

TOHONO O'ODHAM COMMUNITY COLLEGE



Syllabus: *LIT 174, Introduction to Native American Writings*

Course Information

Course Prefix/Number: LIT 174, Section 1
Semester: Fall 2016
Class Days/Times:
Tuesdays and Thursdays, 3:00-4:15 p.m.

Credit Hours: 3
Course Title:
Introduction to Native American Writings
Room: GSK A-1
Campus: Main

Instructor Information:
Edison Cassadore, PhD

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Office hours: Mondays and Wednesdays, 10:30-11:30 a.m.;
Tuesdays and Thursdays, 10:00-11:30 a.m.; and, by appointment.

Course Description:

This course will study Native American texts, including autobiographical writings, short stories, and nonfiction. It includes an introduction to historical and cultural contexts, themes and issues addressed by Native American authors, Native American narratives, and reports and presentations.

Student Learning Outcomes (SLOs) :

Upon completion of the course, the student will be able to do the following:

1. Describe historical and cultural context that shape Native American written texts.
2. Describe themes and issues addressed by Native American authors.
3. Discuss Native American narratives, including autobiographical writings, short stories, and nonfiction.
4. Communicate themes and issues in Native American Literature through written reports and individual and/or group projects and presentations.

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Course Structure:

This course will relate various methods and skills for students to become more effective and organized thinkers and writers, especially by focusing on the continuing development of analytical and inference skills that lead to writing critical essays. Critical thinking and writing mean communicating your ideas in a persuasive, thorough manner with clearly written sentences and textual evidence.

Texts and Materials:

- Adler, Bill and Ines Hernandez. *Growing Up Native American*. Harper Paperbacks, 1995.
- Hacker, Diana and Nancy Sommers. *Rules for Writers*, Eighth Edition. Bedford/St. Martin's, 2015.
- Lesley, Craig. *Talking Leaves: Contemporary Native American Short Stories*. Delta, 1991.
- Mankiller, Wilma. *Mankiller: A Chief and Her People*. St. Martin's Griffin, 1999.
- Northrup, Jim. *The Rez Road Follies: Canoes, Casinos, Computers, and Birch Bark Baskets*. University of Minnesota, 1999.
- Also, the instructor may distribute short articles (from secondary sources), essays, and other relevant reading material for the course in class.
- Please bring *loose-leaf writing paper* for each class meeting to be used for notes and any other possible writing activities, etc.
- **Additional Required Materials:** A memory stick (**to back up all written work**); a spiral-bound notebook (with *perforated edges* on the sheets of paper); a folder with metal prongs and inside pockets and sheet protectors (for one of the assignments); a vocabulary-builder text; a dictionary; and a thesaurus.

Evaluation and Grading and Assignments:

The final grade for this course will be determined from your performance on many small tasks rather than on a few major projects such as a term paper, mid-term and final. This means that a poor performance on any one task will not hurt you greatly, and a very strong performance on any one task will not help your final grade very much.

Thus, to do well in this class, you should plan to attend and participate in class meetings on a regular and consistent basis. Academic success means consistently working at your best possible level. *In addition,*

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chronic lateness to class will also impinge on your participation since group cohesion will lose its effectiveness.

Your final grade will be based on Individual Work. It will be calculated using a percentage scale (e.g., 90 to 100%=A, etc.) based on cumulative points earned throughout the semester.

Key Performance Areas in Individual Work:

a. Short Papers.....	300 pts.
b. Journal.....	100 pts.
c. Midterm Examination.....	100 pts.
d. Personal Review Cover Memo/Portfolio.....	100 pts.
e. Oral Presentation.....	100 pts.
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Total.....	700 pts.

Explanations of Assignments and Grading in each Key Performance Area:

- **Short Papers, Format, and Grading:**

Three essays (*three to five full-page papers in length*) on assigned topics will be due at regular intervals during the semester to give you practice in developing and sustaining an argument or a line of thought in writing persuasive and interpretative essays on fictional and non-fictional Native American literature.

At least one of the papers should use both *primary* and *secondary sources* on a “Works Cited” page in the Modern Language Association (MLA) style. All papers, however, must follow the most current MLA style and formatting. Specific instructions will be given before the essay assignments are due.

