute mathematical problems that you need the prime factorization of numbers and exponents.
3. Produce answers for mathematical equations using Order of Operations.
4. Calculate mathematical problems and story problems using addition, subtraction, multiplication, and division of fractions and mixed numbers.
5. Calculate mathematical problems and story problems using addition, subtraction, multiplication, and division of decimals.
6. Manipulate between fractions, decimals, and ratios.
7. Calculate between the English and Metric units of measurement.
8. Explain the relationship between percents, decimals, and fractions.

Assessment/Evaluation/Grading Policy:

Grading: A=90-100%
 B=80-89%
 C=70-79%
 D=60-69%

F=59% and lower**Final Grade Weights**

Homework	60%
Attendance	10%
Midterm	10%
Final	20%

It is your responsibility to attend class and hand in assignments on time. Excuses are accepted but do not constitute a waiver from the course requirements.

January 20th-Work on Chapter One Whole Numbers-Assignment

-Chapter 1-Whole Numbers-Assignment-1.1 pg. 11-12 prob. 31, 34, 40, 46, 51, 54, 62, 65, 68, 75. 1.2-1.6 in class work. Pg. 88-1.7 prob. Even problems 22-48, 61, 67, 73, 77, 79, 81, 83, 84, 85, 87, 89, 91, Sect. 1.8 pg. 100 prob. 53, 55, 57, 59, 65, 69, 71, 73, 75, 79. Sect. 1.9 pg. 110 prob. 35, 41, 45, 49, 53, 60, 68, 72, 82, 83, 85, 97, 103.

January 27th-Chapter One Test**February 3rd-Chapter Two-The Integers**

Section 2.1-Intro to Integers-Assignment pg. 100 Prob. 31-85-Odd numbers. Section 2.2 Adding Integers-Assignment pg. 153 prob. 56, 60, 64, 68, 72, 76, 80, 82, 84, 88. Section 2.3 Subtracting Integers-Assignment pg. 163 prob. 61, 63, 67, 71, 75, 77, 87, 95

February 10th-Section 2.4-Multiplying Integers-Assignment pg. 173 prob. 73, 77, 81, 84, 90, 94, 95, 96, 107. Section 2.5-Dividing Integers-Assignment pg. 181 prob. 52, 54, 60, 70, 74, 81, 82,

February 17th-Section 2.6-Order of Operations-Assignment pg. 189 prob. 58, 60, 66, 68, 74, 82, 85, 87, 91, 93, 95 Review Exercises to get ready for test

February 24th-Chapter 2 Test

March 2nd-Chapter 3-An Introduction to Fractions-Assignment pg. 217, prob. 33, 35, 37, 39, 43, 49, 53, 57, 61, 65, 85, 87, 89, 91, 93, 95, 97, 100, 101, 103, 105, 107

March 9th- Ch. 3-Section 3.2-Multiplying Fractions-Assignment pg. 229, prob. 17, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 49, 53

March 23rd-Ch. 3-Section 3.3-Dividing Fractions-Assignment pg. 240, prob. 37, 41, 47, 51, 57, 59, 65, 67, 77, 78

Maarch 30th-Chp. 3-Section 3.4-Adding and Subtraction Fractions-Assignment pg. 253, prob. 69, 73, 77, 83, 85, 91, 92 105. Section 3.5-Multiplying and Dividing Fractions-Assignment pg. 267, prob. 67-90 odd, 91, 93

April 6th-Chp. 3-Section 3.6-Adding and Subtracting Mixed Numbers-Assignment pg. 281, prob. 49-84 odd. Section 3.7-Order of Operations and Complex Fractions-Assignment pg. 292, prob. 44, 50, 52, 53, 54, 60, 74 Review for test Do Test as take home

April 13th-Chapter 4-Decimals-Section 4.1-Introduction to Decimals-Assignment pg. 326, prob. 19, 23, 25, 27, 33, 40, 41, 48, 49, 55, 65, 71, 73, 79, 85. Section 4.2-Adding and Subtracting Decimals-Assignment pg. 340, prob. 59, 63, 65, 69, 73, 75, 77, 89

April 20th-Section 4.3-Multiplying Decimals-Assignment pg. prob. 67, 69, 71, 73, 77, 79, 85, 89, 93

Section 4.4-Dividing Decimals-Assignment pg. 369, prob. 67, 69, 75, 83, 89, 91. Section 4.5-Fractions and Decimals-Assignment pg. 384, prob. 79, 83, 95, 98, Review for test

April 27th-Chapter 4 test

May 4th-Do posttest in the lab. Course evaluations will also be completed at this time.

The syllabus is subject to change as deemed necessary by the instructor.

The Foundational Studies allows cell phone use so they can use the calculator for math class. They may not text or take calls.

All computers and electronic devices must be turned off and put away during class unless use of these items is requested by the instructor.

Sinte Gleska is a smoke and tobacco free environment. No smoking or use of tobacco is allowed anywhere on campus. As of January 1, 2010 this includes personal vehicles located on campus.

**Course Number: MA 091 02
Semester: Spring 2016**

**Instructor: P. Wright
Base: 3**

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

8. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

1. The section on decimals, as I am pursuing an AA in accounting.
2. All of it, using math everyday and practice breaking it down really helped.
3. Patrice thoroughly explained every new subject and made it easy to understand. She make the class not as difficult as I thought it would be.

9. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

2. All valuable lessons.
3. They were all valuable to me.
4. I think the subject I had the hardest time with was integers. It was a little difficult to fully understand the concept.

10. What are the instructor's greatest strengths as a teacher?

2. Being able to verbalize the breakdown of a math problem so that it's understandable.
3. Helping one on one when needed, be there to support and understand, breaking the math problems down until you get it! Always happy☺.
4. She does her best to explain things in the clearest and simplest way possible. She made time for any student that needed help and was willing to help in any way.

11. What changes or improvements in his or her teaching would benefit you as a student?

2. I don't know that I would make any changes, great course as far as I'm concerned!
3. The improvement that I gained from this class has really helped me more in my high school math class.
4. She could slow down when lecturing or explaining an assignment. It was a little difficult to keep up.

12. What are your suggestions for improving this course?

- 2. N/A
- 3. N/A
- 4. Can't really think of any.

13. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

- 2. No
- 3. Counting is one of them, having a connection and being around other natives.
- 4. Can't really think of any.

14. What suggestions or how would you better integrate Lakota values or culture into the course?

- 2. N/A
- 3. Lakota numbers.
- 4. Maybe use examples of Lakota stories when giving an example of a lesson. (story problems).

8. General comments

- 2. N/A
- 3. N/A
- 4. N/A

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

The Instructor	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.				3
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.	1	1		1
3. The instructor used a variety of teaching methods to accommodate different learning styles.			1	2
4. The instructor was present and on time for class.				3

5. The instructor provided regular and meaningful feedback on my progress in the course.				3
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.				3
7. I would recommend this instructor to other students.				3
8. The instructor encouraged student participation and stimulated intellectual curiosity.				3
9. The instructor promoted a climate of cooperation, respect, and tolerance.				3
10. The instructor encouraged students to have high expectations for their performance in the class.			1	2

Course Organization

	1	2	3	4
11. Course organization, planning, and preparation were evident.			1	2
12. The course goals and objectives were clearly defined on the syllabus.				3
13. The activities and assignments and/or tests reinforced course objectives.				3
14. The text(s) and/or other materials were appropriate for the course objectives.				3
15. The grading system for this course was clearly defined and stated on the syllabus.				3
16. I would recommend this course to the other students.				3

Student Self - Evaluation

	1	2	3	4
17. I was present and on time for class.			2	1
18. I sought extra help outside of class time or during his or her office hours when I needed it.	1	1		1
19. I completed readings and other assignments by due date.		1	2	
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			1	2
21. I asked and answered questions and to state my own views.		1		2
22. I worked with other class members and a respectful way and tolerant way.			1	2
23. I worked to meet my expectations for my performance in the class.				3
24. I viewed the instructor as a professional role model.				3

Foundational Math I
 MA 091-00 Syllabus
 3 Credit Hours
 Fall Session I
 August 24-October 16, 2015

