

To: Susan Fitzmaurice  
From: Joe Collentine  
Re: BAILS Emphasis in Navajo  
Date: September 29, 2003

Susan,

At the urging of the BAILS program, Modern Languages and Navajo were asked to create NAV specific writing intensive course and a NAV capstone course. We did so in consultation with the Liberal Studies committee. Accordingly, Modern Languages has developed 2 new courses (which are essentially modifications of existing courses), which nonetheless affect a change in the Navajo BAILS program.

Additionally, in consultation with College of Arts and Sciences' curriculum committee, I have made some modifications to the proposals submitted on 8-21-2003.

Thus, you will find enclosed the following:

2 new course proposals

NAV 304W  
NAV 480C

1 course deletion

NAV 304

1 degree plan change

Please let me know if you need anything else or have questions. Also, would you notify me of when you would have me visit the committee with these changes?

Sincerely,

Joe Collentine  
Modern Languages Chair



# Proposal for New Course

New course effective what term and year? (ex. Spring 2003, Summer 2004) Spring 2004

College Arts and Sciences 3. Department Modern Languages

Course prefix and number NAV 304W 5. Units (credit hours) 3

Co-convened with \_\_\_\_\_

Cross-listed with \_\_\_\_\_

Long course title Intermediate Reading and Composition

Short course title (maximum of 30 characters including spaces) Intermediate Reading & Comp

emphasizes developing competency in descriptive and narrative writing and reading Stresses clarity and accuracy of written expression rough grammar review and practice. This course fulfills NAU's junior-level writing requirement.

1. Grading option: Letter grade  or pass/fail \_\_\_\_\_ or both \_\_\_\_\_ (If both, the course may only be offered one way for each respective section.)

2. May course be repeated for additional credit? yes \_\_\_\_\_ no  If yes, maximum units allowed? \_\_\_\_\_

3. If yes, may course be repeated for additional credit in the same semester? (ex. BIO 300, PES 100) yes \_\_\_\_\_ no \_\_\_\_\_

4. If this is a topics course with regular, set topics, please list the topic titles here. (If this is a topics course under which any topic may be taught, do not fill this section out.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Please check one of the following that most appropriately describes the course:  
Lecture and lab (combined) \_\_\_\_\_ Lecture only  Lab only \_\_\_\_\_ Recitation \_\_\_\_\_ Clinical \_\_\_\_\_ Research \_\_\_\_\_  
Seminar \_\_\_\_\_ Field Studies \_\_\_\_\_ Independent Study \_\_\_\_\_ Activity \_\_\_\_\_ Supervision \_\_\_\_\_

5. Units (hours) of lecture weekly 3 Units (hours) of lab weekly 0

7. Prerequisites (must be completed before proposed course) NAV 303

3. Corequisites (must be completed with proposed course) None

9. Will all sections of the course require (check one): instructor consent \_\_\_\_\_ department consent \_\_\_\_\_ no consent

0. Is course an elective \_\_\_\_\_ or required for a program   x   ?  
If required, for what program and degree?   BAILS Emphasis in Navajo    
**If required, also submit *Proposal for New Program or Program Change*.**

1. Was course previously offered as a university course line?    yes    \_\_\_\_\_ no      x    
If yes, give dates and enrollment for the most recent semester(s) offered. \_\_\_\_\_

2. Does course replace an existing course? yes   x   no \_\_\_\_\_  
If yes, what course?   NAV 304   **Submit *Proposal for Course Change or Deletion* for replaced course.**

3. Does course duplicate content of existing courses within or outside of your college?    yes    \_\_\_\_\_ no      x    
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Please attach letters of support from each department who course is listed above.***

4. Will this course affect other programs, curricula, or enrollment?    yes    \_\_\_\_\_ no      x    
If yes, explain in justification and provide supporting documentation from the affected departments.