Note: The essay(s), moreover, must be either *word-processed or typed in black ink, double spaced*, use *Times New Roman (10 or 12-size) font*, and have *one-inch margins* on all pages. The original due date must be on the paper’s first page. Your **last name** and the **page number** must appear on each page in the upper right-hand corner. **Please refer to the appropriate pages in the Hacker and Sommers text to follow the Modern Language Association (MLA) style format before these assignments are due to meet these requirements.**

The essay will be marked “**A**” (superior), “**B**” (above average), “**C**” (average), “**D**” (below average), “**F**” (failure), and “**R**” (paper must be rewritten). Appropriateness (whether the essay does what the assignment asks), structure and development of ideas, content, format, grammar, and mechanics will be considered in evaluating these short papers. A paper must receive a “**D**” or better to obtain credit.

An essay that receives an “**R**” must be rewritten and turned in near the end of the semester along with the Personal Review Cover Memo. (However, earlier submissions of a rewritten essay can be accepted.) The rewritten essay and your Personal Review Cover Memo will comprise your Portfolio for the semester (see below). *Students doing rewrites must discuss their paper with the*

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instructor so that their rewriting will be productive. The original paper must be handed in together with the rewrite. The grade for the rewrite will be the grade the student receives for the assignment.

No paper may be rewritten more than once. Unless you have an extenuating circumstance, late papers will not be accepted. In addition, you should submit the essay on the due date to the Turnitin website.

- **Journal**

A list of specific topics will be assigned for you to write on as an entry in your journal. The entire journal will not be collected until near the end of the semester. The first journal entry, however, may be collected early in the semester to assess writing skills.

The main intent of this journal is for you to track your own development as both a writer and a critical thinker of Native American literary ideas. Hence, it will serve as the major source for writing the final Personal Review Cover Memo.

- **Midterm Examination**

The midterm examination will assess your comprehension of the course material from the beginning to the approximate midpoint of the semester. Unless you have an extenuating circumstance, missed examinations cannot be made up. *Students, indeed, are responsible for communicating with the instructor in a timely manner about any extenuating circumstance related to missed examinations.*

- **Directions for the Personal Review Cover Memo/Portfolio:**

The Personal Review Cover Memo for the Portfolio is an opportunity for you to explore your development as a writer and a person throughout the semester. Thus, students will analyze and evaluate their own voice and how it develops. Use quotations from your essay, the journal, and any other relevant sources that show changes or continuities in your writing style, voice, attitudes, beliefs, and subject matter. This cover memo will be submitted along with any rewritten essays and other items. This constitutes the **Portfolio** for the semester. Specific instructions will be distributed to students before the assignment is due. Finally, please maintain objectivity by fairly analyzing your experiences that influenced your writing voice and refraining from expressing overly personalized bias.

Mandatory Minimum Requirements:

- I. A specific assignment sheet and/or checklist will be distributed for the Personal Review Cover Memo/Portfolio. The portfolio checklist must be included in the submission per the specific instructions for its placement. Writing Portfolios that do not include the checklist will not be accepted.
- II. The cover memo **must** be word processed. Cover memos handwritten in ink or pencil will not be accepted.

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- III. Each subheading (see below) must be answered with a minimum of three sentences.
- IV. As with all writing assignments (e.g., journal entries, essays), please **proofread** the Personal Review Cover Memo for grammatical, spelling, and punctuation errors.
- V. In addition, you may be asked to rewrite the cover memo if it does not address the six questions below.

The following questions must be used as subheadings in writing this cover memo:

1. What concerns (i.e., personal, social) did you contend with this semester?;
2. What skills (i.e., writing, social) did you build on?;
3. What struggles did you overcome?;
4. What efforts are still unresolved?;
5. What moral or academic or social issues remain highlighted for you?; and,
6. How far have you progressed as a student, a writer, and a person?

Please address and answer all of the above questions in your cover memo. Again, if the six questions are not addressed, it will need to be rewritten. If you have any further questions about this assignment, please do not hesitate to contact me.

- **Oral Presentation**

The oral presentation is designed to see how successfully you've learned drawing a connection with the historic context of Native American peoples with the literature and to build critical communication skills.

- **Class Meeting Attendance:**

Class meeting attendance is mandatory. Class discussion is critically based on your reading the course's assigned texts.

Himdag Cultural Component:

Students will be asked to incorporate into the oral presentation the "*T- So: Son*" ("Our Core") values (*T-Wohocudadag*—Our Beliefs, *T-Apedag*—Our Well-Being, *T-Pi:k Elida*—Our Deepest Respect, and *I-We:mta*—Working Together) developed by Tohono O'odham Community College. Oral presentations will relate to specific reading assignments and how they illustrate the *T- So: Son*.