- Instructor: Bud R. Poor Bear
 Office: Science Center
 Telephone: Switchboard 856-8100 ext. 8536 direct 856-8180
 Cell: (605) 828-4791
 Email: bud_poorbear@yahoo.com; bud.poorbear@sintegleska.edu
 Office Hrs.: May call 1hr. before and after classes for immediate appointment. Post on office door will email
 May leave message with Patrice Wright # 856-8137
- Day/Time: T/THU 9-12
 Location: Science Center Room 1
 Description: A developmental math course which provides individual and group instruction in basic arithmetic functions and basic operations that will prepare students to enter college-level basic algebra.
 Prerequisite: Assessment test level and the ability to work independently, exercise judgment, and the discipline to be able to analyze and investigate math operations
- Textbook: **Basic College Mathematics, 5th Edition**
 with Early Integers
 ISBN-978-1-285-45087-2
 Publisher: Cengage Learning
- Materials: Paper and pencils and instructor will guide students on proper calculator applications.
 Supplements: Companion Website: any independent research on tutorials is expected
<http://freeresultsguide.com/?dn=kahnacademy.com&pid=9POE77385>
 Objectives: To learn as much as possible with this interactive, objective-based approach which allows comprehensive, mathematically sound essentials in this basic course.
 Instruction: Primarily Textbook, Lecture, and Exercises.
- Requirements:
1. You must have a valid contact via internet, phone, etc.
 2. You must:
 - a. Attend Class
 - b. Do the assigned Exercises
 - c. Take part in active class discussion
 - d. Take the quizzes **Do not miss a quiz!**
 - e. Take the Final Exam
- Disability Statement: SGU strives to assist all students with disabilities that may impact their learning. Please consult with the instructor or academic advisor if you have any special needs. This information is in the SGU catalog.

Grading: The following grading scale will be employed. (A=90-100%), B=80-89%, C=70-79%, D=60-69% and F=59-) the scale includes “plus” and “minus” grades as well.

Final Grade Weights: It is the responsibility of the student to aim for 100% attendance

Homework	60%
Attendance	10%
Class participation	10%
Midterm/ quizzes	10%
Final	10%

Attendance: Yes, it counts and it will be accounted as 10-percent of the Final Grade, unless otherwise excused for academic and/or athletic purposes. See the Student Handbook for further information. Excuses are accepted but do not constitute a waiver from the requirements of this course.

Withdraws &

No-Shows: The instructor **will** withdraw a student, **IF**, a student is considered a “**No-Show.**” A “No-Show” by definition is a student who registers for a course but does not attend a single class session by the end of the Drop/Add period.

The instructor **will not** withdraw a student for non-attendance after the Drop/Add period.

It is the responsibility of the student to withdraw if he/she is failing or cannot attend on a regular basis.

ADD/DROP Period Ends- September 11

Last Day To Withdraw- November 13

Homework: Depending on the subject being lectured in the classroom an assignment will be given to enhance with learning and comprehension of this text. In this session, MA 091, we will cover the first six chapters of this textbook. The instructor will dictate when assignments are due and when the tests/quizzes/finals are due. Depending on the student we may do advanced math up to Chapter 9.

Homework will be treated as extra credit and it may help your overall score if you happen to score low on a quiz or the final exam.

Course Schedule:**Session 1 – Beginning August 24th, 2015**

Course Introduction

Syllabus Overview

Chapter 1 – Whole Numbers**Section 1.1** Introduction to whole numbers**Section 1.2** Addition of whole numbers**Section 1.3** Subtraction of whole numbers**Section 1.4** Multiplication of whole numbers**Section 1.5** Division of whole numbers**Section 1.6** Problem Solving**Section 1.7** Prime Factoring and Exponents**Section 1.8** The Least Common Multiple and the “GCF”

Section 1.9 The Order of Operations

Chapter 2 – Integers**Section 2.1** An Introduction to the Integers**Section 2.2** Adding Integers**Section 2.3** Subtracting Integers**Section 2.4** Multiplying Integers**Section 2.5** Dividing Integers***Section 2.6** Order of Operations**Chapter 3 – Fractions and Mixed Numbers****Section 3.1** An Introduction to Fractions**Section 3.2** Multiplying Fractions**Section 3.3** Dividing Fractions**Section 3.4** Adding and Subtracting Fractions**Section 3.5** Multiplying and Dividing Mixed Numbers**Section 3.6** Adding and Subtracting Mixed Numbers**Section 3.7** Order of Operations and Complex Fractions**Chapter 4 - Decimals****Section 4.1** Introduction to Decimals**Section 4.2** Addition of Decimals**Section 4.3** Subtraction of Decimals**Section 4.4** Multiplications of Decimals**Section 4.5** Division of Decimals**Section 4.6** Comparing and Converting Fractions and Decimals**Chapter 5 - Ratio and Proportion****Section 5.1** Ratio

- Section 5.2 Rates
- Section 5.3 Proportions

Chapter 6 – Percents

- Section 6.1 Introductions to Percents
- Section 6.2 Percent Problems
- Section 6.3 Applications of Percent
- Section 6.4 Estimation with Percent
- Section 6.5 Interest

Mid Session Evaluation September 22nd, 2015 Tentatively

Chapter 7 – Graphs and Statistics

- Section 7.1 Reading Graphs and Tables
- Section 7.2 Mean, Median, and Mode
- Section 7.3 Probability

Chapter 8 – An Introduction to Algebra

- Section 8.1 The Language of Algebra
- Section 8.2 Simplifying Algebraic Expressions
- Section 8.3 Solving Equations Using Properties of Equality
- Section 8.4 Using Equations to Solve Application
- Section 8.5 Multiplication Rules for Exponents

Chapter 9 – An Introduction to Geometry

- Section 9.1 Basic Geometric Figures; Angles
- Section 9.2 Parallel and Perpendicular Lines
- Section 9.3 Triangles
- Section 9.4 The Pythagorean Theorem
- Section 9.5 Quadrilaterals and Other Polygons
- Section 9.7 Perimeters and Areas of Polygons

Last classroom day: October 15, 2015

FINAL EXAM DUE: October 16th, 2015
Course Final

Foundational Skills – **Fall Session I August 24th thru October 16th, 2015**

Session II October 19th thru December 4th, 2015

There are a number of tests or quizzes and each must be passed. Failing to pass a test means repeating a similar version of that test. (Instructor's discretion)

Motivated students have a chance to finish this course early and not have to come back. (Session I & Session II)

Most students in the course fall into two categories: those who just need to brush up and have a fairly easy time of it, and those who will struggle to succeed.

I will try to keep the class together with lectures and discussions as long as I can. Ultimately, the course is self-paced. Later in the session there may be fewer class lectures but greater opportunity for one-on-one help. It is your responsibility to keep up. **If you are starting to fall behind get help by talking to your professor right away.**

Student Learning Outcomes:

Upon successful completion of this course students will be able to:

- Do arithmetic of fractions, decimals, and percent's
- Interpret ratios and proportions
- Manipulate negative and positive numbers
- Solve simple linear equations

Disclaimer: Information contained in this syllabus is, to the best of the instructor, considered correct and complete when distributed for use and the beginning of the term. This syllabus is considered a contract between Sinte Gleska University and the student. The instructor reserves the right acting within the policies and procedures of SGU, to make changes in the course content and/or instructional technique without notice or obligation. The instructor may incorporate materials and presentations offering Lakota philosophy on the topics covered.

Course Number: MA 091 00
Semester: Fall 2015

Instructor: Bud Poor Bear
Base: 3

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

- 15. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.**

1. The vocabulary, it helps comprehend meanings.
2. Learning and going through each chapter together so we knew what to do.
3. The homework cause I learned.

16. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

5. Going over problems in class on the board with instructor. Helps to understand on how to solve the problem.
6. Didn't go through everything enough for me to know everything, especially because I'm a slower learner only because I want to do everything perfect.
7. When my pen runs out of ink.

