

Syllabus: SCAC LIT 274**Course Information**

Course Title: Native American Literature

Semester: Spring 2023

Course Prefix/Number: LIT 2742

Class Days/Times: Online

Credit Hours: 3.0

Instructor Information

Name: Robert Meyer

Phone/Voice Mail: It is best to contact me via e-mail to arrange a time to speak on the phone; leave a call-back number and I will call you ASAP.

E-mail: Canvas email or rmeyer@tocc.edu

Office location: n/a

Office hours: TBA

Course Description

This course is designed to offer students an introduction to literature written by Native Americans in North America. The focus of the course will be on contemporary fiction and poetry, primarily of the West and Southwest. Thematic concerns of the writers will be discussed, as well as writers' strategies for narrative voice, audience, character development, descriptive and symbolic language, and organization of text. Themes of Native American beliefs, culture, and everyday life in general will be explored as they emerge from the texts under discussion. Writing, reading, and discussion topics will frequently deal with Apache history and culture

SCAC/TOCC Catalogue Description:

A survey of Native American oral stories, autobiographical writings, fiction, poetry, and nonfiction. Includes historical and cultural contexts, major themes and issues in contemporary Native American literature, literary forms and techniques, and critical essays.

Student Learning Outcomes

After completion of the course students will be able to:

1. demonstrate, both orally and in writing, their understanding of works of tribal fiction and poetry
2. analyze the basic elements that comprise the craft (or art) of writing fiction and poetry
3. demonstrate in writing, the following:
 - a. Establish **PURPOSE** in academic essays and other documents.
 - A. Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience).
 - B. Generate academic essays and other texts that develop a central thesis (a statement of purpose).
 - C. Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing.
 - D. Use writing for a variety of purposes such as informing, analyzing, and persuading.
 - E. Provide appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing.
 - F. Identify and use appropriate style and voice to achieve purpose in writing.
 - b. Demonstrate **CRITICAL THINKING**.
 - A. Read critically to analyze purpose, main ideas, support, audience, and organizational strategies.
 - B. Evaluate the currency, relevance, reliability, and appropriateness of texts and other media.
 - C. Generate essays and other texts that demonstrate critical reading of sources and critical analysis of a topic.
 - D. Support claims with effective reasoning and appropriate sources (print and other media). Collaborate with others to discuss, generate and analyze ideas.
 - E. Interact effectively with different views and interpretations of a subject.
 - c. Demonstrate **INTERTEXTUALITY** in writing.
 - A. Use information from sources for a specific purpose: i.e., to provide background information, support an idea, illustrate an alternative view, etc.
 - B. Demonstrate the ability to analyze sources, make connections, draw conclusions, and interact in depth with diverse ideas presented in a variety of sources.
 - C. Incorporate information from sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing.
 - D. Document ideas from sources using MLA (in-text citation and works cited list).
 - E. Research appropriate sources to develop and support academic essays and other texts.
 - d. Write appropriately for academic and other **AUDIENCES**.

1. Analyze different writing contexts and the needs of different audiences as part of the writing process.
2. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of audiences.
3. Use an appropriate genre and format for the purpose and audience.
4. Write with appropriate style and voice for the rhetorical situation.
5. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose.
6. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication.

TOCC Student Learning Outcomes

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

1. Describe historical and cultural contexts that shape Native American oral and written texts.
2. Describe major themes and issues in contemporary Native American writings.
3. Describe the literary forms and techniques used by Native American writers.
4. Communicate theories of Native American literature through critical essays.

Course Objectives:

During this course students will:

- A) Engage in Discussions: Informal writing about readings with responses to the readings; also miscellaneous assignments, such as generating ideas for essay writing and a final reflection on your writing process at the end of the semester.
- B) Write an Essay: In this essay, around four to five pages (1000 - 1250 words in length), you will analyze and interpret a work or works of fiction or poetry that we read during the first half of the semester. The essay will be scored on a 0 – 100 point basis (with the opportunity to revise).
- C) Write a Final Exam: This exam will treat the readings of the second half of the semester, consisting of essay-type questions.

Course Structure:

Go to **Weekly Modules** for the course details in Canvas.

This course is organized as follows:

First half of the semester:

- Poetry, Short Stories, and *Fools Crow*
- Essay

Second Half of the semester:

- Ceremony* and *House Made of Dawn*
- Final Exam

Course Learning Materials and Textbook Information

Required Texts:

James Welch, *Fools Crow*; Penguin edition ISBN # 0-14-008937-3

Leslie Silko, *Ceremony*; Penguin edition ISBN #0-14-008683-8 /13: 9780140086836

N. Scott Momaday, *House Made of Dawn*; Harper Perennial Edition;

ISBN# 0060931949 or ISBN# 978006290995-4

Other materials supplied by instructor

Course Outline and Important Dates

See Canvas Modules for details.

Evaluations and Grading & Assignments:

Evaluation and Grading & Assignments:

Grades might be different in this class from what you are used to. You may receive grades on daily homework that is not intended to be revised, but you might not receive a grade on some papers while they are being revised. This is intended to help you focus on the writing process. Each assignment helps you build important skills throughout the semester, so it's important to do all of them. Your final grade is broken down according to the final categories and weight:

Category	Weight
<u>Discussions,</u> <u>Assignments, and</u> <u>other Work</u>	60%
<u>Formal Essay</u>	20%
<u>Final Exam</u>	20%

If at any time you have questions about your grade or are concerned about the quality of your work, please contact me. You can check your updated grade on Canvas.

Apache Cultural Component

San Carlos Apache College is in the process of developing culturally relevant curriculum and coursework in Apache history, culture, and language. Student and community feedback will guide this process. All SCAC instructors will find ways to incorporate culturally relevant topics and materials into their courses as appropriate.