In class discussions, we may address and analyze some of the literary texts through a specific value.

Policies and Expectations:

- **Academic Honesty**

I encourage you to talk to each other about the readings and ideas brought up in class. *However, in all assignments to be graded as individual work you are expected to do your own written work.* It is best to express the ideas you use in your own words.

In the case of both individual work, words or ideas that come from someplace or someone else must be cited: “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).

Plagiarism is defined as “taking another person’s ideas or work and presenting them as your own” and “is especially intolerable in academic culture. Just as taking someone else’s property constitutes physical theft, taking credit for someone else’s ideas constitutes intellectual theft” (*Your College Experience: Strategies for Success*, 162). As the Tohono O’odham Community College *Student Handbook*, Academic Year 2010-2012, states, “Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor” (26).

Any instance of plagiarism is unacceptable and is grounds for an automatic failing grade. Indeed, “Submitting a paper you purchased from an Internet source or from an individual will cause you to miss out on the discovery and skill development that research assignments are meant to teach” (*Your College Experience: Strategies for Success*, 207). Search engines (and other computer software and methods such as Turnitin) can easily detect instances of plagiarism in submitted work, so please do not plagiarize.

- **Incompletes***

I—In order to be considered for an Incomplete grade, you must successfully complete at least *sixty percent of the required course work*, and then submit a written request. The incomplete is awarded at the sole discretion of the instructor, and each case is judged on individual merit and extenuating circumstances.

***Note: The instructor requires that a brief written and dated request be either submitted before or by 4:30 p.m., Thursday, December 1st, 2016. Request for an incomplete to the above email address is also acceptable.** You must state the circumstances of your request and why you feel you qualify for an Incomplete. An “I” is not automatically awarded to students. Students, indeed, are responsible for requesting an incomplete grade in a timely manner.

If a student is awarded an “I,” it is the student’s primary responsibility to maintain communication with the course professor for any further requirements for completion of course work. For any awarded “I” grade, a “Learning Agreement” form will need to be completed which will stipulate specific time frames for when outstanding coursework will need to be submitted.

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For further clarification of the “I” grade, please refer to the current Tohono O'odham Community College Catalog that is officially in use.

- **Withdrawals***

W=If you have not completed your course work in a timely manner, you may be withdrawn from the course at the discretion of the instructor.

**Note: If you miss four class meetings without a valid excuse, you will be withdrawn, and a “W” or “Y” will be recorded.*

- **Chronic Lateness**

Persistent tardiness will not be tolerated since key information is usually given at the beginning of a class meeting. It is unfair, disruptive, and inconvenient for the instructor and your classmates to repeat statements made at the start of the class session. Please try to arrive on time for each class meeting.

- **Absences**

You have seen from the explanations above that absences are not a good idea in this course. While one or two missed classes will not harm your opportunity to do well, a large number of absences—particularly unexcused ones—will. *It is always your choice as to whether to attend class or not, but I strongly urge you to attend on a regular basis.*

However, if you have an extenuating circumstance that prevents your attendance, please communicate with the instructor about your particular situation in a timely manner.

- **Americans with Disabilities Act (ADA) Compliance**

Tohono O’odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

- **Cultural/Religious Observance & Accommodations**

The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. *At least two weeks before the religious observance, students must submit to the instructor a written statement that contains the date of the observance.* Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.

- **General Classroom Behavior**

Students should behave and speak in a mutually respectful, mature, and courteous manner when

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addressing each other as well as the instructor. Indeed, the classroom experience and environment should encourage positive feelings and thoughts for academic success. Because of this, any disruption of the lecture and usual classroom activities will not be tolerated.

In addition, during class lecture and other activities, *students must turn off cellular telephones. Text messaging is forbidden during the entire class meeting time.*

Note: Computer laptops, computer tablets, MP3 players, iPads, and iPods are not to be used during the entire class meeting time. Please do not listen to music while class is in session. Again, all electronic devices are not permitted during the entire allotted class meeting time.

