



Syllabus: Literature 174, Section 1, Introduction to Native American Writings

Course Information

Course Title: Introduction to Native American Writings

Course Prefix/Number: LIT 174-1

Semester: Fall 2020

Class Days/Times: Tuesdays and Thursdays, 2:30-3:45 p.m. (synchronous Zoom meetings)

Credit Hours: 3

Instructor Information

Name: Dr. Edison Cassadore

Phone/Voice Mail: (520) 383-0103

E-mail: ecassadore@tocc.edu

Office location: (virtual)

Office hours: Mondays and Wednesdays, 9:30-10:00 a.m., and Tuesdays and Thursdays, 10:00-11:30 a.m. and 1:30-2:00 p.m. (**Note:** These office hours are virtual. Please contact the instructor to arrange an appointment.)

Course Description

Study of Native American texts, including autobiographical writings, short stories, and nonfiction. Includes introduction to historical and cultural contexts, themes and issues addressed by Native American authors, Native American narratives, and reports and presentations. May convene with LIT 274.

Student Learning Outcomes

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.

Course Structure

This class will use an informal “lecture” format that emphasizes class participation, discussion and questions, and both individual and group work through the Zoom-meeting platform with both synchronous and asynchronous aspects. An electronic journal assignment will be required based on the reading assignments as well as posted discussions in Canvas and discussions during Zoom meetings. Furthermore, PowerPoint presentations and videos will be provided based on relevant historical and cultural contexts of Native American literature.

Class participation and attendance are very crucial for academic success. Please come prepared to discuss issues raised in the course.

Course Learning Materials and Textbook Information

- Adler, Bill and Ines Hernandez. *Growing Up Native American*. Harper Paperbacks, 1995.
- Hacker, Diana and Nancy Sommers. *Rules for Writers*, Ninth Edition. Bedford/St. Martin's, 2019.
- 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.

Online Text:

The OWL at Purdue

<http://owl.english.purdue.edu/owl/resource/557/01/>

(This is an online handbook that will teach you MLA [Modern Language Association] format for college writing. You can also look up punctuation, grammar, writing process

ideas, and other useful information such as citing secondary sources. You can also use this resource for *any* class you take that requires writing.)

Course's Outline and Important Dates

- 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

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.*

LIT 174 Course Schedule Fall Semester

Important Due/Test Dates:

- October 16: Short Paper #1
- October 22: Midterm Examination
- November 6: Short Paper #2
- December 4: Short Paper #3
- December 4: Personal Review Cover Memo/ePortfolio
- December 8 & 10: Oral Presentations

Zoom Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week I: August 25 & 27	Introduction.	For Week I, read: Introductions. Handouts on historical/cultural context of Native Americans.
Week II: September 1 & 3	Historical Context of Native American Literature	For Week II, read: Continue reading handouts on historical/cultural context of Native Americans.

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.

Zoom Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week III: September 8 & 10	Historical Context of Native American Literature	For Week III, read: Handout on Pre-Columbian Native American History.
Week IV: September 15 & 17	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 22 & 24	Major Themes & Issues: Identity in Contemporary Native American Literature	For Week V, read: <i>Growing Up Native American</i> .
Fall Break	Note: No class meetings will occur this week.	Continue reading ahead in <i>Growing Up Native American</i>
Week VI: October 6 & 8	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: October 13 & 15	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 (10/16).

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Zoom Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week VIII: October 20 & 22	<p>October 20: Midterm Examination Review Session</p> <p>October 22: Midterm Examination</p>	For Week VIII, read: review questions for midterm examination.
Week IX: October 27 & 29	<p>Themes and Issues Addressed by Native American Authors: Identity, Social Issues, Political Issues, Environmental Issues</p>	For Week IX, read: (continuation) <i>Talking Leaves.</i>
Week X: November 3 & 5	<p>Themes and Issues Addressed by Native American Authors: Identity, Social Issues, Political Issues, Environmental Issues</p>	For Week X, read: (continuation) <i>Talking Leaves.</i> Due: Short Paper #2 (11/6).
Week XI: November 10 & 12	<p>Introduction to Native American Narratives: Autobiographical Writings</p>	For Week XI, read: <i>Mankiller: A Chief and Her People.</i>
Week XII: November 17 & 19	<p>Introduction to Native American Narratives: Autobiographical Writings</p>	For Week XII, read: (continuation) <i>Mankiller: A Chief and Her People.</i>

Zoom Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week XIII: November 24	Introduction to Native American Narratives: Autobiographical Writings Note: No class will occur on November 26 because of the Thanksgiving Day holiday break.	For Week XIII, read: (continuation) <i>Mankiller: A Chief and Her People</i> .
Week XIV: December 1 & 3	Introduction to Native American Narratives: Contemporary Nonfiction Writings	For Week XIV, read: <i>The Rez Road Follies</i> . Due: Short Paper #3 (12/4) and Personal Review Cover Memo/ePortfolio (12/4).
Week XV: December 8 & 10	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 (12/8 and 12/10). Happy Holidays!

Evaluations and Grading & Assignments:

90 and above is an A
80 - 89 is a B
70 - 79 is a C
60 - 69 is a D
Under 60 is Failing

Your grade will be determined by the following:

- **All work handed in as individual work must be done individually.** This means that you need to be careful in writing your own words rather than “borrowing” words, phrases, or ideas from other students with whom you may have discussed an assignment. See the statement on Academic Integrity below.

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, 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/ePortfolio.....	100 pts.
e. Oral Presentation.....	100 pts.

Total.....700 pts.