17. What are the instructor's greatest strengths as a teacher?

5. Ability to explain until you can comprehend and do problems yourself.
6. He knows math.
7. Teaching

18. What changes or improvements in his or her teaching would benefit you as a student?

5. Recap on chapters.
6. Explain things slower or better.
7. The way he teaches class.

19. What are your suggestions for improving this course?

5. More review.
6. Nothing
7. Keep it up.

20. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

5. Yes, sometimes he will count in Lakota.
6. I don't
7. Stories

21. What suggestions or how would you better integrate Lakota values or culture into the course?

5. See above.
6. I don't have any suggestions.

7. Tell more stories.

8. General comments

5. My favorite teacher.

6. N/A

7. Good class

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree

2: Disagree

3: Agree

4: Strongly agree

The Instructor

	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.			2	1
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.		2	1	
3. The instructor used a variety of teaching methods to accommodate different learning styles.			3	
4. The instructor was present and on time for class.			1	2
5. The instructor provided regular and meaningful feedback on my progress in the course.			2	1
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			2	1
7. I would recommend this instructor to other students.			2	1
8. The instructor encouraged student participation and stimulated intellectual curiosity.			2	1
9. The instructor promoted a climate of cooperation, respect, and tolerance.			2	1
10. The instructor encouraged students to have high expectations for their performance in the class.			2	1

Course Organization

	1	2	3	4
11. Course organization, planning, and preparation were evident.			2	1
12. The course goals and objectives were clearly defined on the syllabus.			2	1
13. The activities and assignments and/or tests reinforced course objectives.			2	1

14. The text(s) and/or other materials were appropriate for the course objectives.1			2	1
15. The grading system for this course was clearly defined and stated on the syllabus.			2	1
16. I would recommend this course to the other students.			2	1

Student Self - Evaluation

	1	2	3	4
17. I was present and on time for class.		1	2	
18. I sought extra help outside of class time or during his or her office hours when I needed it.		2	1	
19. I completed readings and other assignments by due date.		1	2	
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			2	1
21. I asked and answered questions and to state my own views.		1	1	1
22. I worked with other class members and a respectful way and tolerant way.			3	
23. I worked to meet my expectations for my performance in the class.			3	
24. I viewed the instructor as a professional role model.			2	1

Foundational Math II
 MA 092-00 Syllabus
 3 Credit Hours
 Spring Session II
 March 7th thru May 6th, 2016

Instructor: Bud R. Poor Bear SinteGleska University BS Degree Computer Science
 Western Nebraska Community College AAS Electronics
 Office: Science Center Office # 1
 Telephone: Switchboard 856-8100 ext. 8536 direct 856-8180
 Cell: (605) 828-4791
 Email: bud_poorbear@yahoo.com; bud.poorbear@sintegleska.edu
 Office Hrs.: May call 1hr. before and after classes for immediate appointment. Post on

- office door will email
- Day/Time: T/THU 9-12
- Location: Science Center Room 2
- Description: A developmental math course which provides individual and group instruction in basic arithmetic functions and basic operations that will prepare students to enter college-level basic algebra.
- Prerequisite: Assessment test level and the ability to work independently, exercise judgment, and the discipline to be able to analyze and investigate math operations
- Textbook: **Basic College Mathematics, 5th Edition**
with Early Integers
ISBN-978-1-285-45087-2
Publisher: Cengage Learning
- Materials: Paper and pencils and instructor will guide students on proper calculator applications.
- Supplements: Companion Website: any independent research on tutorials is expected
<http://freeresultsguide.com/?dn=kahnacademy.com&pid=9POE77385>
- Objectives: Upon successful completion of this course which requires the student to finish gradable homework the student will be able to follow the **Student Learning Outcomes** as described later on this syllabus
- Instruction: Primarily Textbook, Lecture, and Exercises.
- Requirements:
3. You must have a valid contact via internet, phone, etc.
 4. You must:
 - a. Attend Class
 - b. Do the assigned Exercises
 - c. Take part in active class discussion
 - d. Take the quizzes **Do not miss a quiz!**
 - e. Take the Final Exam
- Disability Statement: SGU strives to assist all students with disabilities that may impact their learning. Please consult with the instructor or academic advisor if you have any special needs. This information is in the SGU catalog.

Grading: The following grading scale will be employed. (A=90-100%), B=80-89%, C=70-79%, D=60-69% and F=59-) the scale includes “plus” and “minus” grades as well.

Final Grade Weights: It is the responsibility of the student to aim for 100% attendance

Homework	60%
Attendance	10%
Class participation	10%
Midterm/ quizzes	10%

Final 10%

Attendance: Yes, it counts and it will be accounted as 10-percent of the Final Grade, unless otherwise excused for academic and/or athletic purposes. See the Student Handbook for further information. Excuses are accepted but do not constitute a waiver from the requirements of this course.

Withdraws &

No-Shows: The instructor **will** withdraw a student, **IF**, a student is considered a “**No-Show.**” A “No-Show” by definition is a student who registers for a course but does not attend a single class session by the end of the Drop/Add period.
The instructor **will not** withdraw a student for non-attendance after the Drop/Add period.
It is the responsibility of the student to withdraw if he/she is failing or cannot attend on a regular basis.

**ADD/DROP Period Ends- February 5th
Last Day To Withdraw- April 1st**

Homework: Depending on the subject being lectured in the classroom an assignment will be given to enhance with learning and comprehension of this text. In this session, MA 092, we will overview the first five chapters of this textbook. The instructor will dictate when assignments are due and when the tests/quizzes/finals are due. In MA 092 we will do advanced math and finish all chapters of this textbook. Additional homework, gradable homework, may be treated as extra credit and it may help your overall score if you happen to score low on a quiz or the final exam. A homework assignment sheet will be given with this syllabus.

Course Schedule:

Session II – Beginning March 8th, 2016

Course Introduction

Syllabus Overview We will ‘Overview’ the first 5 Chapters, but will focus on the later chapters of this textbook

Chapter 1 – Whole Numbers

Section 1.1 Introduction to whole numbers

Section 1.2 Addition of whole numbers

Section 1.3 Subtraction of whole numbers

- Section 1.4 Multiplication of whole numbers
- Section 1.5 Division of whole numbers
- Section 1.6 Problem Solving
- Section 1.7 Prime Factoring and Exponents
- Section 1.8 The Least Common Multiple and the “GCF”**
- Section 1.9 The Order of Operations

Chapter 2 – Integers

- Section 2.1 An Introduction to the Integers
- Section 2.2 Adding Integers
- Section 2.3 Subtracting Integers
- Section 2.4 Multiplying Integers
- Section 2.5 Dividing Integers
- *Section 2.6 Order of Operations

Chapter 3 – Fractions and Mixed Numbers

- Section 3.1 An Introduction to Fractions
- Section 3.2 Multiplying Fractions
- Section 3.3 Dividing Fractions
- Section 3.4 Adding and Subtracting Fractions
- Section 3.5 Multiplying and Dividing Mixed Numbers
- Section 3.6 Adding and Subtracting Mixed Numbers
- Section 3.7 Order of Operations and Complex Fractions

Chapter 4 - Decimals

- Section 4.1 Introduction to Decimals
- Section 4.2 Addition of Decimals
- Section 4.3 Subtraction of Decimals
- Section 4.4 Multiplications of Decimals
- Section 4.5 Division of Decimals
- Section 4.6 Comparing and Converting Fractions and Decimals

Chapter 5 - Ratio and Proportion

- Section 5.1 Ratio
- Section 5.2 Rates
- Section 5.3 Proportions

Chapter 6 – Percents

- Section 6.1 Introductions to Percents
- Section 6.2 Percent Problems
- Section 6.3 Applications of Percent

Section 6.4 Estimation with Percent

Section 6.5 Interest

Chapter 7 – Graphs and Statistics

Section 7.1 Reading Graphs and Tables

Section 7.2 Mean, Median, and Mode

Section 7.3 Probability

Mid Session Evaluation April 12th, 2016 Tentatively

Chapter 8 – An Introduction to Algebra

Section 8.1 The Language of Algebra

Section 8.2 Simplifying Algebraic Expressions

Section 8.3 Solving Equations Using Properties of Equality

Section 8.4 Using Equations to Solve Application

Section 8.5 Multiplication Rules for Exponents

Chapter 9 – An Introduction to Geometry

Section 9.1 Basic Geometric Figures; Angles

Section 9.2 Parallel and Perpendicular Lines

Section 9.3 Triangles

Section 9.4 The Pythagorean Theorem

Section 9.5 Quadrilaterals and Other Polygons

Section 9.7 Perimeters and Areas of Polygons

Last classroom day: March 3rd 2016

FINAL EXAM DUE: March 4th, 2016

Course Final

Foundational Skills – **Spring Session I January 19th thru March 4th, 2016**

Session II March 7th thru May 6th, 2016

There are a number of tests or quizzes and each must be passed. Failing to pass a test means repeating a similar version of that test. (Instructor's discretion)

Motivated students have a chance to finish this course early and not have to come back. (Session I & Session II) by excelling in the assessment test

Most students in the course fall into two categories: those who just need to brush up and have a fairly easy time of it, and those who will struggle to succeed.

