I. General Education Review - Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Native American Studies</th>
<th>Course # (i.e. ENEX 200)</th>
<th>NAS 202</th>
</tr>
</thead>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Kathryn Shanley</td>
<td>2/06/09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-5832</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Wade Davies</td>
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III. Overview of the Course Purpose/Description:

Provides an introduction to the subject matter and explains course content and learning goals.

Within Native American cultures, oral and literary expression takes a wide range of forms from naming stories to novels, from chants to poems, from jokes to cautionary tales, and from mythic narratives to personal autobiographies. In this course we will survey many different genres from numerous and diverse cultures, paying as close attention as time will allow to the cultural and historical specificity of the literature. Although our approach to the subject matter will come primarily from a Native American perspective, we will also touch upon Western theoretical approaches to the study of literature and folklore. We will discuss how differing worldviews are preserved through Native American oral and written literatures, looking closely at several tribal traditions.

IV. Learning Outcomes:

Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Students are encouraged to define their own and others vocabulary terms, historical movements, history-shaping ideas (attributed to persons, in particular). From these students write essays, formal and informal.</th>
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<tr>
<td>Use writing to learn and synthesize new concepts</td>
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<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Students will have the opportunity to offer critiques on one another’s work, with a handout for guidance in what to look for.</td>
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<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Students will write several types of essays: short autobiography; response to readings/lectures; literary criticism essay; descriptive essay.</td>
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<td>Revise written work based on constructive feedback</td>
<td>The autobiographical essay will be assigned first to give them ease with a subject (themselves), and they revise the essay after feedback. One other essay will be revised as well.</td>
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<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Students are taught research skills, including ways of evaluating internet resources; they are given hand-outs on plagiarism, what it looks like and how not to commit plagiarism; lectures on intellectual property rights and accurate use of oral “informants” are part of the course.</td>
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<td>Begin to use discipline-specific writing conventions</td>
<td>Students respond to Kroeber’s readings of oral literature, and write an essay agreeing or disagreeing w/ him and offering evidence for their positions.</td>
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<tr>
<td>Demonstrate appropriate English language usage</td>
<td>Every assignment will receive ample critique regarding grammar, punctuation, presentation, style, discipline-specific requirements, etc.</td>
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**V. Writing Course Requirements Check list**

| Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance. | x Yes ☐ No |
| Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations? | x Yes ☐ No |
| Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations? | x Yes ☐ No |
| Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments? | x Yes ☐ No |
| What instructional methods will be used to teach students to write for specific audiences, purposes, and genres? | Lectures in class; critique of papers; samples of good writing; discussion of genres; readings of multiple genres from a variety of historical periods and a discussion of audience—in the readings and in what they write. |
| Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability. | x Yes ☐ No |

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

| Essay #1: Personal Oral History. First draft, 3-4 pp. worth 10%; rewrite/revision, increased to 5-6 pp. |  |
Informal Ungraded Assignments

| Essay #2: | (5 pp.) based on the readings from Karl Kroeber’s book. Essay will offer an analysis of one of the selections from the text. (20%)  
| Essay #3: | a literary analysis essay on *The Middle Five*. (20%)  
| Essay #4: | a short research paper (5 pp. minimum) with 3-5 sources, none of which can be an internet source. Paper topics will be assigned, based on the Frederick Hoxie book. (20%)  

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Paste syllabus here.

**NATIVE AMERICAN STUDIES 202L, Section 1**  
**Oral and Written Traditions in Native America**  
Fall 2005, MWF 12:10-1:00, GBB 119.

**Professor:** Kathryn Shanley  
**Office:** Corbin 348  
**Phone:** 5832  
**Email:** shanleykw@mso.umt.edu

**Course Description**

Analysis of oral traditions of Native Americans including a study of the literary works of leading American Indian writers.

**Catalog Description**

Analysis of oral traditions of Native Americans including a study of the literary works of leading American Indian writers.
the study of literature and folklore. We will discuss how differing worldviews are preserved through Native American oral and written literatures, looking closely at several tribal traditions.

**Course Objectives**

- To develop an understanding of and appreciation for types of Native American oral and early written literatures;
- To demonstrate an ability to identify tribally specific beliefs and traditions as reflected in literature;
- To be able to identify the general characteristics of various tribal oral and written literary traditions;
- To increase writing skills through writing, revising, and rewriting as well as through discussion of writing principles and writing exercises;
- To increase public speaking skills by presenting a research paper to the class, with visual, auditory, and other types of teaching aids, as appropriate;
- To learn some basic research skills;
- To function within a group to create a coherent presentation of research.