5. Is a potential equivalent course offered at a community college (lower division only)? yes \_\_\_\_\_ no   x    
If yes, does it require listing in the *Course Equivalency Guide*? yes \_\_\_\_\_ no \_\_\_\_\_  
Please list, if known, the institution, prefix, and number of the course. \_\_\_\_\_

5. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format; see next page for outline.)

**1 consultation with the liberal studies committee, NAV 304 has been changed to a writing intensive course for the BAILS Navajo emphasis. The changes to the course's requirements reflect the demands of liberal studies in terms of the amount of writing and revising for a writing intensive course. The syllabus was approved by the liberal studies committee for a writing intensive course (see attached email from Pat Muster).**

7. Is the course needed for a new degree program? yes \_\_\_\_\_ no   x    
If yes, has the program been approved by UCC or UGC? yes \_\_\_\_\_ no \_\_\_\_\_  
If yes, when? \_\_\_\_\_  
Name of new degree program? \_\_\_\_\_

3. Names of current faculty qualified to teach this course   Evangeline Parsons-Yazzie, Joseph Kee  

9. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

'a

0. Will present library holdings support this course? yes   x   no \_\_\_\_\_

## I. Approvals

---

Department Chair (if appropriate)

Date

---

Chair of college curriculum committee

Date

---

Dean of college

Date

### For Committee use only

---

For University Curriculum Committee

Date

For University Graduate Committee

Action taken: \_\_\_\_\_ Approved as submitted      \_\_\_\_\_ Approved as modified

*Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, registrar's office, and catalog specialist after approval.*

----- Forwarded Message

> From: "Patricia J. Muster" <patricia.muster@NAU.EDU>

> Date: Fri, 15 Aug 2003 11:11:07 -0700

> To: Joseph Collentine <J.Collentine@NAU.EDU>

> Subject: Re: Nav 304 & Capstone course

>

> Hi Joe;

>

> Yes, it was approved in April and a letter was sent but I do not have a

> copy. I do have a copy of the email approval I sent to the Registrar's

> Office, etc. if you would like a copy.

>

> Yes, if this has not gone through the UCC you will need their

> approval. Hope this helps.

>

> Good luck with the beginning of the semester!

>

>

> At 11:27 AM 8/5/2003 -0700, you wrote:

>> Hi Pat,

>>

>> Sorry to bother you.

>>

>> \* I am looking through my catch-up list and dont find any sort of memo

>> on the Nav 304 course being approved as a junior level writing

>> course. Dont think/know if I got a confirmation. Would you have anything?

>> \* Also, I got a confirmation saying that the capstone course was

>> approved by the subcommittee. Do I assume then that it is OK to create a

>> course change form for the UCC (which I believe is the process by which

>> either course takes on the W or, in this case, the Ce.g., NAV 485C)

>>

>>

>> Thanks for everything.

>>

>> Joe

>>

>>

>>

>> -----  
>> Joseph Collentine, Ph.D.

>> Associate Professor of Spanish

>> Chair, Department of Modern Languages

>> Associate Editor, Hispania, Applied Linguistics

>> Northern Arizona University

>> Box 6004

>> Flagstaff, AZ 86011

>> 928-523-6237

>> Joseph.Collentine@nau.edu

>> <http://www.nau.edu/language/>

**College of Arts and Sciences**  
**Department of Modern Languages**  
**Navajo 304**  
**Intermediate Reading and Composition (3 credits)**

Time: 2:20 to 3:35 p.m. Tuesday and Thursday  
Professor: Dr. Evangeline Parsons-Yazzie or Mr. Joe Kee, Jr.

**Course Prerequisites:** Navajo 303 or consent of instructor

**Course Description & Structure/Approach:**

Through the study of the Navajo language, an awareness and appreciation of the Navajo culture will be enhanced, in that an understanding will be developed of how culture, customs, and beliefs have influenced the language. The class is designed to challenge the students' ability to read and write the Navajo language. The main areas of concentration will be Navajo reading comprehension, written expression in Navajo, and increasing the speed of reading and writing the Navajo language. Comprehension skills will be heightened through the reading and writing of Navajo literature. Through writing and two revisions of a twenty page paper on Navajo culture, students will observe how Navajo culture and language lead to a unique discourse. This course will also prepare you for the completion of the Navajo Capstone course. This course provides the foundation for majors and minors and a means for them to demonstrate that they can express opinions and defending positions in expository writing. It also provides these students with opportunities to compose narrative and descriptive texts for creative and practical purposes.