I will try to keep the class together with lectures and discussions as long as I can. Ultimately, the course is self-paced. Later in the session there may be fewer class lectures but greater opportunity for one-on-one help. It is your responsibility to keep up. **If you are starting to fall behind get help by talking to your professor right away.**

Student Learning Outcomes:

Upon successful completion of this course students will be able to:

- Do arithmetic of fractions, decimals, percent's, ratios and proportions
- Understand graph's and basic statistics
- Solve linear equations and learn the 'Language of Algebra'
- Study basic Geometry specifically theorems and postulates

Disclaimer: Information contained in this syllabus is, to the best of the instructor, considered correct and complete when distributed for use and the beginning of the term. This syllabus is considered a contract between Sinte Gleska University and the student. The instructor reserves the right acting within the policies and procedures of SGU, to make changes in the course content and/or instructional technique without notice or obligation. The instructor may incorporate materials and presentations offering Lakota philosophy on the topics covered.

Homework: * Follow with Course Schedule*

CHAPTER 1 Whole Numbers

Section 1.1 pg. 10 1-8, pg.11 13-20, pg.11 36-38

Section 1.2 pg. 24 1-8, pg.25 29-36, pg. 25 37-44

Section 1.3 pg. 36 1-4, pg.37 35-42, pg.38 83-85

Section 1.4 pg. 50 1-6, pg. 51 13-16, pg.52 81-83

Section 1.5 pg. 65 1-6, pg.66 19-26, pg. 67 99-101

Section 1.6 pg. 75 1-2, pg. 76 13-16, pg. 77 29-34

Section 1.7 pg.87 1-8, pg. 88 61-75, pg. 88 77-84

Section 1.8 pg. 98 1-4, pg. 99 10-14, pg. 100 65-68

Section 1.9 pg. 109 1-6, pg. 109 15-18, pg. 110 59-82

TEST

CHAPTER 2 Integers

Section 2.1 pg. 139 1-6, pg. 139 10-17, pg.140 23-30
Section 2.2 pg. 152 1-6, pg. 153 15-18, pg.153 56-68
Section 2.3 pg. 162 1-4, pg. 163 61-88, pg 163 # 93
Section 2.4 pg. 172 1-6, pg. 173 19-20, pg 174 102-106
Section 2.5 pg. 180 1-4, pg. 181 29-44, pg.181 #84
Section 2.6 pg. 188 1-4, pg. 189 37-40, pg.193 #5 a. & b., pg. 203 #26
TEST

CHAPTER 3 Fractions and Mixed Numbers

Section 3.1 pg. 216 1-8, pg. 217 25-32, pg. 219 #108 a,b,c,d
Section 3.2 pg. 225 Example 7, pg. 228 1-6, pg. 229 17-44
Section 3.3 pg. 239 1-4, pg. 239 11-12, pg. 240 37-76
Section 3.4 pg. 252 1-4, pg. 253 69-78, pg. 254 79-96, pg. 254 #105
Section 3.5 pg. 265 1-4, pg. 266 19-22, pg. 267 24 -80 even number problems
Section 3.6 pg. 279 1-4, pg. 281 49-78, pg. 283 #101 a & b
Section 3.7 pg. 290 1-2, pg. 291 13-14, pg. 292 43-56, pg. 295 87-90
TEST

CHAPTER 4 Decimals

Section 4.1 pg. 325 1-4, pg. 326 19-60, pg. 327 65-88, pg. 328 #101
Section 4.2 pg. 339 1-6, pg. 340 59-71, pg. 341 72-90, pg. 343 #106
Section 4.3 pg. 353 1-2, pg. 354 65-94, pg. 355 #104 a & b, pg. 357 #116
Section 4.4 pg. 368 1-2, pg. 370 67-90, pg. 371 #104 a & b
Section 4.5 pg. 382 1-4, pg. 383 13-14, pg. 384 79-102, pg. 385 #110
Section 4.6 pg. 391 1-6, pg. 392 37-82, pg. 397 4-22
TEST

CHAPTER 5 Ratio, Proportion, and Measurement

Section 5.1 pg.423 1-6
Section 5.2 pg.438 1-8
Section 5.3 pg.452 1-6
Section 5.4 pg.466 1-8
Section 5.5 pg. 476 1-2 a.,b.,c.
TEST In this chapter we will do the review on pg. 494-495 1-40

CHAPTER 6 Percents

Section 6.1 pg.508 1-2, pg. 509 13-16, pg. 511 101 -106
Section 6.2 pg 529 1-8, pg. 531 60-70, pg. 532 82-86
Section 6.3 pg.546 1-4, pg 549 60-65
Section 6.4 pg.557 1-2, pg. 557 47-54, pg.559 88-90
Section 6.5 pg.566 1-6, pg. 566 1-6, pg.569 57-66
TEST

CHAPTER 7 Graphs and Statistics

Section 7.1 pg.602 1-8, pg 606 69-72, pg.608 #100

Section 7.2 pg.617 1-4, pg 618 45-48, pg.619 55-58

Section 7.3 pg.625 1-6, pg. 626 53-56

TEST

CHAPTER 8 An Introduction to Algebra

Section 8.1 pg.650 1-8, pg651 13-14, pg.652 71-82

Section 8.2 pg.661 1-6, pg663 103-114, pg663 121-122

Section 8.3 pg.672 1-6, pg.673 85-100

Section 8.4 pg.679 1-4, pg.681 63-80

Section 8.5 pg.689 1-6, pg.693 51-53

Section 8.6 pg.700 1-2

TEST

CHAPTER 9 An Introduction to Geometry

Section 9.1 pg.726 1-18, pg.729 87-88

Section 9.2 pg.737 1-6, pg. 739 31-34

Section 9.3 pg.747 1-10, pg. 750 57-64

Section 9.4 pg.757 1-4, 11-12, pg.758 29-36

Section 9.5 pg.767 1-6, pg.770 57-64

Section 9.6 pg.779 1-8, pg.781 49-52

Section 9.7 pg.792 1-6, pg.796 77-84

Section 9.8 pg.804 1-8, pg.805 47-50

Section 9.9 pg.812 1-8, pg. 815 57-68

TEST

Course Number: MA 0920 01
Semester: Spring 2016

Instructor: B. Poor Bear
Base: 1

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

22. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

1. All assignments are of value to me because I need it to refresh and learn so I will be able to take algebra.

23. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

8. None

24. What are the instructor's greatest strengths as a teacher?

8. He know what he's talking about.

25. What changes or improvements in his or her teaching would benefit you as a student?

8. The instructor needs to find an easier or simpler way to explain some of the problems.

26. What are your suggestions for improving this course?

8. The instructor needs to find an easier or simpler way to explain some of the problems.

27. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

8. No

28. What suggestions or how would you better integrate Lakota values or culture into the course?

8. I really don't see any point in integrating Lakota in this course.

8. General comments

8. N/A

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

The Instructor

1 2 3

4

1. The instructor communicated the subject matter clearly and effectively.			1	
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.			1	
3. The instructor used a variety of teaching methods to accommodate different learning styles.			1	
4. The instructor was present and on time for class.				1
5. The instructor provided regular and meaningful feedback on my progress in the course.				1
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			1	
7. I would recommend this instructor to other students.			1	
8. The instructor encouraged student participation and stimulated intellectual curiosity.			1	
9. The instructor promoted a climate of cooperation, respect, and tolerance.				1
10. The instructor encouraged students to have high expectations for their performance in the class.				1

