

CES 373/ENGLISH 341
NATIVE AMERICAN LITERATURE
FALL 2014

MWF 11:10-12:00

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**Office Hours: MWF By Appt or during optional
grade conferences (see calendar)**

Required Text/Materials:

Purdy, John L. & Ruppert, James. *Nothing But The Truth*. Prentice Hall: Upper Saddle River, New Jersey, 2001. Print.

1 Notebook for your Reading Journal

Catalog Description: 373 [G] [M] **Native American Literature** 3 Native American literature, by and about the original inhabitants, image and counter-image, with emphasis on the 20th century. (Crosslisted course offered as CES 373, ENGLISH 341).

Course Description: During this course we will be reading various forms of texts from a diverse selection of Native American authors. Represented in your anthology are tribal members from coast to coast with texts ranging from the very first Native writers to contemporary authors popular today. In the larger scope of these narratives, we will examine how culture and landscape are embedded within these writings as is American Indian identity within the political & tribal contexts. Through reading and questioning the aspects of American Indian culture and identity that Native people take for granted, non-Indians unfamiliar with the ways of American indigenous people can use these texts to examine such questions like, “who is an American Indian?” & “Are Natives still practicing their cultures?” “Why are Native people so tied to their lands?” & “What values are important to Native American people?”

Course Objectives: WSU Learning Goals which are addressed in my course objectives are highlighted

- Students should finish this course with an understanding of key historical policies that appear within our reading selections and continue to define contemporary Native culture

= **Communication, Diversity, Depth, Breadth, and Integration of Learning, Critical and Creative Thinking**

- Explore the complicated identity of modern American Indians through well known & not-so-well-known indigenous authors = **Critical and Creative Thinking, Diversity, Information Literacy**
- Learn the basic foundation of “Oral Tradition” so that your reading of Native American Literature will be informed through an understanding of how indigenous people transmit experiences and histories = **Quantitative Reasoning, Critical and Creative Thinking, Scientific Literacy**
- Gain a basic historical background of each author’s tribe to further inform & enrich your reading and learning experience of the text = **Depth, Breadth, and Integration of Learning, Communication, Information Literacy**

WSU Learning Goals

Critical and Creative Thinking

Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways

Quantitative Reasoning

Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.

Scientific Literacy

Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.

Information Literacy

Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand

Communication

Graduates will write, speak, and listen to achieve intended meaning and understanding among all participants.

Diversity

Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.

Depth, Breadth, and Integration of Learning

Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

WSU Policies:

Plagiarism: The Council of Writing Program Administrators (CWPA) argues that “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” The WSU Academic Honesty Policy (based on State of Washington Code) expands the CWPA definition of plagiarism as well as explaining other categories of academic misconduct. As a WSU student, you are bound by these policies and are responsible for being aware of and abiding by them. Students who commit intentional acts of plagiarism will be reported to the Assistant Director of Composition and the Dean of Students’ Office and will fail the class. See also www.wsulibs.edu/plagiarism.

Disability Accommodations: Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations **MUST** be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist by email at drc@wsu.edu.

Cell Phones: Washington State University cell phone policy is to set your personal communication device to vibrate during class time. Use of cell phones, pagers, PDAs, or similar communication device is not allowed during classes unless activity supports class activities. Your personal communication devices are an integral part of the WSU’s emergency notification system and in the event of a campus emergency, all cell phones will vibrate simultaneously. If this occurs, you may consult your device to determine if a University emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted upon request.

Student Support Services: In the event of a death in your family or serious medical condition/accident contact Student Support Services so that I may work with the counselors to make arrangements for your assignments. You need not go through that magnitude of stress alone, that is what Student Support Services is there for – to help you deal with difficult life experiences while at the same time trying to navigate and graduate WSU. Do not force me to deal with your difficult situation – let WSU counselors help student and instructor through it.

Classroom Etiquette: Student’s grades depend upon being able to pay attention to class lectures. Please be respectful of students who want to earn high grades by keeping quiet during lecture periods. In the event of students talking loudly during a lecture, I will ask the disruptive student(s) to stop talking. If a student continues to talk and be disruptive, they will be asked to leave. If the behavior continues, I will request a meeting with the student’s department chair or advisor so that action can be taken to preserve a respectful environment for the rest of the class.

Make-up/Late work policies: WSU make-up work policy allows athletes or students attending WSU sanctioned events to turn in a WSU absence notification and be allowed to make up any work that was due during their absence for full points. Students must turn in their absence notification before their planned absence or with the late assignment.

If you have a medical emergency or other semi-serious ailment and miss turning in work because you were in the emergency room, hospital, or were too ill to make it in - bring in your medical paperwork when you turn in your late assignment.

In the event of a death in your family, car accident, or other traumatic event contact Student Support Services so that counselors will make arrangements with me regarding your missed assignment(s). Do not let the entire semester go by and then try to turn in your work when final grades are due – you will fail the course without the counselor emails to excuse your late work and missed classes.

Job interviews are eligible for make-up work, bring your documentation when you turn in your late assignment.