**Course Objectives:**

1. Students will be able to write in extended discourse about Navajo literature and culture.
2. Students will be able to demonstrate through weekly reading and writing comprehension of the content and discursive structure of English and Navajo literature.
3. Students will improve their abilities to translate from Navajo texts to English.
4. Through writing and two revisions of a twenty page paper on Navajo culture, students will observe how Navajo culture and language lead to a unique discourse.
5. Students will demonstrate the ability to recognize formal and informal language styles and the context that dictates communication.

**Textbook and required materials:**

'Aächíni Bá Hane' Volume I, Native American Materials Development Center, 1984.  
'Aächíni Bá Hane' Volume II, Native American Materials Development Center, 1984.  
Diné Bizaad Bóhoo'aah II, Navajo Preparatory School, Inc., Farmington, NM, 1994.  
Conversational Navajo Dictionary, English to Navajo, G. Wilson, Blanding, UT, 1985.  
The New Oxford Picture Dictionary, M. Yellowhair & E.C. Parnell, Oxford, 1989.  
Colloquial Navajo. A Dictionary, Young and Morgan. Hippocrene Books, Inc., 1994.  
Navajo-English Dictionary, Wall and Morgan. Hippocrene Books, Inc., 1995.

**Course policy:**

1. Attendance is mandatory.
2. Promptness is a professional courtesy.
3. Two (2) unexcused absences will be allowed, after two, your grade **will** be affected.
4. See Modern Languages statements on Classroom Attendance Policy, Safe Working and Learning Environment Policy, and Policy for Accommodating the Student with a Disability in the Language Classroom at <http://www.nau.edu/language/modlmanual/>. Also, see NAU Policy Statements on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity at <http://www.nau.edu/language/modlmanual/naupolic.html>.

**Evaluation methods:**

**Expectations of the Professor:**

**ALL COMMUNICATION IS TO BE CONDUCTED IN NAVAJO.**

1. Participation in class assignments (individual and group).
2. Complete reading assignments in advance.
3. Be prepared for discussions.
4. Daily interaction in Navajo with fellow students.
5. Assignments are to be typed using the Navajo font.
6. Late assignments will not be accepted.
7. **Attend all class sessions.**

**Evaluation will be based upon the following:**

1. Classroom participation. Students will be expected to communicate in Navajo with fellow students and professor. (100 points)
2. Na'ihonitaah--Examinations will cover specific weekly reading assignments of Navajo literature. The examinations will entail writing and reading in Navajo. Speed writing and reading will also be incorporated. (100 points)
3. Translations and readings of Navajo literature and text. (100 points)
4. In-class oral readings of Navajo literature. (100 points)
5. In-class writing exercises in Navajo relating to the weekly readings of Navajo literature. (100 points)
6. Maternal clan research--For this project, the mother's clan (dóone'é jínínígíí/hámá nilínígíí) will be documented, examined, and analyzed. A formal presentation in the Navajo language will be presented to the class and a summary written in Navajo will be submitted. (100 points)
7. *Navajo Culture Paper*: Write a twenty (20) page paper in Navajo on a subject pertaining to Navajo Culture, to be agreed to by the professor and student. This research is to be written in Navajo utilizing the Navajo language font. This paper will undergo multiple drafts based on feedback by the instructor. (200 points)
8. Presentation of research paper. A 15-minute presentation in Navajo will be presented to the class during Week 15 on research subject. (100 points)
9. Final: Interview a Navajo elder and present a two (2) page formal written summary in Navajo of the conversation. The class will develop criterion for the 90-minute interview. This conversation may be turned in at anytime during the semester. (100 points).
10. The students will also complete an assignment that may be included in their Learning Portfolio where they reflect on their personal strengths and goals.