Course Organization

1 2 3

4

11. Course organization, planning, and preparation were evident.			1	
12. The course goals and objectives were clearly defined on the syllabus.				1
13. The activities and assignments and/or tests reinforced course objectives.				1
14. The text(s) and/or other materials were appropriate for the course objectives.				1

15. The grading system for this course was clearly defined and stated on the syllabus.				1
16. I would recommend this course to the other students.				1

Student Self - Evaluation**1 2 3****4**

17. I was present and on time for class.				1
18. I sought extra help outside of class time or during his or her office hours when I needed it.			1	
19. I completed readings and other assignments by due date.				1
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.				1
21. I asked and answered questions and to state my own views.				1
22. I worked with other class members and a respectful way and tolerant way.				1
23. I worked to meet my expectations for my performance in the class.				1
24. I viewed the instructor as a professional role model.				1

Sinte Gleska University

RG 091 Foundations of Reading Spring Semester 2016 Session I 3 credit hours
Section 00 9:00a.m. – 12:00 p.m. Section 01 meets 1 :00 p.m. – 4:00 p.m.
Class Location/time: MW Science Building Upstairs Room 2

Mrs. Lynne Simkins, waon spewi cakiya (teacher) instructor, BS - in addition, 30 plus grad. credits **Contact info:** Office Hours: Tuesdays: 12:30 – 4:30 p.m. Office phone: 856-8206 Ext# 8513 Home: 879-2407 Please leave message e-mail: lsimkins5@gmail.com or lynne.simkins@sintegleska.edu

Prerequisite: ACT scores/or SAT scores/ or Completion of the Accuplacer Test

Course Description: Fundamentals of Reading is a course which provides individual and group reading instruction. This course will focus primarily on metacognitive reading comprehension skills. Reading comprehension skills will be introduced across literay genres and will include fiction, nonfiction, and poetry. RG091 will help students develop a deeper level of reading understanding. **Course Rationale:** The course Foundational Reading 091 will provide specific reading comprehension strategies to assist students in overall enjoyment and understanding of reading.

Course Materials: Sherman Alexie, **The Lone Ranger and Tonto Fistfight in Heaven** , Grove Press, NY 1993, 2995, 2013 Twentieth Anniversary Edition ISBN 978-0-8021-2199-8

Joseph M. Marshall III, **Walking with Grandfather the wisdom of Lakota Elders** Sound True Press 2005 ISN 978-1-59179-352- Also required: **A Sinte Gleska University i.d. photo card and Sinte Gleska University library card. Supplementary materials:** notebook paper and black-ink pen All written assignments need to be written in black ink or printed from computer. **Suggested: a flash drive** so you can copy any work you do on computers on campus

Student Responsibilities: As a student at Sinte Gleska University, it is important that you understand the responsibility you are undertaking as a college student. You are assuming an important role in the tribal nation. As you progress through your college career, you will take on even greater responsibilities each year. The tribal nation bears the cost of this university. It was provided to you with the sacrifice of our ancestors, the Sicangu Oyate, and by current tribal members and members of the SGU community. ***YOU ARE THE HOPE OF THE FUTURE.*** The vision of SGU and tribal higher education encompasses you and the expectations for you are high and profound. Please bear this in mind when you think about skipping classes, not doing your homework, or not paying attention in class. **YOUR ANCESTORS PAID A HIGH PRICE FOR YOUR EDUCATION...A PRICE THAT INCLUDED THEIR FREEDOM, THEIR SAFETY, THEIR LAND, THEIR SENSE OF WELL BEING, AND THEIR LIVES.** 1. Please be on time for class 2. Please take time to do your homework and come to class prepared to learn 3. Please treat others in the class respectfully 4. Please allow yourself time to learn 5. Please participate fully in class 6. Please speak up when you see or hear something wrong 7. Please set a good example.

SGU mission statement: *SGU provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation culture, concerned about the future, and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal development needs. SGU graduates will help determine the future development and direction of the Tribe and its institutions. The mission of SGU is to plan, design, implement, and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.*

Your instructor's expectations: **Be present, Be prepared, and participate**

******Disability statement:** SGU strives to assist all students with disabilities that may impact their learning. Please consult your instructor or academic advisor if you have any special needs. This information is in the SGU catalog and the SGU student handbook for reference. The SGU catalog is located on the SGU web site at www.sintegleska.edu

Student Learning Outcomes:

Cognitive skills will be demonstrated through a clear understanding of the following reading comprehension strategies : Monitoring comprehension, activating and connecting to background knowledge, questioning, visualizing and inferring, determining importance in text, summarizing and synthesizing information. **Students will show their understanding of these strategies by defining and articulating which reading comprehension strategy/ies they are using and why.** Students will show progress gained in week five or six when they retake the Accuplacer test.

Verbal skills are an important part of Lakota tradition. Students will demonstrate their interpretation of each short story via discussion. Students will learn to share their ideas verbally via responding to each other's ideas with respect and dignity. Students will show their understanding of determining importance by their oral and written responses identifying the main idea and supporting details of each short story . Students will be participating in presentations, also.

Listening skills: Students will be interviewing a Lakota elder and asking them questions. Students will show listening skills as they interpret the answers of the elder and ask follow-up questions during the interview. Students will show respect as they listen to each other and the instructor during class time. Students will hand in a narrative about what the Lakota relative told them. . The instructor will show respect as she listens to each student and teams.

Written skills Students will also be expressing themselves in written form by handing in response entries, summaries of main ideas, synthesizing responses, and all written assignments in a timely manner . Students will write a letter to Mr. Joseph Marshall, III Mr. Sherman Alexie following reading several short stories to better understand the author's writing style. We may be corresponding with other authors, poets, and actor(s) as well.

SGU Attendance Policy Students who miss the number of consecutive classes below may be subject to withdrawal by the instructor. 3 semester credits – nine consecutive hours or 15 hours over all. If the student has valid reasons for class reinstatement, then written permission from the instructor to the Registrar must be submitted. **Valid reasons for excused absences are: personal illness, severe illness of a family member, and death in the family.** Students do have access to transportation through the SGU Transportation Program, therefore, lack of transportation or lack of gas money is NOT considered an excused absence. Students who do NOT make arrangements with the instructor PRIOR to the next class period for make-up work or to get assignments will be counted absent/unexcused for the missed class period. (SGU Catalog)

In a three-credit class meeting once a week, you may miss up to two class periods in a row or four class periods total. If you miss three in a row or five total, you will be dropped or withdrawn or may fail the course. If you have missed the classes after drop/add period ends, you will be withdrawn from the class. If you have missed the classes after withdrawal period ends, you will receive a failing grade in the course. In a three -credit hour class meeting twice a week, you may miss up to two classes in a row or four classes throughout the semester before the drop/withdrawal/failure rule goes into play. If you are dropped even when you have been present in class, please see the instructor to confirm the drop. Sometimes students are dropped because of a clerical error rather than lack of attendance.

PLEASE STAY IN CONTACT WITH YOUR INSTRUCTOR REGARDING ABSENCES, AS IT WILL HELP YOUR GRADE AND YOUR FINANCIAL AID

STATUS. Attendance will be a very important part of your final grade. Please make every effort to attend each class.

Cell-phone Policy: The use of cell phones during class will be permitted when assigned by the instructor to assist with specific data. Other than that, cell phones are to be turned off and put away. Phone calls and texting will be limited to break time.* Please be a professional student and adhere to the phone policy, or you will lose class participation points.

Assessments: Individual rubric sheets will be handed out for each assignment. If all components of the rubric are met, student will receive maximum points listed on right side of this sheet.

Short story responses:

each class session, two written responses due (15 pts each)

30 points	Article review: Written in Blood (2-3) and	
Wounded Knee (2-29)	25 points each	50 points Reading Now
& other handouts		25 points

each Letter to Sherman Alexie due February 17th

50 points	Letter to Joseph Marshall, III	due February 22nd
	50 points	

Other correspondence may also be assigned...