**Course Requirements**

Detailed descriptions of assignments will be given in handouts well ahead of their due dates. The descriptions below are intended to provide an overall framework for understanding the professor’s expectations of students.

**Essay #1: Personal Oral History.** First draft, 3-4 pp. worth 10%; rewrite/revision, increased to 5-6 pp., worth another 10%). (20% total)

**Essay #2:** (5 pp.) based on the readings from Karl Kroeber’s book. Essay will offer an analysis of one of the selections from the text. (20%)

**Group presentation.** An in-class presentation and a written paper (3-5 pp.), due at the time of the presentation. Students will offer their critiques of in-class presentations. (20%)

**Essay #3:** a literary analysis essay on The Middle Five. (20%)

**Essay #4:** a short research paper (5 pp. minimum) with 3-5 sources, none of which can be an internet source. Paper topics will be assigned, based on the Frederick Hoxie book. (20%)

All assignments will be evaluated on both writing and content. All papers must be typed, in 12 font, double-spaced and identified by your name, student i.d. number, phone number and/or email address.

**Extra credit assignments.** Reports of contemporary happenings in Indian Country that are relevant to the subject of the course, oral and written traditions, as class time allows. Please let me know if you are planning to give a report, so that I can be sure we have enough time. (5-10% toward any individual assignment’s grade)

For your report of contemporary happenings, subscribe to H-AmIndian, as described in the following paragraph. You must look up the full article, and give an in-class report to the class with a complete citation of the source.

*News Items of Interest is a daily resource compiled by the H-AMINDIAN staff. It features a sampling of news stories concerning Native issues primarily in Canada, the United States and Mexico. In order to comply with Academic Fair Use and copyright laws, only an excerpt of the news articles is offered here. We will not reproduce articles in whole. Links are provided for articles located online without subscription to an academic search database. Your college, university, or public library may provide access to online data bases and services (such as Lexis-Nexis, ProQuest, or Dialog) with full-text versions of these and other stories. H-AMINDIAN is part of the H-NET family and is housed in the Department of History, Arizona State University. Visit the website at [http://www.asu.edu/clas/history/h-amindian/](http://www.asu.edu/clas/history/h-amindian/)*

You are expected to keep up with the readings. The due dates of the assignments are indicated on the syllabus; they are due in class on those particular days. Tests will cover the readings, lectures, films, videos, and other material as
indicated (I will tell you if something is not covered), as well as vocabulary words (to be handed out in class). You may have basic questions from the class presentations.

**Grading system:**

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<th>Grade</th>
<th>Value</th>
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<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
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**Attendance** is required. If at all possible, please notify me in advance when you will be absent. I am easiest to reach by email, but my office phone works as well. Excessive absences (more than three classes per term) may result in your grade being lowered. Students who miss more than six classes will be asked to consider dropping the course. The purpose of required attendance is to assure that we function as a learning community, in conversation with one another about the subject matter. When a student misses too many classes, for whatever reason, he or she misses a significant amount of material.

**Participation** Contributions to class discussion and overall good class citizenship—good attendance, turning in papers on time, being on time for class—may result in an increase in your grade. Late work is subject to a grade penalty of up to one letter grade per week on the particular assignment, but it’s always best to turn something in rather than not doing so. Pop quizzes will be given unannounced if I feel you are not keeping up with your reading.

Out of respect for the professor and your classmates, I ask that you not leave class early unless you have a compelling reason, such as a doctor’s appointment, and that you do not otherwise disrupt class by coming and going, early, late or in the middle of class. If you have a child care problem one day and your child is of the age where he or she can sit and draw quietly, please feel free to bring him/her to class. Quiet babies are also welcome.

If you have special needs of which I should be aware, please do not hesitate to speak with me. Special needs may include differences in learning styles or even shyness in a classroom setting, as well as physical disabilities, but are not limited to those things. Please let me know at the beginning of the term what your special needs you may have and what I can do to help you.

Please note: The Native American Studies Department does not allow courses to be offered on a pass/no pass basis.

**Incomplete and Student Conduct Code**

Please see the student handbook for information on incompletes and drops. Because most students do not finish incompletes, which then causes the incomplete to turn into an F, I prefer to work very closely with you when you are first having difficulty keeping up with the work.

Both copyright laws and University policies are rigid regarding plagiarism—“the representing of another’s work as one’s own.” Please consult the “Academic Policies and Procedures” section of the current University catalog for details regarding penalties for plagiarism.