**The course grade will be based upon the following points:**

- A = 895 - 1000 points
- B = 795 - 894 points
- C = 695 - 794 points
- D = 595 - 694 points
- F = below 594

In order to do well in this class, students will need to attend all class sessions. Students with more than two (2) absences will find that their grade has been affected by those absences.

**Course outline:**

**[Mock] SPRING SEMESTER 2002 CLASS CALENDAR - NAVAJO 304**

Week 1	1/15 1/17	Introduction of the class and of the students Writing Assignment: K'é and 'Ádééhojoolzìih Na'ihonitaah #1 -- K'é shà' ha'át'íí 'óolyé? 'Áãchíní Bá Hane' Volume I -- pp. 10-16 Assignment: Maternal Clan Project Due Week 7
Week 2	1/22 1/24	Haigo baa dahane'ígíí bee 'ahiã hane' dóó baa 'ólta' 'Áãchíní Bá Hane' Volume II -- pp. 3-12 Finish reading pp. 3-12
Week 3	1/29	Na'ihonitaah #2 -- Haigo baa hane'ígíí ãa' baa hane' ólta' góne'

		'Áãchíní Bá Hane' Volume II -- pp. 13-16
	1/31	'Áãchíní Bá Hane' Volume II -- pp. 31-39
Week 4	2/5 2/7	Na'íhoniaah #3 -- In class writing in Navajo (Hataa' Baazhni'áázh) Assigned Readings from 'Áãchíní Bá Hane' Volume II -- pp. 43-82 Ma'ii Jooldloshí dóó yee na'nitinígíí Hand in outline of <i>Navajo Culture Paper</i>
Week 5	2/12 2/14	Ma'ii Jooldloshí dóó yee na'nitinígíí Ma'ii Jooldloshí dóó yee na'nitinígíí -- Discussion (Video)
Week 6	2/19 2/21	Na'íhoniaah #4 -- Ma'ii Jooldloshí hane' ãa' baa náháne' In class Selected Readings in concluding the Winter Stories Volume I pp. 2; 4; 5; 6-7; 8-9; & 10-11 Receive feedback on outline of Navajo Culture Paper
Week 7	2/26 2/28	Na'íhoniaah #5 -- 'Ádóone'é daniidlínígíí baa hane' 'Ádóone'é daniidlínígíí baa hane' Exercise
Week 8	3/5 3/7	Diné baa dahane' wólta' -- pp. 41-45 Volume I Diné ãa' ádaa dahalne' -- pp. 49-53 Volume I Hand in Draft 1 of <i>Navajo Culture Paper</i>
March	11-15	SPRING BREAK
Week 9	3/19 3/21	Na'íhoniaah #6 -- Hane' álnééh ólta' góne'é Diné k'ehjí na'adzo hazhó'ó náné'í Receive feedback on <i>Navajo Culture Paper</i>
Week 10	3/26 3/28	Diné bizaad bee na'adzo--Navajo writing exercise Diné k'ehjí 'ólta'--Navajo reading exercise
Week 11	4/2 4/4	Na'íhoniaah #7 -- Kodóo háágóo shà' nihizaad dadeilyá? The importance of the Navajo Language
Week 12	4/9 4/11	Baa Dlohodilchihígíí Hane' -- pp. 79-95 Volume I Hane' baa dloh dahasinígíí wólta' Hand in Draft 2 of <i>Navajo Culture Paper</i>
Week 13	4/16 4/18	Hane' baa dloh dahasinígíí wólta' Na'íhoniaah #8 -- Hane' baa dloh hasinígíí--Presentation of a humorous story
Week 14	4/23 4/25	The Navajo Language Across the Navajo Reservation Shizaad Bee Yáshti'ígíí -- The Language I Speak
Week 15	4/30 5/2	READING WEEK Presentation of Culture Paper Hand in <i>Navajo Culture Paper</i>
Week 16		Final Examination Week Taped Conversation with an elderly Navajo person is due. Thursday, May 9, 2002, 12:30 - 2:30 p.m.