Do not turn in work for other students who are absent. Be advised: their grade will be entered into the grade-book as 0% until I see documentation from a circumstance as listed above.

Grading Criteria & Assignments:

Reading Journal	= 15%
Group Discussion Leads	= 10% (5% for each discussion lead)
Participation	=10%
Take Home Mid-term Exam	= 15%
Paper #1: Literary Analysis & Cultural Identification	= 25%
Paper #2: Oral History Paper	= <u>25%</u>
Total = 100%	

I do not accept assignments over email so do not email your papers on the due date. I will enter emailed papers into the grade-book as 0%.

Paper assignment sheets will be posted on Angel.

Grading Scale:

100%-95% = A	79%-77% = C+
94%-90% = A-	76%-74% = C

89%-87% = B+

73%-70% = C-

86%-84% = B

69%-68% = D+

83%-80% = B-

67% -65% = D, 64% & Below = FAIL

Reading Journal: bring your notebook to every class period for in-class writing sessions. I will collect your notebooks at random intervals for the purpose of grading.

Group lead of class discussion: during the first class you will sign up for a group. The purpose of this group is to lead the discussion for 2 class periods. You can coordinate your discussion questions using the Angel email feature which has all of your classmates emails automatically stored. Questions should address the basics like plot, character development, and literary analysis and should also go beyond these elements to define the aspects of the human condition that are underlying themes in all works of literature. Groups will be responsible for providing the reading journal writing prompt on their discussion days.

Participation: your participation in discussion and other class activities will be rewarded by a nearly effortless 10% of your final grade.

Papers #1 & #2: we will spend time in class periods discussing & building your paper which will consist of the first draft (worth 10%, less if it does not meet length requirements) and the revision of the first draft (worth 15%, less if you barely revised). The papers will include: #1) a literary analysis of selected work & how author's tribal landscape & history tie into the text and #2) an exploratory writing project on how oral tradition works within Native author's texts.

Mid-term Take-Home Exam: this exam will be formatted as a standard literary exam which will include: passage identification, author identification, summary of whole text based on passage identification, literary analysis, character analysis, & biographical knowledge of author.

Course Calendar: Subject to Change

Week 1: Aug 25 – Aug 29

M Introduction/Alexie

W Alexie 194, 417, 418, 427

F Alexie 203, 422, 424, 425 – Practice discussion, make sure you are ready to talk about Alexie's work by having questions, comments, ideas, analysis, observations about plot, culture & character written down and brought to class. (You need not have all that's listed – write down whatever comes to you while reading the material)

Week 2: Sept 1 – Sept 9

M HOLIDAY – Labor Day

W TallMountain 375

F TallMountain 553-56/Practice Discussion, make sure you are ready for class

Week 3: Sept 8 – Sept 12

M Eastman 54, King 289

W Practice Discussion, make sure you are ready for class

F NO CLASS

Week 4: Sept 15 – Sept 19

M Silko 159, 166, 358

W Silko 362, 367

F Group 1 Leads Discussion/Paper #1 DUE

Week 5: Sept 22 – Sept 26

M Gunn Allen 62

W Gunn Allen 255, 430-33

F Group 2 Leads Discussion

Week 6: Sept 29 – Oct 3

M Cook-Lynn 23/Take-Home Mid-Term Exam Posted on Angel

W Cook-Lynn 218, 226

F Group 3 Leads Discussion

Week 7: Oct 6 – Oct 10

M Zitkala-Sa 406, Johnson 282/Take-Home Mid-term Exam Due

W Gansworth 240, King 298

F Group 4 Leads Discussion

Week 8: Oct 13 – Oct 17

M Optional mid-term grade conferences

W Optional mid-term grade conferences

F Paper #2 DUE

Week 9: Oct 20 – Oct 24

M Ortiz 120, 515-20

W Ortiz 321

F Group 5 Leads Discussion

Week 10: Oct 27 – Oct 31

M Sarris 345

W Sarris 141

F Group 1 Leads Discussion

Week 11: Nov 3 – Nov 7

M Henry 263, Hogan 266, 487-500

W Brant 212, McNickle 305, Glancy 250

F Group 2 Leads Discussion

Week 12: Nov 10 – Nov 14

M Erdrich 232, 464-74

W Deloria 39

F Group 3 Leads Discussion/Peer Review revised papers 1 & 2

Week 13: Nov 17 – Nov 21

M Momaday 82, 510-15

W Tapahonso 391

F Group 4 Leads Discussion/Writing Project DUE – turn in with Jr. Portfolio cover sheet if you have not done your Jr. Portfolio yet

Week 14: THANKSGIVING BREAK

Week 15: Dec 1 – Dec 5

M Owens 326, Revard 333/Writing Project Returned to Students

W Revard 520-30

F Group 5 Leads Discussion

Week 16: Dec 8 – Dec 12

M Optional Grade Conferences/Office Hours Cleveland Hall 23C 9am-2pm

W Optional Grade Conferences/Office Hours Cleveland Hall 23C 9am-2pm

F Optional Grade Conferences/Office Hours Cleveland Hall 23C 9am-2pm