50 points	Classroom presentation: Reading Comprehension Strategies	Feb 29 th or
March 3rd	150 points	Lakota Elder Interview narrative presentation
February 22 nd		150 points Classroom attendance
going		on
		25 points per session

Classroom participation	on going	25
points per session	Mid-term test	February 10th

	75 points	Handing in favorite poem for class poetry book
February 17th	25 points	Each poem response: on going
	15 points	Final Test

March 3rd	100 points	Accuplacer Test
Results to instructor by Feb. 29 th		25 points

Planning and Participating in Metacognitive Celebration	March 3rd
50 points	

Extra credit: Reading to children at a head start or at the SGU's day care would be an example of extra credit. If you are an artist, you could draw what the various strategies mean to you. If you are a singer, you could write a song about one or all the metacognitive strategies. If you enjoy poetry, write a poem and hand it in would be another example of extra credit. If you think of something else you'd like to do for extra credit, please visit with me about it.

** Each week, instructor will meet with each student during class to go over his/her points and what has or has not been handed in. If quality of handed in work could be improved, this will be emphasized. **Second chances are what life is all about.** The instructor wants you to successfully complete this course and will work with you to ensure this is the case. If you are falling behind, or something is troubling you, **please contact the instructor immediately.** At times, life throws us all curve balls and we need a bit of assistance.

Course Schedule: *Wounspe Tokahe (The first teaching)*

Week One: Wed. 01-20-16 Introductions **Expectations: Be Present, Be prepared, and participate** Intro. Tonto and the Lone Ranger Fistfight in Heaven and Sherman Alexie. Intro. Walking with Grandfather by Joseph Marshall III (One of the founding fathers of Sinte Gleska). Handout: Chapter One: The Active Reader Part One: Asking the Right Questions. What is the main idea of the reading? **Homework:** Walking with Grandfather: The Greatest of the Greatest: A Treatise on Wisdom (p 1 – 14) Lone Ranger and Tonto: Intro and Every Little Hurricane (svii – p 11) and read & highlight the handout, The Active Reader Part I.

Week Two: (Founders Week here at Sinte Gleska) This is the 46th Annual Foundations week celebration and Wacipi 1-25-16 – 01- 31-16 **Taku keyas nahanhci hel yanke unkeye ca unkiyapi nahan unkicu pi kte. “Our Language, Culture, and Traditions of the Sicangu and Oceti Sakowin Oyate still live. We need to reclaim them for ourselves and the future generations.”** These will be streamed live on UStream www.youtube.com/user/sintegleskautube

Monday 01-25-16 Students and instructor will discuss schedule for Founders Day. If it is a forum that students wish to attend, we will contact SGU transportation to see if they will transport us to the Founders Day Forum. OR: discuss first chapters in both our texts and discuss the comparisons and contrasts between the two authors. We will also discuss the first short story in each book. We will go over the assigned handout Chapter one on The Active Learner from the book, Reading Now. Students will complete a main idea quiz Homework : Write the main idea of each of the first short stories from each of our texts and read Walking with Grandfather The Trail to Yesterday: The Importance of Identity (p 15 – 26) and Lone Ranger & Tonto: Because My Father Always said he was the only Indian who saw Jimi Hendrix play “The star-Spangled banner” at Woodstock (p 24 – 36)

Wednesday 01- 27-16: Students can decide whether we will go to Founders Day forum **OR:** discuss short stories read, go over main idea and thesis statement concept and Reading Now concepts of reading strategies. We will go over main idea quiz taken 01-25-16 We will write main idea responses with two supporting details for each. Introduce *Interviewing a Lakota Elder* Assignment Rubrics will be handed out for this assignment. Homework: Write the main idea of each of the short stories assigned and two supporting ideas. Write your reading goals and knowledge you wish to gain from this course. Decide who you wish to interview. Each students will choose whom he/she wishes to interview and begin forming questions.

Week Three: Monday, 02-01-16 We will be reviewing topics introduced during week one and two. We will be catching up on our texts, contingent upon our decisions regarding Founders Day Forum attendance last week. **Intro: student presentations** We will discuss defining, using, and creating schema and participating in activities. We will be discussing background knowledge and making connections and participate in activities related to background knowledge and making connections. Sustained reading in class: Read the Walking with Grandfather: The Way of Wolves (p27 – 38) Lone Ranger and Tonto: The Only Traffic Signal on the Reservation Doesn’t Flash Red Anymore (p 43 – 53) Read and highlight Reading Now handouts. Homework: Write response including thesis statement, main idea, and two supporting details about The way of wolves and The only traffic signal. Complete the Reading now handout. Write out fifteen questions you will be asking the Lakota elder you chose to interview. Bring these to class on

Wednesday. Make an appointment or time to telephone if the person is out of state for the interview. You need to plan the interview, take very good notes or record it, as you then need to write it up in narrative style. **The interview assignment is due Feb. 22nd.** Wednesday, 02-03-16 Review of schema and background knowledge. Introduction The importance of questioning while we are reading. We will discuss generating questions before, during, and after reading that lead you deeper into the text. Genre: poetry Native American poetry will be introduced. We will begin this genre with the works of our own Lakota poet, Mrs. Lydia Whirlwind Soldier. I spoke with Ms. Whirlwind Soldier and she expressed interest in visiting our class! ☺ Followed by Sustained reading in class to read Walking with Grandfather: The Greyhound (p 41 – 50) Lone Ranger and Tonto: This is what It means to say Phoenix, Arizona (p59 – 76) Handout: New York Times: Written in Blood – response to Sherman Alexie and comments. Homework: Students will write a response to each of the assigned reading including thesis statement, main ideal, and two supporting ideas. Students will reread Mrs. Whirlwind Soldier’s poems and pick one and respond to that poem. Read comments to Written in blood and pick your favorite ten comments and be ready to explain why in class on Monday.

Week Four: Monday, 02-08-16 Review: Schema and background knowledge and questioning. Introduce Visualizing and inferring. Intro: expository text with newspaper activity Review will be presented for mid-term. We will discuss short stories about the greyhound and Phoenix, Arizona. . We will do activities surrounding questioning, visualizing, and inferring. Native American poetry –student discussion on favorite Whirlwind poems. Introduce Simon Cortez, Native American southwestern poet who taught one year at Sinte in the eighties! Discuss classroom presentation ideas and rubrics. Sustained reading: Walking with Grandfather: The Bow and Arrow (p 53 – 62) Tonto: Jesus Christ’s Half Brother is alive and well on the Spokane Indian Reservation 110 – 129) Homework: Students will write first draft of letter to Sherman Alexie and/or Joseph Marshall III. Students will write a main-idea response to each reading from text. Study handout sheet to review for midterm. Each student will pick their favorite Cortez poem and write a short response.

Wednesday, 02-10-16 Discussion of short stories. Further inferring activities In class: Review for midterm. Metacognition strategies activities. Introduce: Synthesizing Take the mid-term test and then Sustained reading : Walking with Grandfather: The Shadow Man (p 65 – 75) Tonto: A Train is an order of Occurrence designed to lead to some result (p130 – 138). Native American Poet: Sherman Alexie Homework: Prepare final draft of letter you will be sending to Sherman Alexie. Bring this to class the 17th. It may be written in black ink or printed on computer. Metacognition comprehension strategies sheet to complete. .Write a main idea response but add your personal thoughts and feelings about two reads. And your responses to short stories read.

Week Five: Monday, 02-15-16 **No school at SGU** Lakota Itancan Anpetu Note: *****Sometime during week five or six, each student needs retake the Accuplacer post test** and submit a copy of results to instructor by February 29th. Do not forget that you need to complete your interview with a Lakota elder and type up a narrative story of that elder’s life from the information you obtained via the questions you asked. Each student will be presenting his/her narrative of interview with elder on Feb. 22nd.