### **SAFE ENVIRONMENT POLICY**

*NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.*

*You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).*

### **STUDENTS WITH DISABILITIES**

*If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use accommodations.*

*Faculty are not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation.*

*Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.*

### **INSTITUTIONAL REVIEW BOARD**

*Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.*

*The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.*

*A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.*

### **ACADEMIC INTEGRITY**

*The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.*

*Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.*



# Proposal for New Course

New course effective what term and year? (ex. Spring 2003, Summer 2004) Spring 2004

College Arts and Sciences 3. Department Modern Languages

Course prefix and number NAV 480C 5. Units (credit hours) 3

Co-convened with \_\_\_\_\_

Cross-listed with \_\_\_\_\_

Long course title Capstone Research

Short course title (maximum of 30 characters including spaces) Capstone Research

original research under the supervision of a research adviser. Course counts as BAILS capstone course.

1. Grading option: Letter grade  or pass/fail \_\_\_\_\_ or both \_\_\_\_\_ (If both, the course may only be offered one way for each respective section.)

2. May course be repeated for *additional* credit? yes \_\_\_\_\_ no  If yes, maximum units allowed? \_\_\_\_\_

3. If yes, may course be repeated for additional credit in the same semester? (ex. BIO 300, PES 100) yes \_\_\_\_\_ no \_\_\_\_\_

4. If this is a topics course with regular, set topics, please list the topic titles here. (If this is a topics course under which any topic may be taught, do not fill this section out.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Please check **one** of the following that most appropriately describes the course:  
Lecture and lab (combined) \_\_\_\_\_ Lecture only \_\_\_\_\_ Lab only \_\_\_\_\_ Recitation \_\_\_\_\_ Clinical \_\_\_\_\_ Research   
Seminar \_\_\_\_\_ Field Studies \_\_\_\_\_ Independent Study \_\_\_\_\_ Activity \_\_\_\_\_ Supervision \_\_\_\_\_

5. Units (hours) of lecture weekly 3 Units (hours) of lab weekly 0

7. Prerequisites (must be completed before proposed course) None

3. Corequisites (must be completed with proposed course) None

9. Will all sections of the course require (check one): instructor consent  department consent \_\_\_\_\_ no consent \_\_\_\_\_

0. Is course an elective \_\_\_\_\_ or required for a program   x   ?  
If required, for what program and degree?   BAILS Emphasis in Navajo    
**If required, also submit *Proposal for New Program or Program Change*.**

1. Was course previously offered as a university course line?    yes    \_\_\_\_\_ no      x    
If yes, give dates and enrollment for the most recent semester(s) offered. \_\_\_\_\_

2. Does course replace an existing course? yes    \_\_\_\_\_ no      x    
If yes, what course? \_\_\_\_\_ **Submit *Proposal for Course Change or Deletion* for replaced course.**

3. Does course duplicate content of existing courses within or outside of your college?    yes    \_\_\_\_\_ no      x    
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Please attach letters of support from each department who course is listed above.***

4. Will this course affect other programs, curricula, or enrollment?    yes    \_\_\_\_\_ no      x    
If yes, explain in justification and provide supporting documentation from the affected departments.

5. Is a potential equivalent course offered at a community college (lower division only)? yes    \_\_\_\_\_ no      x    
If yes, does it require listing in the *Course Equivalency Guide*? yes    \_\_\_\_\_ no    \_\_\_\_\_             
Please list, if known, the institution, prefix, and number of the course. \_\_\_\_\_

5. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format; see next page for outline.)