Semester Points Range:

700-630=A;
 629-560=B;
 559-490=C;
 489-420=D;
 419 and below=F

Explanations of Assignments and Grading in each Key Performance Area:

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

Course assigned essays are due at regular intervals during the semester to the Turnitin system. Pertinent log-in information for how to submit the essays will be provided

through an email notification from Turnitin. Log-in information will be provided early in the semester.

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 Native American literature.

All essays should be submitted electronically to the Turnitin website.

At least one of the papers should actively use both *primary* and *secondary sources* with analytical synthesis demonstrated in Short Paper #3 on a “Works Cited” page in the Modern Language Association (MLA) style. All papers, however, must follow the 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.

Here are the following required procedural steps for essays that receive an “R”:

1. Before resubmitting a rewritten paper (“R”), **students must schedule an appointment with the instructor through Zoom to discuss their paper so that their rewriting will be productive and effective.**
2. **The appointment should be scheduled in a timely manner before two weeks have elapsed.**
3. Remember, papers marked with an “R” are due **two weeks** after you have received a review summary of them through Turnitin.
4. The grade for the rewrite will be the grade the student receives for the assignment.

5. **Please notify the course professor by email message when rewritten essays have been submitted electronically since Turnitin does not provide notifications.**

Note: **No paper may be rewritten more than once.** If the re-written essay is unsuccessful, then it shall receive a grade of “F.”

Note: If a re-written essay is not completed, then it shall receive either a grade based on not completing revisions or a grade of “F” at the course professor’s discretion.

An essay that receives an “R” must be rewritten and resubmitted to the instructor within an agreed upon due date between the instructor and the student after you have received the graded or marked version and review of the essay.

The rewritten essay(s) and your Personal Review Cover Memo will comprise your ePortfolio for the semester (see below).

All essays (including rewrites) must be submitted to the Turnitin website. If you should have any technical difficulty with uploading essays, or other written coursework, please notify the instructor immediately before the due date of the assignment. Also, please raise a technical service ticket with Turnitin staff on their website by clicking on “Support,” then “Help.” After clicking on “Help,” follow the directional steps. Additional technical support can also be sought from an IT staff member from the college.

Note: **Any technical difficulties with Turnitin for all relevant coursework assignments must be resolved early and expediently in the semester.**

Note: **Please do not make it a habit to submit coursework continually through email Word attachments or by placing coursework in Google Docs for review. Indeed, coursework needs to be submitted to Turnitin.**

Note: It is best to submit all essays on time as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required and points deducted. Only rarely will late work will be approved for credit.

- **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 only, however, may be collected earlier in the semester to assess writing skills.

All journal entries are to be submitted, electronically, to Turnitin.

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**

Through electronic means, 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, a missed examination cannot be made up. *Students, indeed, are responsible for communicating with the instructor in a timely manner about any extenuating circumstance related to a missed examination.*

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

The Personal Review Cover Memo for the ePortfolio 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 **ePortfolio** for the semester.

Specific instructions will be distributed to students before the assignment is due to Turnitin in electronic means.

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/ePortfolio. The electronic portfolio checklist must be included in the submission per the specific instructions for its placement. Writing ePortfolios 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.
- 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.
- VI. A Word document will “house” all of the requested items, i.e., electronic portfolio checklist, personal review cover memo, and essays are required materials for the Personal Review Cover Memo/ePortfolio.

ePortfolio items should be placed one after another in the Word document for electronic submission to Turnitin, and they should be placed one after another according to the checklist’s instructions and stated order.

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 have learned drawing a connection with the historic context of Native American peoples with the literature and to build critical communication skills.

The oral presentations will be done through our scheduled Zoom meetings.

- **Class Meeting Attendance:**

Class meeting attendance is mandatory through the weekly Zoom meetings. Class discussion is critically based on your reading the course’s assigned texts in advance of the Zoom class meetings.

Himdag Cultural Component

Tohono O’odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O’odham Nation’s traditional standards for sharing information as determined by the Himdag Committee.

Policies and Expectations

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

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. (Note: Unavoidable circumstances directly related to COVID-19 crisis, such as caring for someone with COVID-19 or contracting COVID-19.)
3. The student must have completed over 50% 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 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 October 8, 2020, are assumed NOT to be participating in the class and may be withdrawn at the faculty member’s discretion.

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 the withdrawal deadline date that can be found in the Academic Calendar on the TOCC 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

Tohono O’odham Community 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

Tohono O’odham Community 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.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu.

Conduct: Bias, Bullying, Discrimination and Harassment

Tohono O’odham Community 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.

Additional Course Policies:

- 1) Students are expected to attend each class, arriving on time, except in the case of an excused emergency.
- 2) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 3) Unexcused late arrivals or early departures will count against attendance record.
- 4) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 6) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class meeting during the class period will constitute one (1) absence.
- 7) No cell phone use is allowed during class meetings. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 8) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 9) No work will be accepted after the last class.

Classroom Behavior:

- Visitors may be only allowed at class sessions or on field trips with instructor approval, visitor's safety and behavior are the responsibly of the student.
- Possession of drugs, alcohol or firearms on college property is prohibited and illegal.
- Food and beverages are allowed in classrooms at discretion of the instructor.
- Cellphones should be turned off during class, unless the instructor is allowing students to use their tools (e.g., calculator, internet access).
- Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave (or exit a Zoom meeting).
- Student behavior is also detailed in student handbook under Student Code of Conduct Violations.

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%.

Laboratories (if relevant) cannot be made up except in the case of college closure. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations, ask your instructor or the librarian.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.