Course Outline:

- I. Introduction to Historical and Cultural Contexts
 - A. Historical Context
 1. Pre-Columbian
 2. Colonization
 3. Activism and agency
 - B. Traditional Views of Land and the Environment
 - C. Ceremony and ritual
- II. Introduction to Themes and Issues Addressed by Native American Authors
 - A. Identity
 - B. Social issues
 - C. Political issues
 - D. Environmental issues
- III. Introduction to Native American Narratives
 - A. Autobiographical writings
 - B. Short stories
 - C. Nonfiction writings
- IV. Reports and Presentations
 - A. Using writing to explore major themes and issues in Native American writings
 - B. Producing written reports on Native American histories and cultures
 - C. Including a short oral presentation

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

PLEASE NOTE: *Timelines and assignments are an approximation; the instructor may change due dates and assignments and submission instructions of assignments as needed because of unforeseen circumstances. Changes will be announced during the class session. Furthermore, any changes in due dates for essays, etc., should not be construed as a lessening of academic responsibility and/or rigor. Indeed, academic rigor is not synonymous with rigidity.*

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LIT 174 Course Schedule

Fall Semester

Tohono O'odham Community College

Important Due/Test Dates:

September 29: Short Paper #1

October 6: Midterm Examination

October 20: Short Paper #2

November 22: Short Paper #3

December 1: Personal Review Cover Memo/Portfolio

December 6 and 8: Oral Presentations

Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week I: August 16 & 18	Introduction.	For Week I, read: Introductions. Handouts on historical/cultural context of Native Americans.
Week II: August 23 & 25	Historical Context of Native American Literature	For Week II, read: Continue reading handouts on historical/cultural context of Native Americans.
Week III: August 30 & September 1	Historical Context of Native American Literature	For Week III, read: Handout on Pre-Columbian Native American History.

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Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week IV: September 6 & 8	Historical and Cultural Context of Native American Literature	For Week IV, read: Handout on Historical Context of Native American Literature and Views of Language, Storytelling, Land, and the Environment.
Week V: September 13 & 15	Major Themes & Issues: Identity in Contemporary Native American Literature	For Week V, read: <i>Growing Up Native American</i> .
Week VI: September 20 & 22	Major Themes & Issues: Cultural Survival, Continuity, and Change in Native American Literature	For Week VI, read: (continuation) <i>Growing Up Native American</i> .
Week VII: September 27 & 29	Themes and Issues Addressed by Native American Authors: Social & Political Issues	For Week VII, read: Begin reading <i>Talking Leaves</i> . Due: Short Paper #1 (9/29).
Week VIII: October 6	St. Francis Day Holiday—College closed, no class meeting on October 4 Midterm Examination	For Week VIII, read: (for next week, continuation) <i>Talking Leaves</i> .

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Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week IX: October 11 & 13	Themes and Issues Addressed by Native American Authors: Identity, Social Issues, Political Issues, Environmental Issues	For Week IX, read: (continuation) <i>Talking Leaves</i> .
Week X: October 18 & 20	Themes and Issues Addressed by Native American Authors: Identity, Social Issues, Political Issues, Environmental Issues	For Week X, read: (continuation) <i>Talking Leaves</i> . Due: Short Paper #2 (10/20).
Week XI: October 25 & 27	Themes and Issues Addressed by Native American Authors: Identity, Social Issues, Political Issues, Environmental Issues	For Week XI, read: (continuation) <i>Talking Leaves</i> .
Week XII: November 1 & 3	Introduction to Native American Narratives: Autobiographical Writings	For Week XII, read: <i>Mankiller: A Chief and Her People</i> .
Week XIII: November 8 & 10	Introduction to Native American Narratives: Autobiographical Writings	For Week XIII, read: (continuation) <i>Mankiller: A Chief and Her People</i> .

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Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week XIV: November 15 & 17	Introduction to Native American Narratives: Autobiographical Writings	For Week XIV, read: (continuation) <i>Mankiller: A Chief and Her People</i> .
Week XV: November 22 No class meeting on 11/24, Thanksgiving Day Holiday	Introduction to Native American Narratives: Contemporary Nonfiction Writings	For Week XV, read: <i>The Rez Road Follies</i> . Due: Short Paper #3 (11/22).
Week XVI: November 29 & December 1	Introduction to Native American Narratives: Contemporary Nonfiction Writings	For Week XVI, read: (continuation) <i>The Rez Road Follies</i> . Due: Personal Review Cover Memo/Portfolio (12/1).
Final Examination Week: December 6 & 8	Coming Full Circle: Contemporary Social and Political Issues of Native America Final Thoughts about the Course Oral Presentations	For this week, read: No reading assignments. Due: Oral Presentations (12/6 and 12/8). Happy Holidays!