**Plagiarism** is further defined as using another’s words or ideas (outside of common knowledge) directly or indirectly without citing them. It is still shocking, but students waste their own education and my time by plagiarizing off the Internet. If they can find it online, so can I, and I have no mercy on academic deception. Consequences of plagiarism can range from ostracism to rehabilitation training to zero credit to being dropped from the class to being dropped from the University. Please take this warning seriously.

Is it necessary to mention that iPods and text messaging are not acceptable in class?

**Departmental Assessment:** The NAS Department's ongoing process of assessing its curriculum requires professors to read student papers to learn how students in general are progressing through the program. Thus your professor may choose a copy of one of your papers or ask for an electronic version of it to use in this assessment process. All identifying information will be removed and no evaluation of student work outside the boundaries of the course will play any role in determining a student’s grade.

**Required Books**

Hoxie, Frederick E., editor. Talking Back to Civilization. Boston and New York:
Bedford / St. Martin’s, 2001.

**Required Articles**


**Tentative Syllabus**

**Week One:** August 25, 27 & 29. What is the oral tradition? Orality v. literacy?
M: Introduction to the Course and each other.
W: Thomas King, “You’re Not the Indian I Had in Mind.”
F: Susan Brill y Rodriguez, “The Emergence of Conversive Literary Traditions.”

**Week Two:** September 1, 3 & 5. Anthropological Roots of Ethnopoetics
M: Labor Day.
W: Kroeber, 3-26, Excerpt from *Concerning the League*, Essay #1 Due.
F: Kroeber, 3-26, Excerpt from *Concerning the League*

**Week Three:** September 8, 10 & 12. Mythic Imagining
M: Kroeber, 30-33. Yurok.
W: Kroeber, 29; 34-61, Blackfoot/Blackfeet, Essay #1 Revision Due.
F: Kroeber, 34-61, Blackfoot/Blackfeet

**Week Four:** September 15, 17 & 19. Analyzing Oral literatures
M: Kroeber, 62-92, Commentary. Return to Brill y Ramírez article.
W: Group meetings out of class.
F: Group meetings out of class.

**Week Five:** September 22, 24 & 26. Human Cultures, Animal Cultures
M: Kroeber, 95-117, Tlingit, Beaver, Essay #2 on Yurok or Blackfoot/Blackfeet Due.
W: Kroeber, 118-137, Group Presentation #1
F: Kroeber, 138-173, Commentary

**Week Six:** September 29, October 1 & 3: Human Cultures, Animal Cultures

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1 Articles are available on Eres, through the Mansfield Library. The password needed is NAS20201. From time to time other articles may be assigned and / or handouts distributed in class, the information from which will be required.
W: Kroeber, 138-173, **Group Presentation #2**
F: Kroeber, 138-173, Commentary

**Week Seven: October 6, 8 & 10**
M: Kroeber, 177-190, Winnebago, Navajo, Nez Percé
W: Kroeber, 177-190, **Group Presentation #3**
F: Kroeber, Commentary, 224-251

**Week Eight: October 13, 15 & 17**
M: Kroeber, 191-221, Lipan Apache, Chinook-Wishram, Chemehuevi
W: Kroeber, 191, 221, **Group Presentation #4**
F: Kroeber, Commentary, 224-251

**Week Nine: October 20, 22 & 24**
No class meeting. Out of class assignment. TBA

**Week Ten: October 27, 29 & 31**
M: Kroeber, 255-271, Sioux-Dakota
W: Kroeber, 255-271, Sioux-Dakota, **Group Presentation #5**
F: Kroeber, 272-286, commentary

**Week Eleven: November 3, 5 & 7**
M: Hoxie, 1-35, American Indian Activism in the Progressive Era
W: Hoxie, 1-35, American Indian Activism & Pokagon
F: Hoxie, 51-65, Critics of Indian Education

**Week Twelve: November 10, 12 & 14**
M: LaFlesche, *The Middle Five*
W: LaFlesche, *The Middle Five*
F: Discussion of writing

**Week Thirteen: November 17, 19 & 21**
M: Hoxie, 66-86, Christianity and Religion,
W: Hoxie, 87-107, America’s Indian Policy
F: Hoxie, 108-122, Popular Images of Indians **Essay #3 Due**

**Week Fourteen: November 26 & 28**
W: Thanksgiving Holiday
F: Thanksgiving Holiday

**Week Fifteen: December 1, 3 & 5**
M: Hoxie, 139-169, After the War
W: Hoxie, 170-174, Afterward, An Appeal for Fair Play,
F: Last Day of Class wrap-up. **Essay #4 Due.**