**Regarding this course's purpose, the BAILS Emphasis in Navajo presently has no NAV Capstone course, and so the proposed course here fills that void. In consultation with the liberal studies committee, Navajo, the Modern Languages chair, and Gene ruz Uribe of the Liberal Studies Committee developed the enclosed NAV 480C course. The requirements reflect the demands of liberal studies in terms of the amount of the requirements placed on students to complete a capstone course. The syllabus as approved by the liberal studies committee for a capstone course (See attached memo from Sara Aleman.)\* Concerning the course's structure, the demand for Navajo is such that this capstone course can only be offered as a directed study/individual research course, and so the syllabus outline is not entirely in line with UCC requirements.**

**Please note that I negotiated with the Liberal Studies committee that NAV 485 be changed to NAV 485C. However, doing so would preclude any 485 undergraduate research courses, and so I am proposing that what the liberal studies committee approved be offered as NAV 480.**

7. Is the course needed for a new degree program? yes    \_\_\_\_\_ no      x    
If yes, has the program been approved by UCC or UGC? yes    \_\_\_\_\_ no    \_\_\_\_\_             
If yes, when? \_\_\_\_\_  
Name of new degree program? \_\_\_\_\_

3. Names of current faculty qualified to teach this course      Evangeline Parsons-Yazzie, Joseph Kee  

9. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

'a

0. Will present library holdings support this course? yes      x   no    \_\_\_\_\_

## I. Approvals

---

Department Chair (if appropriate)

Date

---

Chair of college curriculum committee

Date

---

Dean of college

Date

### For Committee use only

---

For University Curriculum Committee

Date

For University Graduate Committee

Action taken: \_\_\_\_\_ Approved as submitted      \_\_\_\_\_ Approved as modified

*Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, registrar's office, and catalog specialist after approval.*



LIBERAL STUDIES COMMITTEE

May 21, 2003

Dr. David Best  
Dean  
College of Arts and Sciences  
NAU Box 5621

**SUBJECT: MODERN LANGUAGES CAPSTONE PROPOSAL**

Dear David;

I am writing to inform you that the Liberal Studies Committee has approved NAV 485C (Navajo Culture and Civilization) as a Capstone course.

The Liberal Studies Committee appreciates the effort your department has expended in developing and modifying this course.

Please feel free to contact me if you have any questions.

Sincerely,

Sara Aleman  
Chair, Liberal Studies Committee

Cc: Dr. Joseph Collentine

**College of Arts and Sciences**  
**Department of Modern Languages**  
**Navajo 480C**  
**Capstone Research (3 credits)**

Professor: Dr. Evangeline Parsons-Yazzie or Mr. Joe Kee, Jr.

**Course Description, Structure/Approach, Objectives:**

The B.A.I.L.S. Navajo emphasis offers students the opportunity to synthesize their scholarship and experiences from both their B.A.I.L.S. Navajo *emphasis* and their B.A.I.L.S. *focus*, the second of which varies from student to student (see <http://www.nau.edu/uac/BAILS03>). In this directed research course, students hone their oral and written linguistic skills and gain greater exposure to the language and the literature of the Navajo culture in a way that is formed by or is integrated with the content of the individual student's B.A.I.L.S. *focus*. As with all capstone experiences, this program sharpens the student's critical thinking and analysis skills. It also allows students to develop a keener understanding of a native language and its people.

**Course Objective:**

Students will demonstrate critical thinking abilities, analysis skills, as well as an understanding of a native language and its people in extended discourse about Navajo literature and culture.

**Policies, evaluation methods, and outline:**

In order to complete the **B.A.I.L.S. Navajo Emphasis Capstone Course**, which asks the student to demonstrate competence in the essential skills of effective writing, critical thinking, and effective oral communication, students must complete the following two parts:

1. Produce a 30-page research document (entirely in Navajo). The document's subject and contents must involve discussions, Navajo, with elders as well as the student's B.A.I.L.S. *focus*.

Examples:

- A student completing a B.A.I.L.S. Navajo with a focus in Criminal Justice might investigate the perceived efficacy of law enforcement efforts when officers and personnel can communicate in Navajo and when such officers and personnel are not.
- A student completing a B.A.I.L.S. Navajo with a focus in Social Work might employ qualitative sociological research methods explore Navajo experiences with Tribal and State agencies.
- A student completing a B.A.I.L.S. Navajo with a focus in History might investigate a variety of Navajo experiences and compare those reports to historical documents.