Participation and Attendance Policy

Online Attendance

Since this is an online course that does not have a regularly scheduled meeting time, I expect each of you to be checking our online classroom, discussion board, and e-mail on a daily basis. All important updates will be made online and communicated via e-mail. In a face-to-face course, you go to class on a regular basis with direct contact with your instructor and other students. An online course like this one requires a special self-discipline in order to be successful. So, set up a regular schedule in which you are at that computer working on this course. I would recommend planning at least 10 - 15 hours a week devoted to this course. Essay writing may require more time. Communicate regularly with me via email or phone. Stay in touch (online!) with other students in the course.

In addition, in order to do well in this class, you need to do the following:

- read carefully all materials and links posted in the weekly modules
- complete all reading and writing assignments and discussions on time. Points will be deducted for late work.
- participate in class discussions, activities, and assignments.
- apply what you learn in class to your own writing.
- follow instructions, guidelines and advice for completing assignments.
- revise your work thoroughly.

Sometimes problems arise that could affect your performance in this class. **Please contact me promptly if:**

- you are confused about the requirements of an assignment.
- you have writer's block or are not sure how to complete an assignment or how to revise your work.
- you are having technical problems
- you cannot complete an assignment on time because of an unexpected event or problem.

If you fall behind in the course, I will expect to have a conversation with you in order to figure out how you might catch up or deal with any specific issues.

Required Technology and Software

Because this is an online class, **computer literacy and daily, reliable access to the internet is required**: word processing skills (in MS WORD) are necessary; ability to navigate the internet and familiarity with the **Canvas** learning management system (lms) are necessary in order to submit written assignments, to take exams, to participate in online discussions, and to read handouts and internet links. All of your assignments will be typed and uploaded to Canvas. Please see the online learning information and tutorial folder on our Canvas site for additional information about online courses. Chrome, Firefox, and Safari work best as servers for Canvas.

Accessibility Policies for all Technology Tools Used

Canvas: <https://www.canvaslms.com/accessibility>

Firefox: http://website-archive.mozilla.org/www.mozilla.org/firefox_vpat/firefox-vpat-3.html

Chrome: <https://chrome.google.com/webstore/category/ext/22-accessibility>

YouTube: <https://support.google.com/youtube/answer/189278?hl=en>

Other Classroom Policies and Expectations

Format of Written Work and File Submission—All work should be typed in Calibri 12 point font [or Times New Roman 12 point font] and conform to MLA formatting standards. I will not accept assignments that do not comply with MLA formatting guidelines. Also, **save** all of your documents as either **Microsoft Word.doc or Word.docx**. If your computer does not have Microsoft Office (which includes Word, Excel, PowerPoint), you can get a free copy through SCAC. Go the college home page and scroll down to Class Web Links in order to locate how to access it.

Assignment Deadlines, Incompletes, and Late Work –

If you are not able to submit an assignment by the day/time on which it is due, you must arrange to submit your work **BEFORE** hand. Submitting your work beforehand will not affect your final grade for an assignment. I consider anything late that is posted after the exact time indicated on the assignment. Also, incomplete assignments are not acceptable. Contact me to discuss any late work.

Weekly Discussions – Participating in our discussions is a major part of the course.

Failure to participate in online discussions will seriously compromise your grade in this course. Be prepared to share your ideas and respond to classmates on a **weekly basis**.

Online Behavior- Like any face-to-face class, I expect you to respect your peers, your instructor, and yourselves by engaging in professional, polite, and informed discussions. That is, I expect you to have prepared your thoughts and ideas about course concepts and to offer your ideas, concerns, and/or criticisms of course concepts in an adult manner. We have the responsibility as participants in this class to listen and speak to each other carefully, honestly, and respectfully. We also have the extreme privilege to be able to question each other's ideas and help each other grow in a safe, professional environment. As such, feel free to speak your mind as long as you do so in a way that is not devaluing or demeaning to other students, yourself, and the instructor. I have never had a problem with decorum or communication in any of my online classes and anticipate the same level of professionalism this semester.

Academic Integrity: Plagiarism and Academic Dishonesty

Plagiarism is the act of using another person's or group's words, ideas, or data as one's own. To avoid plagiarizing, a student must give credit through citations, footnotes, or proper quotation structure when he/she uses the following:

- Another person's idea, opinion, or theory

- Any pieces of information that are not common knowledge such as facts, statistics, graphs or drawings
- Quotations and/or paraphrases of another person's actual spoken or written words, including lectures, classroom discussions, and handouts
- Another person's data, solutions, or calculations without permission and/or proper citation of the source

Ignorance of plagiarism is not a legitimate defense against a charge of plagiarism. It is the responsibility of a college student to know what constitutes plagiarism. Any questions about what constitutes plagiarism should be discussed with your instructor.

Also you may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

Instructor Response Time

On most assignments and correspondence, I try to respond to you within 24 to 48 hours. Responding to essay submissions may take up to a week. Scores and grades are entered automatically in the "Grades" menu in Canvas.

Course Time Commitment

As stated above, I would recommend planning at least 10 - 15 hours a week devoted to this course. Your essay writing and research may require more time. Communicate regularly with me via email or phone.

College Expectations

Please be advised that all students, including dual credit students, are subject to the same policies and standards regarding attendance, submission of late work, participation, conduct, and academic honesty as outlined in this syllabus. By enrolling in this course, students understand that mature subject matter may be covered and that course content may be intellectually and emotionally challenging.

In complying with FERPA, I cannot and will not discuss any matters regarding any student's performance or standing in this class with friends, parents or family members. All students are encouraged to contact me whenever they have questions or concerns about this class.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by

sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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.