Wednesday, 02-17-16 Review of comprehension strategies Sherman Alexie letter handed in. Instructor will have envelopes and stamps. Intro of Native American poet Carter Revard. Each student will hand in or e-mail me a copy of their all-time favorite poem or two...Instructor will need each poem submitted in order to assemble Class Poetry Anthology Book Discuss both short stories and authors. Sustained reading time – Walking with Grandpa: Follow Me (p77 – 86) Tonto: Imagining the Reservation (p 149 – 153) and Reading now handout Homework: Respond to one of Carter Revard's poems synthesis response for each short story along with main idea and two supporting details Begin your draft of letter to Joseph Marshall III. (Think of specific questions you would like to ask him as it may be possible for him to come to one of our classes. Instructor is still working on this.) Bring your letter to Joseph Marshall III to class next Monday. This letter may be written and printed from a computer or you may write it in black ink.

Week Six: Monday, 02-22-16 Presentation: **Lakota Elder Interview narrative.** (A copy of this will be sent to the instructor via Google Docks) Each student should have his/her Lakota elder interview completed and narrative typed up of the story of this elder's life. Discuss short stories Respond to poems Intro: Test-taking Strategies Discuss: What do you most dread about test taking? Do test taking activities in class Have your Marshall letter ready to be handed in. Instructor will have envelopes and stamps for you to send your letter to Joseph Marshall III. Intro: Native American poet, Lance Hensen Sustained reading: Walking with Grandpa The Circle of Life (p 87 – 96) Tonto: Indian Education (p 171 – 180) Student presentation preparation time Homework: Write main idea and synthesis response for both short stories. Test-taking activity homework Write a response to your favorite Lance Hensen poem

Wednesday, 02-24-16 Discuss short stories. Review test-taking strategies and continue with additional test – taking activities. Review Lance Hensen's poetry. Introduce the literary genre: Expository with Wounded Knee article from SD mag. Sustained Reading: Marshall's eighth short story, "The end of the journey is the beginning" (p 99 – 114) Tonto: **Your choice for Alexie short story** Read Expository piece: Wounded Knee from December 2015 SD magazine. Highlight the places in the article that you had a strong personal connection to. Student presentation preparation time Homework Pick your favorite N. Scott Momaday poem and write a short response to it Responses to each short story Response to Wounded Knee article Students presentations will be on Monday, Feb. 29th!! Students will write down ideas that we could do for our finale class a week from today.... Fun things to do at our metacognitive celebration of reading success on March 3rd

Week Seven:

Monday, 02-29-16 Instructor will hand out assembled Student Poem Anthology Discuss short stories Review each of the metacognitive strategies presented. Review for final Student presentations Finalize ideas for our metacognitive celebration on Wednesday.

Wednesday, 03-03-16 Final Test & student presentations Fill out Evaluation form. We've worked hard and come a long way on our metacognitive reading comprehension strategies road. Congratulations to each one of you!! Student-planned Metacognitive Celebration will conclude our session I class together.

**** The instructor reserves the right to amend the syllabus as needed.**

*****Sinte will let students know if we will have make-up days, subject to winter weather and anpetu wa (Snow days).**

Sinte Gleska University Reading Foundations 092 Fall 2015 Session II

MW/9-12 in SC Lab Instructor: Mrs. Lynne Simkins

RG 092 Foundational Reading I 3 semester hours A reading course which provides individual and group instruction and practice in comprehension skills, vocabulary development, and word attack. Enables students to read more fluently and introduces them to aids in recognizing and overcoming comprehension difficulties. (This is what is in the current Sinte Gleska course catalog).

I hope the updated version will say: A reading course which provides individual and group instruction and practice in reading comprehension, vocabulary, and writing skills. This course also introduces students to expository and fiction text – including the genre of poetry. Metacognitive comprehension strategies will be a core piece of this class. 092 This course goes ‘deeper and into more depth’ with the metacognition comprehension strategies.

Instructor: Mrs. Lynne Simkins Office Hours: Tuesday 12:30 – 4:30 p.m.
lsimkins5@gmail.com or lynne.simkins@sintegleska.edu landline: 879-2407 My office phone number is 856-8100

Required Text and course materials:

Sherman Alexie, *The Lone Ranger and Tonto Fistfight in Heaven*, Grove Press, New York. 1993, 2005, 2013 Twentieth Anniversary Edition

Marshall, III, Joseph, **Walking with Grandfather**

Dictionary or a phone that can access a dictionary

Some type of notebook for response journal

Until my cataract surgery: All assignments are to be completed in black pen(Thank you very much as it is so much easier to read!!!)

Student Responsibilities at Sinte Gleska University: As a student at Sinte Gleska University, it is important that you understand the responsibility you are undertaking. You are assuming an important role in the tribal nation and as you progress through your college career, you will take on even greater responsibilities each year. The tribal nation bears the cost of the university and this was provided to you with the sacrifice of our ancestors, the Sicangu Oyate, and by current tribal members and members of the SGU community. **YOU ARE THE HOPE OF THE FUTURE.** The vision of SGU and tribal higher education encompasses you and expectations for you are high and

profound. Please bear that in mind when you think about skipping classes, not doing your homework, or not paying attention in class. Your ancestors paid a high price for your education, a price that included their freedom, safety, land, sense of well-being, and, for some, even their lives. **So with these important things in mind :** 1. **Please be on time for class** 2. **Please take time to do your homework and come to class prepared to learn** 3. **Please treat others in the class respectfully** 4. **Please allow yourself time to learn** 5. **Please participate fully in class** 6. **Please speak up** 7. **Please set a good example for others**

SGU Mission Statement Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation culture, concerned about the future, and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal development needs. Sinte Gleska University graduates will help determine the future development and direction of the Tribe and its institutions. The mission of Sinte Gleska University is to plan, design, implement, and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.

Disability Statement: SGU strives to assist all students with disabilities that may impact their learning. Please consult with your instructor or academic advisor if you have any special needs. This information is in the SGU Catalog and the SGU Student Handbook for reference. The SGU catalog is located on the SGU web site at www.sintegleska.edu.

Student Learning Outcomes will include:

The students will be engaged in reading, writing, and study of their metacognition and which strategies to use when.

Upon completion of Foundational Reading 092, students will monitor their own reading comprehension. They will know become more proficient at knowing which metacognitive reading strategy to use when.

These specific strategies include activating and connecting to background knowledge, questioning, visualizing, inferring, and determining what is important. Students will make connections ~ text to self; text to text; and text to world connection. Students will be able to cite the main idea and the crucial supporting details of text they are reading. Students will be able to describe how the connections they are making assist them in their understanding of the text.

Students will learn how to **formulate their own questions** while reading. Harvey and Goudvis in **Strategies that Work** state, “Questions are the master key to understanding”. Students will be able to share how they are using questioning **before reading, during reading, and after reading.**

Students will be able to define and explain the **visualizing and inferring metacognitive strategies** that are most efficient for specific genres.

In the expository part of each class, students will learn how **to determine the importance in text**. They will be able to identify and explain the structures of nonfiction.

Students will summarize and synthesize Sherman Alexie’s short stories, poems, and other genre through various activities.

Class attendance policy: The learning of this course occurs during class discussions, activities, and demonstration lessons. Therefore, students are expected to attend all class sessions, participate in class activities and discussions, and complete assigned reading/assignments. ATTENDANCE WILL BE A VERY IMPORTANT PART OF FINAL COURSE GRADES. PLEASE MAKE EVERY EFFORT TO ATTEND CLASS.

Make-up policy: Assignments are due on the date provided by the instructor. Assignments not completed on time may be made up resulting in a loss of points. The following guidelines will be strictly adhered to in relation to make-up work. All assignments will be written in BLACK INK. Assignments turned in after the due date will be considered late. No assignment will be accepted after two weeks from stated date due.

Additional Information: Please notify the instructor of absences. E-mail works best lsimkins5@gmail.com Also, please practice punctuality by arriving at class on time, prepared, with homework ready to be handed in.

Sinte Gleska cell phone usage Cell phone usage disrupts the learning process. All cell phones should be turned off and put away during class time. You may check your messages and/or make necessary phone calls during class breaks of before or after class.

***ALL CELL PHONES MUST BE TURNED OFF
AND PUT AWAY DURING CLASS.***

Academic honesty: Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student ~ either on an exam or on out-of-class assignment, allowing another student to copy from your assignments.