(Students' Navajo language speaking ability are taken into consideration throughout this process.)

The minimum requirements for the research document are the following:

- a. Hold a 1-hour interview with the Navajo language professors to discuss the contents of their project.
- b. Present evidence of discussions with elders -- taped recordings of conversations.
- c. Present evidence of research to complete the project -- notes, tapes, pictures, articles, and other resource material.

2. Write a cover statement for your learning portfolio in which you explain how the pieces in your portfolio link what you have learned in your B.A.I.L.S. Navajo emphasis and your focus. Also, comment on the extent to which your Navajo emphasis and your focus complement each other, as well as how they might complement each other in your future plans (e.g., professionally, graduate school). You should also your personal strengths and describe your goals for your future development.

**ALL COMMUNICATION IS TO BE CONDUCTED IN NAVAJO.**

1. Complete reading assignments in advance.
2. Be prepared for discussions.
3. Assignments are to be typed using the Navajo font.



## Proposal for Course Change or Deletion

1. Course change effective what term and year?  
(ex. Spring 2003, Summer 2004) Fall 2003

2. College Arts & Sciences 3. Department Modern Languages

4. Current course prefix and number NAV 304

5. Current catalog course description. (20-30 words)  
**NAV 304 Intermediate Reading and Composition (3): Emphasizes developing competency in descriptive and narrative writing and reading. Prerequisite: NAV 303.**

6. Is this course being: changed \_\_\_\_\_ or deleted <sup>x</sup> \_\_\_\_\_ ?

If **DELETED**, skip to #8.

If **CHANGED**, complete section 7 with proposed changes ONLY.

7. 7a. Proposed course prefix and number \_\_\_\_\_ 7b. Proposed units (credit hours) \_\_\_\_\_

7c. Proposed to co-convene with \_\_\_\_\_

7d. Proposed to cross-list with \_\_\_\_\_

7e. Proposed long course title \_\_\_\_\_

7f. Proposed short course title  
(maximum of 30 characters including spaces) \_\_\_\_\_

7g. Proposed catalog course description (20-30 words)

7h. Proposed grading option: Letter grade \_\_\_\_\_ or pass /fail \_\_\_\_\_  
or both \_\_\_\_\_ (If both, the course may only be offered one way for each respective section.)

7i. May course be repeated for *additional* credit? yes \_\_\_\_\_ no \_\_\_\_\_

7.i.1. If yes, maximum units (hours) allowed? \_\_\_\_\_

7.i.2. If yes, may course be repeated for additional credit in the same semester? (ex. BIO 300,

PES 100)

yes \_\_\_\_\_ no \_\_\_\_\_

7j. If this is a topics course with regular, set topics, please list any changes to the topic titles here. *(If this is a topics course under which any topic may be taught, do not fill this section out.)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7k. Please check **one** of the following that most appropriately describes the proposed course:

Lecture and lab (combined) \_\_\_\_\_ Lecture only \_\_\_\_\_ Lab only \_\_\_\_\_ Recitation \_\_\_\_\_

Clinical \_\_\_\_\_ Research \_\_\_\_\_ Seminar \_\_\_\_\_ Field studies \_\_\_\_\_ Independent Study \_\_\_\_\_

Activity \_\_\_\_\_ Supervision \_\_\_\_\_

7l. Proposed units (hours) of lecture weekly \_\_\_\_\_ Units (hours) of lab weekly \_\_\_\_\_

7m. Proposed prerequisites (must be completed before) \_\_\_\_\_

7n. Proposed corequisites (must be completed with) \_\_\_\_\_

7o. Will all sections of the course require (check one)

instructor consent \_\_\_\_\_ department consent \_\_\_\_\_ no consent \_\_\_\_\_

8. Is course an elective? \_\_\_\_\_ or required for a program?   x  

If required, for what program and degree?   BAILS Emphasis in Navajo.  

**If required, also submit *Proposal for New Program or Program Change*.**

9. Will other courses, departments, or programs be affected by this change? (Consider prerequisites, degree requirements, etc.) yes \_\_\_\_\_ no   x  

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes \_\_\_\_\_ no   x  

**If yes, explain how in the justification and provide supporting documentation from the affected institutions.**

Is the course a Common Course as defined by your Articulation Task Force? yes \_\_\_\_\_ no   x  

**If yes, has the change been approved by the Articulation Task Force?** yes \_\_\_\_\_ no \_\_\_\_\_

If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is, \_\_\_\_\_ be deleted \_\_\_\_\_ or be revised? \_\_\_\_\_

If revised, how should it be revised? \_\_\_\_\_

11. Justification for course change or deletion, including unique features if applicable.

**At the urging of the BAILS program, Modern Languages and Navajo were asked to create NAV specific writing intensive courses and a capstone course.**

## 12. Approvals

---

Department Chair (if appropriate)

Date

---

Chair of college curriculum committee

Date

---

Dean of college

Date

### For Committee use only

---

For University Curriculum Committee  
Or University Graduate Committee

Date

Action taken: \_\_\_\_\_ approved as submitted \_\_\_\_\_ approved as modified

*Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, registrar's office, and catalog specialist after approval.*



**Proposal for new program or program change**

College	<u>Arts and Sciences</u>	Department	<u>Modern Languages</u>
Program name	<u>BAILS Emphasis in Navajo</u>	Effective what semester?	<u>Fall 2003</u>

**For Program Changes, photocopy the existing catalog text (pages \_\_\_\_\_) in this column. Be sure you include all catalog text that pertains to this program change.**

### BAILS Emphasis in Navajo

To complete this 23-hour emphasis, you take:

- \* NAV 201, 202, and 303 or equivalent courses (11 hours)
- \* NAV 405 and 406 (6 hours)

In addition, as part of NAU's general university requirements, you must complete a 3-hour junior-level writing course and a 3-hour senior capstone requirement. Contact your department for specific information about these requirements.

Be aware that some of the courses required for this emphasis may have prerequisites that you must also take. Check all course descriptions to find out.

For general information about the B.A. in liberal studies, see the section titled Liberal Studies within the catalogue.

**Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.**

(For undergraduate programs, you must include the table summarizing program requirements and describe the changed requirements under headings that match those used in the table. Please be aware that if the hours are not totaled correctly, the catalog editor will adjust them accordingly.)

To complete this 23-hour emphasis, you take:

- \* NAV 201, 202, 303 or equivalent courses (11 hours)
- \* NAV 304W
- \* NAV 405 and 406 (6 hours)
- \* NAV 480C

Contact your department for specific information about these requirements.

Be aware that some of the courses required for this emphasis may have prerequisites that you must also take. Check all course descriptions to find out.

*For general information about the B.A. in liberal studies, see the section titled Liberal Studies within the catalogue.*

(see reverse side)

Justification for proposal:

**At the urging of the BAILS program, Modern Languages and Navajo were asked to create NAV specific writing intensive course and a NAV capstone course.**

If this program will require additional faculty, space, or equipment, how will these requirements be satisfied?

n/a

Will this program affect other programs, curricula, or enrollment at NAU? If so, attach documentation from the affected departments.

No

Will this program affect community colleges? If so, attach documentation from the affected institutions.

No

Will present library holdings support this program?

Yes

**Certifications**

\_\_\_\_\_  
Department chair (if appropriate) Date

\_\_\_\_\_  
Chair of college curriculum committee Date

\_\_\_\_\_  
Dean of college Date

**For committee use only**

\_\_\_\_\_  
For University Curriculum Committee Date  
Of University Graduate Committee

Action taken:      \_\_\_\_\_ approved      \_\_\_\_\_ approved      \_\_\_\_\_ deferred      \_\_\_\_\_ other  
                                 as submitted                    as modified                    (returned to department)

*Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, registrar's office, and catalog editor after approval.*