Evaluation procedures: Attendance and participation. Students need to be present and participate in large and small-group discussions in order to obtain maximum credit.

Attendance and participation in class	35%
Reading responses, summaries, synthesizing assignments, etc.	35%
Mid term	10 %
Final Exam	20 %

Week One:

October 19 : Syllabus Introductions of students/instructor Introductions of the metacognitive strategies that we will be focusing on during second session. Introduction of Sherman Alexie’s The Long Ranger and Tonto Fistfight in Heaven’s first short story, Every Little Hurricane.

October 21: Metacognitive comprehension strategy: Questioning
Tour of the Sinte Gleska library with Mr. Mike Dillon. (Extra credit for obtaining a Sinte library card and checking out a book)

Sherman Alexie, Lone Ranger and Tonto Fistfight in heaven Because my Father Always said He was the only Indian who saw Jimi Hendrix play “The Star – Spangled

Banner” at Woodstock p 12 – 23 and write summary for Oct. 26th class. Introduce double-entry response (Marla Elsom, BHSU, Read 941 Reading for College Success p 5)

Week Two:

October 26: Introduce **Walking with Grandfather** by Joseph Marshall.

Go over Sherman Alexie short story, **Jimi Hendrix short story** Introduce summary information and elements of a summary

Metacognitive Strategies: **Questioning and inferring**. Intro. Stephanie Harvey’s Inferring Umbrella from Strategies that Work 2nd p. 132

October 28: Metacognitive strategies: Inferring 137 Marla Elsom Reading for College Success BHSU Marla Elsom p 137 – 144 **Thank you, M’am** by Langston Hughes Sherman Alexie’s short story, **The Only Traffic Signal on the Reservation Doesn’t Flash Red Anymore** p 43 – 53. Students may chose between completing a double-entry response or writing a summary that includes synthesizing.

Week Three

November 1, 2015 Students will listen to Sherman Alexie pod casts. Students will continue working with double-response entry with both The Way Wolves chapter in Walking with Grandfather p p27-38 and the Sherman Alexie short story: **This is what it means to say Phoenix, Arizona** p 59 – 75 Students will hand in a short summary including synthesis or double-response activity next class period.

November 3, 2015 Students will have all fifteen questions (or more) questions ready for interview. Students will have done research on their four topic areas for their ‘hero’ paper. Students will read Simeon Ortiz and Lance Hensens’ poems. Students will begin searching for his/her favorite poem to add to class poem books. Students will Read Alexie short story: **All if wanted to do was dance** p83-92 and complete summary for next class. Students will read Walking with Grandfather Chapter three The Greyhound p 41 – 50 by Joe Marshall III.

Week Four

November 9, 2015 Students will bring what they have completed on the interview and their ‘hero’ paper. Students who have not handed in their double-response entries will hand those in today. Students will work with the questioning and the compare and contrast metacognitive strategies.

The Great Awakening by Catherine Price from READ041 BHSU p171 – 176 Students will discuss ‘before you read’ questions and preview vocabulary prior to reading article. Students will answer questions following the story. Students will read Walking with Grandfather Chapter 4 Bow and Arrow by Joe Marshall the III p53- 62

November 11, 2015 Veteran’s Day There is **no school** at Sinte Gleska (The Great Awakening article was given them to complete at home since we have no school on November 11th).

Week Five

November 16th, 2015 Interview paper is to be handed in. Students will continue working on research for their ‘hero’ paper. Review fiction story elements. Continue on with protagonist, antagonist and static and dynamic characters. Expository text components Students will hand in The Great Awakening article they were to complete. Students will discuss in class The Active Reading, asking the right questions. We will

discuss the write's tone (p 46-47); inference p 48 – 49;and figurative language 52-53
Students will read and discuss Walking with Grandfather Chapter five The Shadow Man
p 65 - 75

November 18, 2015 Students will work with point of view, differing opinions, and first person, second person, and third person We will review summary p 60 from READ041 BHSU and visual aids 62 – 66. Students will read the article, The Nature of Remembering p 81 – 84 and together answer the questions on p 85 – 88. Students will read and discuss Walking with Grandfather Chapter six Follow Me p 77 – 85

Week Six

November 23, 2015 'Hero' paper is due Students will read these in class. Students will read p 89 – 92 and will discuss short story considerations such as plot, characters and dialogue, conflict, setting and tone, symbolism and theme. Students will then read The Stolen Party by Lilana Heker p 93 – 98 and answer questions p 99 – 102 Students will read Sherman Alexie's Short story The Trial of Thomas Builds-the-Fire p 93 – 103 and write a summary including synthesis and personal reactions.

November 25, 2015 Review for final exam Students will read Everyday Life finding the special in the ordinary by Amy E. Olsen READ041 BHSU and identify topic sentence or sentences in each paragraph. Students will also identify implied meanings. Students will find the thesis statement and implied main ideas 108-109. Students will read The Blessed Bean: There's Nothing on Earth like Coffee by Slim Randles p 111 – 112 and will be ready to discuss and answer questions on Monday, November 30. Students will read A Train is an order of occurrence designed to lead to some result 130 – 138 and write either a double response or summary.

Week Seven

November 30, 2015 All papers handed in. Students will discuss The Blessed Bean: There's nothing on earth like coffee by Slim Randles and answer questions on p 113 – 116 Group review Take finals Students will be assigned reading the short story by Alexis The Lone Ranger and Tonto Fistfight in Heaven. In class, students will read Walking with Grandfather Chapter seven The Circle of Life and chapter eight The end of the Journey is the beginning

December 2, 2015 Evaluations Finals make up Students will read Happily Ever After by Peter Duskoch p 243 – 246 and answer questions together 247 – 250 Students will participate in holiday cookies and hot tea or hot cocoa to celebrate the completion of this class.

Course Number: RG 092 00
Simkins
Semester: Spring 2016

Instructor: Lynne
Base: 1

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

29. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

1. The interview assignment because I got in touch with my grandparents past, means so much to me. The reading and connections were awesome.

30. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

9. Every assignment is important to me.

31. What are the instructor's greatest strengths as a teacher?

9. Her explanations to me when I don't understand a topic or a read.

32. What changes or improvements in his or her teaching would benefit you as a student?

9. None.

33. What are your suggestions for improving this course?

9. N/A

34. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

9. Yes, the books we read are Lakota books and authors. I liked it because it was all about authors and stories of our Native American people.

35. What suggestions or how would you better integrate Lakota values or culture into the course?

9. None, it was very well integrated.

8. General comments

9. No other instructor could have taught this class better than this instructor.

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

The Instructor

1 2 3

4

1. The instructor communicated the subject matter clearly and effectively.				1
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.				1
3. The instructor used a variety of teaching methods to accommodate different learning styles.				1
4. The instructor was present and on time for class.				1
5. The instructor provided regular and meaningful feedback on my progress in the course.				1
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			1	
7. I would recommend this instructor to other students.				1
8. The instructor encouraged student participation and stimulated intellectual curiosity.				1
9. The instructor promoted a climate of cooperation, respect, and tolerance.				1
10. The instructor encouraged students to have high expectations for their performance in the class.				1

Course Organization

1 2 3

4

11. Course organization, planning, and preparation were evident.				1
12. The course goals and objectives were clearly defined on the syllabus.				1
13. The activities and assignments and/or tests reinforced course objectives.				1

14. The text(s) and/or other materials were appropriate for the course objectives.1				1
15. The grading system for this course was clearly defined and stated on the syllabus.				1
16. I would recommend this course to the other students.				1

Student Self - Evaluation**1 2 3****4**

17. I was present and on time for class.		1		
18. I sought extra help outside of class time or during his or her office hours when I needed it.		1		
19. I completed readings and other assignments by due date.		1		
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.		1		
21. I asked and answered questions and to state my own views.				1
22. I worked with other class members and a respectful way and tolerant way.				1
23. I worked to meet my expectations for my performance in the class.			1	
24. I viewed the instructor as a professional role model.				1

Once the Program Review is complete send electronic copies to the Provost. The Provost's Leadership Council will review the completed program reviews and discuss the findings with the respective departments. The findings will guide the department's action plans for continuous improvement as well as budgeting and resource management.